

POSITION PAPER/CHARTER
FOR ONLINE INSTRUCTION AT LMC (DRAFT)

Authors:

Laurie Huffman, DE Coordinator, World Languages, Sophia Ramirez, DE Co-Chair, Counseling, Luis Zuniga, DE Co-Chair, Music, Penny Wilkins, Business
Courtney Diputado, Technology Training & Development Coordinator, Rachel Anicetti, Transfer & Career Services, Jill Bouchard, Biology, Rikki Hall, Admissions & Records, Erich Holtmann, Math, Nancy Ybarra, Interim Vice President of Instruction, Susan Reno, Nursing, Clayton Smith, Computer Science, Matt Stricker, Math, Nicole Westbrook, Counseling, Debbie Wilson, Travel, Sharlice Wright, Counseling, Jennifer Smith, Philosophy, Roseanne Erwin, Library, Veronica Turrigiano, Nursing, and Joanna Miller, DE Dean, District Office.

Background

Los Medanos College has had a Distance Education or Online Committee since 1999. The Committee's responsibilities have included developing and supporting training and professional development in online instruction, including best practices. The Committee has developed policies related to distance education, including drafting and reviewing the online addendum to the course outline of record form.

LMC Distance Education Mission Statement

Los Medanos College is dedicated to providing exceptional learning opportunities in both traditional and non-traditional environments to a diverse community of learners. To increase access and support student completion of certificates and degrees, the college will develop, and revise programs and services based on student need, workforce demand, institutional strength, and the ability to operate effectively and efficiently. This is accomplished through technology-ready classrooms, a common course management system, training and support of online and technology-infused pedagogy, and strategic distance education course offerings.

DEFINITIONS

Title 5, Section 55200. Definition and Application

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 general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject 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).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; title 29 United States Code section 794d; and title 42 United States Code sections 12100, 12101, 12102, 12103, 12131, 12132, 12133 and 12134.

Guideline for Section 55200

Distance education encompasses any method of instruction in which the student and faculty are separated by time and/or distance. These methods include video, audio recordings, video conferencing, or other passive medium. No matter how the instruction is provided to students, all courses and instructional materials must be accessible.

With 95% of distance education offered via internet-based interaction in the California Community Colleges, three categories of “online” education have been defined as:

Fully Online (FO): all instruction, assessment and activities are online

Partially Online (PO): online instruction with scheduled on-campus meetings and/or assessments

Online with Flexible In-person component (OFI): online instruction with in-person/proctored assessment/activities at a flexible time and place

Whenever an online, partially online or OFI section requires an assignment that cannot be completed online or asynchronously, that requirement should be noted in the schedule of classes. For clarity among Contra Costa Community College District (CCC) students who may enroll in multiple colleges, it is recommended that the CCCs adopt these categories of online education for use in their college catalogs and schedules of classes.

Note that these definitions are not the same as those used for internal accounting where the 51% rule is applied. See title 5, Section 58003.

Distance Education as defined by the California Code of Regulations (CCR): “Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology” (5 CCR § 55200).

Distance Education as defined by Accrediting Commission for Community and Junior Colleges (ACCJC): “Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which support regular or substantive interaction between the student and the instructor, either synchronously or asynchronously” (*Guide to Evaluating Distance Education and Correspondence Education 2*).

Instructional Technology as defined by the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee: “Instructional Technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning. ...Resources are sources of support for learning, including support systems and instructional materials and environments. ... The purpose of instructional technology is to affect and effect learning” (Seals and Richey 1-9).

4CD Research Office Distance Education Delivery Formats:

Courses are coded into four categories based solely on their instructional method(s).

1. Face-to-Face: Course has no hours affiliated with instructional method 72 or 72L.
2. Hybrid 1: Instructional method 72 and/or 72L exist but are less than 51% of the total course hours.
3. Hybrid 2: Instructional method of 72 and/or 72L exist and are more than 51% of the total course hours.
4. Online Course has 100% of the hours affiliated with instructional method 72 and/or 72L.

“Distance Education, Internet-based 72 Delayed Interaction: Session under supervision of instructor, not available by line of sight, using the Internet without the immediate involvement of the instructor” (XF01 Session-Instruction-Method).

