College of the Canyons Academic Senate

April 27, 2023
3:00 p.m. to 5:00 p.m.
Hybrid Format, via Zoom & in-person in Mentry-343

Join Zoom Meeting
https://canyonsonline.zoom.us/j/86345767680?pwd=aU96SFRzWC9BMXlHcnlQSWlxK2J6QT09

Meeting ID: 863 4576 7680; **Passcode:** 990821
One tap mobile +16694449171 US; +12532050468, US

AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

ADA statement: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters
1. Call to order
2. Public Comment
   - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committees/Appointments:
   - Campus Safety Committee (pg. 3)
   - Tara Williams , Dept Chair, Chemistry
   - Ruth Rassool (*Adjunct Rep for English*) Ed Tech Committee
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
   - Academic Senate Summary, April 13, 2023 (pg. 4-7)
   - Curriculum Committee Summary, March 30, 2023

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Honors Committee Annual Chair Report. Miriam Golbert
2. Academic Staffing Committee Annual Chair Report, Miriam Golbert
3. Academic Senate Presidents Report, David Andrus
4. Vice Presidents Report, Lisa Hooper

C. Action Items
Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Victoria Leonard, appointment as SBS Senator 2023-2024
2. Declaration of 2023-2025 At-Large Senate Seat Vacancy (Erica Seubert)
3. Senate Elections Nomination Results (pg. 8)
4. Academic Calendar, Dr. Jasmine Ruys
   a. 2024-25 Academic Calendar draft (pg. 9)
5. Senate & Curriculum Committee Meetings Calendars FY: 23-24 (pg. 10-11)

a. Option #1
    b. Option #2
  6. AP 4105 (Distance & Correspondence Education), Gary Collis
      a. AP 4105 (Clean Version) (pg. 12-15)
      b. AP 4105 (Final-Redlined Version) (pg. 16-20)

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations, David Andrus, Julie Johnson, Robert Wonser
    a. Senate Explanation of Purpose (pg. 21-22)
    b. Full-Time Faculty Professional and Instructional Evaluation Summary (pg. 23-27)
2. Revisiting the Low Textbook Cost (LTC) Designation, Jennifer Paris
3. AP 4238 (Non-Credit Learning Parity), Gary Collis
    a. AP 4238 (Clean Version) (pg. 28-29)
    b. AP 4238 (Final-Redlined Version) (pg. 30-34)

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Academic Integrity Taskforce
2. CTE Toolkit Rubrics
3. Self-Service Update and Continuous Discussion

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Department Chair Training Workshops
2. Tenure Committee Training Workshops

G. Announcements

- Next Academic Senate Meeting Spring 2023: May 11th & May 25th
- 2023 ASCCC Curriculum Institute-Hybrid Event: July 12th – 15th, 2023, Riverside Convention Center in Riverside.
- 2023 ASCCC Faculty Leadership Institute: June 15th-17th, 2023, Westin San Francisco Airport Hotel.
- CCCO Online Teaching Conference, June 21-23rd, Long Beach Convention Center

H. Adjournment

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The teleconference is accessible though the following link:
https://canyonsonline.zoom.us/j/97917495774?pwd=SExPY3UvbUZpUXVCS3F4aEU2VjlPUT09

Please note:

This meeting will be broadcasted at the following locations via zoom

1. Canyon Country Campus, Don Takeda Science Center, located at 17200 Sierra Highway, Santa Clarita CA. Office #CCLV-336
2. 1117 Walnut Street, Inglewood, CA 90301
3. 6405 SW Puppy Place, Bentonville, AR.

Campus Safety Committee

First Name	Last Name	FTF/Adjunct
David	Andrus	FTF
Katie	Coleman	FTF

Academic Senate Meeting Summary for April 13, 2023

Voting Members					
Senate President	David Andrus	X	Business Senator	Gary Quire	X
Vice President	Lisa Hooper	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	*Tricia George proxy for* Garrett Rieck	X
Policy Review Chair	Gary Collis	X	At Large Senator	Ambika Silva	X
AT Senator	Regina Blasberg	X	At Large Senator	Jennifer Paris	X
MSHP-MSE Senator	Shane Ramey *via zoom*	X	At Large Senator	Erica Seubert	X
MSHP-HPPS Senator	Tammy Bathke	A	At Large Senator	Rebecca Shepherd	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Arshia Malekzadeh *via zoom*	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	*Mireya Milian proxy for* Jesse Vera	X
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Mireya Milian	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	

Non-voting Members			
Dr. Omar Torres	X	Paul Wickline via zoom	X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative	A

Guest							
David Vakil	X	Dr. Kathy Bakhit	X	Katherine Tovmasyan	X	Ruth Rassool	X
Diane Avery	X	Jeff Gregor	X	Mary Powell	X	Sab Matsumoto	X
Diana Grijalva	X	Dr. Jasmine Ruys	X	Michael Felix	X	Scott Lubell	
Dr. Daylene Meuschke	X	Jennifer Smolos Steele	X	Nadezha Monosov	X		

A. Routine Matters
5. Call to order: 3:05pm
6. Public Comment:
   I. Welcome new Dean of MSE, David Vakil.
   II. More bike racks are needed on campus. This helps the campus be more sustainable.
   III. There is a new STEM Scholars program that partners students with mentors. Need to recruit more STEM faculty. Meeting is scheduled for May 10th at 9:00am.

IV. COCFA has an open nomination period for COC rep council, officers, and a secretary. There is also a need for additional representatives from various schools.

V. There continues to be registration system issues for students. An informal work group may be created. This topic will return as discussion.

