



## **Online Education Guidelines for Faculty**

### **Napa Valley College**

#### **NVC Modes of Distance Education**

##### **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, 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. At least six training sessions for faculty (group and one-on-one) are offered in person and virtually per semester. An asynchronous NVC Canvas Training course is also available online.

##### **Distance Education Mentor**

Faculty new to teaching online at Napa Valley College typically meet with the Distance Education Faculty Mentor prior to the start of their online course. The Distance Education Faculty Mentor 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
- Distance Education committee

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### **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:

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## **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-evaluation. The Course Design Rubric from the Online Education Initiative is available at <https://sites.google.com/site/coursedesignrubricoeifinal/home>. The OEI rubric advises faculty to consider these areas:

<b>Course design</b>	structure of the course, learning objectives, organization of content, and instructional strategies
<b>Interaction and Collaboration</b>	the type and amount of interaction and collaboration within an online environment
<b>Assessment</b>	instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment
<b>Learner Support</b>	the support resources made available to students taking the course, within or external to the course environment

### **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
- course announcements
- discussion boards
- instructor-recorded lectures
- timely feedback on student work
- phone/voicemail
- videoconferencing
- chats/instant messaging

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 more information about how to meet accessibility requirements, visit <https://ccconlineed.instructure.com/courses/98>.

### **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 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 responds 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.

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### **Tutoring**

Students at Napa Valley College have access to online tutoring services from Smarthinking. With Smarthinking, students can chat with a live writing tutor at almost time of day or night from any internet connection. Tutors are available to chat one-on-one to provide assistance with style formatting, grammar, mechanics, organization, outlining, thesis development, research, documentation, etc. A student can also submit a completed draft of their writing assignment to the Smarthinking Writing Center for a tutor to review, and the tutor will provide detailed, personalized feedback to the student about the paper, typically within 24 hours.

### **Library**

### **Counseling**