

NVC Distance Education Plan

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 largely at their own pace and according to their own schedules, within reasonable parameters. They also help meet student demand for popular courses including those in English, Mathematics, Social Sciences, and within the General Education pattern.

Purpose

As stated in the Napa Valley College Institutional Strategic Plan, 2018-21, 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

Therefore, the DE Plan focuses on all objectives and initiatives towards improving student achievement and completion of educational and job training courses in online and/or hybrid modalities.

The purpose of this document is to increase access and success for online students by providing a cohesive Distance Education Plan. The DE Plan will be evaluated yearly by the Distance Education Workgroup of the Academic Senate Faculty Business Committee to inform annual and long-term planning.

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 gives both headcount and enrollment across fully online and hybrid courses for 2016-2017 through 2018-2019. Headcount reflects how many individual students selected to take an online course. Enrollment reflects total number of students overall in online courses.

	2016-2017		2017-2018		2018-2019		3-Year % Change	
	Headcount	Enrollment	Headcount	Enrollment	Headcount	Enrollment	Headcount	Enrollment
Online	2,344	4,079	2,203	3,837	2,428	4,383	3.6%	7.5%
Hybrid	2,148	2,865	2,188	2,813	1,992	2,556	-7.3%	-10.8%

Success Rates

In Fall 2018, The Office of Research, Planning, and Institutional Effectiveness (RPIE) report on Retention and Successful Course Completion Rates, By Course Delivery Mode, examines 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 – for 2015-2016 through 2017-2018. To provide some control for factors such as prerequisite requirements, rigor, and course type (college-level, basic skills), only courses that were offered through multiple delivery modes within the same academic year were included in the analysis. Courses that were offered through only one delivery mode within an academic year were excluded. Therefore, the analysis does not compare rates among all courses offered in-person, online, and as hybrids.

The table below reports the retention rates over the past three years for the three delivery modes, along with the three-year total. Tests of statistical significance were conducted among the three-year rates for three comparisons: in-person vs. online, in-person vs. hybrid, and online vs. hybrid.

	2015-2016	2016-2017	2017-2018	Three-Year Total
In-Person	88.9%	88.4%	90.9%	89.4%
Online	85.7%	85.3%	84.3%	85.1%
Hybrid	85.3%	86.8%	89.6%	87.1%
<i>Source: NVC Enrollment Files (SQL)</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 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 Dean of Language Arts, Library and Social Sciences 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 Workgroup of the Faculty Business 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.

Shared Governance

Faculty DE Workgroup

The Academic Senate established a standing Distance Education Committee in 2015, comprised of 4-5 faculty, and one dean. During a pilot reorganization of the senate structure in Fall 2017-Spring 2019, the Distance Education Workgroup was established under the Faculty Business Committee. Consistent with the 10+1 and Academic Senate bylaws, the Distance Education Workgroup 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 Workgroup 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 CurricUNET 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.

Courses with the addition of Distance Education, either hybrid or 100% online, are approved *first* by the Curriculum Committee for appropriateness and rigor and *second*, for Distance Education. The second approval allows for verification that the college can provide adequate support for online students, including students with disabilities.

DE Development Goals (2020-2023)

In addition to aligning with the Napa Valley College Institutional Strategic Plan, the Distance Education Plan seeks to promote a unified vision for online courses, programs, and services, in response to ACCJC's feedback on the college's 2015 Self-Evaluation Report:

“Recommendation 3

In order to increase effectiveness the team recommends the College strengthen its procedures and coordination of the delivery and assessment of Distance Education courses, programs and services. (Standards II.A.3, II.A.7; USDE Policy on Distance Education and Correspondence Education, 607.12(g))”

GOALS:

1. Support faculty development of online courses
 - Provide compensation for the creation of new online materials.
 - Offer ongoing training opportunities in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use.
 - Create and 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
 - Improve DE students’ access to counseling and tutoring services comparable to FTF students through the development of online environments.
 - Develop recommendations for early interventions and other actions to increase online student retention and success, and to reduce achievement gaps.
3. Promote a campus culture of distance learning by ensuring that distance education is integral to curriculum, program review, budget and administrative processes at NVC.
4. Assess DE staffing annually and recommend positions as needed.

