

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4105 ONLINE EDUCATION

References:

Education Code Sections 66700 and 70901 et seq.;
Title 5 Sections 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);
Accrediting Commission for Community and Junior Colleges Standard
II.A.1

Student Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in an online education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide each student at the time of registration, a statement of the process in place to protect student privacy.

The Office of Academic Affairs shall utilize one or more of these methods to authenticate or verify the student's identity:

- Secure credentialing/login and password; or
- Proctored examinations; or
- New or other technologies and practices that are effective in verifying student identification.

Definitions:

1. **Distance Education:** Education that uses one or more of the technologies listed in paragraphs (a)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.
 - a) The technologies that may be used to offer distance education include:
 - i) The internet
 - ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband links, fiber optics, satellite, or wireless communication devices.
 - iii) Audio conference; or
 - iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (a)(i) through (iii) of this definition.
2. **Instructor:** An individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's_

accrediting agency.

3. **Instructor Contact:** Any portion of a course that is offered through Distance Education includes regular and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record/online addendum), 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. The expectation is that the frequency of contact is the same as would occur in a comparable in-person classroom course. Examples of regular and effective contact include the use of discussion forums, collaborative student activities, frequent monitoring of contact activity by the instructor, and regularly added/revised course content that may incorporate student feedback. Instructor's specific policies regarding frequency and timeliness of instructor-initiated contact and feedback are included in the syllabus or other course documents made available at the start of the course.
4. **Modality:** The modes in which courses that adhere to the definition of Distance Education will be scheduled and identified in the published schedule of classes.
 - a) **Fully Online** – An online education course is delivered via the internet using a campus- supported Learning Management System (LMS). Students must be able to access and actively interact with the course through an on-line compatible device and may be required to use other available technologies to acquire and learn course content. Through regular and substantive interaction, instructor and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. An online course will be designated as fully **online** in published campus materials and required materials and devices will be listed.
 - b) **Real-Time Online** – A class time with real-time scheduled class meetings that are conducted via a web conferencing tool. Instructor and student will interact in real time as well as via the course LMS to complete assignments and assessments and to demonstrate Student Learning Outcomes. A live online course will be designated as real-time online in published campus materials and required materials and devices will be listed.
 - c) **Hybrid In-Person** – A hybrid online education course replaces some face-to-face class time with online instructional time. Any online education course that requires students to attend on-campus assessments, scheduled class meetings, or other required activities is a hybrid course. A hybrid course will be designated as **hybrid in-person** and include required meeting times, devices, and materials in published campus materials.
 - d) **Hybrid Online** – A hybrid online education course replaces some live zoom class with online instructional time. Any online education course that requires students to attend on-campus assessments, scheduled class meetings, or other required activities is a hybrid course. A hybrid course will be designated as **hybrid online** and include required

meeting times, devices, and materials in published campus materials.

For clarification, the following are not considered online education instruction:

1. In-person courses that utilize the LMS and online tools, but do not replace classroom time, are not online education courses. Courses may use the campus-supported learning management system to enhance student learning, introduce course concepts, submit assignments, and complete assessments. All class meetings are held as indicated in the schedule of classes. Correspondence courses are not online education courses. Correspondence courses are typically self-paced with limited instructor/student interaction. A correspondence course will be designated as **correspondence** in published campus materials.
2. **Regular and Substantive Interaction:** 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:
 - (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; or
 - (v) Other instructional activities approved by the institution's or program's accrediting agency.

Culture of Integrity

1. Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:
 - A. Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of "C" or "Pass"
 - B. Tracking student attendance through active participation in course activities.
 - C. Determining the last date of attendance for students who drop the course via the following methods:
 - i. Prior to the census date, the instructor will initiate an activity that requires student participation.
 - ii. The instructor will require various robust assessments and assignments on a frequent basis throughout the semester or term.
2. The district will encourage faculty to set high standards for performance in online education courses.
3. The student code of conduct establishes a campus-wide policy on academic integrity, including for online education courses.

