

Academic Affairs

AP 4105 DISTANCE AND
CORRESPONDENCE EDUCATION

References:

Education Code Sections 66700 and 70901 et seq.;
Title 5 Sections 55002, 55200, 55204, 55208 et seq.;
Title 5 Sections 55260 et seq.;
34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.1

Definition

~~Distance education means instruction in which the instructor and student are separated by time or distance and interact through the assistance of communication technology. Distance Education classes, where fifty-one percent (51%) or more required instructional time is geographically separated instruction, shall be considered online classes for evaluation purposes.~~

Distance Education: Distance Education means:

- (1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously through the District approved Learning Management System (LMS).
- (2) The technologies may include:
 - a) the internet;
 - b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - c) audioconferencing; or
 - d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).

Correspondence Education: Correspondence Education means education provided through one or more courses by a community college or district under which the college or district 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 should be 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.

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 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.

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. (Ref. FA Contract Article 10D.1.j.)

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

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 curriculum approval procedures and must address the following:

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

Duration of Approval: All distance and correspondence education courses approved under this procedure will continue to be in effect unless there are substantive changes made to the course outline.

Certification

When approving distance and correspondence education courses, the college curriculum committee will certify the following:

- **Course Quality Standards:** The same standards of course quality is-are applied to the distance and correspondence education courses as are applied to traditional classroom courses in-person classes.
- **Course Quality Determinations:** Determinations and judgments about the quality of the distance and correspondence education course were made with the full involvement of the college curriculum committee approval procedures.

Instructor Contact

- **Distance Education:** Each section of the course that is delivered through distance education will include ~~regular effective contact~~ regular and substantive interaction between instructor and students, as well as among students, either synchronously or asynchronously, through 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. (Ref. FA Contract Article 10F.3.e)
- **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 college curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

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 Chief Instructional Officer.

Faculty Selection and Workload

Instructors of distance and correspondence education shall be prepared to teach in a distance education delivery method and modality consistent with the requirements of local district policies, and negotiated agreements.

Instructors of course sections delivered through distance or correspondence education will be selected using the District or college's same procedures for determining all instructional assignments.

Quality

Distance education in the District will include, but shall not be limited to, the following attributes:

1. The same standards of quality instruction as in-on-campus in-person classes

2. Comparable student support services as offered on campus
3. Regular and substantive interaction, ~~effective contact~~ between instructor and students and among students
4. Adherence to federal regulations and state Title 5 regulations ~~and the California Community Colleges Chancellor's Office Distance Education Guidelines.~~
5. Faculty oversight of all curriculum issues
6. Evaluation of instruction as per the agreement between the District and the Chabot-Las Positas Faculty Association
- 6-7. Course peer review processes at the colleges to ensure quality teaching and learning for student success
- 7-8. Instructor access to training-professional learning and support
- 8-9. Student readiness training-preparation and support
- 9-10. Student adherence to the District Standards of Student Conduct, including academic honesty statements at the colleges
- 10-11. Adherence to the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973. California Community Colleges Chancellor's Office Distance Education Accessibility Guidelines for Students with Disabilities
- 11-12. Adherence to federal Copyright Law.

Authentication and Verification of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course 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, an acknowledgement of elements related to student success including: access to a device with internet access, time requirements equal to in person classes, verification that the student is the one to complete and turn in work, as well as requirement to abide by the Standards of Student Conduct. ~~statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.~~

The District provides a secure web-based student verification processes by way of a single authentication system which includes the student registration, student web portal, and the supported Learning Management System (LMS). As part of the initial registration process, all student users are assigned a unique "W" Identification Number (W ID) and password. Students and their assigned W ID are systematically uploaded to courses in the LMS for which they are enrolled. Students who have access to the LMS only have access to the course(s) for which they are registered.

Students are responsible for complying with college and district regulations related to authentication & academic honesty. Board Policies-Policy and Administrative Procedure 5512-5500 (Standards of Student Conduct and Due Process) and 2311 (Computer Use) addresses issues related to authentication & academic honesty. Unauthorized activities include, but shall not be limited to, the following examples: use of passwords or accounts of another user and/or misrepresentation of oneself, allowing someone else access to your secure online classroom to complete assignments or portions of assignments, or using unauthorized materials or concealed information during an exam.

On the instructional level, faculty are advised to include a statement on academic integrity on their syllabus and discuss it early in their course(s). Faculty are also advised to develop and employ various instructional strategies and technologies to promote student verification of student identity. Those include, but are not limited to, use of multiple assessment techniques in place of high stakes exams, greater reliance on written assignments and threaded discussions, use of randomized [text-test](#) banks & timed test delivery, in-person writing samples, and proctored exams.

Also see BP and AP 5040 Student Records, Directory Information, and Privacy

Date Approved: February 18, 2014

Board Reviewed: October 20, 2020, [enter new date here](#)