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DISTANCE EDUCATION PLAN 2022-2024

NOCE
NORTH ORANGE
CONTINUING EDUCATION

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Distance Education in California

Distance Education has historically been an essential part of California higher education. Of the state's three public higher education systems, the California Community Colleges are the largest provider of distance education offerings (Steenhausen & Bollard, 2010, p. 3). Further, the programs within the California Community Colleges System serve more than 2.4 million students representing the largest system of higher education in the nation (CCCCO, 2013).

"Student Enrollment in Distance Education is Growing In 2016/17, a total of 860,283 unduplicated students enrolled in a distance education course. They account for 28 percent of the total unduplicated students that year. Table 1, Total Student Headcount in All Distance Education and Traditional Education Course Sessions (Unduplicated headcount), shows the 12-year unduplicated student headcount annually beginning in 2005/06 through 2016/17" (CCCCO, 2017, page 18).

Table 1. Total Student Headcounts in all Distance Education and Traditional Education Course Sessions (Unduplicated Headcount)

Fiscal Year	Distance Education	Traditional Education	Total	Percent of Total Headcount
2005/06	328,372	2,630,207	2,958,579	11%
2006/07	392,355	2,694,149	3,086,504	13%
2007/08	483,884	2,810,572	3,294,456	15%
2008/09	611,689	2,923,137	3,534,826	17%
2009/10	649,518	2,758,831	3,408,349	19%
2010/11	675,760	2,570,688	3,246,448	21%
2011/12	643,255	2,388,913	3,032,168	21%
2012/13	633,058	2,257,177	2,890,235	22%
2013/14	687,935	2,256,020	2,943,955	23%
2014/15	732,577	2,244,158	2,976,735	25%
2015/16	736,600	2,251,790	3,048,390	26%
2016/17	860,283	2,242,618	3,102,901	28%

"Student headcount in distance education courses more than doubled from fiscal year 2005/06 to 2010/11, and nearly tripled by 2016/17. The number of distanced education students previously peaked in 2010/11 at 675,760 with a student increase of 26,242 students before losing 32,505 students in 2011/12. These drop-in students reflected an overall drop in students in the California Community Colleges. The number of distance education students not only recovered in 2013/14 but also continues to grow. Just in the last few years, the number of distance education students exceeded 700,000. As of 2016/17, the number of distance education students account for nearly a third of the students in the California community colleges. Figure 2: Total Student Headcount in Traditional Face-to-face Versus Distance Education Course Sessions highlights that in the last five years, the percent of total headcount increased from 21 percent in 2010/11 to 28 percent in 2016/17" (CCCCO, 2017, page 19).

In order to serve the diverse needs of California’s Community College students, alternative methods of instruction, such as Distance Education, are being used across the state to increase access.

“Many districts are actively pursuing online courses as a method of instruction in order to provide greater access for students as well as reducing the need for new facilities. In 2017/18, distance education full-time equivalent students (164,855) accounted for 16% of total full-time equivalent students (1,182,621) compared to 14% in 2016/17” (CCCCO, 2019).

Course Quality Standards

According to § 55202 of the California Education Code, “the same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes” (Westlaw, 2019). NOCE is committed to providing supportive and rigorous academic programming, regardless of the modality of instruction. When considering the various issues confronting distance education, the following are the most relevant to the direction of North Orange Continuing Education goals and objectives for the 2022-2024 terms:

- Diversity, equity, and inclusion
- Universal Design for Learning
- AB705 (2018) California Community Colleges Assessment, Placement and Readiness
- ABA 508 (2017) Rehabilitation Act of 1973 Accessibility
- Academic Integrity
- Access to online student resources
- Distance education and web-enhanced course growth
- Student success and retention rates
- Mobile course delivery, design, and access for teaching and learning
- Student Authentication

About the NOCE Distance Education Plan

Initial Planning and Pilot Phase

The 2019-2021 North Orange Continuing Education (NOCE) Distance Education Plan documented the program's launch and defined the immediate goals of the Distance Education (DE) Program for the instructional programs and online student resources within NOCE.

The NOCE Distance Education Plan was developed and adopted during the 2019/20 academic year and designed to guide the growth and development of the program between 2019 and 2021.

