

## Distance Education

Title 5 (§55200) states “Distance Education means instruction in which the instructor and students are separated by distance and interact through the assistance of communication 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 communication 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 that may be imposed by 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 race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, genetic information, or disability, 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 administrated by the state of 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 traditional classroom courses, 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, 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 proposed 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) 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).

(c) 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 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