Proposed Revisions to CCE Accreditation Standards, Section 2.K Only

K. Distance or Correspondence Education (if applicable)

The DCP has processes in place to verify and confirm that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course and receives the academic credit; and ensures regular interaction between a student and an instructor(s) in distance education courses.

Context

1. Identity Verification
The DCP verifies the identity of a student who participates in class or coursework, clarifies in policy(s) and uses processes that protect student privacy and notifies students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

2. Regular Interaction
A DCP offering courses by distance education ensure regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency, by—
   a) 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
   b) 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.

Examples of Evidence Related to Distance or Correspondence Education

- Policies and procedures for secure login and pass code.
- Policies and procedures for proctored examinations.
- New or other technologies and practices that are effective in verifying student identity.
- Course syllabi that demonstrate regular interaction between the student and instructor.
- Learning Management System design features/functions that support and/or track student participation in course work, discussion boards, assignments, etc.
- Student evaluations of distance or correspondence courses.
- A copy of the program's definition of Academic Engagement and a copy of the institutional accreditor's requirements or guidelines for Academic Engagement, if applicable.

The following definitions apply to this Standard:

Academic engagement: Active participation by a student in an instructional activity related to the student's course of study that--
   (1) Is defined by the program in accordance with any applicable requirements of its institutional accrediting agency;
   (2) Includes, but is not limited to--

(i) Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
(ii) Submitting an academic assignment;
(iii) Taking an assessment or an exam;
(iv) Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
(v) Participating in a study group, group project, or an online discussion that is assigned by the program; or
(vi) Interacting with an instructor about academic matters; and
(3) Does not include, for example--
(i) Living in campus housing;
(ii) Logging into an online class or tutorial without any further participation; or
(iii) Participating in academic counseling or advisement.

Correspondence Course: A course provided by a program under which the program provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student. A correspondence course is not distance education and cannot be self-paced.

Distance Education - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously.

Substantive interaction - 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 CCE.