7. Approval of the Agenda
   I. Motion to adopt the agenda by Rebecca Shepherd, seconded by Mike Harutunian. Mireya Milian proxy for Jesse Vera (yes, vote); Tricia George proxy for Garrett Rieck (yes, vote). Unanimous. Approved

8. Committee Appointments: none

7. Sub-Committee Summaries: none

8. Approval of the Consent Calendar
   i. Academic Senate Summary, March 23, 2023 (pg. 4-8)
   ii. [Curriculum Committee Summary,](#) March 30, 2023
   iii. At-Large Senator Election Results (pg. 9)
       - Only one nomination received for each of the 5 seats. No election will be required.
       - Motion to approve the consent calendar by Rebecca Shepherd, seconded by Lisa Hooper. Mireya Milian proxy for Jesse Vera (yes, vote); Tricia George proxy for Garrett Rieck (yes, vote). Unanimous. Approved

B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

5. CASL Committee Annual Chair Report, Sab Matsumoto & Mary Powell (pg. 10-13)
   I. Sab shared a CASL Committee report bringing special attention to the upcoming, Spring Coordinator Training that will be on May 19th. This training will be in person but it was recommended to schedule in Hyflex so this session can be recorded. A question asked was in regard to the intent to push to Departments the disaggregated data by modality to strategize course offerings. It was stated that elumen is not able to distinguish all the modalities and CASL is working with IT. If anyone needs help contact Evis Wilson.

6. Academic Senate Presidents Report, David Andrus
   I. Reminder that Dr. Angela Davis will be at the PAC on Saturday, April 15th.
   II. <u>Faculty Award Nomination Deadline:</u> Today is the deadline. However, submission will be accepted up to 5pm Friday, April 14, 2023.
   III. <u>End of the Year Celebration:</u> Event will take place on Thursday, June 1st at 3pm. The PAC lobby has been reserved. The UCEN lobby was not available.
   IV. <u>Incident Command Team Updates:</u> David met with Jim Temple regarding drills for active shooter and earthquakes. An Emergency Preparedness Townhall may be held as there has been much concern from faculty regarding ongoing nationwide events.
   V. <u>Purchasing Townhall:</u> Sharlene Coleal has offered to host a Purchasing townhall as many people still have many questions.
   VI. <u>New Academic Senate Conference Room:</u> Omar Torres, Jim Schrage and Jim Temple have been supportive about identifying a new meeting room for Senate.

7. Vice Presidents Report, Lisa Hooper
   I. <u>Facilities Newsletter:</u> There were some great updates on campus construction.
   II. <u>Registration Challenges:</u> It is recommended to have the Senate and Enrollment Services go through the registration process to identify challenges. This may be a future discussion item.

III. <u>Fake Student Accounts:</u> There has been enrollment fraud across the state with 1000 fake student accounts identified and 170 at COC. The majority have been blocked. It is suggested faculty no show/drops. These fake students are appearing in 100% online classes.

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

7. MSE School Division Senator Vacancy Declaration (2023-2024)
   I. Shane Ramey has resigned from the MSE School Division Senator Seat. This will be effective at the end of the semester.
   II. Motion to declare the vacancy by Gary Collis, seconded by Jennifer Paris. Mireya Milian proxy for Jesse Vera (yes, vote); Tricia George proxy for Garrett Rieck (yes, vote). Unanimous. Approved.

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

4. [Guided Pathways Work Plan to the CCCO,](#) Dr. Daylene Meuschke (pg. 14-15)
   I. A phase 2 assurance needs to be filled for the second round of funding received. The work plan needs to be submitted by June 1st. Advocating will continue with the state to continue funding towards the institutionalization of projects. This will return as action.
5. Academic Calendar, Dr. Jasmine Ruys
   a. 2024-25 Academic Calendar draft (pg. 16)
      I. The end of the semester was mistakenly pushed back by one week, allowing for a 1-week gap before the holiday break. It was clarified that Feb. 14th -17th is for Presidents Day holiday. The calendar will return as action.

   Senate & Curriculum Committee Meetings Calendars FY: 23-24
      b. Option #1 (recommended) (pg. 17)
      c. Option #2 (pg. 18)
         i. The recommendation from Senate was to go with option #1. Both versions will return for action.
6. AP 4105 (Distance & Correspondence Education), Gary Collis
   a. AP 4105 (Clean Version) (pg. 19-23)
   b. AP 4105 (Final-Redlined Version) (pg. 24-28)
      i. The addendum reads that correspondence education should be limited to currently incarcerated students. The policy reads limited to currently incarcerated population. A suggestion from Dr. Torres to add at the end of Section E, "*…permitted to enroll in the course, such as, for example, incarcerated students or under emergency conditions."* Another suggestion is to remove the word *"locally"* regarding student "*receiving packets"* on page. 23.
      ii. This will return as action as amended.
7. Revisiting the Low Textbook Cost (LTC) Designation, Jennifer Paris
   a. Low Textbook Cost (LTC) Designation Implementation (pg. 29)
   b. XB12 and the ZTC Program (pg. 30-31)
   c. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 32)
   d. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 33)

e. Excerpt from 9-26-19 Academic Senate meeting summary (pg. 34)
f. XB 12 Sample Sheet – 3-22-23 (pg. 35)
    i. The price of LTC still needs to be determined. The prices of instructional materials are the intention of LTC across the statewide. There may be another ASCCC resolution for another $30 limit. At the beginning of fall data needs to be submitted to the state. Advocacy will be done to make costs more transparent. For now, there is local control. It may be better to tie data to a metric, so this is not locally determined. This may be a state mandate. This will be discussed at the planning meeting to determine how to bring back this item to Senate.

