

NVC Distance Education Handbook (2022-2025)

Introduction

Distance education is viewed as a premier option for increasing access to college for students who might not be able to travel to campus to attend classes. Online offerings help meet the educational needs of students who work full- time, have other needs or responsibilities that prevent them from attending on-site classes, and who might not be able to travel to campus due to distance or lack of transportation. Distance education allows students to fulfill course requirements at their own pace and according to their own schedules, within reasonable parameters. **NVC is** also able to meet student demand for popular courses including those in English, Mathematics, Social Sciences, and within the **college's** General Education pattern.

Purpose

As stated in the Napa Valley College Institutional Strategic Plan, 2018-**23**, two of the five institutional goals at NVC are:

2. Engage NVC students and assist in their progress towards educational and job training goals.
3. Increase NVC student achievement and completion of educational and job training goals.

This DE Handbook provides an overview of infrastructure, objectives, and initiatives towards improving student achievement and completion of educational and job training courses in online and/or hybrid modalities.

NVC is committed to increasing access and success for online students. The DE Handbook will be evaluated every three years by the Distance Education **and Educational Technology Committee to ensure a continuous review of student success in Distance Education and support needs for students, staff, and faculty.**

Napa Valley College Mission Statement

The current college mission, which was adopted by the Board of Trustees in November 2012, states:

“Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.”

The degrees and certificates that are offered through distance education directly support the transfer and career-technical education components of the institutional mission. These online offerings provide access to students who might not otherwise be able to attend. Students can still attain achievement, completion, and educational goals via multiple delivery methods.

Enrollment Growth

Student enrollment in distance education across California Community Colleges is growing. Learners have become more mobile and technologically skilled, increasing demand for online courses that provide access to education anytime and anywhere.

As students become more comfortable with — and more successful at — distance education courses, California community colleges continue to expand and improve their offerings. Faculty members are creating and converting courses to meet the growing demand. More colleges are integrating student support services to boost distance education student success. Distance education is an effective instructional delivery method that will help fulfill the goals of the Strategic Vision for the California community colleges.

The table below shows headcount enrollment across fully online and hybrid courses for 2018-19 through 2020-2021. Headcount enrollment reflects the total number of students overall in online courses.

Total unduplicated headcount enrollment in distance education in last 3 years:	2018-19	2,970
	2019-20	3,273
	2020-21	6,635
Percent Change 2018-19 to 2019-20: (calculated)		10%
Percent Change 2018-19 to 2019-20: (calculated)		103%

Success Rates

The Office of Research, Planning, and Institutional Effectiveness (RPIE) reports **annually** on Retention and Successful Course Completion Rates, By Course Delivery Mode, examining differences and trends in retention and successful course completion rates based on delivery modes. Rates are reported among three types of course delivery modes – in-person, online, and hybrid. The tables below report the retention rates over the past three years for the three delivery modes, along with the three-year total.

Sections Offered In-Person and Hybrid

	2019-2020	2020-2021	2021-2022	Three-Year Total
Retention Rate				
In-Person	85.8%	--	90.6%	86.6%
Hybrid	80.3%	--	80.0%	80.2%
Successful Course Completion Rate				
In-Person	68.6%	--	71.0%	69.0%
Hybrid	64.8%	--	55.6%	62.0%
<i>Source: NVC enrollment records</i>				

Sections Offered In-Person and Online

	2019-2020	2020-2021	2021-2022	Three-Year Total
Retention Rate				
In-Person	86.2%	91.5%	77.7%	85.1%
Online	82.9%	81.9%	79.7%	81.5%
Successful Course Completion Rate				
In-Person	73.6%	74.5%	62.7%	72.2%
Online	67.6%	60.1%	57.7%	63.2%
<i>Source: NVC enrollment records</i>				

Sections Offered Hybrid and Online

	2019-2020	2020-2021	2021-2022	Three-Year Total
Retention Rate				
Hybrid	78.2%	88.5%	80.2%	79.1%
Online	78.2%	91.7%	81.7%	81.0%
Successful Course Completion Rate				
Hybrid	61.6%	74.7%	60.7%	61.5%
Online	64.2%	79.3%	63.6%	64.0%
<i>Source: NVC enrollment records</i>				

Challenges to Distance Education

Distance Education courses maintain the same academic standards as traditional face-to-face courses. While increasing numbers of students seek distance education opportunities for flexibility and convenience, they often underestimate the work and the self-discipline required to succeed in an online and/or hybrid course. Technology is continually evolving. Together, these factors present a number of challenges for students and faculty, including the following:

