

NOCE Distance Education Addendum

Revised, DE Committee February 5, 2026

Instructions

This form must be completed for any course offered in an online modality, and it should be updated whenever the COR (Course Outline of Record) is updated.

1. Please complete this form for a course; do not make it instructor specific.
2. Save the form with a file name that includes "DEA" (Distance Education Addendum) followed by the course discipline prefix and course number, for example, "DEA.IHSS100.docx." If it is a revision, please put the word "update" and the year and month after the course ID (i.e. DEA.IHSS100.Update2602.docx)
3. Attach the completed form to the corresponding course in the curriculum system.

To complete the form:

(Click or tap here to enter text.) Type your answers; the box will expand to accommodate text.

☒ Click to select the best option(s) for your course.

Title 5

Please note the following Title 5 Sections which govern Distance Education fully defined in the NOCE DE Plan:

- § 55202 Course Quality Standards
- § 55204 Instructor Contact
- § 55206 Separate Course Approval

Course Information

Course Title:

Total Hours:

Rationale

What is the intent of offering the course by distance education mode? Discuss how offering this course in DE mode benefits students or meets students' needs.

May use this example: This course is designed for students who may not otherwise be able to attend a traditional course, or those who simply want to take advantage of the convenience and flexibility of fully or partially online courses.

Click or tap here to enter text.

Mode of Delivery

Check all that apply.

- ☐ **Fully Online (FO):** all instruction is online
- ☐ **Partially Online (PO):** online instruction with scheduled on-campus meetings and/or assessments; Hybrid; Hyflex

- ☐ **Online with Flexible in-person component (OFI):** online instruction with in-person/proctored assessment/activities at a flexible time and place.

Learning Objectives

For classes proposed in the fully online modality, describe how students can achieve learning objectives/outcomes as described in the official Course of Record (COR). **This applies to any course objective or outcome that may not be facilitated by the Learning Management System (LMS), Canvas.** *An example would be a skill demonstration such as an oral presentation or language demonstration, mandatory laboratory, project presentation, etc.* For each applicable objective/outcome, describe a sample assignment used in the online modality and the method of evaluation.

Click or tap here to enter text.

☐ Check here if course is proposed as partially online or **if all of the course objectives can be met using LMS tools.**

Regular and Substantive Interaction (RSI)

Check all the types of regular and substantive interaction that apply between the instructor(s) and students and among students either synchronously or asynchronously.

- ☐ Announcements via Canvas LMS
- ☐ Announcements via website (i.e. faculty website)
- ☐ Email via Canvas LMS Instructor-Student questions/comments/problem solving
- ☐ District Email for Instructor-Student questions/comments/problem solving
- ☐ Online Discussions via Canvas
- ☐ Regular to-do lists, reminders, assignment descriptions via Canvas LMS
- ☐ Regular to-do lists, reminders, assignment descriptions via announcements or email
- ☐ Wikis
- ☐ Videoconferencing
- ☐ Virtual Chat (Canvas Chat, Big Blue Button, Google Talk, CCC Confer/Zoom)
- ☐ *Other types of interaction

*If "Other" is selected for regular and substantive interaction, a brief description must be provided in the textbox below (maximum 1,000 characters).

Click or tap here to enter text.

Instructional Content and Materials

Check all the types of instructional content that apply to meet the course objectives. Include any necessary technology, hardware, software, resources, and materials to success in this course online.

- | | |
|--|--|
| ☐ Content on Canvas LMS | ☐ Orientations via email |
| ☐ Content on websites (i.e. publisher websites) | ☐ *Other Orientations |
| ☐ Content links via email | ☐ Videos/Podcasts links posted in Canvas LMS |
| ☐ FAQs posted on Canvas LMS | ☐ Videos/Podcasts links posted on websites (i.e. publisher websites) |
| ☐ FAQs posted on websites (i.e. publisher websites) | ☐ Videos/Podcasts links sent via email |
| ☐ FAQs sent via email | ☐ *Other Videos/Podcasts |
| ☐ *Other FAQs | ☐ Hardware (video camera, microphone, device with access to the internet) |
| ☐ Orientations using Canvas LMS | ☐ Software (apps, programs) |
| ☐ Orientations using websites (i.e. faculty websites) | ☐ *Other resources and materials |
| ☐ Orientations face-to-face on campus | |

* If "Other" is selected for instructional content or materials, a brief description must be provided in the textbox below (maximum 1,000 characters).

Click or tap here to enter text.

Methods of Evaluation and Assessment

Check all the methods of evaluation and assessment that apply either synchronously or asynchronously.

- ☐ Exams/Quizzes/Surveys using Canvas LMS
- ☐ Exams/Quizzes/Surveys using websites (i.e. publisher websites)
- ☐ Exams/Quizzes/Surveys face-to-face or at proctored locations
- ☐ Exams/Quizzes/Surveys via email
- ☐ Individual Student Assignments on Canvas LMS
- ☐ Individual Student Assignments on websites (i.e. publisher websites)
- ☐ Individual Student Assignments links via email
- ☐ *Other Individual Student Assignments
- ☐ Group/Team Student Assignments on Canvas LMS
- ☐ Group/Team Student Assignments on websites (i.e. publisher websites)
- ☐ Group/Team Student Assignments via email
- ☐ No Group/Team Student Assignments
- ☐ *Other Group/Team Student Assignments
- ☐ Online Discussions using Canvas LMS tools
- ☐ Online Discussions using websites (i.e. publisher websites)
- ☐ Online Discussions using email
- ☐ *Other Online Discussions

*If “Other” is selected for methods of evaluation and assessment, a brief description must be provided in the textbox below (maximum 1,000 characters).

Click or tap here to enter text.

Accessibility

All instructors are responsible for ensuring that a Distance Education course is compliant with the **Americans with Disabilities Act of 1990 and the 1998 Amendment to the Workforce Rehabilitation Act** (Section 508). Describe how the design of the distance education course will ensure access for students with disabilities as required by these laws. For required course assignments, check all that will be utilized to ensure compliance with accessibility requirements.

- ☐ Word processing documents designed for accessibility
- ☐ Images – use of “Alternate Text” for accessibility
- ☐ PowerPoint documents designed for accessibility
- ☐ Prerecorded instructor videos – Closed-captioned provided for accessibility
- ☐ External links to prerecorded videos
- ☐ External links designed for accessibility
- ☐ Field Trips
- ☐ *Other: Alternate field trip accommodations for students with verified disabilities; for example, virtual field trips. Describe alternate field trip accommodations if the “Other” box is checked
- ☐ *Other

*If “Other” is selected for accessibility, a brief description must be provided in the textbox below (maximum 1,000 characters).

Click or tap here to enter text.