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

Entirely Online

All course contact hours are conducted online. Students cannot be compelled to come to campus unless the class schedule indicates an online course with proctored exams or a hybrid course.

Online with Proctored Exams

All course 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. Note: courses listed in the schedule must indicate the course requires proctored exams on campus.

Hybrid

Course 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.

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. In addition to regular technical trainings offered by the DE Department, in 2020 the NVC Academic Senate began offering multi-week Online Pedagogy Workshop Strands through its

Instructional Design Institute. These workshops are open to all full and part-time faculty teaching DE courses as a paid professional development opportunity.

For a self-paced course Introduction to Teaching in Canvas, visit:

<https://onlinenetworkofeducators.org/course-cards/introduction-to-teaching-with-canvas-self-paced/>

Distance Education Faculty Coordinator

Faculty new to teaching online at Napa Valley College must meet with the Distance Education Faculty Coordinator 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
- accreditation issues
- pedagogical questions
- course design and management
- instructional materials
- online syllabi

Contact Information:

Cathy Gillis

Cgillis@napavalley.edu

Distance Education Technician

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

Contact Information:

Brandon Tofanelli

btofanelli@napavalley.edu

Course Design and Content

NVC Template

Instructors can help promote student success by preparing them for the online environment and expected student conduct. A NVC Template is available for import from Canvas Commons,

which includes a “Week 0” module. The module offers links to The State of California’s Online Education Initiative (OEI) 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.

Best Practices Checklist or 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 Distance Education Committee recommends faculty members review a course design checklist or rubric and conduct a self-assessment. The Course Design Rubric from the Online Education Initiative is available at: https://onlinenetworkofeducators.org/wp-content/uploads/2020/06/CVC_OEI_Course_Design_Rubric_rev_April_2020.pdf

The OEI rubric advises faculty to consider these areas:

Content Presentation	course navigation, learning objectives, and access to student support information
Interaction	regular effective contact, both between and among instructors and students
Assessment	alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback
Accessibility	accessibility of assistive technologies 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. Examples of contact types include, but are not limited to:

- messaging via Canvas
- discussion boards
- course announcements
- instructor-recorded lectures

- timely feedback on student work
- chats/instant messaging
- phone/voicemail
- 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.

For a self-paced course in how to meet accessibility requirements, visit <https://onlinenetworkofeducators.org/course-cards/canvas-accessibility-course-sp/>

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.

Support for Online Students

Distance Education Technician

The Distance Education Technician provides assistance and guidance to students on the proper use of Distance Learning systems. The Distance Education Technician receives and respond to student questions submitted by email, telephone and mail; assist students in troubleshooting computer and online course problems; provide 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 offers an online platform for scheduling live tutoring sessions, links to online resources to address specific writing concerns and support the writing process, as well as access to asynchronous writing feedback services.

The Math Success Center is staffed with trained Instructional Support Specialists and student tutors. It offers tutoring help for all mathematics courses via discussion boards and 30-minute one-on-one appointments via Zoom. Services are free and are available to all Napa Valley College 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

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 and 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, SSS TRiO, and Financial Aid/EOPS webpages. Students can access staff and resources from other departments through department emails and phone. Please refer to the online [Office Hours document](#) to see their office hours and gain access to these services.

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 Dean of Language Arts, Educational Support and Learning Technologies.
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 Online Education Initiative (OEI) 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

Title 5 (§55200) states “Distance Education means instruction in which the instructor and students are separated by distance and interact through the assistance of technology.”

Local definitions for Distance Education modalities:

Entirely Online: All course contact hours are conducted online. There are no location restrictions.

Online with Proctored Exams: All course 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: Course 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.

§55200: Distance education means instruction in which the instructor and student are separated by 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).

