DE ADDENDUM: SUMMER I, II, FALL 2020 and Spring 2021
COVID-19 Emergency: Temporary Adjustments to AP 4105 and the CAC DE Addendum Process

Context: The CCCCO Memo ES-20 (3/31/2020) establishes the needed components of offering most if not all instruction in an online format during the COVID-19 pandemic and the California Stay at Home directive. Here at SBCC, we are working to comply with regulation while ensuring academic integrity, faculty-driven course quality, and student success. All of this is proceeding in an emergency environment.

CCCCO Memo ES-20 stipulates that SBCC completes:
> A plan for obtaining local approval for all courses included in the submitted addendum by December 30, 2020. The plan should include, at minimum, a summary of the local approval process j(including the committees involved) including timelines for course approvals.

ACCJC Standard II. A. 1 establishes that:
> All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11).

To this end, faculty leadership of the Senate, the Curriculum Advisory Committee, the Faculty Resource Center, and Educational Programs have agreed to a plan for distance education addendum development and faculty support and training that upholds the above standards and SBCC's Administrative Procedure 4105 Distance Education.

All faculty converting courses for Summer I and II 2020 must complete the following Emergency Distance Education Addendum form.

Directions: Please address the design and implementation of your course by completing Sections 1-9 of the Emergency Distance Education Addendum, below. One of these forms should be completed for each course. Successful completion of this addendum should also include the following steps:

A. Visit the SBCC Curriculum Committee Page for more information about the entire process of modifying your course for the Distance Education modality.
B. Visit the SBCC Distance Education Page and contact Kathy O'Connor as needed for additional information: oconnork@sbcc.edu or call (805) 680-5878.
C. Refer to "Writing an Integrated Course Outline" in The Course Outline of Record: A Curriculum Reference Guide (pp.5-6).
D. Visit these sites to understand the legal issues for students with disabilities and how to prepare accessible course materials:
> SBCC's Universal Design Concepts
> SBCC's Access and Compliance
> SBCC's Legal Compliance for Students with Disabilities
> The Faculty Resource Center's Creating Accessible Strategies for Your Class
E. Complete a review with Laurie Vasquez, Assistive Technology Specialist for DSPS/FRC, vasquez@sbcc.edu .

Emergency Distance Education Addendum

Faculty Name:
Course Subject: **Course Number:**
Course Title:

1. Verification of how course content objectives will be achieved in the distance education modality.

Identify Methods of Instruction (select all that apply):

_____ Course management system (CMS) discussion boards	_____ Digital animations
_____ Instructor developed web pages	_____ Web quests
_____ Converted PowerPoint presentations	_____ Online reference resources
_____ Digital video clips	_____ Chat
_____ Self-created Youtube	_____ Email
_____ Graphics (digital charts, diagrams, photos, images, annotated screenshots)	_____ Publisher-prepared online materials
	_____ Course cartridge materials
	_____ Synchronous meeting tools

Guidance: "As the course outline of record is the basis of articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality."

2. If the methods of instruction above present a challenge for accessibility, how will you create alternatives to serve students?

Explanation:

Guidance: See resources below.
- CCCCO DE Guidelines 2019**,** Pp. 17-19
- Faculty Resource Center - When you go through the FRC's training you will be taught how to create *basic* accessible instructional materials within the Canvas Learning Management System.
- Captioning procedure - The Distance Education Captioning and Transcription grant (DECT) provides CCCs with funding for live and synchronous captioning and transcription as a means of enhancing the access of all students to distance education courses. To initiate this process for your individual course, please contact Laurie Vasquez, vasquez@sbcc.edu
- DSPS Overview of Faculty instructional materials
- California Community Colleges Accessibility Center's Canvas Support Page

3. How will you design and deliver your course to ensure equity? Please specifically address the following three areas: 1) how will you ensure that disproportionately impacted students are reflected in your course content; 2) what intrusive communication methods do you plan to employ to ensure they remain engaged, and; 3) how will you ensure equitable access to all course material and tools?

Explanation:

Guidance:
- Pease contact Carrie Hutchinson (carrie.hutchinson@sbcc.edu) for equity training materials and guidance
- Please consult this rubric as a tool for ensuring that your answer addresses the three critical equity practices listed in the question. This rubric will be used to guide evaluation of your response.
- Resources for Equity in Course Design

4. Describe the methods by which you would achieve regular and effective contact between instructor and student.

Explanation:

Guidance: Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, via the following activities: group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to Title 5 Section 53200 et seq.

5. Do you want your online course to have a different class cap than your face-to-face class? If so, please explain why.

Explanation for any change:

Guidance:
- The SBCC Class Cap document clarifies practices for establishing class capacity maximums.
- All online courses at SBCC have a class cap of 50 students.
- The first time this course is offered online, class size may be limited to 30 students.

6. Please explain how you are adapting your methods of evaluation to address the course objectives, methods of instruction and delivery. Please detail your methods of evaluation for this online course. (Examples of face-to-face evaluation: quizzes, exams, essays, portfolio, studio critique, lab notebook, etc.; how will you transform those to the online environment?).

Explanation:

7. Describe a sample assignment that you will use in your distance education course. Describe the purpose, format, intended learning outcome and method of evaluation.

Explanation:

Guidance: You can use the same assignment from your face-to-face course if it is appropriate for distance education delivery.

8. Are additional software, hardware or apps required for the students to download that are not part of Canvas tools?

Explanation:

9. What training has prepared you to develop and teach this course effectively? Are you planning to enroll in the special SBCC FRC training sessions scheduled during Spring and Summer 2020? If not, please describe your previous training below.

Explanation:

Guidance: Professional development to prepare instructors for online teaching should include at a minimum, guidelines for:
   • Regular and effective contact with and among students;
   • Equitable and culturally representative content and pedagogy;
   • Varied and frequent assessments;
   • Learning Management System (Canvas) training/proficiency;
   • Design, navigation, and content flow for intuitive access; and
   • Accessibility in design, materials delivery, and practice.
Reference: CCCCO DE Guidelines 2019 and SBCC Administrative Procedure 4105, Distance Education