- Adequate training for faculty, including online course quality standards for design and instruction
- Complying with legal requirements regarding Section 508 accessibility, FERPA, and copyright
- Sufficient training for students in digital literacy
- Addressing the achievement gap for targeted groups in online courses
- Availability of adequate student services for online students, including counseling, health services, and DSPS

Distance Education Platform

In Fall 2015, the Distance Education Committee recommended Canvas LMS for adoption to the Napa Valley College Academic Senate, and upon approval, developed a migration and training plan the following Spring to support faculty in the transition from Blackboard to Canvas. Beginning Fall 2017, all online and hybrid classes have been offered through the Canvas course management system.

DE Department Structure

The Distance Education Department is responsible for the day-to-day management of DE at NVC. To provide appropriate support for both students and faculty, responsibilities associated with distance education were folded into the following existing positions. Position titles and their respective responsibilities are:

The Vice President of Academic Affairs serves as the administrative oversight for online education at the College. A full-time faculty member serves as the Distance Education Faculty Coordinator. The faculty coordinator provides faculty with training and mentoring on the use of Canvas and effective practices and pedagogy for online instruction. As a standing member of the Distance Education **and Educational Technology** Committee, the DE Faculty Coordinator acts as a liaison between the DE Department and the Academic Senate.

A Distance Education Technician provides technical, administrative and software support for instructors and students participating in Distance Learning courses.

Support technicians within the Institutional Technology department address technology needs for both faculty and students. Their responsibilities include managing the link between Canvas and Datatel, uploading student enrollments from Datatel to Canvas, generating usernames and passwords for students enrolled in online classes, and providing support to students who experience technical issues.

Distance Education and Educational Technology Committee

The Academic Senate **combined** the Distance Education Workgroup under the Faculty Business Committee **with the Educational Technology Committee in Spring 2022**. Consistent with the 10+1 and Academic Senate bylaws, the committee is charged with considering all matters related to online instruction, identifying effective practices, and recommending implementation of those practices to the Office of Academic Affairs and appropriate Academic Senate committees, as well as advising in the ongoing professional development of faculty involved in online instruction. The committee meets regularly to provide input on resources needed to improve the delivery and quality of distance education.

Role of the Curriculum Committee

New distance education courses or course revisions are submitted through the curriculum process that includes the Curriculum Committee. Through this process, the proposed revision is reviewed by division deans, faculty chairs, and faculty member representatives from each division. As part of the curriculum submission process, the faculty member proposing the change is required to assess whether or not this new online course or a course revised to allow for presentation online results in 50% or more of the courses in a degree or certificate program to be authorized for presentation online. This information is on the Course Outline of Record within **CourseLeaf** as part of the proposal. If the Curriculum Committee approves the course, it is sent on for review and approval by the Academic Senate and Board of Trustees.

DE Development Goals (2022-2025)

1. Support faculty development of online courses:

- Provide compensation for the creation of new online materials **and for professional learning in DE pedagogy through the Academic Senate Center for Equity and Excellence in Teaching and Learning (CEETL).**
- Offer ongoing training opportunities in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use.
- Implement a formal Peer Observation Course Review process to improve course quality using the Online Education Initiative Rubric to promote standards.
- Develop a library of rich media resources for faculty to use and share.

2. Increase support for online students:

- Develop recommendations for early interventions and other actions to increase online student retention and success, and to reduce achievement gaps.
- Assess DE staffing annually and recommend positions as needed.

3. Assess DE staffing annually and recommend positions as needed

- Develop recommendations for the annual unit plan

Appendix

- A. Distance Education Guidelines for Faculty
- B. Napa Valley College Clearance to Teach Online Courses
- C. Curriculum Committee Distance Education Standards
- D. Peer Observation Course Review

Appendix

A. Distance Education Guidelines for Faculty

NVC Modes of Distance Education

Distance Education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology as defined in Title 5 §55200.

Local definitions of Distance Education modalities, as determined by the Curriculum Committee:

For all DE modalities, instruction involves regular and substantive online interaction supported by online materials and activities delivered through the college's learning management system and through the use of other required materials.

Entirely Online: All approved instruction contact hours are delivered through online interactions. No in-person activities or assessments are required.

- Online asynchronous classes have no scheduled class meetings.
- Online synchronous classes have live meetings conducted through video conference on specific days and times, which are indicated in the schedule of classes.