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.

§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 Evaluation and Planning (PEP), to any portion of a distance education course as would be applied to a traditional classroom course.

§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 Effective Instructor-Initiated Contact:

Title 5 (§55204) requires that courses conducted through distance education include regular effective contact between instructor and students.

Title 34 of the Code of Federal Regulations (§600.2) implies that distance education courses require regular, substantive, instructor-initiated contact (since Distance Education is not Correspondence Education). This interpretation is supported by resolution 07.07 of the Academic Senate of California Community Colleges (ASCCC).

§55204a: 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 effective contact 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, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq..

Title 34, Federal Code of Regulations:

§600.2: Correspondence education means:

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) Correspondence courses are typically self-paced.
- (4) Correspondence education is not distance education.

Separate Review and Approval:

Title 5 (§55206) prohibits courses designed for distance education from being reviewed or approved collectively. To meet this requirement, Napa Valley College curriculum approval process will contain a separate review step for distance education content and will approve courses with distance education under a separate action item.

55206: If any portion of the instruction in a new or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

Guidance on Writing Distance Education Curriculum

The creation or modification of a course for distance education requires the following:

1) Distance Education Standards: Meeting the distance education standards is required. Before designing or modifying the Course Outline of Record (COR), the following questions should be considered:

- a) Disabilities - Can the course be designed to be provided through distance education and be accessible to students with disabilities?
- b) Quality – Can the course be presented through distance education and be of equivalent quality as the traditional classroom course?
- c) Regular Effective Instructor Initiated Contact – Can the course be designed to include regular effective instructor initiated contact?

2) Distance Education Page: Once the above questions have been considered, select that the course may be delivered through distance education by selecting a checkbox for a distance education delivery method on either the Course Standards or the Distance Education page.

If the course has additional Distance Education information that is pertinent to student or instructor, then that information can be entered in the Additional DE Information box.

3) Contact Types: After selecting that the course is intended for distance education, the Contact Types options will become available. Select the types of contact that may be used in all possible Distance Education configurations of the course.

The selections should make it apparent that the capability exists regardless of format to present the course through distance education and meet the regular effective instructor initiated contact standard. Contact should be comparable in effectiveness to the interaction that takes place in a traditional classroom course.

If the course could be offered as Hybrid and include regularly scheduled meetings, then contact in the course will occur face-to-face. Select Scheduled Face-to-face Meetings.

If the course could be offered as Hybrid and not include regularly scheduled meetings, then contact will occur both face-to-face and online. Select a mix of options under face-to-face contact types and online contact types.

If the course could be offered as Entirely Online or Online with Proctored Exams, then contact will occur online. Select options under online contact types.

Descriptions for Contact Types:

Face-to-face contact (for hybrid with regularly scheduled meetings):

- Scheduled Face-to-face Meetings: The course is a hybrid course and includes regularly scheduled meetings.

Face-to-face contact (for hybrid without regularly scheduled meetings):

- Orientation: Professor introduces students to the course in-person.
- Field Trips: Professor and students meet at an off-campus location.
- Office Hours: Professor schedules one-on-one meetings with students.
- Study and/or Review Sessions: Professor meets with students to irregularly review course materials.

Online contacts (for hybrid without regularly scheduled meetings and online courses):

- Asynchronous:
 - E-mail: If there is no orientation session, professor contacts students via e-mail to initiate course before the start of term. Professor may also use e-mail to disseminate information to students throughout the semester.
 - Announcements: Professor provides information to students by posting in a public location.
 - Discussion Boards: Professor initiates a discussion by creating a discussion board topic. Both student and professor respond to the topic. Professor-student and student-student interactions occur within the topic. Discussion boards are used to simulate in-class discussions and group work in an online environment.
- Synchronous:
 - Teleconferencing: Professor presents scheduled live lectures and/or discussions through audio or video teleconference technology. This option includes orientations that are conducted over teleconference.
 - Chat Rooms/Online Office Hours: Professor schedules one-on-one or small group meetings with students through chat room technology.
 - Telephone Conversations: Professor schedules one-on-one or small group phone conversations with students.

