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**Administrative Procedure**  
Chapter 4 – Academic Affairs

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## **AP 4105 DISTANCE EDUCATION**

### **References:**

- Title 5 Sections 55200 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);
- ACCJC Accreditation Standard II.A.1
- ACCJC Policy on Distance Education and on Correspondence Education

### **Responsibilities**

The Vice President of Academic Affairs shall be responsible for the overall coordination and implementation of these procedures relating to orderly administration of distance education.

### **Definitions**

- A. **Distance Education (DE)** also known as online learning, means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. Distance education uses one or more of the following 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:
  - 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. audioconferencing; or
  - 4. other media used in a course in conjunction with any of the technologies listed in (1) through (3) above.
  
- B. **Regular Interaction:** An institution ensures regular interaction between a student and an instructor or instructors 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 regular 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.

- C. **Substantive Interaction:** Engaging students in teaching, learning, and assessment, 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.

## **Distance Education Regulations**

### **A. Distance Education Quality Standards and Determinations**

1. **Course Quality Standards:** The same standards of course quality and emphasis on equitable student learning shall be applied to any portion of a class conducted through distance education as are applied to in-person classes. Online course content must adhere to the standards set in the Course Outline of Record.
2. **Course Quality Determinations:** Determinations and judgments about the quality of distance education courses are made using the Curriculum Committee approval procedures.

### **B. Course Approval**

1. Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in LBCC AP 4020 Program and Curriculum Development and AP 4022 Course Approval. Distance education courses shall be approved under the same conditions and criteria as all other courses.
2. 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. The addendum shall be separately approved according to the District's adopted curriculum approval procedures. 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:

- (a) Regular and substantive interaction between instructors and students and among students.
  - (b) Requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
3. All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline, or if the department inactivates the distance education approval.
  4. During the course routine review process, any distance education approvals associated with the course will also be reviewed and, if necessary, updated.
  5. Courses will have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

### **C. Instruction**

1. All distance education instruction, synchronous or asynchronous, shall occur through the college's learning management system. All distance education classes must adhere to the minimum Learning Management System standards determined by the Committee on Curriculum and Instruction.
2. Any portion of a course conducted through distance education includes regular substantive interaction between instructor and students, and among students, 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, email, web conferencing, or other activities.
3. Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local District policies and negotiated agreements. All faculty teaching online are responsible for completing required training sessions and must be certified by Online Learning and Educational Technology (OLET) before teaching a distance education course. Training at another facility may be used as basis for a certification waiver, provided the standards are the same as those established by the college.
4. The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with the established course outline of record.

5. Instructors are encouraged to use equity-minded practices and inform students about academic and student support services available to them that are comparable to those provided to on-campus learners.
6. Instructors are encouraged to educate students about opportunities provided by the college to prepare students to succeed in distance education courses, such as student success training modules.
7. **Examples of regular substantive interaction practices in distance education.**

**Instructor-initiated Interactions:** The instructor serves as both a provider of instruction and as a facilitator of student learning. Ensuring regular substantive instructor/student contact guarantees that the student has the opportunity to benefit from the instructor's presence in the learning environment.

a. **Types of interaction:** Instructors will use a variety of means to initiate regular and substantive interaction with students, including several from among the following:

- i. Providing direct instruction, such as instructor-prepared synchronous or recorded lectures, or introductions to educational resources (e.g., publisher-created materials, Open Educational Resources, library materials, or other materials freely available online) that, combined with other course materials, create the virtual equivalent of an onsite course section.
- ii. Assessing or providing feedback on a student's coursework (separate from or in addition to an automated grading system).
- iii. Providing information or responding to questions about the content of a course or competency (i.e., weekly announcements, "Questions for the Instructor" forums, and responding to student emails, phone calls, and postings in a timely manner).
- iv. Facilitating group discussions regarding the content of a course or competency (e.g., a threaded discussion forum or video conference with instructor participation).
- v. Other instructional activities approved by the ACCJC.

b. **Frequency and opportunity of interaction:** The frequency of instructor/student interaction in a DE section will be at least the same as would be established in its onsite counterpart. This interaction shall be distributed in a manner that ensures regular instructor/student interaction is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course section. The opportunities for instructor/student substantive interactions are to be predictable and scheduled.

An instructor-established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback, and the expectations for student participation in student-to-student interaction, should be posted in the syllabus and/or other course documents made available to students when the course section officially opens each semester.

