



Academic Senate for College of the Canyons

STANDING POLICY

APPROVED INSTRUCTIONAL MODALITIES

The intent of this policy is to formally recognize the instructional modalities authorized and approved by the Academic Senate for use at College of the Canyons. The Office of Instruction should allow instructional delivery only by the modalities approved herein. Additional instructional modalities may be recognized by action of the Academic Senate, subsequent to this policy.

Existing instructional modalities have been established and defined by previous Academic Senate and Curriculum Committee action. The modalities listed below include references to related defining documents. The Distance Learning Addendum (DLA) approved by the Curriculum Committee, and affixed as an appendix, provides the nuanced categorization of these instructional modalities for Course Outlines of Record. This policy seeks to integrate those categories with uniformity between the DLA, previously established Academic Senate policy, and the student facing schedule of class terminology as developed by the Office of Instruction.

RECOGNIZED MODALITIES (Student Facing) (Schedule of Classes Designation)	SENATE REFERENCE DOCUMENT	DLA CATEGORY (Course Outline of Record DLA Designation)
Face to Face (F2F) In-Person	All contact hours in person.	
Online	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Fully Online Asynchronous (FOA)
Hybrid	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Partially Online Asynchronous (POA)
OnlineLIVE	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Fully Online Synchronous (FOS)
Online and OnlineLIVE	Online-OnlineLIVE Modality (Adopted Fall, 2022)	Fully Online Combination (FOC)
HyFLEX	Standing Policy on HyFLEX Modality (Adopted Spring, 2022)	Partially Online Synchronous (POS)
OnlineLIVE and In-Person	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Partially Online Synchronous (POS)
Correspondence Courses		Correspondence Courses are not considered distanced education, per Title 5 CCR

Policy/Distance Education Context

As of October 5, 2022, the Office of Administrative Law chaptered revisions to *Section 55200 of Title 5 of the California Code of Regulations (CCR)*, which now defines distance education as, “education that uses one or more...technologies...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.” Prior to the onset of the

Covid-19 pandemic in spring 2020, distance education existed *primarily* through the customary modalities of 100% Asynchronous "Online" or "Hybrid" instruction. Since spring 2020, educational institutions and systems throughout the state of California and the United States evolved to adopt new instructional delivery modalities. College of the Canyons followed suit.

Within the context of the Curriculum Committee DLA and this policy, the word "online" now manifests in various instructional titles and curriculum coding that represents both synchronous and asynchronous instructional delivery. As developed and recognized by the DLA, the notion of "Online" being synonymous solely with "100% asynchronous" instruction is now limiting and becoming anachronistic. "Online" is now subcategorized to reflect the various distance education modalities. For DLA purposes, 100% asynchronous instruction is subcategorized as Fully Online Asynchronous (FOA). For purposes of publication in the student facing schedule of classes, as referenced in the preceding chart, "Online" will continued to be considered 100% asynchronous. All recognized instructional modalities herein have correlating DLA coding/categories, as aligned by the preceding chart and the DLA subcategories.

For all instructional modalities, faculty should be cognizant of the nuances in the Distance Education/DLA coding categories AND the correlating student facing modality categories published in the schedule of classes.

Adopted, 02/09/2023 - Academic Senate

See reference appendix below.

Academic Senate
Approved Instructional Modalities Policy

REFERENCE APPENDIX

COLLEGE OF THE CANYONS DISTANCE LEARNING
ADDENDUM

Course:

A. Mode(s) of distance education (DE) delivery (check all that apply):

- **FULLY ONLINE (FO)**

- Asynchronous (FOA) - Online

- Synchronous (FOS) - OnlineLIVE

- Combination (FOC) - Online + OnlineLIVE

- **PARTIALLY ONLINE (PO)**

- Asynchronous (POA) – InPerson + Online

- Synchronous (POS) – InPerson + OnlineLIVE

- **OTHER**

- Fully Online With Flexible InPerson Assessment (FOIA)

- Fully Online Through Mutual Agreement (FOMA) – enacted, through mutual agreement, during emergent conditions preventing the continuation of InPerson instruction; applies to those sections/hours scheduled InPerson

B. Title 5 Section 55200: “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; or

- (4)Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

The definition of “distance education” does not include correspondence courses.

C. Courses delivered through distance education modalities will use the district’s adopted learning management system (LMS) for authentication of students. Courses delivered via distance education will cover the content and learning objectives for the number of student contact hours listed the Course Outline of Record.

D. Courses delivered through distance education modalities will maintain regular and substantive interaction between instructor and students and amongst students. Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion including:

- a. Providing direct instruction;
- b. Discussing or providing feedback on a student’s coursework;
- c. Explaining information or responding to questions about the content of a course or competency
- d. Facilitating a group discussion, or other group assignment, regarding the content of a course or competency. A sample discussion prompt for this course is:

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

E. Provide at least one example of how student learning will be assessed, or evaluated, in this course:

F. All distance education course materials will be accessible to students with disabilities (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. § 749d). This will include but not be limited to use of properly captioned video, video transcripts, alternative text for images, and formatting of materials consistent with text-reading software.

G. Disclosures regarding technology or application requirements unique to this course will be included in the schedule of classes.