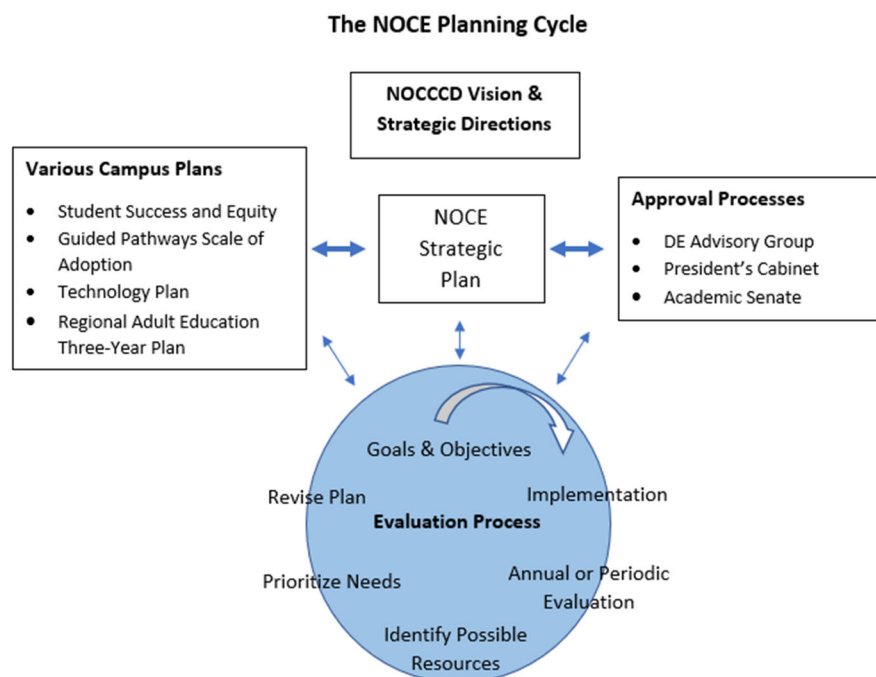
The NOCE DE Plan demonstrates the planning and budget process followed by all program development at NOCE. The planning for the DE Program is directly aligned with the educational and strategic plans that guide NOCE. The NOCE Distance Education Plan is funded through the Annual Planning and Budget Process, including the one-time Budget Allocation process.

The NOCE Distance Education Plan Development Process

The triennial process for evaluating the Distance Education Plan requires the participation of the Distance Education Advisory Group, Distance Education staff, the Distance Education faculty, the Academic Senate, the Planning and Budget Committee, and President’s Cabinet. Evaluating and updating the Distance Education Plan is a process.

1. **Planning:** The NOCE 2019-2021 Distance Education Plan will be reviewed by the Distance Education Advisory Group with input from all constituency groups.
2. **Writing:** The NOCE Distance Education Faculty Coordinator and Advisory Group prepared the first draft of the 2022-2024 Distance Education Plan with support from the Vice President of Instruction.
3. **Review:** The first draft will be reviewed by the NOCE Academic Senate and President’s Cabinet, who will have the opportunity to submit comments and provide feedback. The Distance Education Advisory Group will take the lead in the revision and adoption process with the Distance Education Faculty Coordinator and Office of Instruction to update the document.
4. **Final Revision and Adoption:** The Distance Education Faculty Coordinator and Vice President of Instruction prepared the final draft with feedback and input collected from all the constituent groups in the review process. The final draft was then submitted for approval to the Academic Senate and President’s Cabinet.
5. **Implementation:** The adopted 2022-2024 NOCE Distance Education Plan will serve as a guide for implementing best practices, procurement of appropriate resources, and development of guidance during the period beginning January 1, 2022, through December 31, 2024.
6. **Future Revisions:** The revision cycle will resume in the Fall 2024 semester.

Figure 1: The NOCE Planning Cycle shows how the Distance Education Plan and evaluation cycle are linked to the Educational Master Plan and other college processes.



Plan Review and Revision

A revised plan was developed and adopted in the Fall 2021 Semester for implementation in January 2022 to reflect an updated timeline, program needs, and progress of goals that were adjusted due to the COVID-19 emergency. Going forward, the review and revision process will follow a three-year cycle.

