

AP 4105 Distance and Correspondence Education

References:

Education Code Sections 66700 and 70901 et seq.;;
Title 5 Sections 55002.5, 55200 et seq., and 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

NOTE: *This procedural language is **legally required** in an effort to show good faith compliance with the applicable Federal Regulations if the District offers distance education or correspondence education. The Federal Regulations require districts to have processes in place to ensure that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives academic credit. A district will meet this requirement if it follows the language below. Note that the Federal Regulations do not require districts to charge students fees associated with the verification of the student's identity. However, any district that does charge a fee, must notify the student in writing of the estimated amount of those fees in addition to a statement of the processes used to protect the student's privacy.*

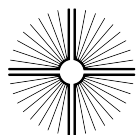
Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives 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:

NOTE: *Insert local practice below: the following approaches are specifically referenced in the federal regulation as appropriate. The key is to utilize an accepted procedure for verifying a student's identity.*

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

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their district. The information contained within is a sample only and is not designed to address each district's specific and unique issues, internal rules or practices, or governing documents that might be in place at each district. Districts should always consult with local District legal counsel prior to implementation.*



POLICY & PROCEDURE SERVICE

The [**Chief Instructional Officer**] shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

NOTE: *The following procedure is **legally required** if the District has implemented distance education or correspondence education courses. Local practice may be inserted below, but it must include the following minimum requirements contained in Title 5.*

Definitions:

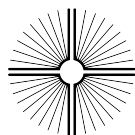
Distance Education: Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.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

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.

Course Approval: 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. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the [**designate authority**] will certify the following:

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their district. The information contained within is a sample only and is not designed to address each district's specific and unique issues, internal rules or practices, or governing documents that might be in place at each district. Districts should always consult with local District legal counsel prior to implementation.*



POLICY & PROCEDURE SERVICE

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 and judgments about the quality of the distance and correspondence education course were made with the full involvement of the [**designate authority, e.g. faculty, curriculum 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.

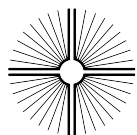
Substantive interaction: Engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: (1) providing direct instruction, (2) assessing or providing feedback on a student's coursework, (3) providing information or 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:

Distance Education: Each section of the course that is delivered through distance education will include regular and substantive interaction between the instructor(s) 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, voice mail, e-mail, or other activities.

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 [**local practice - designate authority, e.g. faculty, curriculum committee**]. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their district. The information contained within is a sample only and is not designed to address each district's specific and unique issues, internal rules or practices, or governing documents that might be in place at each district. Districts should always consult with local District legal counsel prior to implementation.*



POLICY & PROCEDURE SERVICE

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 [**local practice - designate authority, e.g. faculty, curriculum committee**].

Course Outline of Record or Addendum to Course Outline: The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance or correspondence education **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 meets the requirement for regular and substantive interaction;
- 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,
- The course design and all course materials must be accessible to every student, including students with disabilities.

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.

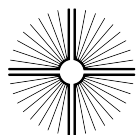
Faculty Selection and Workload: Instructors of course sections delivered through distance or correspondence education are individuals responsible for delivering course content who meet the qualifications for instruction established by the District's accrediting agency. Instructors will be selected using the District or college's same procedures for determining other instructional assignments.

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.

NOTE: *Insert local practice below; provisions may include:*

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their district. The information contained within is a sample only and is not designed to address each district's specific and unique issues, internal rules or practices, or governing documents that might be in place at each district. Districts should always consult with local District legal counsel prior to implementation.*



POLICY & PROCEDURE SERVICE

- For a program that measures progress in credit hours and uses standard terms (semesters, trimesters, or quarters), 12 semester hours or 12 quarter hours per academic term.
- For a program that measures progress in credit hours and does not use terms, 24 semester hours or 36 quarter hours over the weeks of instructional time in the academic year, or the prorated equivalent if the program is less than one academic year.
- For a program that measures progress in credit hours and uses nonstandard-terms (terms other than semesters, trimesters, or quarters) the number of credits determined by,
 - (1) Dividing the number of weeks of instructional time in the term by the number of weeks of instructional time in the program's academic year; and
 - (2) Multiplying the fraction determined under paragraph (3)(A) of this definition by the number of credit hours in the program's academic year.
- For a program that measures progress in clock hours, 24 clock hours per week. A “clock hour” for correspondence education purposes is defined as 60 minutes of preparation in a correspondence course.
- A series of courses or seminars that equals 12 semester hours or 12 quarter hours in a maximum of 18 weeks.
- The work portion of a work experience education course in which the amount of work performed is equivalent to the academic workload of a full-time student.

Revised 7/02, 8/03, 8/06, 8/07, 2/08, 7/11, 4/15, 4/17, 10/19, 10/21, 4/23, 10/23

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their district. The information contained within is a sample only and is not designed to address each district's specific and unique issues, internal rules or practices, or governing documents that might be in place at each district. Districts should always consult with local District legal counsel prior to implementation.*