



AP 4105

DISTANCE AND CORRESPONDENCE EDUCATION

References:

Title 5 Sections 55002.5, 55200 et seq., 55260 et seq., and 55360 et seq.;
42 U.S. Code Sections 12100 et seq.;
29 U.S. Code Section 794d;
Education Code 66700, 70901 et seq., 70902;
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 2

Authentication of Student Identity

Santa Barbara City College maintains a computer security system that provides at a minimum to the extent technically feasible:

1. Secure user authentication protocols including:
 - Control of user IDs and other identifiers
 - A reasonably secure method of assigning and selecting passwords
 - Control of data security passwords to ensure that such passwords are kept in a location and/or format that does not compromise the security of the data they protect
 - Restricting access to active users and active user accounts only
 - Blocking access to user identification after multiple unsuccessful attempts to gain access or the limitation placed on access for the particular system
2. Secure access control measures that:
 - Assign unique identifications plus passwords, which are not vendor supplied default passwords, to each person with computer access, that are reasonably designed to maintain the integrity of the security of the access controls

Faculty Selection and Workload

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



DISTANCE EDUCATION

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S. Code Section 794d). (SOURCE: *Distance Education Guidelines, 2008 Omnibus Version*).

Distance education means 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, (4) other media used in a course in conjunction with any of the technologies listed in this definition. Distance education does not include correspondence courses.

Authentication

Federal regulations require the Accrediting Commission of Community and Junior Colleges (ACCJC) to assure distance and correspondence education programs have processes in place to verify student identity. The authentication approach used by the District is a secure login and password through the campus portal. In addition, the District may use additional technology-authentication systems or proctoring.

Course Approval and Certification

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 established by the District. Distance education courses shall be approved under the same conditions and criteria as all other courses.

When approving distance education courses, the Curriculum Advisory Committee will certify the following:



Standards for Approval: The same standards of course quality are applied to the distance and correspondence education courses as are applied to traditional classroom courses.

Course-Quality Determinations: Determinations and judgments about the quality of the distance and correspondence education course are made with the full involvement of the Curriculum Advisory Committee approval procedures.

Regular interaction: Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency: (1) providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency and (2) monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Substantive interaction: Engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: (1) providing direct instruction, (2) assessing or providing feedback on a student's coursework, (3) providing information or responding to questions about the content of a course or competency, (4) facilitating a group discussion regarding the content of a course or competency, or (5) other instructional activities approved by the District's or program's accrediting agency.

- **Instructor Contact:** Each section of the course that is delivered through distance education includes regular and substantive interaction between instructor and students as well as among students, as described in the course outline of record, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities.

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 education mode;
- 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;
- How the course content and materials reflect disproportionately impacted students and ensures equitable access to all course materials;
- How the portion of instruction delivered via distance education provides regular and substantive interaction between instructors.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline. All courses, however, must update their addendum every two years for Career Technology Education classes, and every five years for all other courses.

Learning Management System

For courses delivered fully or partially online, the primary course instruction (lecture or lab content, class discussions, etc.) shall take place within the college-supported learning management system as a point of entry. Faculty may incorporate textbooks or other learning materials, similar to an on-campus course experience, to support the primary learning experience. Exceptions may be established and shall be approved by the department chair, area dean, and dean responsible for distance education in consultation with the instructor.

Classroom Visitation Protocol for Student Complaints

Classroom visitations may be necessary as a response to student complaints.

AP 5530, Student Rights and Grievances, describes the “Preliminary Steps” students must complete before filing a grievance. Those steps include bringing their complaint forward and consulting with, in this order: 1) the accused faculty or staff member or administrator, 2) the department chairperson of the accused faculty member, 3) the academic dean for a grievance issue.

Department chairs who determine the need to access a distance education class to investigate and resolve complaints should follow the protocol described below. Academic deans should follow this protocol when the student complaint is lodged against a department chair, or when the student is dissatisfied with the department chair’s resolution. Chairs are encouraged to work with the faculty to try to resolve the issue before involving the Dean.



The course instructor shall be notified via email and/or phone prior to the visitation, with a minimum of one business day not including weekends, and be informed of the purpose and the length of access for the visitation. Those purposes may include, but are not limited to:

- To ensure that the course is appropriately available to students in the course management system.
- To ensure that regular and substantive interaction is taking place according to the established policy.
- To ensure American Disabilities Act (ADA) Compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act.
- In response to a request from the instructor in the course. (Requesting instructors may want feedback on questionable student conduct, technical problems, course development review, and recommendations, etc.)