Online with Proctored Exams: All approved instructional contact hours are conducted online with the exception of one or more exams. Exams are required to be taken with a proctor to guarantee the integrity of the exam and the authenticity of the student. Proctoring services will be provided by Napa Valley College, but students will be allowed to take exams wherever an instructor approved proctor is available.

Hybrid: Approved instructional contact hours are conducted partially through distance education and partially face-to-face. This includes courses where contact hours are conducted mostly face-to-face with an online component such as laboratory and courses where contact hours are conducted mostly online with a face-to-face requirement such as orientation, field trips, or laboratory. The schedule of classes indicates dates, times, and locations of the required in-person components. (Source: NVC Curriculum Handbook Chapter 5)

Preparing to Teach

Faculty members are selected for online teaching assignments based on experience, qualifications, and interest. Teaching assignments are made based on the same minimum qualification criteria used for face-to-face classes and consistent with the discipline requirements specified in the Course Outline of Record. All distance education courses are required to be offered in the learning management system supported by Napa Valley College.

Training

Faculty electing to teach online classes must be well-versed in online teaching pedagogy and the learning management system in order to teach distance education courses. Several training sessions for faculty (group and one-on-one) are offered in person and virtually per semester. The DE Department offers frequent technical trainings in Canvas tools, Canvas applications, and video conferencing.

A free self-paced course, [Introduction to Teaching with Canvas](#), is available through the CVC Online Network of Educators.

DE Professional Learning

The Academic Senate began offering professional learning courses in DE pedagogy in the Summer of 2020 under the Instructional Design Institute, now part of the Academic Senate Center for Equity and Excellence in Teaching and Learning (CEETL). Courses review effective strategies for course design, creating content, meaningful communication, and increasing awareness of Title 5 and accessibility standards.

Canvas Template

Instructors can help promote student success by preparing them for the online environment and expected student conduct. A [CVC-OEI Canvas Course Template](#) is available for import from Canvas Commons, which includes a “Week 0” module and [course feedback surveys](#). The module offers links to The State of California’s Online Education Initiative interactive tutorials with video topics that include getting tech ready, organization, managing time, communication skills, career planning and more. It provides a general introduction to the technology requirements of Canvas and explains how students can access technical support and tutorial services. The material and format of this template assists instructors in meeting accreditation standards.

CVC-OEI Course Design Rubric

Faculty are encouraged to collaborate to ensure standards related to accreditation and accessibility are met in the planning and development of their online courses. The Academic Senate adopted the [CVC-OEI Course Design Rubric](#) and recommends faculty members conduct a self-assessment.

The CVC-OEI rubric advises faculty to consider these areas:

Content Presentation: how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Interaction: instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

Assessment: variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Accessibility: a student using assistive technologies will be able to access the instructor’s course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”).

Communication

Communication is critical for building a sense of community in an online learning environment. Title V (section 55204) requires “regular and effective contact between instructors and students, and among students”. Examples of substantive interaction include, but are not limited to:

- messaging via Canvas
- course announcements
- discussion boards
- office hours
- timely feedback on student work
- videoconferencing

Faculty members are encouraged to send a welcome letter to enrolled students, directing them to the course Home Page, the syllabus, and information on how to communicate with their instructor. Course content is not visible in Canvas until instructors publish their pages and modules.

Faculty should advise students that all distance education courses follow the Napa Valley College Policy for Attendance, therefore, an instructor may drop a student who does not log in to the course by 11:59PM of the first day of classes.

Accessibility

All courses must be designed to accommodate students who have special needs and require assistive technology. Instructors should provide “built-in” accommodation, for example, clearly identified links, text tags for images, transcripts for audio materials, and captioning for videos that will be used for more than one semester. The Canvas interface is usually accessible; instructors should be careful to not add inaccessible elements.

A free, self-paced course, [Accessibility in Canvas](#), is available through the CVC Online Network of Educators.

Evaluations

Faculty teaching online courses are evaluated through the approved tenured, tenure-track, and part-time evaluation processes. For faculty teaching online courses, the student evaluation form includes portions designed to address the online student experience. The evaluation process is used to identify additional training needs of individual faculty members teaching courses online.