Definitions of Online in Detail:

FULLY ONLINE (FO) (also known as “100% online”) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times.

PARTIALLY ONLINE (PO) (also known as “hybrid”) – Instruction involving regular and effective online interaction for -any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.

ONLINE WITH FLEXIBLE IN-PERSON COMPONENT (OFI) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college’s learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interactions, supplemented by required in-person assessments or activities that are available at approved locations during a specified range of time. The schedule of classes indicates dates, range of times and locations of all required in-person components.

DISTINCTION BETWEEN PARTIALLY ONLINE AND ONLINE WITH FLEXIBLE IN-PERSON COMPONENTS

A course section in which all approved contact hours and student interaction take place online and through required in-person pre-scheduled meetings at a time certain and place certain is a Partially Online section.

A course section in which all approved contact hours and student interaction take place online and through required in-person assessments or activities that are available at a pre-

approved location that may be chosen by the student during a specified range of times is an Online with Flexible In-Person Component section. Districts and colleges may decide what constitutes a reasonable range of time to provide flexibility needed to accommodate student schedules and support student success, but the recommendation is for a 7-day period during a full semester-length section. The key components are that 1) any required in-person assessments or activities take place at any pre-approved location the student may choose, (e.g. near home or work or at a remote college campus) and 2) that the assessment is available during a range of times rather than a specified time-certain, enabling a working student to choose a time and place that do not interrupt work schedules. For example, a student who lives in San Diego is enrolled in an OFI class in Sacramento which includes 4 required proctored assessments during the final week of each of the four months during the semester. The student takes instruction online and chooses a day during the final week of each month when the Proctoring Center at Mesa College in San Diego is available and takes the required assessment there. Below are examples of course configurations and activities, and the categories under which they would fall. They are provided for clarity as examples and are not meant to imply restrictions that course categories are restricted to these configurations only.

| Example of FO | Examples of PO | Examples of OFI |
|--|--|--|
| Online instruction with all activities and exams delivered online, whether synchronously or asynchronously. | Online instruction with required scheduled weekly meetings, or on-campus exams on scheduled days. | Online instruction with required in-person proctored exams at a proctoring location near the student and during a specified range of times. (e.g. Week of Oct. 7-13, 8 a.m. to 6 p.m.) |
| Online instruction with activities delivered online, with required proctored online exams. | Online instruction with requirement to attend a specified museum at a specified time as part of instruction hours. | Online instruction with required museum tour as part of instructional hours that can be accomplished at a museum near the student during a specified range of time. (e.g. Any museum of fine art during the week of Oct. 7-13) |
| Online instruction with required lab activities that are conducted by students remotely without physical location requirements, but which may require use of lab kits or other prescribed materials. | Required scheduled labs on a specified campus or location and/or at a specific time. | Online instruction with required lab at a collaborating college facility near the student during the college's open lab hours during a specified range of time. (E.g. Week of Oct. 7-13, 8 a.m. to 6 p.m.) |

On-campus instruction with technology-assisted delivery

Any course that requires access to internet-connected devices should specify in the schedule of classes. Sample schedule note:

This class is taught completely on campus with a technology-enhanced format that uses the Canvas learning management system for students to access the syllabus, assignments and quizzes. These items are not distributed in print, except where accommodations are needed through the campus disability services center. While lectures are delivered in class, lecture notes or slides and additional resources may be posted to the Canvas course site for access outside of class hours. Students will need a mobile or laptop device and internet connection to access these materials.

New courses or new sections of existing courses that are to be either completely or partially online will require Curriculum Committee approval.