None of the above shall be used for purposes of evaluating faculty. During a faculty evaluation, a member of the evaluation team is granted access following the policy and procedure established in AP 7151.

Teaching Online

Authority for faculty member assignment to teach any class, including courses delivered at a distance, resides with the department chair with final approval from the area dean. See BP 7210 Academic Employees.

Faculty need to receive appropriate training and support in order to ensure a high quality and consistent learning environment for students. The District provides three different types of programs: Training Program, Mentoring Program, and an Ongoing Program.

Training Program: First Time Teaching Online at SBCC and Creating New Content

Faculty members who are assigned to teach online, who have no SBCC DE teaching experience, and who will be creating their own materials for the online course must participate in and complete the online faculty member training offered by the Faculty Resource Center's (FRC) before they can teach online. The FRC training consists of the following time commitments:

- Attend four, three-hour, small group workshops during the semester of development with other new Distance Education faculty; and



- Meet no less than five times during the semester of development with the FRC staff for course design specifics or advisement.
- Faculty members who live out of the local area can meet separately and virtually with the FRC staff.

In addition to the time commitment for training, faculty will update the supplemental material as required for course approval and submit it to the Curriculum Advisory Committee. Exceptions to the Training Program may be recommended by the department chair and reviewed by the FRC and Dean for Distance Education.

Mentoring Program: First Time Teaching Online at SBCC and Using Existing Content

A faculty member who is assigned to teach online, who has no SBCC online teaching experience, and who will be using materials developed by another online faculty member for that class must be mentored for the first semester by an experienced SBCC online faculty member who meets the following qualifications:

- The mentor must be an SBCC faculty/staff member.
- The mentor must have taught online at SBCC, in the same department, for at least two semesters. If there are no faculty members teaching online in the department, the mentor will be determined by the faculty member, department chair, and administration.

The mentor will meet regularly throughout the term with the new online faculty member. The mentor and new online faculty member will write a report summarizing the interaction and highlight any strategies that worked well both in the online class as well as in the mentoring relationship. This report will help inform the District on what works and does not work in the mentoring program.

The mentor/mentee arrangement must be approved by the department chair and the area dean prior to beginning any mentorship program.

Ongoing Program

Experienced SBCC online faculty may request support from an SBCC mentor for one term. The goal is to work on strategies to improve student success. The mentor can be from the same or different department as the mentee but must be an SBCC faculty/staff member. The mentor will meet regularly throughout the term with this experienced online faculty member focusing on specific tasks or topics that both have agreed to prior to the mentorship.

- The mentor must be an SBCC faculty/staff member.



- The mentor must have taught online at SBCC, in the same department, for at least two semesters. If there are no faculty members teaching online in the department, the mentor will be determined by the faculty member, department chair, and administration.

The mentor will meet regularly throughout the term with the online faculty member. The mentor and online faculty member will write a report summarizing the interaction and highlight any strategies that worked well both in the online class as well as in the mentoring relationship. This report will help inform the District on what works and does not work in the mentoring program.

The mentor/mentee arrangement must be approved by the department chair and the Dean for Distance Education prior to beginning any mentorship program.

The FRC will provide workshops for experienced online faculty during each in-service. They will also provide a course in the District's LMS to include best practices based on our understanding of the research literature as well as pedagogical strategies suggested by SBCC and other faculty. This will serve as a reference for faculty interested in using the District's LMS.

Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses and in regard to any local course-quality determination or review process.

The following standards have been adopted by the Online Education Initiative, a project of the State Chancellor's Office. Faculty creating and teaching online courses are encouraged to adhere to these standards.

1. The instructor knows and understands current effective practices for online teaching that support student success and can apply that knowledge to the design and implementation of the course.
 - a. The instructor can cogently discuss barriers to and support of student success within the online environment.
 - b. The syllabus and/or course materials include explicit policies and procedures, such as a communication policy, that address and support regular and substantive interaction;
 - c. The instructor incorporates tools and/or strategies to assess student readiness.