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
4. Academic Integrity Taskforce
5. CTE Toolkit Rubrics
6. Self-Service Update and Continuous Discussion
7. Senate Statement-Web Enhanced Instruction

F. New Future Business
Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.
3. Department Chair Training Workshops
4. Tenure Committee Training Workshops

G. Announcements
o Next Academic Senate Meeting Spring 2023: April 27th, May 11th & May 25th
o 2023 ASCCC Curriculum Institute-Hybrid Event: July 12th – 15th, 2023, Riverside Convention Center in Riverside.
o 2023 ASCCC Faculty Leadership Institute: June 15th-17th, 2023, Westin San Francisco Airport Hotel.
o 2023 ASCCC Spring Plenary Sessions: April 20th -22nd, 2023, Double Tree by Hilton Hotel Anaheim, Orange County
o CCCO Online Teaching Conference, June 21-23rd, Long Beach Convention Center

H. Adjournment: 5: 07 pm

MSE School Division Senator Election Results

The nomination for the School Division Senator for MSE for the next term, 7/1/23-6/30/24, closed on 4/21/23. As there was not more than one nominee for this position, an election did not take place. By acclamation, the faculty below will serve as the School Division Senator for MSE for the next term.

MSE School Division Senator (1 position, 7/1/23-6/30/24 term)
Erica Seubert

Communications Officer Election Results

The nomination for the Communications Officer position will complete the remaining term, 7/1/23-6/30/24, which closed on 4/14/23. As there was no more than one nominee for this position, an election did not take place. By acclamation, the faculty below will serve as the Communications Officer for the next term.

Communications Officer (1 position, 7/1/23-6/30/24 term)
Lisa Hooper

College of the Canyons
Academic Calendar – 2024/25
Draft Developed Spring 2023 Edit

Fall 2024

Month	Event	Date
August	Professional Development Week (FLEX, Employees Only)	August 9-16 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 16 (Friday)
	First Day of Fall 2024	August 19 (Monday)
September	Labor Day Holiday	September 2 (Monday)
November	Veterans Day Holiday Observed and Actual	November 11 (Monday)
	Thanksgiving Day Holidays	November 28- December 1 (Thursday – Sunday)
December	Last Day of Fall Semester	December 7 (Saturday)
	Campus Closed	TBD

Winter Intersession 2025

Month	Event	Date
January	New Year's Holiday	January 1 (Wednesday)
	First Day of Winter Term	January 6 (Monday)
	Martin Luther King Holiday	January 20 (Monday)
February	Professional Development Week (FLEX, Employees Only)	February 3-7 (Monday to Friday)
	Last Day of Winter Term	February 8 (Saturday - 5 weeks)

Spring 2025

Month	Event	Date
February	First Day of Spring Semester	February 10 (Monday)
	Lincoln/Washington Holidays	February 14-17 (Friday to Monday)
April	Spring Break	April 7-13 (Monday – Sunday)
May	Memorial Day	May 26 (Monday)
	Last Day of Spring Semester	June 5 (Thursday)
	Commencement Ceremony	June 6 (Friday)

Summer 2025

Month	Event	Date
June	Start of Summer session	June 9 (Monday)
	Juneteenth*	June 22 (Third Friday in June)
July	Independence Day	July 4 (Friday)
August	**Last possible day of Summer Session**	**August 16**

2023/2024 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2023/2024 - Option #1						
Fall 2023				**Spring 2024**		
Meetings occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm) *Hold Senate Retreat NOT during FLEX and instead during the first week of fall 2024 semester.* *The Chancellors office recommends a Thursday or Friday to honor Veteran's Day*						
Month	Meeting	Date	Month	Meeting	Date	
August	Senate Retreat *(FLEX week Fri, Aug. 11th to Thurs, 17th)* *(First Day of Fall 2023, Aug. 21 Monday)*	Aug. 24	February	Senate 8 *(First Day of Spring 24, Feb. 05 (Monday)*	Feb. 08	
September	Curriculum 1	Aug. 31		Curriculum 8	Feb. 15	
	Senate 1	Sept. 07		Senate 9	Feb. 22	
	Curriculum 2	Sept. 14	March	Curriculum 9	Feb. 29	
	Senate 2	Sept. 21		Senate 10	March 07	
	Curriculum 3	Sept. 28		Curriculum 10	March 14	
October	Senate 3	Oct. 05		Senate 11	March 21	
	Curriculum 4	Oct. 12		Curriculum 11	March 28	
	Senate 4	Oct. 19	April	No Meeting - Spring Break April 1st to 7th (Mon. to Sun.)	April 04	
	Curriculum 5	Oct. 26		Senate 12	April 11	
November	Senate 5	Nov. 02		Curriculum 12	April 18	
	Curriculum 6	Nov. 09		Senate 13	April 25	
	Senate 6	Nov. 16	May	Curriculum 13	May 02	
	No Meeting - Thanksgiving	Nov. 23		Senate 14	May 09	
December	Curriculum 7	Nov. 30		Curriculum 14	May 16	
	Senate 7	Dec. 07		Senate 15	May 23	
	Last Day of Fall Semester	Dec. 09 *(Saturday)*		Last Day of Spring Semester End of Year Senate Collegial Celebration	May 30 (Thurs.)	