NOTE:

- The purpose of the position paper is to create a baseline of “must haves” in Distance Ed. An accompanying “Best Practices Guide” will enhance and illuminate how to implement these policies in more detail.
- *Referenced “[Modesto Junior College Regular and Effective Policy](#)” as well as Cuyamaca Colleges’ Regular and Effective Guidelines for guidance in structure/content

DISTANCE EDUCATION ADVISORY COMMITTEE- Content/Tech Review

There will be a three-member advisory committee composed of the Online Committee representative to the Curriculum Committee and two other members of the Online Committee selected by the Online Committee. The Online Advisory Committee will be charged with:

1. Assisting faculty with the development of fully and partially online courses and their corresponding Course Outlines of Record
2. Reviewing the course outlines and making its recommendation regarding approval to the Curriculum Committee on proposed online course

PROCESS FOR ONLINE COURSE APPROVAL

1. Faculty may work with the Online Advisory Committee in the design of the online course and the resulting course outline (optional).
2. Complete the appropriate regular course outline form (Course Outline of Record for new courses, 900 form for experimental courses, or a Minor Change to Course Outline of Record for existing courses, as needed).
3. Complete the “Online Course – Addendum to Course Outline of Record” form.
4. The proposed course is sent to the Online Advisory Committee for review, resulting in a recommendation to the Curriculum Committee that the course be approved, approved with specified changes, or not be approved.

REGULAR & EFFECTIVE CONTACT POLICY FOR DISTANCE EDUCATION

Regular and effective contact between instructor and student and among students in online classes significantly increases student success and humanizes the online learning experience ¹.

- Instructor-initiated contact is a key feature of distance education courses, and it is what makes it different from other types of courses, such as correspondence courses.
- Student-to-student interaction is also a key feature of distance education, and it is what makes it different from other types of courses, such as a self-paced course.

These forms of contact are also required by federal regulatory requirements, state education codes, and the Accrediting Commission for Community and Junior Colleges (ACCJC), and are recommended by the Statewide Academic Senate for Community Colleges². Regular and effective contact is a California Title V educational requirement that requires instructors to incorporate instructor-initiated, regular, effective contact into online and hybrid course design and delivery. This means that it is the responsibility of the instructor to initiate contact with students, make announcements, question and involve them in discussions, reach out to them when they are absent or missing work, and monitor their overall progress. It is also the responsibility of the instructor to design opportunities for students to interact with other students in the course via discussion boards, group collaboration, peer review, and other student-to-student

¹ See [Baker](#) 2010; See [Glazier](#) 2016

² See [Federal Regulatory Requirements](#); See [Title V State Code of Regulations](#); See [ACCJC Policy on Distance Ed](#); See ASCCC “[Ensuring an Effective Online Program](#)”

engaged activities. This procedure outlines requirements for “Starting the Course” and creating opportunities for “Faculty Initiated” and “Student-to-Student Initiated” contact.

STARTING THE COURSE

Introductions

The following elements help students orient to the course syllabus and the course learning management system and assist the student in starting the class successfully:

- A “Welcome Letter” or other introduction to the course helps establish contact between instructor and student and guides the student to start the course.
- An instructor-created Home Page provides a starting point, establishes instructor presence, and helps students navigate to course materials.
- An orientation (video) shows students how to navigate the course, contact the instructor, and interact with course elements.

Syllabus

In addition to regular syllabus policies as recommended on the DVC Syllabus Guidelines, the following policies can clarify means and modes of instructor contact.

- Online Response Times
 - Indicate how a student can contact the instructor and when the instructor is available. Instructor response times are provided to clarify when students should anticipate a reply.
- Online Office Hours
 - Designate availability and instructions for when and how to access online office hours
- Online Communication Policies
 - Create ground rules for online communication that align with the student code of conduct and the college’s policies on student privacy, protection, and technology use.
- Online Student Support Services
 - Identify how to access online student support services

FACULTY INITIATED CONTACT DURING THE COURSE

There are multiple ways that an instructor can initiate contact with their students.

Announcements

- Regular course announcements reflect on activities taking place in the course or around the wider college campus.
- Regular use of the announcement tool (recommended at least once a week) helps guide students through the learning process and clarifies the course content and expectations.
- The announcement remains in the course LMS and keeps a permanent record of that contact.

Emails

- Instructors keep a record of any communication that occurs via email. It is highly recommended to use the Canvas email since it is linked with the coursework and can be tracked in the Canvas course analytics.
- Instructors respond to student emails within a reasonable timeframe (24-48 hours on weekdays) and state the expected response time in the syllabus
- Instructors will inform students of extended absence due to a conference, leave (jury duty, etc.), or other unforeseen circumstances

Faculty Participation on Discussion Boards

- Faculty participates in discussion boards by posting replies to student work, adding comments, or asking questions to further student thinking. While some faculty find that their presence on the discussion can help direct or deepen the conversation, other faculty choose not to respond directly on the discussion board but do provide substantive interaction and commentary through the gradebook feedback areas.
- Other options for participating on discussion boards include providing all class feedback highlighting particular posts as best practices and inviting further reflection.