2. The instructor effectively uses a range of technology tools--both within and outside of the LMS--that support student learning and engagement.
 - a. The instructor incorporates tools that meet the content demands of the course;
 - b. The instructor uses a variety of tools for communicating with students, delivering content, assessing student learning, and analyzing effective teaching;
 - c. The instructor incorporates a variety of tools that meet the various learning needs of students.
3. The instructor knows and understands the value of active learning, participation, and collaboration within the online classroom and applies this knowledge to the design of the course.
 - a. The instructor incorporates a variety of tools that support interaction and community;
 - b. The instructor promotes active learning through collaborative activities;
 - c. The instructor facilitates and monitors appropriate student-student interactions;
 - d. The instructor fosters an environment that welcomes and engages each individual learner.
4. The instructor knows and understands the importance of teacher-student communication and applies this knowledge in various ways within the course.
 - a. The instructor uses a variety of tools for contacting students;
 - b. The instructor models and facilitates appropriate communication;
 - c. The instructor sets clear expectations through course policies and well-written assignments with rubrics;
 - d. The instructor provides timely and useful feedback.
5. The instructor knows, understands, and facilitates legal, ethical, and safe technology use.
 - a. The instructor knows and follows guidelines for fair use, copyright, and acceptable use;
 - b. The content, grading, and feedback comply with FERPA guidelines;
 - c. The instructor discusses and incorporates Netiquette within the course.

6. The instructor knows and understands the implications of the Americans with Disabilities Act and Section 508 of the Federal Rehabilitation Act and ensures that course material is accessible.
 - a. The instructor provides a link to campus services and/or discusses available services with the students;
 - b. The instructor includes accessible material, including multimedia;
 - c. The instructor is aware of accessibility issues with the learning management system (LMS).
7. The instructor designs and utilizes a variety of formative and summative assessments to help students achieve the course learning objectives.
 - a. The instructor includes clear learning outcomes and explains the connection between these outcomes, course content, and assessments;
 - b. The instructor uses a variety of assessments appropriate to the objectives;
 - c. The instructor includes formative feedback and/or grading rubrics to help students achieve the learning objectives;
 - d. The instructor includes opportunities for self-assessment.
8. The instructor knows and understands methods for collecting data regarding student learning and uses this data to modify teaching and course content.
 - a. The instructor uses course tools and tracking data to monitor student participation and performance;
 - b. The instructor uses feedback from quizzes and assignments to modify content delivery and/or activities.
9. The instructor participates in ongoing professional development.
 - a. The instructor attends workshops and/or conferences to stay current in distance education trends, theories, and tools;
 - b. The instructor belongs to professional organizations or groups to maintain subject-matter expertise.
10. The instructor is able to arrange media and content that support student learning, success, and progression through the course.
 - a. The instructor explains to students how they should proceed through the course;
 - b. The instructor appropriately and effectively uses tools within the LMS;
 - c. The instructor can create and modify content within the LMS.



Accessibility

Ensuring that distance education courses, materials, and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty members need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d), and Government Code Section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09). Title 5 Section 55200 explicitly makes these requirements applicable to all distance education offerings.

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Distance education resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities (Distance Education Accessibility Guidelines (January 2011)).

Proctoring

Distance education courses may require exams to be taken in a proctored setting. Faculty members will clearly communicate in their syllabi any proctoring requirements along with options to complete.



Test Proctoring Fees

There is no authority that permits the District to charge students a fee to cover the costs of having someone present while students are taking tests. (CCCCO Student Fee Handbook, 2014).

CORRESPONDENCE EDUCATION

Definition

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.

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 Curriculum Advisory 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 Curriculum Advisory Committee.

Authentication

Federal regulations require the Accrediting Commission of Community and Junior Colleges (ACCJC) to assure distance and correspondence education programs have processes in place to verify student identity. The authentication approach used by the district is a secure login and password through the campus portal. In addition, the District may use technology authentication systems or proctoring.

Correspondence Education Enrollment Status



A student is “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.

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.

Course Approval and Certification

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 established by the District. Distance education courses shall be approved under the same conditions and criteria as all other courses. When approving distance education courses, the Curriculum Advisory Committee will certify the following:

Standards for Approval Course Quality Standards: The same standards of course quality are applied to correspondence education courses as they are applied to traditional classroom courses.

Course Quality Determinations: Determinations and judgments about the quality of the distance and correspondence education course are made with the full involvement of the Curriculum Advisory Committee approval procedures.