Pending Approved by the Academic Senate

10

2023/2024 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2023/2024 - Option #2

Fall 2023			Spring 2024		
Meetings occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm)					
Hold Senate Retreat during FLEX week. No meetings in FA 24 in December. Start meetings in SP 24 on the 2nd week of the semester. End meetings 2 weeks before finals.					
The Chancellors office recommends a Thursday or Friday to honor Veteran's Day					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat *(FLEX week Fri, Aug. 11th to Thurs, 17th)* *(First Day of Fall 2023, Aug. 21 Monday)*	Aug. 17	February	Senate 8 *(First Day of Spring 24, Feb. 05 (Monday)*	Feb. 08
September	Curriculum 1	Aug. 24		Curriculum 8	Feb. 15
	Senate 1	Aug. 31		Senate 9	Feb. 22
	Curriculum 2	Sept. 07	March	Curriculum 9	Feb 29
	Senate 2	Sept. 14		Senate 10	March 07
	Curriculum 3	Sept. 21		Curriculum 10	March 14
October	Senate 3	Sept. 28		Senate 11	March 21
	Curriculum 4	Oct. 05		Curriculum 11	March 28
	Senate 4	Oct. 12	April	No Meeting - Spring Break *April 1st to 7th (Mon. to Sun.)*	April 04
	Curriculum 5	Oct. 19			
November	Senate 5	Oct. 26		Senate 12	April 11
	Curriculum 6	Nov. 02		Curriculum 12	April 18
	Senate 6	Nov. 09	May	Senate 13	April 25
	Curriculum 7	Nov. 16		Curriculum 13	May 02
	No Meeting - Thanksgiving	Nov. 23			
December	Senate 7	Nov. 30		Senate 14	May 09
	Last Day of Fall Semester	Dec. 09 *(Saturday)*		Curriculum 14	May 16
				Senate 15	May 23
				Last Day of Spring Semester *End of Year Senate Collegial Celebration*	May 30 (Thurs.)

Pending Approved by the Academic Senate

AP 4105 Distance and Correspondence Education

References:
    Education Code Sections 66700 and 70901 et seq.;
    Title 5 Sections 55200 et seq.;
    Title 5 Sections 55260 et seq.;
    Title 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;
    ACCJC Policy on Distance and Correspondence Education (revised June 2021)

1. Consistent with federal and state regulations pertaining to financial aid eligibility, the District must authenticate and verify that the student who registers in a Distance or Correspondence Education course is the same student who participates in and completes the course or program and receives academic credit. No student shall be charged additional fees associated with verification of student identity.

    The Vice President of Instruction or designee shall make available for faculty members to utilize while teaching a Distance Education course one or more of these methods to authenticate or verify the student's identity:

    A. Secure credentialing/login and password for users, including the District-provided Learning Management System;
    B. Proctored examinations; or
    C. After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identification.

    Faculty teaching a Distance Education course who accept the electronic *submission* of coursework that impact a student's grade, must verify student identity by requiring enrolled students to submit such electronic coursework through the District-provided Learning Management System or the District-provided student email account. Coursework impacting a student's grade that an instructor allows or requires a student to digitally submit through software or computerized applications other than the District-provided Learning Management System, such as publisher-provided digital homework platforms, must be available to the student through integration with, or a hyperlink from, the District-provided Learning Management System.

    Nothing in this procedure precludes faculty teaching Distance Education courses from requiring students, as part of their coursework, to utilize or access the internet, software, or computerized applications.

The Vice President of Student Services shall establish procedures for providing students a statement of the District's process to protect student privacy and provide to each student a statement of such process at the time of registration.

2. Definitions:

   A. Distance Education means education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interactions between students and the instructor, either synchronously or asynchronously.
      i. The internet.
      ii. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
      iii. Audioconferencing.
      iv. Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

   The definition of Distance Education does not include Correspondence Education per state and federal law.

   B. Substantive Interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
      i. Providing direct instruction.
      ii. Assessing or providing feedback on a student's coursework.
      iii. Providing information or responding to questions about the content of a course or competency.
      iv. Facilitating a group discussion regarding the content of a course or competency.
      v. Other instructional activities approved by the District's or a program's accrediting agency.

   C. 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.

   Students receive packets of materials for them to complete the student learning outcomes of the course based on the Course Outline of Record (COR), that can include reading materials, assignments, quizzes, tests, projects, written

discussion boards, and surveys, as well as feedback and question & answer forms. The student packets - or "touchpoints" - are the written portion of the courses and how the instructors communicate back and forth with the students. Lecture videos recorded by instructors are also used to enhance the learning environment, as well as to ensure students have as close to a Distance Education or face-to-face learning experience as is possible through the use of Correspondence Education.

3. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

   Distance Education courses shall be approved under the same conditions and criteria as other courses. The review and approval of new and existing Distance Education courses shall comply with BP 4020 and AP 4020 *Program and Curriculum Development*.

   The course design and all course materials must comply with the ICT and Instructional Material Accessibility Standard Statement in AP 3725.

4. Addendum to Course Outline: No new or existing course may be delivered through Distance or Correspondence Education before an addendum to the course outline of record has been approved according to the District's curriculum approval procedures. The addendum shall address the following:

   A. How course outcomes will be achieved in a Distance or Correspondence Education mode.
   B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
   C. How the portion of instruction delivered via Correspondence Education documents and facilitates learning progression through a cycle of assignment submissions and feedback.
   D. 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.
   E. For any course that the District may offer by Correspondence Education, identification of the student population permitted to enroll in the course, such as, for example, incarcerated students.

5. Certification: When approving Distance Education courses, the Academic Senate shall certify the following:

   A. Course Quality Standards: The same standards of course quality are applied to Distance and Correspondence Education courses as are applied to in-person courses.
   B. Course Quality Determinations: Determinations and judgments about the quality of Distance and Correspondence Education courses were made with the full involvement

of the curriculum committee and its established procedures.

6. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

7. Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:

   A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
   B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.
   C. 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 the 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 curriculum committee.

   Instructor will have at least one (1) touchpoint with their students for every 10 "in-class" hours as detailed in the Course Outline of Record (COR). Locally, students receive student packets or "touchpoint" materials that include two (2) weeks' worth of class assignments and materials for the course, every two (2) weeks for the duration of the class.

8. 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.