Assignment Feedback

- Instructor incorporates assignments that include opportunities for individualized descriptive and specific feedback and go beyond automatically graded quizzes.
- When appropriate, instructor can include rubrics to enhance targeted feedback.
- Assignment feedback is timely as determined by the nature of the content.

Office Hours & Conferences

- Regularly occurring office hours or special study sessions provide instructor-to-student and student-to-student contact.
- ConferZoom or other video conferencing can enhance this interaction as well as provide a record or document of the video-conference session.

Faculty Contact via Publisher Packs or third-party tools

- Instructors who use third party tools, such as publisher packs or other digital apps, must authenticate students through the college's learning

- management system (LMS).
- When third party tools are used for instructor-to-student contact, instructors should use the LMS to document this interaction.

STUDENT-TO-STUDENT INITIATED CONTACT IN A COURSE

The following are multiple ways that an instructor can initiate contact among students.

Peer-to-Peer Replies on Discussion Boards

- Instructors encourage student-to-student interactions on Discussion Boards by enabling threaded replies or otherwise indicating through instructions or rubrics that peer replies are expected.

Small Group Collaborations & Group Projects

- Instructors create opportunities for small groups and allow students to work collaboratively.
- Instructors provide expectations or a rubric outlining participants' contributions to a group.
- Instructor regularly monitors the groups and provides feedback.

Peer Review

- Instructors assign students to peer review groups to evaluate and give feedback, observations, and suggestions on peers' assignments or projects.

Student-to-Student Q & A

- Instructors provides a peer-discussion forum, cyber lounge/ cafe, or threaded discussion that is not graded. In these forums, students can share their learning, such as concepts they learned well and concepts that they find difficult to understand.
- Instructor monitors the forum regularly.

Third Party Tools for Student-to-Student Interaction

- When third party tools are used for student-to-student contact, instructors should use the LMS to document the interaction.

GENERAL GUIDELINES FOR BEST PRACTICES: (LMC Charter 2014)

Best practices include addressing the following:

1. Need/Justification.
 - a. Learning should be enhanced by the use of distance education technology.
 - b. Brings the course to the student making education available – for example with disabled students, single parents, students living far away from LMC.
2. Instructor/Student Contact: Successful activities that result in successful achievement or attainment of learning outcomes should be delivered. Contact between instructor and student should be defined and implemented.

3. Assignments: Assignments should foster student-driven interaction and place information in an appropriate context.
4. Methods of Student Assessment: Course outcomes should be measured for effective learning. Assessments should ensure verification of student learning and permit timely instructor intervention.
5. Technical Support and Instructional Materials: Adequate support services and personnel should ensure instructor/student access.
6. Student Services: Students should be able to access online tutoring, counseling, financial aid, course materials, library materials and learning resource materials.
7. Accommodation of students with disabilities: Devices that assist students in reading and interacting with online content must be available. Support services for students with disabilities should also be available and courses designed in compliance with section 508 of the Rehabilitation Act.

References:

1. State Adopted Guidelines for Effective Instructor-Student Contact In Distance Learning, State Academic Senate (Spring 2019).
http://www.academicsenate.cc.ca.us/Publications/Papers/good_practice_distance.html
2. Accrediting Commission for Community and Junior Colleges (June 2019).
<http://www.accjc.org/>
3. CVC-OEI Course Design Rubric <https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/>
4. Transitioning to Remote Teaching: Self-Assessment Checklist
5. LMC Online Addendum

LMC DE Committee Composition

The Distance Education Committee will be composed of people representing the following interests or roles:

| Faculty | Non-faculty |
|--|---|
| Six faculty members representing a broad range of academic programs. | Academic Manager |
| | State recognized DE Coordinator |
| | Technology Training & Development Coordinator |
| | Student |
| | PDAC member |
| | Admissions and Records representative |
| | Web Administrator |
| | Technology Services Manager |