Instructor Contact: Each section of a course that is delivered through correspondence education includes effective contact between instructor and students through assignment submissions and comprehensive, responsive feedback. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress. For incarcerated students, instructors will coordinate with the jail and prison staff to offer support and services to students.

Student Support: Students who participate in correspondence education will have access to student support services, including counseling, financial assistance, library searches, research assistance, and tutoring or other learning

support through mail, through jail and prison staff, and when possible, through email, telephone or in-person contact.

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 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 correspondence education mode;
- How the portion of instruction delivered via correspondence education documents and facilitates learning progression through a cycle of assignment submissions and feedback;
- How the course content and materials reflect disproportionately impacted students and ensures equitable access to all course materials;
- How the portion of instruction delivered via 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 of the course outline. All courses, however, must update their addendum every two years for Career Technology Education classes, and every five years for all other courses.

Teaching Correspondence

Authority for faculty member assignment to teach any class, including courses delivered at a distance, resides with the department chair with final approval from the area dean (See BP 7210 Academic Employees).

Faculty need to receive appropriate training and support to ensure a high quality and consistent learning environment for students. The District provides three different types of programs: Training Program, Mentoring Program, and an Ongoing Program.

Faculty teaching correspondence courses for incarcerated students must also complete the required training on the policies and procedures for interacting with incarcerated individuals as is mandated by the prison and jail facilities. All instructors must likewise adhere to all the local rules and policies at each individual prison or jail facility.

Training Program: First Time Teaching Online at SBCC and Creating New Content
A faculty member who is assigned to teach correspondence who has no SBCC

correspondence teaching experience and who will be creating his/her own materials for the correspondence class must participate and complete the correspondence faculty member training offered by the School of Extended Learning or by the Faculty Resource Center (FRC) before they can teach correspondence.

The School of Extended Learning training consists of the following time commitments:

- Attend and complete the course on Correspondence Teaching at the Jail and/or Prison;
- All new correspondence faculty will attend four three-hour, small group workshops on how to work with students that are incarcerated during the semester of development the course;
- Meet no less than five times during the semester of development with the SEL staff for course design specifics as well as on how to develop partnerships with jail or prison staff;
- Faculty members who live out of the local area will meet separately and virtually with the SEL staff.

The FRC training consists of the following time commitments:

- Attend four three-hour, small group workshops during the semester of development with other new correspondence faculty
- Meet no less than five times during the semester of development with the FRC staff for course design specifics or advisement
- Faculty members who live out of the local area will meet separately and virtually with the FRC staff.

Jail and prison training and requirements consists of the following commitments:

- General orientation to teaching at the jail as provided by the local jail or prison, noting that each local requires separate orientations
- PREA Training (Prison Rape Elimination Act of 2003) as provided by the local jail or prison, noting that each local requires separate orientations
- Fingerprinting at each prison or jail location

In addition to the time commitment for training, faculty will update the Course Outline of Record to include the correspondence course addendum as well as any supplemental material as required for course approval and submit it to the Curriculum Advisory Committee.

Mentoring Program: First Time Teaching Correspondence at SBCC and using Existing Content

A faculty member who is assigned to teach online who has no SBCC correspondence teaching experience and who will be using materials developed by another correspondence faculty member for that class must be mentored for the first semester by an experienced SBCC correspondence faculty member who meets the following qualifications:

- The mentor must be an SBCC faculty/staff member.
- The mentor must have taught correspondence at SBCC, in the same department, for at least two semesters. If there are no faculty members teaching correspondence in the department, the mentor will be determined by the faculty member, department chair, and administration.

The mentor will meet regularly throughout the term with the new correspondence faculty member. The mentor and new correspondence faculty member will write a report summarizing the interaction and highlight any strategies that worked well both in the correspondence class as well as in the mentoring relationship. This report will help inform the District on what works and doesn't work in the mentoring program.

The mentor/mentee arrangement must be approved by the department chair and the Dean for Distance Education prior to beginning any mentorship program.

Training and requirements of the jail or prison, however, must still be completed.

Ongoing Program

Experienced SBCC correspondence faculty may request support for an SBCC mentor for one term. The goal is to work on strategies to improve student success. The mentor can be from the same or different department as the mentee but must be an SBCC faculty/staff member. The mentor will meet regularly throughout the term with this experienced correspondence faculty member focusing on specific tasks or topics that both have agreed to prior to the mentorship.