Distance Education Faculty Coordinator

Faculty new to teaching online at Napa Valley College must meet with the Distance Education Faculty Coordinator for clearance prior to the start of their online course. The Distance Education Faculty Coordinator is available to provide direct mentoring, via in person (group and one-on-one sessions) and virtually, for faculty teaching through distance education, including support in:

- implementing best practices
- pedagogical questions
- course design and management
- instructional materials
- online syllabi
- accreditation issues

Contact Information:

Cathy Gillis

Cgillis@napavalley.edu

Distance Education Technician

The Distance Education Technician provides technical, administrative and software support for instructors in:

- setting up and troubleshooting course shells
- uploading online courses
- enrollment
- course management functions
- issues with student data
- requests for Blueprint courses
- other technical issues

The Distance Education Technician provides assistance and guidance to students on the proper use of Distance Learning systems. The Distance Education Technician receives and responds to student questions submitted by email, telephone, and mail; assists students in troubleshooting computer and online course problems; provides information to students regarding any necessary software to properly view online courses; and creates updates and maintains multi-media student online orientations.

Contact Information:

Brandon Tofanelli

btofanelli@napavalley.edu

Success Centers

The Writing Success Center has many services and resources to support our Distance Education students. The WSC offers live, 1-on-1 virtual tutoring appointments to assist with any step in the student's writing process. Additionally, the WSC offers an online platform for scheduling live tutoring sessions, which allows students to select times that work best for them, with a robust schedule and diversity of tutors available. Also, the WSC offers online resources to address specific writing concerns and support the writing process. Finally, the WSC is committed to supporting Faculty through providing Canvas assignment templates and modules for creating a simple connection between course and Center, along with online teaching modules and live workshops curated and developed by our dedicated Faculty experts.

The Math Success center offers tutoring to students to help them improve their performance in their math classes in all levels of mathematics. The center is staffed with trained Instructional Support Specialists and student tutors. Students access tutoring services through a Math Success Center course in Canvas. All math students are invited to the MSC course every semester. The tutoring service for the Math Success Center is online drop-in tutoring through Zoom. The appointment system for the MSC can be accessed through the MSC course or the Math Center Website for booking 30-minute one-on-one appointments. Discussion boards for students to ask questions are also available to students in the MSC course. In addition, the Canvas course has resources for math students.

Library

Students may obtain a library card online as well as have web access to most databases, specialized search engines, a virtual library tour, and librarians via email. Library workshop resources designed to assist students with their writing and research at Napa Valley College are also available online. These open Canvas workshops include topics such as using library research tools, beginning research, integrating sources, using LibGuides, and study skills. Librarians are also available for live Zoom conferencing with individual students.

Counseling Services

Counselors provide academic, career and personal counseling to NVC students. Services include educational planning, goal setting, course selection, college orientation, academic success workshops, problem solving and tools for student persistence through challenges and barriers. Counselors use a holistic approach when teaching classes and working one-on-one with students to meet their academic, career and personal needs. Students may visit the Counseling Services webpage to view counseling office contact hours. Counseling appointments are available to students in person, by phone, and online.

Student Affairs

Student Affairs departments provide support to online students via video appointments and live chat, as well as through email and phone. Students can communicate directly with staff via ConexEd Cranium Café in the following departments: Welcome Center, Admissions and Records, Counseling, Disability Support Programs and Services (DSPS), Transfer Center, MESA/**STEM**, SSS TRiO, and Financial Aid/EOPS webpages. Students can access staff and resources from other departments through department emails and phone.

B. Napa Valley College Clearance to Teach Online Courses

Napa Valley College must comply with the provisions of the August 1999 Distance Education: Access Guidelines for Students with Disabilities, the 2008 Chancellor's Office Distance Education Guidelines (2008), Section 508 of the Federal Rehabilitation Act (1998) and the Americans with Disabilities Act (1990, amended 2008) to ensure the accessibility of NVC online courses to all students, including students with disabilities.

Process for faculty NEW to teaching distance education courses at Napa Valley College:

1. Prior to offering a faculty member a fully online course or a hybrid course with more than 50% delivered online, program coordinators, chairs, or deans must first direct the interested faculty member to the **Vice President of Academic Affairs**.
2. All faculty (current and newly hired) must be trained to teach in the online course management system (currently Canvas). Those with prior training at another institution in the current LMS but new to teaching online at NVC should meet with the DE faculty coordinator, or faculty designee, to review a course taught elsewhere and for concerns specific to NVC's instance of Canvas (including location of the portal, resources, etc.)
3. At least 4 (four) weeks prior notice for training must be given to the DE faculty coordinator before the course is offered to ensure multiple training sessions if necessary. If training for a summer session course, training must occur in the spring semester prior to the summer session in question.
4. The DE faculty coordinator, or faculty designee, will schedule a meeting or training session to assess the faculty member's needs prior to teaching online.
5. After the initial training, the faculty member should begin designing the course shell for review prior to launching the course online. Faculty should consult the CVC-OEI ~~Online Education Initiative (OEI)~~ Online Course Design Rubric when designing the course. The following should be designed prior to the second review by the DE faculty coordinator, or faculty designee, (note: the DE review is not a senate or administrative faculty evaluation process):
 - a) A home/front page that identifies the course, the section number, the instructor, contact information and how to begin/navigate
 - b) A "Week 0" which includes an orientation for students, helpful hints, etc. which can be obtained by using the NVC course template currently available in the Canvas Commons.
 - c) The first two weeks of content which includes use of several dynamic areas of the learning management system including, but not limited to, the Discussion Board, Messages, and Announcements.
6. After the review, the DE faculty coordinator, or faculty designee, will note either "training complete" or "more training recommended" on the review form. Once signed off as "ready to teach," the DE faculty coordinator, or faculty designee, will notify the supervisor that the faculty member may be scheduled to teach one or two online courses. (Note: NVC's current policy limits faculty to two online courses in one semester and a DE review is not a guarantee of employment) Upon completion of training, faculty will receive a certificate of completion.

C. Curriculum Committee Distance Education Standards and Guidance

**This section was approved by the Curriculum Committee on April 29, 2022*

Distance Education means instruction in which the instructor and students are separated by distance and interact through the assistance of technology as defined in Title 5 §55200.

Local definitions for Distance Education modalities:

For all DE modalities, instruction involves regular and substantive online interaction supported by online materials and activities delivered through the college's learning management system and through the use of other required materials.

Entirely Online: All approved instructional contact hours are delivered through online interactions. No in-person activities or assessments are required.

- Online asynchronous classes have no scheduled class meetings.
- Online synchronous classes have required meetings on specific days and times, which are indicated in the schedule of classes.

Online with Proctored Exams: All approved instructional contact hours are conducted online with the exception of one or more exams. Exams are required to be taken with a proctor to guarantee the integrity of the exam and the authenticity of the student. Proctoring services will be provided at Napa Valley College, but students will be allowed to take exams wherever an instructor approved proctor is available.

Hybrid: Approved instructional contact hours are conducted partially through distance education and partially face-to-face. This includes courses where contact hours are conducted mostly face-to-face with an online component such as laboratory and courses where contact hours are conducted mostly online with a face-to-face requirement such as orientation, fields trips, or laboratory. The schedule of classes indicates dates, times, and locations of the required in-person components.

Title 5 §55200: (a) "Distance education" means education that used 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. Technologies that may be used to offer distance education include:

(1) The internet;

(2) One-way and two-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conference; or

(4) Other media use in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

(b) The definition of "distance education" does not include correspondence courses.

(c) "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, is still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Distance Education Standards

The following Title 5 codes relate to distance education curriculum design, approval, or maintenance.

Accessibility:

Title 5 §55200 requires that courses provided through distance education must be accessible to students with disabilities. To assist faculty in designing courses that meet this standard, workshops and resources will be available through the Teaching and Learning Center (TLC) on understanding accessibility and creating content, materials, and resources that are accessible to all students.

Gov Code §11135: No person in the State of California shall, on the basis of sex, race, color, religion, ancestry, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, or sexual orientation, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operation, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state. Notwithstanding Section 11000, this section applies to the California State University.

Quality Standard:

Title 5 §55202 requires that courses provided through distance education be of equivalent quality to the traditional classroom courses. This is accomplished by applying the same quality standards, such as those utilized in the curriculum approval process or the curriculum review portion of Program Review, to any portion of a distance education course as would be applied to a traditional classroom course.

Title 5 §55202: The same standards of course quality shall be applied to any portion of a course 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.

Regular and Substantive Interaction between Students and the Instructor:

Title 5 §55204 requires that courses conducted through distance education include regular and substantive interaction between the instructor(s) and students (and among students if described in the course outline of record).

Title 34 of the Code of Federal Regulations §600.2 requires that colleges and universities ensure distance education courses support regular and substantive interaction between the students and instructor or instructors, either synchronously or asynchronously, to qualify as an eligible institution of higher education under the Higher Education Act of 1965, as amended.

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:

(a) 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, correspondence, 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) Facilitation 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

(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 interaction 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 pursuant to sections 53200 et seq.

