

Academic Senate – June 2, 2022 – 2nd Reading APPROVED

Revisions made January 12, 2022, Added Revisions HY 4/26/2022

AP 4105 Distance and Correspondence Education

Definitions:

Distance Education: Distance education means instruction in which the instructor and student are separated by time or distance and interact through the assistance of technology. **Distance Education includes fully online, hybrid, remote and hy-flex modalities in instruction.**

Correspondence Education: Correspondence Education means education provided through one or more courses under which the College provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback are established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in the AP 4020 Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

- **Certification:** **When** approving distance education courses, the **Academic Senate Curriculum Committee** will certify the following:
- **Course Quality Standards:** The same standards of course quality are applied to the distance **and correspondence** education courses as are applied to in-person classes.
- **Course Quality Determinations:** Determinations **are** judgments about the quality of the distance **and correspondence** education course were made with the full involvement of the **Academic Senate Curriculum** approval procedures.

Instructor Regular and Substantive Interaction: Regular and substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also include ~~at least two~~ **all** of the following: (1) Providing direct instruction **either synchronous or asynchronously**; (2) Assessing or providing **regular and substantive** feedback on a student's coursework; (3) Providing information or responding to questions about the content of a course or competency **using discussion board and announcement tools**; (4) Facilitating ~~a group~~ **online discussions regarding on the content of a course content or competency**; or (5) Other **virtual** instructional activities approved by the institution's or program's accrediting agency **demonstrating regular and substantive interaction.**

Note: in the past, our five elements were: e-mail in the course management system; interactive discussions (online); regular and substantive feedback; announcements in the course management

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system at least once a week; original instructor content.

Distance Education: Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:

(1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices. (3) Audio conference; or (4) other media used in a course in conjunction with any of the internet technologies.

Correspondence Education: Each section of a course conducted through correspondence education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the Academic Senate Curriculum Committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress. Students' course repeatability is contingent on approved course outline of record curriculum requirements.

Students who participate in correspondence education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the Director of Justice Impact Education.

Correspondence Education Students: A student is considered to be “enrolled in correspondence courses” if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year. In order for a correspondence education student to be considered a full-time student at the district, at least one-half of the student’s coursework must be made up of non-correspondence coursework that meets one-half of the district’s requirement for full-time students.

Addendum to Course Outline: An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance or correspondence education. The addendum must be approved according to the district’s curriculum approval procedures. The addendum must address the following:

- How course outcomes will be achieved in a distance or correspondence education mode.
- For distance education, how the portion of instruction delivered via distance education provides regular and effective contact between instructors and students.
- For correspondence education, how the portion of instruction delivered via correspondence education documents and facilitates learning progression through a cycle of assignment submissions and feedback; and,
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

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Duration of Approval: All distance and correspondence education courses approved under this procedure will continue to be in effect unless there are changes to the Course Outline of Record or the Addendum is deleted. Departments shall review Distance and Correspondence Education Addendums when courses are modified or submitted for a two-year or five-year review.

Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in distance education **or correspondence education** is the same student who participates in and completes the course or program and receives the academic credit. The district will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password.
- proctored examinations when required in courses; or
- new or other technologies and practices that are effective in verifying student identification.

References:

Education Code Sections 66700 and 70901 et seq.

Title 5 Sections 55200, 55205, 55206, 55260 et seq.;

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education Regulations, The Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard 11.A.1