- The mentor must be an SBCC faculty/staff member.
- The mentor must have taught correspondence at SBCC, in the same department, for at least two semesters. If there are no faculty members teaching correspondence in the department, the mentor will be determined by the faculty member, department chair, and administration.

The mentor will meet regularly throughout the term with the correspondence faculty member. The mentor and correspondence faculty member will write a report summarizing the interaction and highlight any strategies that worked well both in the correspondence class as well as in the mentoring relationship. This report will help inform the college on what works and doesn't work in the mentoring program.

The mentor/mentee arrangement must be approved by the department chair and the Dean for Distance Education prior to beginning any mentorship program.

Training and requirements of the jail or prison, however, must still be completed.

Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through correspondence education as are applied to traditional classroom courses and in regard to any local course quality determination or review process.

Faculty creating and teaching correspondence courses are encouraged to adhere to these standards.

1. The instructor knows and understands current effective practices for correspondence teaching that support student success and can apply that knowledge to the design and implementation of their course.
 - a. The instructor can cogently discuss barriers to and support of student success learning remotely through correspondence education;
 - b. The syllabus and/or course materials include explicit policies and procedures, such as a communication policy, that address and support effective contact;
 - c. The instructor incorporates tools and/or strategies to assess student readiness to use and complete the class materials.
2. The instructor knows and understands the value of active learning, participation, and collaboration within the correspondence classroom, and applies this knowledge to the design of their course.
 - a. The instructor incorporates a variety of tools that support interaction and community;
 - b. The instructor promotes active learning through collaborative activities;
 - c. The instructor fosters an environment that welcomes and engages each individual learner.

3. The instructor knows and understands the importance of teacher-student communication and applies this knowledge in various ways within the course.
 - a. The instructor uses a variety of tools for contacting students;
 - b. The instructor models and facilitates appropriate communication;
 - c. The instructor sets clear expectations through course policies and well-written assignments with rubrics;
 - d. The instructor provides timely and useful feedback.
4. The instructor knows, understands, and facilitates legal and ethical use of materials used in the correspondence course packets.
 - a. The instructor knows and follows guidelines for fair use, copyright, and acceptable use;
 - b. The content, grading, and feedback comply with FERPA guidelines.
5. The instructor knows and understands the implications of the Americans with Disabilities Act and Section 508 of the Federal Rehabilitation Act and ensures that course material is accessible.
 - a. The instructor provides contact information for campus services, and/or discusses available services within the course, such as in an assignment;
 - b. The instructor uses accessible course materials, including high quality and resolution of images and text on provided course handouts and documents in the course correspondence packets.
6. The instructor designs and utilizes a variety of formative and summative assessments to help students achieve the course learning objectives.
 - a. The instructor includes clear learning outcomes and explains the connection between these outcomes, course content, and assessments;
 - b. The instructor uses a variety of assessments appropriate to the objectives;
 - c. The instructor includes formative feedback and/or grading rubrics to help students achieve the learning objectives;
 - d. The instructor includes opportunities for self-assessment.
7. The instructor knows and understands methods for collecting data regarding student learning and uses this data to modify teaching and course content.
 - a. The instructor uses course tools and tracking data to monitor student participation and performance;

- b. The instructor uses feedback from quizzes and assignments to modify content delivery and/or activities.
- 8. The instructor participates in ongoing professional development.
 - a. The instructor attends workshops and/or conferences to stay current in correspondence education trends, theories, and tools;
 - b. The instructor belongs to professional organizations or groups to maintain subject-matter expertise.
- 9. The instructor is able to arrange content that supports student learning, success, and progression through the course.
 - a. The instructor explains to students how they should proceed through the course;
 - b. For incarcerated students, instructors will work with prison and jail staff for effectively using tools and resources within the institution.

Accessibility

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d), and Government Code Section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09). Title 5 Section 55200 explicitly makes these requirements applicable to all distance education offerings.

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.



Distance education resources must generally be designed to provide “built-in” accommodation (i.e., closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. (Distance Education Accessibility Guidelines (January 2011))

Proctoring

Correspondence education courses may require exams to be taken in a proctored setting. Faculty will clearly communicate in their syllabus any proctoring requirements along with options to complete.

Test Proctoring Fees

There is no authority that permits the District to charge students a fee to cover the costs of having someone present while students are taking tests to ensure that the students do not cheat on the tests. (CCCCO Student Fee Handbook, 2012).

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