4) Methods of Instruction/Evaluation: After selecting that the course is intended for distance education, two text boxes will become available: One on the Methods of Instruction page and one on the Methods of Evaluation page. Both are labelled Online Adaptation. In each box, describe how the traditional classroom methods are adapted when delivered for distance education.

The description should make it apparent that the capability exists to present the course through distance education and meet the accessibility and quality standard.

To meet the accessibility standard, distance education methods must be accessible to individuals with a deficiency or inability to hear, see, or move. This includes the capability to provide alternatives to auditory and visual content.

To meet the quality standard, distance education methods must provide the equivalent depth and breadth of content, objectives, and outcomes as a traditional classroom course. Distance Education methods should be comparable in effectiveness to the equivalent method in a traditional classroom course.

However, descriptions should also be flexible so that different techniques would be possible when different instructors teach the course. An example of such a description would be the following:

“Lecture will be delivered using a combination of video, audio, and/or visual presentation.”

Distance Education Curriculum Approval

Distance education curriculum is approved as an addendum to the curriculum approval process. All of the normal curriculum approval steps are included, plus the following:

- 1) **Separate Review:** As required by the Separate Review standard, the distance education content of the COR will be reviewed separately. This additional step in the approval process will focus on determining whether the capability exists to provide the course through distance education and meet the distance education standards.
- 2) **Separate Approval:** As required by the Separate Approval standard, proposals to add distance education to a COR will require approval through a separate action item at curriculum committee meetings.

Example of Distance Education Content on Course Outline of Record

Course: Intermediate Algebra

Delivery Types: On Campus, Hybrid, Online with Proctored Exams

Contact Types

Selections under Contact Types:

1. Scheduled Face-to-face Meetings
2. Announcements/Bulletin Boards
3. Chat Rooms
4. Discussion Boards
5. E-mail Communication

Methods of Instruction

Selections made under Face-to-face Methods:

1. Lecture
2. Discussion

Online Adaptation:

1. Lecture could be delivered using a combination of video, audio, and/or visual presentation.
2. Discussions could take place in the discussion board of the learning management system.

Methods of Evaluation

Selections made under Face-to-face Methods:

1. Exams/Tests
2. Quizzes
3. Homework

Online Adaptation

1. Exams/Tests will be taken in-person with a proctor. The Testing Center at Napa Valley College is available to proctor exams. Arrangements can be made with other colleges, tutoring service companies, libraries and other suitable proctors at instructor discretion.
2. Quizzes could take place through multiple choice/fill-in-the-blank problems in the learning management system.
3. Homework could take place through multiple choice/fill-in-the-blank problems in the learning management system.

Other Title 5 References:

55208: (a) 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.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with 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.

55210: 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 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

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 Workgroup of the Faculty Business 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 to their peer observation course review.
- 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 Workgroup of the Faculty Business Committee will maintain a Canvas course of resources to aid in the continuous improvement of online course quality.
- Peer reviewers will engage in regular norming and training on the use of the rubric and best practices in online course design.

During a Peer Observation Course Review

1. Peer reviewers will utilize the CVC-OEI Course Design Rubric to establish standards relating to Content Presentation (Section A), Interaction (Section B), Assessment (Section C), and Accessibility (Section D). Reviewers will meet initially with instructors under review to explain the criteria for Incomplete, Aligned, and Aligned with Exemplary Elements for each item of the OEI Course Design Rubric, Sections A-C. Section D will be reviewed separately.
2. Peer reviewers will apply the criteria of the OEI Course Design Rubric, Sections A-C, in reviewing an online course.
3. 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.
4. Instructors and peer review partners will meet to discuss the 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 DE Workgroup and peer reviewers will meet to discuss results and make recommendations for trainings to the Professional Development Committee and the DE Department.

*Pilot will begin in Spring 2021.