



FOOTHILL-DE ANZA  
Community College District

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Distance Education and Correspondence Education
Code	AP 4105
Status	New
Legal	<a href="#">California Code of Regulations, Title 5, Sections 55200 et seq.</a> <a href="#">California Code of Regulations, Title 5, Sections 55260 et seq.</a> <a href="#">Education Code Sections 66700 et seq.</a> <a href="#">Education Code Sections 70901 et seq.</a> <a href="#">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)</a> <a href="#">ACCJC Accreditation Standard II.A.1</a>
Cross References	<a href="#">AP 4020 Program and Curriculum Development</a>
Origin	CCLC template - legally required (CCLC template updated 11/21 to reflect new provisions added to Title 5 regarding correspondence education.)

*CCLC 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 District provides a secure web-based student verification process by way of a single sign-on to the student portal, registration, and the Learning Management System (LMS). Students are assigned a unique Campuswide Identification Number (CWID), and receive access to online courses via routine synchronization between the student registration system and the LMS.**

Students are responsible for adhering to [District Administrative Procedure 5510](#), the Student Code of Conduct, and in Distance Education courses particularly to the following components of AP 5510. Following the principles of respect, honesty, integrity, and compliance with rules and regulations essential to the District mission, students shall:

- Act in accordance with Academic Integrity, avoiding dishonesty, cheating, plagiarism, or knowingly furnishing false information;
- Refrain from unauthorized preparation, giving, selling, transfer, distribution or publication of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, except as permitted by any district policy or administrative procedure;
- Refrain from disorderly conduct or lewd, indecent or obscene behavior, conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions, including synchronous or asynchronous web-based activities;
- Theft or abuse of computer time, including but not limited to:
  - a. Unauthorized entry into a file, to use, read or change the contents;
  - b. Unauthorized transfer of a file;
  - c. Unauthorized use of another person's identification or password;
  - d. Use of computing resources to interfere with the work of another student, faculty, or college official;
  - e. Use of computing resources to send obscene or abusive messages;
  - f. Use of computing resources to interfere with normal operations of the college computing system;
  - g. Use of computing resources for a student's personal benefit.

Instructors are encouraged to use a variety of interaction and assessment techniques to authenticate students, including but not limited to use of varied assessments in lieu of high stakes exams, randomized test banks, project-based learning, group projects, and multimedia projects.

#### Definition

Per Title 5 Section 5520, distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the requirements of Title 5 and to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

#### Course Approval

Title 5 §55206 requires that every proposed or existing course offered via distance education shall be reviewed and approved separately. 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 education. The addendum must address:

- How the course outcomes will be achieved in the distance education mode;
- How the portion of instruction delivered via distance education provides regular substantive interaction between instructor and students;
- How the portion of the course delivered via distance education meets accessibility requirements;
- Course quality standards uphold and adhere to institutional equity visions and goals.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses, subject to the certification standards described in the following section.

All distance education courses approved under this procedure will continue to be in effect unless substantive changes are made to their official course outlines of record.

### Certification

The college curriculum committees at Foothill and De Anza each provide approval for the course outline of record with addendum forms that address course quality, instructor-student contact, equity, and accessibility. Each course outline of record is approved by the college curriculum committee for offering in specific modalities (asynchronous online, synchronous online, hybrid).

In addition, when approving distance education courses, the campus Curriculum Committee will certify the following:

- Course quality standards for distance education courses are the same standards as applied to traditional in-person courses;
- Course quality determinations are made in accordance with all Curriculum Committee course approval criteria and procedures.

[See Administrative Procedure 4020 Program and Curriculum Development](#)

### Publication of Course Standards

Per Title 5 section 55005, for each distance education course offered, the colleges will make available to students through college publications the following information:

- Whether the course is a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering;
- Whether the course is transferrable to baccalaureate institutions;
- Whether the course fulfills a major/area of emphasis or general education requirement;
- Whether the course is offered on a pass-no-pass basis;
- 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.

### Regular and Substantive Interaction

An institution ensures regular interaction between a student and an instructor or instructor by, prior to the student's completion of a course or competency—

a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and

b) 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 <sup>[OOB]</sup>Regular<sup>[OOB]</sup> Substantive Interaction between the instructor and the students (and among students, if described in the course outline of record or distance education addendum) is included in each section of a course taught via distance education.

For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

a) Providing direct instruction;

b) Assessing or providing feedback on a student's coursework;

c) Providing information or responding to questions about the content of a course or competency;

d) Facilitating a group discussion regarding the content of a course or competency; or

e) Other instructional activities approved by the institution's or program's accrediting agency.

The district shall provide training and ensure that faculty teaching distance education courses shall be adequately prepared. By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach online in accordance with college procedures for obtaining agreed upon training. Prior to assigning a distance education course, the division dean shall verify the faculty have

received current and sufficient training.

### Accessibility.

Accessibility is a shared responsibility between faculty, the college, and the district. Each section of a course in which the instructional time is conducted in part or in whole through distance education will comply with all applicable accessibility requirements outlined in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 1135, and Title 5 section 55205). "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.



