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Administrative Regulation

**DISTANCE EDUCATION**

**Definitions**

“Distance education” (DE) 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.

1. Technologies that may be used to offer distance education include:
2. The internet;
3. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
4. Audio conference; or 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

**Types of Distance Education at Glendale Community College**

The College has, through its participatory governance process, defined distance education courses in the five following ways:

**Asynchronous Online Courses:**

An Asynchronous Online course is offered 100% online. Faculty cannot required students to meet face-to-face or in-person for any reason such as office hours, orientations, homework, exams, distribution of resource materials, or any other course component. In Asynchronous classes, Office Hours must be held synchronously through teleconferencing or other technologies enabling students and instructor to engage in real time.

**Synchronous Online Courses:**

A Synchronous Online course is offered 100% online through a teleconferencing tool such as Zoom. Although separated by distance, students are not separated by time from the instructor and other class participants. Students are required to attend regularly scheduled class meetings as noted in the Class Schedule. Office Hours must be held synchronously for Synchronous classes.

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**Hybrid Courses:**

A Hybrid course is one in which between 1% - 99% of instructional hours are completed Asynchronously online, while the remaining portion of instructional hours are delivered in regularly scheduled class meetings either in-person or Synchronously (also known as Remotely). Hybrid courses can be Hybrid Remote or Hybrid In-Person.

**Hyflex Courses:**

A Hyflex course is one conducted in a classroom especially equipped with microphones, cameras, and any other necessary technology that allows the instructor(s) to conduct the class for both in-person students and students who are remote from the campus. Classes take place synchronously with both in-person and remote attendance.

**Proctored Online Courses (POC):**

Assignments and examinations in a Proctored Online Course are submitted in an asynchronous manner. Students are required to take tests at a **district approved** proctoring facility. The instructor of record proctors such assignments or examinations at a GCC campus. Off-site proctoring services, or proctoring software, may be available at the discretion of the instructor.

**Synchronous and Asynchronous Definitions:**

Synchronous refers to a learning environment in which instructor(s) and students participate at the same time. **Asynchronous** refers to a learning environment in which instructor(s) and students do not participate at the same time.

**Course Approval**

**Addendum to Course Outline:** An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance education. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program and Curriculum Development. The addendum must address the following:

- How course outcomes will be achieved in a distanced education mode;
- How the portion of instruction delivered via distance education provides regular and substantive interaction between instructor(s) and students; and
- 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.

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**Certification**

When approving distance education courses, the Committee on Distance Education and the Curriculum and Instruction Committee certify the following:

- A. Course quality standards: The same standards of course quality are applied to distance education classes as are applied to onsite classes.
- B. Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CoDE and C&I course approval criteria and procedures.
- C. Instructor preparation: By proposing a distance education course, the faculty author and division chair agree that instructors assigned to teach a distance education course section should be prepared to teach distance education in accordance with Title 5 requirements, any department and college procedures, and local distance education certification requirements and negotiated agreements.
- D. Regular and Substantive Interaction: In addition to 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 and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record or distance education 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
  - b. "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
    - (1) Providing direct instruction;
    - (2) Assessing or providing feedback on a student's coursework;
    - (3) Providing information or responding to questions about the content of a course or competency;
    - (4) Facilitating a group discussion regarding the content of a course or competency; or
    - (5) Other instructional activities approved by the institution's or program's accrediting agency.

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- c. Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
  - (1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
  - (2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- d. Regular and substantive interaction is an academic and professional matter
- e. For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
  - (1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
  - (2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

**E. 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 and department chair agree that the course design and materials of each DE section of the course will be accessible to every student, including students with disabilities.

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Publicizing institutional support: The instructor shall help students in a DE course section to be aware of Glendale College support services and resources, especially those available online.

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

Student Support Services: The college will assure that distance learners have access to student support services that are comparable to those services provided to on-campus learners.

Publication of Distance Education Course Section Facts

Glendale Community College shall make available to students through college publications all the following facts before they enroll in a distance education course section:

- All online and in-person synchronous meeting days/dates and times.
- Any required asynchronous in-person activities.
- Any required technology platforms, devices, and applications.
- Any test or assessment proctoring requirements.

**Authentication**

Consistent with federal regulations pertaining to federal financial aid eligibility, the District will authenticate that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit.

The Vice President of Instruction (VPI) shall use one or more of the following methods to authenticate or verify the student's identity:

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

**Attendance**

Consistent with federal, state, and local guidelines, instructors will track attendance using the "last day of attendance", which is determined through a review of:

- a. instructor-generated Welcome Letters via GCC email and completion of the Course Check-In Assignment described in the Welcome Letter.
- b. For late add students: instructor-initiated activities that require student participation.

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- c. various robust, required assessments and assignments on a frequent basis throughout the semester.

Consistent with state guidelines for noncredit distance education classes, instructors will track attendance using the average of positive attendance at the 20% mark of the class and the 80% mark of the class.

**DE Faculty Training:** Distance education faculty must meet minimum qualifications for teaching in the appropriate discipline. GCC's Academic Senate has approved specific, DE Certification training and annual recertification requirements for instructors to be eligible to teach in distance education modalities at Glendale Community College. Maintenance of DE Certification requires completion of three (adjunct faculty) or six (full time faculty) hours annually of DE training.

References:

- California Code of Regulations Title 5 Sections 55200 et seq.
- 34 Code of Federal Regulations (C.F.R) Parts 600.2, 600.22 and 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)
- The Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d), and Government Code Section 11135
- ACCJC Accreditation Standard II.A.1
- <https://www.glendale.edu/financial-aid-fees/financial-aid/resources-policies>

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