Distance Education Committee Charges

The objectives of the Distance Education Committee include:

1. Review, research, and recommend policies, procedures, and strategic plans for distance education programs and services. These will include:
 - a. Standards for faculty teaching distance education courses.
 - b. Training and support for distance education pedagogy and use of the learning management system and other tools.
 - c. Standards and policies for student authentication.
 - d. Standards for curriculum offerings at college and department level
 - i. Distance Education Addendum Form
 - ii. Advise on wording for departmental bylaws regarding DE
 - iii. Advise departments about Substantive Change reporting requirements
2. Advise the LMC DE chair of college distance education and learning management issues to be shared with District DE Council and LMS Work Group.
3. Stay abreast of work being done at District DE Council and LMS Work Group from the DE chair.
4. Examine whether the pattern of online offerings is meeting student needs and supporting student completion of certificates and degrees in order to make recommendations to the Strategic Enrollment Management.
5. Analyze success and completion rates of online and hybrid courses to improve student learning and success.
6. Develop and revise as needed the Distance Education Addendum to the Course Outline of Record.
7. Be aware of and assist in carrying out any ACCJC Actionable Improvement Plans related to Distance Education.

Responsibilities of the Distance Education Chairperson

1. Schedule regular meetings
2. Draft agendas and minutes
3. Update the DE Committee website
4. Draft needed policies, recommendations and documentation which are then reviewed, edited and approved by the DE faculty members or entire committee as appropriate
5. Report to Faculty Senate, Curriculum Committee & Department Chairs, and other groups as needed
6. Advise on grants
7. Advise on FLEX activities
8. Collaborate with department chairs and Strategic Enrollment Management
9. Serve on District DE Council
10. Serve as or designate a representative for DE to the Curriculum Committee
11. Serve as or designate a representative for DE to the LMS Work Group
12. Monitor and report State Online Education Initiative progress

13. Attend appropriate conferences
14. Attend professional development programs (Examples: @One webinars, TurnItIn, Online Teaching Conference (OTC))

Selection and Term of the Distance Education Chair

The DE Chair person or co-chairs are selected by vote of the DE Committee and approved by vote of the Faculty Senate for a two-year term. Each leadership position will carry reassigned time (load) mutually agreed upon by the Distance Education Committee and the college president. Job shadowing (and commensurate load splitting) at the end of a term to train a successor and ensure a smooth transition is encouraged but not mandatory.

Distance Education Committee Relationships

The Distance Education Committee maintains relationships with the following committees: Learning Management System Work Group (LMSWG), District Distance Education Council (DDEC), Curriculum Committee, Teaching and Learning Committee, and the Strategic Enrollment Management.

Reporting Structure

DE Committee is a Brown Act committee of the Faculty Senate

sramiresramire

Distance Education Addendum to the Course Outline of Record

A Distance Education Addendum to the Course Outline of Record which is developed and approved at the department level will be required for any course that has any instructional hours delivered through distance education. The purpose of the Distance Education Addendum will be to:

1. Document how the course will achieve instructor-initiated regular, effective, and substantive interaction with students in sections where all or part of the instructional hours are delivered through distance education.
2. Act as a planning tool for integrating courses offered through distance education into program and college wide enrollment management plans.

The Distance Education Committee will draft, and revise as needed, the Distance Education Addendum to the Course Outline of Record, transmitting it to the Curriculum Committee and Academic Senate for adoption.

Appendix A - References and Sources of Authority

Distance Education (Title 5, section 55200)

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by 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) (5 CCR § 55200).

Distance Education (ACCJC Guide to Evaluating Distance Education and Correspondence Education)

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which support regular or substantive interaction between the student and the instructor, either synchronously or asynchronously. Distance education often incorporated technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellites or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs in conjunction with any other technologies (*Guide to Evaluating Distance Education and Correspondence Education 2*).

Standards of Course Quality (Title 5, section 55202)

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2 (5 CCR § 55202).

Instructor Contact (Title 5, section 55204)

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors (5 CCR § 55204).

Instructor Contact (ACCJC Implementation of New U.S. Department of Education Regulations, New Evaluation Team Responsibilities)

The (evaluation) team must assess whether the courses are distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as a part of the student's grade).

