Chapter 7

Distance Education

Definition and Guidelines

Title 5 55200

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). Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility.

Course Quality Standards

Title 5 55202

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, 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.

Instructor Contact

Title 5 55204
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if 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.
- "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:
    - Providing direct instruction;
    - Assessing or providing feedback on a student's coursework;
    - Providing information or responding to questions about the content of a course or competency;
    - Facilitating a group discussion regarding the content of a course or competency; or
    - Other instructional activities approved by the institution's or program's accrediting agency.
- Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
    - 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
    - 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.
- Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.
- For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
    - The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
    - The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Separate Course Approval

Title 5 55206

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- Regular and substantive interaction between the instructor(s) and students, (and among students, as referenced in title 5, section 55204(a), and
- 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)
- The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Faculty Selection and Workload

Title 5 53410

- 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.
- Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.
- 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).
- 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.

Distance Education Proposals

To propose a course for distance education delivery, launch the appropriate revision workflow in the CMS and complete the Distance Education Questions.

DE Questions – Please see the Curriculum Committee Website for the most current Distance Education Questions.

College policy is that maximum class size regulations parallel traditional offerings of the course.

Distance Education Definitions for Cerritos College

Title 5 Section Number	Topic
ONLINE	All instruction and interaction are online with no mandatory synchronous (remote) nor in-person meetings.
LIVE REMOTE/ONLINE	Required scheduled remote meetings in real-time that are noted in the schedule of classes. All instruction and interaction are online.
HYBRID	A combination of scheduled in-person or live remote meetings and online asynchronous teaching and learning with regular and effective interaction in both modalities.
ONLINE WITH REQUIRED ON CAMPUS ACTIVITIES	All instruction and interaction will take place online except for noted assessments and/or specified activities which will be in person.
HYFLEX	Flexibility to participate in-person, remote, and/or online asynchronously.