



Book	Siskiyou Joint Community College District Administrative Procedures
Section	Chapter 4: Academic Affairs
Title	Distance Education
Code	AP 4105
Status	Active
Legal	Title 5 Sections 55200 et seq. 34 Code of Federal Regulations Section 602.17 (US 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 11.A.1
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Origin	Vice President, Academic Affairs
Office	Instruction

Definition: Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the District's approved Course Management System (CMS) and/or other approved technology. This technology shall support regular and substantive interaction between instructor and student, and among students, either synchronously or asynchronously.

Course sections in which the instructional time is conducted in part or in whole through distance education must follow all standards described below. Distance education modes offered by the District include Online Anytime (OA, asynchronous), Online Live (OL, synchronous), Hybrid Anytime (HA, on-campus and asynchronous), Hybrid Live (HL, on-campus and synchronous), and Videoconference (VC) and are described in the Distance Learning Handbook.

Curriculum Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately via an addendum to the course outline of record. Separate approval is mandatory if any portion of the instruction in a course or a course section is 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 AP 4020, Program and Curriculum Development and AP 4022, Course Approval. Distance education courses shall be approved under the same conditions and criteria as all other courses except as required by the standards below.

Addendum to Course Outline: An addendum to the official course outline of record shall be reviewed and approved if any portion of the instruction of a new or existing course is provided through distance education. The addendum must address the following:

- How course outcomes will be achieved in a distanced education mode;
- How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction between instructor(s) and students, and among students; 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.

Separate Course Approval: When approving distance education courses, Curriculum Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to in-person classes.
- **Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee and in accordance with all course approval criteria and procedures.

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.

Instructor Contact:

Any portion of the course that is delivered through distance education will include regular and substantive interaction, between instructor(s) and students, and among students, as described in the course outline of record or distance education addendum, either synchronously or asynchronously.

Substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes the following:

- Providing direct instruction;
- Assessing or providing feedback on a student's coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency.

Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

- 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;
- Monitoring the student's academic engagement and success. Instructors shall provide prompt and proactive support by regularly initiating interaction with students to assess if students are accessing and comprehending course material and participating regularly in course activities.

Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

- The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

At minimum, the number of instructor contact hours of regular and substantive interaction with students per week shall be equivalent to a section of the same course delivered in person. Faculty Office Hours are not included in this requirement.

Equity: College of the Siskiyous acknowledges that equity gaps exist for some disproportionately impacted student populations in courses delivered by distance education. Informed by data and guided by pedagogy, excellence, equity, diversity, inclusion, and community, the college takes institutional responsibility for closing equity gaps and committing resources that support approaches to create an equitable learning experience for all students. These approaches include equity-minded provision of online technologies, instruction, student services, professional learning, and research and innovation.

Accessibility: The District will ensure that all institutionally provided technology resources used in support of distance education will meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 sections 55200 and 55206).

Distance education course design and materials must be accessible to every student, including students with disabilities. "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. The 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.

Instructor Preparation and Training: Any instructor teaching an online course shall have completed the training on use of the CMS and shall have completed an approved online pedagogy course required by the District before the class commences; both will include a 508 compliance accessibility and Universal Design for Learning (UDL) component. To continue teaching distance education courses, instructors must periodically provide evidence of ongoing professional development. The Distance Learning Handbook outlines the details of these training requirements.

In order to ensure that all course materials used in distance education courses are accessible to all students, including student with disabilities, the District will support instructors by providing regularly scheduled accessibility training and appropriate institutional resources. Instructors will, in turn, ensure that all course materials used in their courses are accessible to students with disabilities.

Faculty Selection and Workload: Instructors for distance education courses shall be selected by the same procedures used to determine all instructional assignments.

- The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment.
- The number of students enrolled in any one course section offered by distance education shall be determined by the course size/caps negotiated in the current Faculty Agreement.

Managing Instructor Absence: During a course in which instruction is delivered via distance education, the instructor will notify students if the instructor will be out of contact beyond what is described in the syllabus and/or course documents. This notification will include when students can expect regular and substantive interaction to resume.

Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Authentication 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 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, 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 Vice President of Academic Affairs shall ensure the utilization of one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password; to the student information and course management systems. All courses including an online component for instruction will utilize the District-adopted course management system.
- proctored examinations on campus or using District-provided proctoring technology; or
- new and other technologies and practices that are effective in verifying student identity.

The District will provide for student privacy by requiring that student information be kept private and secure as outlined in the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. Any authentication methods with potential or associated fees, such as face-to-face proctoring at an off-campus site, will be stated in the course syllabus and be noted in the schedule to alert students to these costs prior to registration.

Student Support Services: The District will ensure that distance learners have access to student support services that are comparable to those services provided to on-campus learners.

Publication of Distance Education Course Information: The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:

- All online and in-person synchronous meeting days/dates and times;
- Any required asynchronous in-person activities;
- Any required technology platforms, devices, and applications;
- Any test or assessment proctoring requirements, including any potential or associated fees.

District Reporting Responsibilities: If the District offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the District shall:

- Maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education;
- Provide to the local governing board, no later than August 31st of each year, a report on all distance education activity; and
- Provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.