Reviewed and Endorsed by the Academic Senate: XXXXXXX
Reviewed and Endorsed by CPC: XXXXXX

AP 4105 Distance and Correspondence Education

References:
Education Code Sections 66700 and 70901 et seq.;
Title 5 Sections 55200 et seq.;
Title 5 Sections 55260 et seq.;
Title 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;
ACCJC Policy on Distance and Correspondence Education (revised June 2021)

8. Consistent with federal and state regulations pertaining to financial aid eligibility, the District must authenticate and verify that the student who registers in a Distance –or Correspondence Education course is the same student who participates in and completes the course or program and receives academic credit. No student shall be charged additional fees associated with verification of student identity.

    The Vice President of Instruction or designee shall make available for faculty members to utilize while teaching a Distance Education course one or more of these methods to authenticate or verify the student's identity:

    A. Secure credentialing/login and password for users, including the District-provided Learning Management System;
    B. Proctored examinations; or
    C. After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identification

    Faculty teaching a Distance Education course who accept the electronic *submission* of coursework that impact a student's grade, must verify student identity by requiring enrolled students to submit such electronic coursework through the District-provided Learning Management System or the District-provided student email account. Coursework impacting a student's grade that an instructor allows or requires a student to digitally submit through software or computerized applications other than the District-provided Learning Management System, such as publisher-provided digital homework platforms, must be available accessible to the student through integration with, or a hyperlink from, the District-provided Learning Management System.

    Nothing in this procedure precludes faculty teaching Distance Education courses from requiring students, as part of their coursework, to utilize or access the internet, software,

or computerized applications.

The Vice President of Student Services shall establish procedures for providing students a statement of the District's process to protect student privacy and provide to each student a statement of such process at the time of registration.

9. Definitions:

   A. Distance Education means education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interactions between students and the instructor, either synchronously or asynchronously.
      i. The internet.
      ii. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
      iii. Audioconferencing.
      iv. Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

   The definition of Distance Education does not include Ceorrespondence Eeducation per state and federal law.

   B. Substantive iInteraction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
      i. Providing direct instruction.
      ii. Assessing or providing feedback on a student's coursework.
      iii. Providing information or responding to questions about the content of a course or competency.
      iv. Facilitating a group discussion regarding the content of a course or competency.
      v. Other instructional activities approved by the District's or a program's accrediting agency.

   C. 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 Eeducation is not dDistance eEducation.

Students receive packets of materials for them to complete the student learning outcomes of the course based on the Course Outline of Record (COR), that can include reading materials, assignments, quizzes, tests, projects, written discussion boards, and surveys, as well as feedback and question & answer forms. The student packets - or "touchpoints" - are the written portion of the courses and how the instructors communicate back and forth with the students. Lecture videos recorded by instructors are also used to enhance the learning environment, as well as to ensure students have as close to a dDistance eEducation or face-to-face learning experience as is possible through the use of Ccorrespondence Eeducation.

10. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

    Distance Education courses shall be approved under the same conditions and criteria as other courses. The review and approval of new and existing Distance Education courses shall comply with BP 4020 and AP 4020 *Program and Curriculum Development.*

    The course design and all course materials must comply with the ICT and Instructional Material Accessibility Standard Statement in AP 3725.

11. Addendum to Course Outline: No new or existing course may be delivered through Distance or Correspondence Education before an addendum to the course outline of record has been approved according to the District's curriculum approval procedures. The addendum shall address the following:

    A. How course outcomes will be achieved in a Distance or Correspondence Education mode.
    B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
    B.C. How the portion of instruction delivered via cCorrespondence eEducation documents and facilitates learning progression through a cycle of assignment submissions and feedback.
    C.D. 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.
    D.E. For any course that the District may offer by Correspondence Education, identification of the student population permitted to enroll in the course, such as, for example, incarcerated students.

12. Certification: When approving Distance Education courses, the Academic Senate shall

certify the following:

A. Course Quality Standards: The same standards of course quality are applied to Distance and Correspondence Education courses as are applied to in-person courses.
B. Course Quality Determinations: Determinations and judgments about the quality of Distance and Correspondence Education courses were made with the full involvement of the curriculum committee and its established procedures.

13. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

14. Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:

A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.
C. Correspondence Education: Each section of a course conducted through eCorrespondence eEducation will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in eCorrespondence eEducation 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 committee.

Instructor will have at least one (1) touchpoint with their students for every 10 "in-class" hours as detailed in the Course Outline of Record (COR). Locally, students receive student packets or "touchpoint" materials that include two (2) weeks' worth of class assignments and materials for the course, every two (2) weeks for the duration of the class.

9. 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 cCorrespondence eEducation 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.

Reviewed and Endorsed by the Academic Senate: XXXXXXX
Reviewed and Endorsed by CPC: 10/26/2021

Joint COCFA and Academic Senate Evaluations Task Force Explanation of Purpose and Process

The Joint COCFA and Academic Task Force on Faculty Evaluations was established in the Fall of 2021 to examine current full-time faculty evaluation methods in the tenure process and to make recommendations for improvements to our Full Time Faculty Evaluation Tool. The importance of effective faculty evaluations cannot be overstated, as it directly impacts the quality of education our students encounter on campus. In Spring 2022, the Academic Senate adopted a Philosophical Statement on the Tenure Evaluation Process. This statement, along with the establishment of this Task Force, reaffirms College of the Canyons' commitment to promote excellence in instruction and education for our students. Furthermore, the tenure process should be supportive, include constructive feedback, and provide opportunities for both personal and professional growth for faculty.[1]

The attached, revised Evaluation Tool represents the recommendations of the Task Force informed by research and flex sessions conducted with the larger campus community of educators. This *Full Time Faculty Professional and Instructional Evaluation Summary* aims at ensuring that teacher evaluations are fair, valid, reliable, and useful in promoting excellence in teaching and learning.