- c. **Proactive support:** Instructors should regularly initiate interaction with students (see section C.7.a) to assess if students are doing the following:
  - i. Accessing and comprehending course material.
  - ii. Participating regularly in course activities.

Instructors are encouraged to periodically monitor students' engagement and success, and promptly and proactively initiate substantive interaction with students when needed on the basis of such monitoring and upon request by a student (e.g., reaching out during office hours). Faculty office hours are not included as fulfilling the entirety of the regular substantive contact requirement and are a separate requirement.

- d. **Academic performance:** Regularly initiated interactions by the instructor in tandem with robust assessments offered frequently throughout the semester will create an environment of academic integrity that constitutes a means for the following:
  - i. Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a "C" or "Pass."
  - ii. Encouraging honest representation of one's own work.
  - iii. Tracking students' engagement and attendance, including being able to determine the last day of attendance for a student who drops or becomes inactive. Prior to the first census date, the instructor should initiate an activity that requires student participation, as a means of evaluating whether or not the student is a "No Show."

- 8. **Interaction among students:** The frequency of student-to-student contact in a DE section should be at least the same as would be established in its onsite counterpart. Ensuring regular substantive interaction among students provides the opportunity for the students to receive the benefit of peer interaction in the learning environment. Instructors may use a variety of means to enable student-to-student interaction, such as the following:
  - a. Threaded discussion forums and other asynchronous interaction tools.
  - b. Group projects.
  - c. Peer review activities.
  - d. Peer presentations.

- e. Synchronous (live) online interactions.
  - f. Collaborative documents and other tools for knowledge-building and sharing.
9. **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 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).

**D. Student Privacy and expectations for students in synchronous teleconferencing meetings:**

1. **Student Privacy:** Students must refrain from taking screenshots, video, and/or audio recordings of any teleconferencing (e.g., Zoom, Skype, Teams) meeting associated with a class session or any other campus-related activity, whether meeting as a full class or in a breakout room.
2. **Use of Recordings:** Any class recordings provided in the LMS cannot be shared or posted without written consent of all individuals in the video, including the professor. Long Beach City College and The State of California have strict privacy laws for class recordings. Any student who is found to be recording class without consent, taking screenshots of class, and/or posting class recordings outside of the course will be referred to the Office of Student Affairs.
3. **Recording:** Under intellectual property law, students are not authorized to record audio/video/chat/transcripts, tape or screenshot during the class using any electronic or phone devices. (Note: DSP&S Students within their approved accommodations may record teleconferencing sessions or have teleconferencing sessions recorded for them, as outlined in their letter of accommodation). If such recordings/pictures are discovered, students who violate this policy will be referred to the Office of Student Affairs for appropriate follow up and possible discipline.
4. **Regarding Copyrighted Materials:** Any copyrighted materials, such as, but not limited to, publisher or faculty created content used in a class are for distance education purposes only and in compliance with United States copyright law. Use of such materials is limited to students enrolled in the course for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials. Class materials, whether copyrighted or instructor created, may not be posted or shared anywhere without faculty consent.

**E. Guidelines for Instructors regarding teleconferencing sessions and recordings of synchronous sessions:**

1. Use LMS-integrated online teaching platforms to schedule synchronous class meetings. (This limits meeting and recording access to authenticated users/enrolled students, and it prevents students from sharing/re-posting links to meetings and recordings.)
2. Enable “Live Transcript” at the start of class meetings.
3. Limit access to synchronous class sessions and session recordings to students officially registered in your course.
4. If an instructor wishes to make a recorded class session publicly available, he/she/they must obtain written consent from student(s) or edit them out of the video.
5. Disable “local recording” in online class sessions and prohibit students from downloading recordings. (Require students to access recordings in the cloud.)
6. Make students aware of policies that prohibit them from posting or sharing links to course recordings and screen captures taken in class with anyone outside of the class.
7. Do not require students to have their cameras on during synchronous class sessions unless it is necessary to satisfy your course objectives (e.g., a student performance or demonstration) or to authenticate students (remote exam proctoring).
8. Make students aware of cameras-on requirements, including remote exam proctoring, prior to the start of class.

**F. District Responsibilities**

1. If the District offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the District shall:
  - (a) maintain records and report data through the California Community Colleges Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education;
  - (b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;
  - (c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.
2. Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence 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 and estimated additional student charges associated with verification of student identity, if any. Long Beach Community College District utilizes secure credentialing/login and password to verify the student's identity.

Also see BP 4105 Distance Education.

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*(Replaces former LBCC Administrative Regulation 4037)*