Separate Course Approval (Title 5, section 55206)

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures (5 CCR § 55206).

Faculty Selection and Workload (Title 5, section 55208)

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards (5 CCR § 55208).

Student Authentication (CCCCD Governing Board Policy 4014)

To ensure the integrity of the Distance and Correspondence Education offerings and comply with federal regulations (34 CFR§602.17g) and ACCJC policies, each college will ensure student authentication to Distance and Correspondence Education classes using the unique student ID and password issued by the Contra Costa Community College District as part of the enrollment process. Required use of the student ID and password serves as a means to validate that the student who is registered for a course is the same student doing the work and receiving the grades/credits. The District and the colleges will, at all times, work to ensure that each student's password is protected against public disclosure. Students shall be notified about steps to take in order to request the issuance of a new password should they believe that their existing password has been compromised.

Learning Management System Work Group (LMSWG): The focus of the LMS Work Group is on post implementation and governance factors of the Desire2Learn system. The Work Group will meet regularly to review the operation and usage components of D2L.

District Distance Education Council (DDEC): The focus of the District DE Council is district wide coordination and strategic planning of DE efforts, district wide representation of faculty regarding learning management system and decisions, preparation of the colleges and district for participation of in the statewide Online Education Initiative and state authorization requirements (*Contra Costa Community College District DE Council Charter*).

Curriculum Committee: Approves course outline of record and online supplement.

Fall 2014, Standard IIA Actionable Improvement Plan: Led by the Distance Education Committee and the Office of the Vice President of Instruction and Student Services, the College will examine the degree to which the breadth and pattern of online offerings is meeting student needs and supporting student completion of certificates and degrees and; analyze data on the success and completion rates of online and hybrid courses to inform efforts to improve student learning and success (*Los Medanos College Accreditation Self-Study 2014*).

Sources of Authority

[5 CCR § 55200](#)

Barclays Official California Code of Regulations Title 5. Education Division 6. California Community Colleges Chapter 6. Curriculum and Instruction Subchapter 3. Alternative Instructional Methodologies Article 1. Distance Education, § 55200. Definition and Application.

[5 CCR § 55202](#)

Barclays Official California Code of Regulations Title 5. Education Division 6. California Community Colleges Chapter 6. Curriculum and Instruction Subchapter 3. Alternative Instructional Methodologies Article 1. Distance Education, § 55202. Course Quality Standards.

[5 CCR § 55204](#)

Barclays Official California Code of Regulations Title 5. Education Division 6. California Community Colleges Chapter 6. Curriculum and Instruction Subchapter 3. Alternative Instructional Methodologies Article 1. Distance Education, § 55204. Instructor Contact.

[5 CCR § 55206](#)

Barclays Official California Code of Regulations Title 5. Education Division 6. California Community Colleges Chapter 6. Curriculum and Instruction

Subchapter 3. Alternative Instructional Methodologies Article 1. Distance Education, § 55206. Separate Course Approval.

[5 CCR § 55208](#)

Barclays Official California Code of Regulations Title 5. Education Division 6. California Community Colleges Chapter 6. Curriculum and Instruction Subchapter 3. Alternative Instructional Methodologies Article 1. Distance Education, § 55208. Faculty Selection and Workload.

Contra Costa Community College District Distance Education Council Charter. Contra Costa Community College District DE Council (DDEC), Aug. 2014. Web. 11 Nov. 2014.

Contra Costa Community College Learning Management System Work Group Charter. Contra Costa Community College District Learning Management System Work Group (LMSWG), Sept. 2014. Web. May. 2014.

Guide to Evaluating Distance Education and Correspondence Education. Accrediting Commission for Community and Junior Colleges (ACCJC), Nov. 2012. Web. 11 Nov. 2014.

Los Medanos College Accreditation Self-Study 2014. Pittsburg, CA. 2014. Print.
Seels, Barbara, and Rita Richey. *Instructional Technology: The Definition and Domains of the Field*. Washington, D.C: Association for Educational Communications and Technology, 1994. Print.

[“XF01 Session-Instruction-Method”](#) *Session Data Elements. California Community Colleges Chancellor’s Office, n.d. Web. 12 Nov. 2014.*