Distance Education Course Approval

Each proposed or existing course offered by online education shall be reviewed and approved separately through the Curriculum Committee. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through online education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Online education courses shall be approved under the same conditions and criteria as all other courses. Enrollment capacity should be set in consultation with faculty as well as consider best practices for the distribution and community development in a digital community.

Certification

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

- **Course Quality Standards:** The same standards of course quality are applied to online education courses as are applied to in-person classroom courses, including “instructor presence”, which ensures that an online education course is comparable to an in-person classroom course in terms of rigor, scope, and regular and effective instructor-student contact.
- **Course Quality Determinations:** Determinations and judgments about the quality of online education courses are made with the full involvement of the Curriculum Committee approval procedures.
- **Instructor Contact:** Each section of the course that is delivered through online education will include regular and substantive interaction between instructor and students with the expectation that the frequency of contact is the same as would occur in a comparable in-person classroom course. Examples of regular and substantive interaction include the use of discussion forums, collaborative student activities, frequent monitoring of contact activity by the instructor, and regularly added/revised course content that may incorporate student feedback. Instructor’s specific policies regarding frequency and timeliness of instructor-initiated contact and feedback are included in the syllabus or other course documents made available at the start of the course. In the event of an illness, family emergency, or other unexpected occurrence, the instructor or department will inform students when regular contact is expected to resume.
- **Duration of Approval:** All online education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.
- **Instructor Contact:** Any portion of a course that is offered through Distance Education includes regular and substantive interaction between the instructor(s) and students, (and 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.

Accessibility

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. By proposing a distance education course, the faculty author/department agrees that the course will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 section 55205).

Equity

Citrus College acknowledges that equity gaps for some disproportionately impacted student populations have historically been even larger for online education course sections as compared to in-person course sections. Informed by data and guided by values rooted in pedagogy, excellence, equity, diversity, inclusion, and community, the college takes institutional responsibility for closing equity gaps and committing resources in support of approaches that do so. These approaches include equity-minded provisions of online technologies, instruction, student services, professional learning, research and innovation.

Faculty Technology Literacy and Online Pedagogical Readiness

Faculty who teach online must be proficient in certain basic technology literacy skills and online pedagogical readiness in order to assure course quality and to assist students with the technology used in content delivery. Determination as to whether an instructor meets the technology literacy skills and online pedagogical readiness requirement will be made by the division dean in consultation with the faculty Coordinator of Online Education.

Prior to teaching an online or hybrid course at Citrus College, faculty must meet one of the following requirements:

1. Have completed formal training or college-level coursework from an accredited college or university in online teaching and associated technology.
2. Present a teaching demonstration in an online format, showing evidence of technology literacy and online education pedagogy fundamentals, including familiarity with Citrus College's LMS (see Online Education Best Practices for technology literacy and pedagogical readiness qualifications).
3. Have completed courses for online teaching and learning as prescribed by Citrus College's Online Education Program (currently provided by @One, the California Community College system training provider).

Faculty who have met the above criteria may be required to participate in additional professional development activities in order to meet federal and state regulations and accreditation requirements.

Online Education Faculty Working Conditions

Online education working condition policies are reviewed by the Academic Senate and established by mutual agreement between the Faculty Association and the District. These conditions include course enrollment limits, course load, office hours, and faculty evaluation.

Copyright and Intellectual Property

1. Fair Use and Legal Use of Copyrighted Materials in Online Education Courses

Copyright guidelines related to online education shall be developed and maintained by the online education program in accordance with copyright laws (U.S. Copyright Act; the Digital Millennium Copyright Act of 1998; Fair Use Policy; and the 2002 Teach Act).

2. Faculty Responsibility for Copyright

Instructors of online education courses are responsible for ensuring that all instructional material and delivery methods for online education courses are in compliance with copyright laws and College copyright policy.

3. Faculty Intellectual Property Rights

Faculty will maintain the same intellectual property rights of the instructional material they develop for online education courses as they would for traditional classroom courses.

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