Task Force Members

The Task Force is composed of campus faculty representing different constituencies on campus such as Academic Senate, COCFA, Ed Tech, Equity Minded Practitioners (EMP), and the Center for Excellence in Teaching and Learning (CETL.) As a team, we worked over the last two years to identify areas of strengths and weaknesses in our current evaluation tool and propose new strategies that would better support evaluations focused on the professional development of instructors and improved student outcomes. Members include(d):

David Andrus, Academic Senate
Regina Blasberg, Academic Senate, Ed Tech, CTE Jason
Burgdorfer, COCFA
Kelly Burke, COCFA, CETL Katie
Coleman, CETL IOI, EMP
Rebecca Eikey, COCFA, Faculty Evaluation Sabbatical Project Nicole
Faudree, COCFA
Julie Johnson, CETL, EMP, Ed Tech Andrew
Jones-Cathcart, Ed Tech
Michelle LaBrie, CETL IOI, EMP, Ed Tech
Deanna Riveira, COCFA
Robert Wonser, CETL, EMP

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[1] Rebecca Eikey, "The Constructive Nature of Evaluations," *Faculty Evaluation Sabbatical Project,* Module 1.5.

Process

Our process began with a careful review of the [Full Time Faculty Evaluation Tool](). This review helped to identify any gaps or areas of improvement in the evaluation tool itself. We used Dr. Rebecca Eikey's sabbatical project to guide our discussions and looked at evaluation documents from other community colleges and four-year institutions. The rewriting process involved backward design, an exploration of the overall tenure process, and refinement based on faculty recommendations. We conducted two faculty flex sessions in the Spring of 2022 and the Fall of 2022 to explore campus input on the evaluation and overall tenure process. We studied [Equity Minded]() scholarship and research to inform our approach. We also explored and continued to explore the technology life of an evaluation document. Finally, in April 2023 we incorporated the Board of Governors of the California Community Colleges' adopted regulation on [DEIA Evaluation and Tenure Review of District Employees]().

Next Steps

The Task Force recommends
- Continued exploration with Academic Senate and COCFA to conduct a pilot program of the proposed *Full Time Faculty Professional and Instructional Evaluation Summary*.
- Finalized discussion over the technology life of evaluation documents
- Redesigned faculty Self Evaluation documents that more closely reflect the Academic Senate's [Philosophical Statement on the Tenure Evaluation Process]() and the proposed *Full Time Faculty Professional and Instructional Evaluation Summary*.
- Development of an Evaluation Training Module with CETL to support faculty evaluations and normalize the tenure process.

COLLEGE OF THE CANYONS

Full Time Faculty Professional and Instructional Evaluation Summary

Fall _____Spring _____

Date _____

Course Number and Title: _____ **Modality:** **Online** ▾

If mixed modality (i.e. OnlineLive or Hybrid) indicate modality observed _____

Name: _____ Dept: _____

Name of Evaluator: _____

Directions: *Please rate and evaluate the faculty using the following rubric. For each rubric item please include specific evidence and details to support each rating. If there is any* **room for improvement, please discuss with the faculty member as a part of the evaluation process.**

Rating	Definition
5	OUTSTANDING: Evaluator observed exceptional performance.
4	EXCEEDS STANDARD: Evaluator observed performance that exceeds the standard.
3	MEETS STANDARD: Evaluator observed evidence of standard. Room for growth may exist.
2	DEVELOPING: Evaluator observed marginal evidence of standard. Room for growth exists. (Remediation Plan for tenure-track only)
1	BELOW STANDARD: Evaluator observed minimal evidence of standard. Considerable room for growth exists. (Remediation Plan for tenure-track only)
0	No evidence of standard: Evaluator observed no evidence of standard. (Remediation Plan for tenure-track only)

A. Scholarship/Knowledge of Subject Matter

Sample Indicators for 3 "Meets Standard" - Highlights fundamental concepts of the subject. Engages students in disciplinary thinking/expression. Instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations. May include the presentation of alternative viewpoints or theories and/or explores the connection of content with other disciplines, phenomena, or broader societal concerns, as needed.

4. Exceeds Standard ▾

> **Comments/Evidence:**

B. <u>Teaching Performance</u>

a. Clear and Measurable Lesson Objective(s)

Sample Indicators for 3 "Meets Standard" - Objectives address important concepts, skills to be learned, and are reflective of the Course Outline of Record. Lesson objectives facilitate diverse learning experiences. Objectives are accessible and/or regularly communicated to students.

> *3. Meets Standard* ⌄

> **Comments:**

b. Written and Oral Communications

Sample Indicators for 3 "Meets Standard" - Instructor models clear, professional, and appropriate language in all media used. Supportive and inclusive language is included in the syllabus and throughout the course. Instructor voice is present and primary throughout the course. Any publisher or third-party materials used supplement instructor communication and expertise. Instructions, interactions, and feedback are accurate, timely, easy to understand, and sufficiently specific and detailed in order to support student learning.

> *2. Developing* ⌄

> **Comments:**

c. Organization and Presentation of Activities, Time Management

Sample Indicators for 3 "Meets Standard" - Attainment of the learning objectives are supported by instructional materials and lesson organization given the resources available. Activities are well-balanced and designed to support student engagement. Instructor scaffolds the learning experience and presents a clear sequence or progression with the material/activities. Anticipates and addresses potential difficulties the students will likely encounter with the lesson/material. Provides lesson closure that reinforces and supports student learning. Lesson materials are presented at an appropriate rate and pace for student mastery of identified learning objectives. Time is managed well.

0. Standard not Observed ▾

Comments:

d. ***Variety of Instructional Methods***

Sample Indicators for 3 "Meets Standard" - Instructor uses teaching method(s) appropriate for the subject and modality, inclusive of the diversity of student learning styles, and accessible to all students. Designs instruction with a myriad of learning styles in mind and presents opportunities for students to represent or express ideas.

