

Distance Education

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.