

ALTERNATE METHODS OF INSTRUCTION
DISTANCE EDUCATION

EBA
(LOCAL)

The College District shall offer distance education courses and programs in accordance with:

- Applicable law;
- Coordinating Board regulations and guidelines, including the Principles of Good Practice for Distance Education;
- Principles, policies, and guidelines of the ~~Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)~~; and College District's accreditor [see GK]; and
- College District policies and procedures.

The College President or designee shall develop procedures to implement this policy after reviewing recommendations from the Distance Education Committee.

Guiding Principles

The College District shall maintain accreditation with the ~~Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)~~. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The College District will follow the most recent accrediting standards described in the ~~Principles of Accreditation: Foundation for Quality Enhancement, which can be found online at <http://www.sacscoc.org/principles.asp>~~ Principles of Accreditation: Foundation for Quality Enhancement.¹

Substantive Changes

The College District shall be proactive in ensuring all substantive changes are reported in a timely manner to SACSCOC, and when required, shall seek approval prior to the initiation of a change. The complete ~~SACSCOC Substantive Change Policy Statement, including time lines~~ SACSCOC Substantive Change Policy Statement ² includes timelines for reporting substantive changes, ~~can be found online at <http://www.sacscoc.org/SubstantiveChange.asp>.~~

Assessment

The College District shall be committed to a process of ongoing assessment to ensure a cycle of continuous improvement of student learning and support program effectiveness. Assessment shall include the establishment of appropriate student learning outcomes and other outcome measures, administration of assessment tools, analysis of results, and the use of results to inform and improve educational practices and institutional effectiveness.

Assessment results shall be integrated into program and area reviews and subsequently into planning and resource allocation decisions for the College District.

The development, implementation, and review of assessment cycles shall be based upon the following:

1. The role of student learning in accreditation. The College District shall define educational quality by how well it fulfills its declared mission on student learning.
2. Documentation of student learning. The College District shall demonstrate that student learning is appropriate for the certificate or degree awarded and is consistent with its own standards of academic performance.
3. Compilation of evidence. The College District shall collect evidence of student learning from multiple sources to demonstrate the impact of the institution as a whole on the student.
4. Stakeholder involvement. The collection, interpretation, and use of student learning evidence shall be a collective endeavor and shall not be viewed as the sole responsibility of a

single office or position. Those in the institution with a stake in decisions related to educational quality shall participate in the process.

The assessment cycle for identified institutional learning outcomes and program student learning outcomes in academic and student-support areas shall be repeatedly completed during a five-year period.

¹ Principles of Accreditation: Foundation for Quality Enhancement:
<http://www.sacscoc.org/principles.asp>
² SACSCOC Substantive Change Policy Statement:
<http://www.sacscoc.org/SubstantiveChange.asp>