Instructor uses appropriate technology and media to support the course, such as the learning management system. Instructor engages available technology to design engaging learning activities. Uses a variety of means/tools to provide an interactive learning environment in the on-ground or online classroom. Students are provided with opportunities to practice and demonstrate skills, analysis, and critical thinking.

Students are actively engaged as members of a learning community.

1. Below Standard ▾

Comments:

e. Assessment Methods

Sample Indicators for 3 "Meets Standard" - Instructor has a clear assessment plan and divides their course into meaningful learning units. Includes clear and measurable student learning outcomes, and provides a sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods to assess learning.

Assessments are related to the stated course objectives and are supported by relevant course content, activities, and/or modalities. Assessments are appropriate to the specific course at hand, and require critical thinking or disciplinary ways of thinking. For formative assessments, instructor provides constructive, sufficient, and detailed feedback designed to support student learning. (For F2F and OnlineLIVE) Instructor checks for understanding during class session.

2. Developing ▾

Comments:

> (blank box)

    f. ***Equity and Inclusion***

Sample Indicators for 3 "Meets Standard" - Instructor demonstrates a consistent awareness and recognition of racial, gender, social, and cultural identities. Instructor acknowledges that cultural and social identities are diverse, fluid, and intersectional. Instructor demonstrates an understanding of the lived experiences of culturally diverse students, and communities in the District; and uses that understanding to contribute to student success, equity, and inclusion. Instructor pursues Inclusion, Diversity, Equity, Access, and Anti-racism (IDEAA) perspectives and applies knowledge to problem-solving, policies, and processes to create respectful, IDEAA-affirming environments (e.g., campus and classroom environments that are inclusive, promote equity, and affirms diversity). The instructor creates learning experiences for diverse backgrounds and narratives.

5. Outstanding ▾

Comments:

C. <u>Recognition and Weighting of Institutional Service</u>

Sample Indicators for 3 "Meets Standard" - Instructor is actively participating in a reasonable amount of campus duties outside the classroom per Article 12, Section A.2 of the COCFA contract. Examples may include, but are not limited to, Clubs, Committees, Academic Senate, Student Engagement, Dept Contributions, Community Outreach, Advisory Groups. Commitment to continuing Professional Development. Instructor seeks out opportunities for self-improvement and reflection. Instructor promotes and incorporates DEI and anti-racism pedagogy by accommodating for diverse learning styles and utilizes holistic assessment methods as well as by participating in training to incorporate culturally affirming pedagogy.

5. Outstanding ▾

Comments:

Evaluation of Additional Criteria:

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsibilities.
Attach additional pages if needed.

Total Criteria Rating: _____

Signature of
Evaluator

_____

Signature of
Evaluatee

_____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

AP 4238 **Noncredit Learning Parity Exemptions**

References:
Education Code § 84760.5; Title 5 § 55151, et seq.

The District has discretion to exempt a student from the student's obligation to complete one or more District-identified courses, otherwise required by the District for the award of a noncredit certificate, offered as part of a Career Development and College Preparation Program, when the student has demonstrated, through specific assessment, sufficient mastery of the course content delineated in the approved course outline of record ("Learning Parity Exemption" or "LPE").

Learning Parity Noncredit Course Exemption List

The District's Faculty Director of Continuing and Adult Education ("Faculty Director") shall (1) prepare and maintain a current list of those non-credit courses from which students might, when permitted by this procedure, be granted a LPE ("Learning Parity Noncredit Course Exemption List") and (2) ensure that the list is published on the webpages maintained by the School of Personal and Professional Learning. Before adding any noncredit course to the Learning Parity Noncredit Course Exemption List, the Faculty Director shall consult diligently and in good faith with the chair of the academic department having responsibility for that course as to the general appropriateness of adding the course to the list.

Evaluation of a LPE Request

The Faculty Director shall have the primary discretion to determine, in good faith, whether to grant a student's LPE request. However, if the circumstances relating to a particular LPE request would render it objectively unreasonable for the Faculty Director to grant the request without consulting with other persons, including, for example, any applicable department chair or discipline faculty who regularly teach the course, the Faculty Director must consult with such individuals before granting the request. If the Faculty Director, or any faculty member duly appointed to temporarily fulfill the Faculty Director's duties in the Faculty Director's absence, is unavailable to evaluate an LPE request, the appropriate department chair or, with the department chair's permission, the discipline faculty who regularly teach the course, may approve or deny the LPE request.

It is within the authorized evaluator's discretion to grant conditional approval for a student's LPE request upon the student's submission of supporting documentation demonstrating sufficient mastery of the course content. The supporting documentation for the LPE may vary depending on the assessment methods upon which the LPE request is to be evaluated.

Permissible Assessment Methods

When evaluating a student's LPE request, the authorized evaluator may use one or more assessment(s) listed below (for the sole purpose of determining whether to exempt the student from the obligation to take a class; not for assigning a grade of any type).

- Academic transcripts.
- Student-created portfolios.
- Documentary evidence of completion of professional development and/or continuing education courses.
- Industry-recognized certificates.
- Documentary evidence of satisfactory completion of similar noncredit course(s) from another college/university.
- Documentary evidence of satisfactory completion of credit course(s) that are mirrored with, or very similar to, noncredit course(s).
- Satisfactory completion of an examination or assessment.

Student Qualifications for Approval of a LPE Request

The District may grant an LPE request only if the student:

- Is a District student enrolled in at least one noncredit and/or credit course in the same term as the request is presented, unless the LPE request would exempt a student from the prerequisite course that is the first course in the noncredit certificate.
- Is in good standing or has no standing.
- Requests a LPE only from a noncredit course that must otherwise be completed to earn a noncredit certificate, offered as part of a Career Development and College Preparation Program, listed in the District's operative course catalog at the time the request is presented.
- Has satisfied the prerequisites and other enrollment requirements for the noncredit course from which student seeks to be exempted.