Title 34, Federal Code of Regulations §600.2:

The following definitions apply to terms used in this part:

Distance Education:

- (1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.
- (2) The technologies that may be used to offer distance education include:
 - (i) The internet;
 - (ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - (iii) Audio conference; or
 - (iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (2)(i) through (iii) of this definition.
- (3) For purposes of this definition, an instructor is an individual responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency.
- (4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - (i) Providing direction instruction;
 - (ii) Assessing or providing feedback on a student's coursework;
 - (iii) Providing information or responding to questions about the content of a course or competency;
 - (iv) Facilitation a group discussion regarding the content of a course or competency; or
 - (v) Other instructional activities approved by the institution's or program's accrediting agency.
- (5) 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:
 - (i) 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
 - (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with the student when needed on the basis of such monitoring, or upon request by the student.

Distance Education Course Review and Approval:

Title 5 §55206 requires that for any new or existing course in which a portion of the instruction is provided through distance education the course outline of record address how the course outcomes will be achieved in a distance education mode and how the distance education portion meets the requirements for regular and substantive interaction and accessibility. To meet this requirement, Napa Valley College's curriculum approval process will contain separate fields for distance education content in course outlines and will ensure that all Curriculum Committee members reviewing course receive training in Distance Education requirements.

Title 5 §55206: (a) If any portion of the instruction in a new or existing course or course section is designed to be provided through distance education, the course outline of record or addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in section 55204.

(b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

Other Title 5 References:

§55208: (a) Instructors of course sections delivered via distance education are individual responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors 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.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this article, local district policies, and negotiated agreements.

(c) 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).

(d) 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.

§55220: If a 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 Chancellor's Office Management Information System on the number of students and faculty participate 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.

D. Peer Observation Course Review

In order to meet ACCJC Standard II.A.2., the college will evaluate the quality of distance education courses through a Peer Observation Course Review, a process which creates a mentoring partnership between a faculty member with discipline expertise and a faculty member with teaching knowledge and expertise in the field of DE (Standard II.A.2.a).

Recognizing the central role of faculty for establishing quality and improving instructional courses and programs (Standard II.A.2.b), the **Distance Education and Educational Technology Committee** will coordinate and schedule a review once every 6 years of courses taught by each faculty member in the mode of distance education.

Prior to a Peer Observation Course Review

Instructors:

- Instructors will be notified the semester prior of their selection for peer observation course review. The instructor should identify one upcoming online course for review and submit the course and section number to the Distance Education and Educational Technology Committee.
- Instructors should develop a working knowledge of the [CVC-OEI Course Design Rubric](#) to prepare for review.
- Instructors should complete a course self-assessment.

Peer reviewers:

- The Distance Education and Educational Technology Committee will pair the instructor with a faculty reviewer and provide a copy of the CVC-OEI Course Design Rubric.
- The committee will notify the DE Faculty Coordinator of selected courses and section numbers, along with the name of the assigned faculty reviewer. The DE Faculty coordinator will add the reviewer to the course as a “teaching assistant.”
- Peer reviewers will engage in regular norming and training on the use of the rubric and best practices in online course design.
- The committee will maintain a Canvas course of [POCR Resources](#) to aid in the continuous improvement of online course quality.

During a Peer Observation Course Review

1. At the beginning of the semester, instructors scheduled for review will be invited to an optional training/norming session held by members of the committee and faculty reviewers.
2. The reviewer and instructor will schedule an initial meeting, to be held no later than the end of week 4. At the meeting, instructor and reviewer should go over the CVC-OEI Course Design Rubric Sections A-C and criteria, the instructor’s self-assessment, and the POCR process. The instructor will determine a time when the reviewer should observe and evaluate the course under review in Canvas.

3. **Within the agreed upon time frame**, peer reviewers will apply the criteria of the CVC-OEI Course Design Rubric, Sections A-C, in reviewing an online course. Section D will be reviewed separately.
4. Peer reviewers will write feedback comments for each item in Sections A-C which accurately explain the level of alignment, provide examples from the course as evidence, offer specific suggestions for improvement, and communicate in a collegial and supportive tone.
5. Instructors and peer review partners will meet to discuss the completed rubric, written feedback, resource needs, technical support, and professional development opportunities.

After a Peer Observation Course Review

- Instructors will retain all copies of written feedback.
- The **Distance Education and Educational Technology** Committee will maintain a checklist of instructors who have completed a peer observation course review.
- The committee and peer reviewers will meet to discuss results and make recommendations for trainings to the Professional **Learning** Committee and the DE Department.

~~*Pilot will begin in Spring 2021.~~