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## National Certification Program New Virtual Training Guidelines Announced

Due to the COVID-19 outbreak and aftermath, IADLEST has drafted the following policy for providers developing training programs using “virtual” means and officers attending Nationally certified “virtual” training programs.

### I. PURPOSE:

This policy establishes the process for the control and management of NCP certified in-person training program providers seeking approval for virtual, live online delivery. It also encompasses guidelines for new NCP course submissions using a distance learning format.



### II. DEFINITIONS:

- A. Asynchronous Learning – Students work at their own pace and complete assignments at dates and times of their choosing.
- B. Blended Learning – Blended learning is a combination of classroom and virtual learning.<sup>1</sup>
- C. Distance Learning – A formal teaching and learning system designed to be delivered remotely using electronic communication methods.

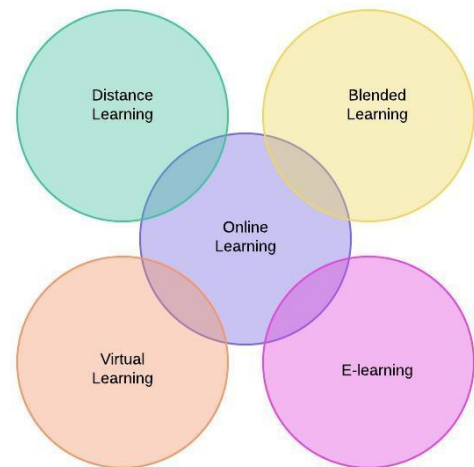
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<sup>1</sup> “Are Online Learning, Virtual Learning, E-Learning, Distance Learning, and Blended Learning the Same?” *ConexED*. Retrieved from <https://www.conexed.com/are-online-learning-virtual-learning-e-learning-distance-learning-and-blended-learning-the-same/>

D. Hybrid Course – A Hybrid course uses an online asynchronous format to deliver content with a scheduled in-person or live virtual event at a later time to emphasize skills building or engage in group discussion.

E. Instructional Hours – The time in which students engage in learning activities conducted by approved training providers.

F. *Live Virtual Learning* This training methodology occurs in real-time with all participants listening and participating synchronously. Examples of current training platforms are ZOOM, Go-to-Meetings, Google Meetings, etc. In this context, live virtual learning usually has well developed and higher-order learning objectives, built-in participant interaction, with smaller class sizes to monitor full engagement. Cameras and audio input can ensure students remain and participate at their computers.



Graphic from "Are Online Learning, Virtual Learning, E-Learning, Distance Learning, and Blended Learning the Same?" CONEXED.  
<https://www.conexed.com/are-online-learning-virtual-learning-e-learning-distance-learning-and-blended-learning-the-same/>

F. Synchronous Learning – The officer interacts with the instructor and fellow students at set dates and times. Examples are webinars, web-conferences, live streaming conferences and classes, and some online courses.

G. Webinar - A webinar is a structured online training event that is primarily lecture-based with minor interaction, depending on the number of attendees. Even if a student is logged on and is listening *live*, it is difficult to ensure the student is present for the webinar. Also, many webinars are recorded, and the assurance for complete attendance is even lower. Webinars usually encompass lower-level training objectives, covered in a "general" format with the possibility of large numbers of attendees.<sup>2</sup> **Recorded webinars cannot be NCP recognized.**

### III. PROCEDURE:

A. For a virtual version of current NCP certified training with a specific set number of hours with an assigned certificate number:

1. Providers need to submit a new course syllabus outlining **exactly** how the new course will be delivered in the virtual environment.

<sup>2</sup> Kassey Laborie and Tom Stone. (2015). *Interact and Engage: 50+ Activities for Virtual Training, Meetings, and Webinars*. ATD Press: Alexandria, VA, 111.

- a. Explain the differences between originally submitted in-person delivery versus the virtual format.
  - b. Include the virtual schedule with an hour-by-hour breakdown with participant engagement activities included. All training sessions must be at least sixty minutes. For example, credit cannot be given for activities lasting only twenty or thirty, etc. Include minimum log in time requirements for completion of the class.
  - c. Explain how attendance will be confirmed and monitored, including signing in and out for each session.
  - d. Attach student engagement requirements that include mandatory use of a participant camera and microphone and documented interaction. Providers are encouraged to send messages/quizzes to students at random times during the class to confirm attendance.
2. Submit this new syllabus to the NCP Program Director to be archived and distributed to POSTs if necessary.
  3. If the instructional hours change due to delivery changes, the new certificates need to reflect the actual live/virtual hours.
  4. Inform students of ethical responsibilities relating to academic concerns, specifically, that any dishonesty involving attendance or cheating during the class could result in disciplinary sanctions against their State POST certification.
  5. Archive a student attestation of each participant's attendance, confirming attendance, and completing the training class or session. See attached sample.
- B. For NEW NCP course in-person submissions (to include virtual courses):
1. The training provider should provide an additional "virtual" syllabus to include all of the information identified in Section A above. Providers can determine which format to be offered based on participant needs. The syllabus should consist of all of the information specified in Section A above.
  2. Name this file "Course virtual syllabus" and upload it into the FirstForward catalog with the application.
- C. For NEW *Hybrid* courses:
1. Currently, training providers interested in certifying a hybrid course will need to contact the Program Director to determine a fee schedule for the process.

2. A new hybrid rubric with “best practices” standards has been developed and is available for review on the NCP website at [www.iadlest-ncp.org](http://www.iadlest-ncp.org)
3. In-person training segments taught in a virtual environment must have a syllabus with all the information from Section A uploaded into the provider’s FirstForward account with the other course documents.

D. Providers shall:

1. Maintain accurate attendance rosters for all in-person and distance learning classes (e.g., online, hybrid, and virtual learning classes.)
2. Adhere to the submitted schedule and archive an attestation form for each participant taught using the virtual/live training event.
3. Fully engage participants with activities, quizzes, and testing to ensure content mastery.
4. Designate an individual who will work as a “producer” separate from the instructor to manage chats, attendance, polls, and other activities.<sup>3</sup>

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<sup>3</sup> Laborie and Stone, 2-4.



**PARTICIPANT ATTESTATION OF COURSE COMPLETION**  
**VIRTUAL ONLINE COURSE ATTENDANCE**

Participant: \_\_\_\_\_ Agency: \_\_\_\_\_

Training Course: \_\_\_\_\_

Training Date: \_\_\_\_\_ Training Hours: \_\_\_\_\_

Training Provider: \_\_\_\_\_

I attest that I participated in and attended all aspects of the above-listed training course, completing all course work and requirements and earning the completed training hours listed on the certificate.

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

I certify that the above individual was present in class for the entire number of training hours reflected, and if not, their training hours have been adjusted and recorded accordingly.

\_\_\_\_\_  
Training Provider/Course Coordinator

\_\_\_\_\_  
Date