Process for Requesting a LPE

The Faculty Director, in consultation with the Office of Noncredit Enrollment Services, shall create an appropriate "LPE Request Form" for use by students seeking a LPE. The School of Personal and Professional Learning shall make the LPE Request Form available to students on its webpage.

A student requesting a LPE must submit a signed and completed LPE Request Form to the Faculty Director either in person or via email for evaluation and approval. The Faculty Director, or any faculty member appointed to temporarily fulfill the Faculty Director's duties in the Faculty Director's absence, shall transmit all approved LPE Request Forms to the Noncredit Enrollment Services Office for administrative processing of the exemption. The Office of Noncredit Enrollment Services shall direct all student inquiries regarding the LPE process, including completion of the LPE Request Form, to the Faculty Director or any faculty member duly appointed to temporarily fulfill the Faculty Director's duties in the Faculty Director's absence, or, if those persons are unavailable, to the Dean of the School of Personal and Professional Learning.

AP 4105 Distance and Correspondence Education

References:
> Education Code Sections 66700 and 70901 et seq.;
> Title 5 Sections 55200 et seq.;
> Title 5 Sections 55260 et seq.;
> Title 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;
> ACCJC Policy on Distance and Correspondence Education (revised June 2021)

1. Consistent with federal and state regulations pertaining to financial aid eligibility, the District must authenticate and verify that the student who registers in a Distance or Correspondence Education course is the same student who participates in and completes the course or program and receives academic credit. No student shall be charged additional fees associated with verification of student identity.

   The Vice President of Instruction or designee shall make available for faculty members to utilize while teaching a Distance Education course one or more of these methods to authenticate or verify the student's identity:

   A. Secure credentialing/login and password for users, including the District-provided Learning Management System;
   B. Proctored examinations; or
   C. After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identification

   Faculty teaching a Distance Education course who accept the electronic *submission* of coursework that impact a student's grade, must verify student identity by requiring enrolled students to submit such electronic coursework through the District-provided Learning Management System or the District-provided student email account. Coursework impacting a student's grade that an instructor allows or requires a student to digitally submit through software or computerized applications other than the District-provided Learning Management System, such as publisher-provided digital homework platforms, must be available accessible to the student through integration with, or a hyperlink from, the District-provided Learning Management System.

Nothing in this procedure precludes faculty teaching Distance Education courses from requiring students, as part of their coursework, to utilize or access the internet, software, or computerized applications.

The Vice President of Student Services shall establish procedures for providing students a statement of the District's process to protect student privacy and provide to each student a statement of such process at the time of registration.

2. Definitions:

   A. Distance Education means education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interactions between students and the instructor, either synchronously or asynchronously.
      i.   The internet.
      ii.   One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
      iii. Audioconferencing.
      iv.   Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

   The definition of Distance Education does not include Correspondence Education per state and federal law.

   B. Substantive Interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
      i.   Providing direct instruction.
      ii.   Assessing or providing feedback on a student's coursework.
      iii. Providing information or responding to questions about the content of a course or competency.
      iv.   Facilitating a group discussion regarding the content of a course or competency.
      v.   Other instructional activities approved by the District's or a program's accrediting agency.

   C. 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 Eeducation is not dDistance eEducation.

Students receive packets of materials for them to complete the student learning outcomes of the course based on the Course Outline of Record (COR), that can include reading materials, assignments, quizzes, tests, projects, written discussion boards, and surveys, as well as feedback and question & answer forms. The student packets - or "touchpoints" - are the written portion of the courses and how the instructors communicate back and forth with the students. Lecture videos recorded by instructors are also used to enhance the learning environment, as well as to ensure students have as close to a dDistance eEducation or face-to-face learning experience as is possible through the use of Ccorrespondence Eeducation.

3. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

   Distance Education courses shall be approved under the same conditions and criteria as other courses. The review and approval of new and existing Distance Education courses shall comply with BP 4020 and AP 4020 *Program and Curriculum Development*.

   The course design and all course materials must comply with the ICT and Instructional Material Accessibility Standard Statement in AP 3725.

4. Addendum to Course Outline: No new or existing course may be delivered through Distance or Correspondence Education before an addendum to the course outline of record has been approved according to the District's curriculum approval procedures. The addendum shall address the following:

   A. How course outcomes will be achieved in a Distance or Correspondence Education mode.
   B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
   B.C. How the portion of instruction delivered via cCorrespondence eEducation documents and facilitates learning progression through a cycle of assignment submissions and feedback.

C.D.   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.

5. Certification: When approving Distance Education courses, the Academic Senate shall certify the following:

    A. Course Quality Standards: The same standards of course quality are applied to Distance and Correspondence Education courses as are applied to in-person courses.
    B. Course Quality Determinations: Determinations and judgments about the quality of Distance and Correspondence Education courses were made with the full involvement of the curriculum committee and its established procedures.

6. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

7. Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:

    A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
    B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.
    C. Correspondence Education: Each section of a course conducted through cCorrespondence eEducation will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

    Students who participate in cCorrespondence eEducation 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 committee.

    Instructor will have at least one (1) touchpoint with their students for every 10 "in-

class" hours as detailed in the Course Outline of Record (COR).

8. Limitation on Correspondence Education Offerings: The District will permit students to participate in a Correspondence Education course only when made appropriate and necessary due to the occurrence of one an "emergency or extraordinary condition," as defined by Title 5 § 58146, subd. (b).

9. 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 cCorrespondence eEducation 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.

Reviewed and Endorsed by the Academic Senate: XXXXXXX
Reviewed and Endorsed by CPC: 10/26/2021