Overview of the NOCE Distance Education Program

In 2019/20, NOCE served nearly 26,000 students with a total of about 127,000 enrollments in 373 unique courses and 3,290 course sections (NOCE Office of Institutional Research and Planning, 2021). Distance Education quickly became an integral part of the NOCE mission. Previous student surveys indicated momentum points where students experience obstacles that hinder academic achievement. Discussions surrounding the NOCE student journey revealed the juxtaposition of life, work, and academic pursuit led to an intentional focus to alleviate the pitfalls students experience. Distance Education courses allow students to meet the challenges related to these obstacles and barriers that limit achievement.

As a result of the COVID-19 pandemic, all instructional programs transitioned to online instruction during the Spring 2020 trimester. As programs return to campus following the COVID-19 pandemic, programs will continue their goal to design specific online courses that would enable students to effectively re-enter, establish, or continue the individual academic pursuit to reach short- and long-term goals to graduate, transfer to a credit college, and advance their career. According to the Distance Education Student Survey Report conducted by the NOCE Office of Research and Planning in the Fall 2020 semester, over half (51%) of the participants indicated an interest in continuing DE courses after the pandemic. High School Diploma students indicated a higher level of interest at 61% (NOCE Office Of Institutional Research and Planning, 2020). The NOCE 2019/2020 Institutional Effectiveness Report showed that “85% of students have consistently been retained in courses throughout each NOCE term, indicating that students continue to be motivated to complete their NOCE coursework” (NOCE OIRP, 2021). According to the Student Institutional Climate Survey, 87% of students agreed they had a good educational experience at NOCE when almost 100% of classes were delivered online (NOCE OIRP, 2020).

As the NOCE Distance Education Program grows, it is vital to keep the initial motivating factors in mind:

- **Institutional Motivation:** The institutional and administrative motivators for offering Distance Education classes include the efficient use of physical space and the need to offer an alternative, equitable delivery method for those who cannot come to campus. Special populations served by distance education include place-bound students, international students, retired students, military students, working students, and students with disabilities.
- **Program Motivation:** NOCE programs have implemented distance education for various reasons, including student demand for distance education options, program survival in

periods of low enrollment, student recruitment to the in-person program, competition with programs offered by other institutions, and efficient physical space utilization.

- **Student Motivation:** Student reasons for taking Distance Education classes are many and include: an increasing reliance on mobile devices for daily tasks, the need for a flexible academic schedule to facilitate meeting work and family responsibilities, 24/7 online access to courses, reduction of commuting time and transportation expenses, as well as provide the opportunity for students with disabilities, working couples, and single parents to continue their education. Open-ended responses from the Fall 2020 Distance Education Student survey report indicated that students enjoy the “flexibility of schedule and ease and convenience of taking DE classes from home” (NOCE Office Of Institutional Research and Planning, 2020).

Overview of Instructional Modalities

The NOCE Distance Education Program predominately uses online asynchronous communication. Fully online synchronous courses will be offered using a flipped classroom instructional strategy where all instructional materials are available in Canvas in an accessible manner. NOCE primarily offers fully online and partially online courses, although synchronous web-based course delivery systems are also employed. The strength of technological methodologies combined with online learning resources prepares students for success in the workforce and future academic endeavors. To unify conceptual and contextual understanding, NOCE uses the California Community Colleges State Chancellor’s definition and Title 5 of the California Education Code to facilitate distance education, define regular substantive interaction, set standards for instructor preparation and the publication of course standards, and establish a process for separate course approval.

§ 55200. DEFINITION AND APPLICATION

(a) “Distance education” means education that uses 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 transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conference; or
4. Other media used 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, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title II 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. § 749d; title 29 United States Code section 794d; and title 34 Code of Federal Regulations section 600.2.

§ 55204. INSTRUCTOR CONTACT

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, 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. Facilitating 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 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
 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.
- (e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
 - 1. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
 - 2. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; title 34 Code of Federal Regulations sections 600.2 and 668.3.

§ 55206. SEPARATE COURSE APPROVAL

- (a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an 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 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: sections 70901 and 70902, Education Code; Title II 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. § 749d; title 34 Code of Federal Regulations sections 600.2.

§ 55208. FACULTY SELECTION AND WORKLOAD

- (a) Instructors of course sections delivered via distance education are individuals 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).

NOCE Distance Education Instructional Modalities

NOCE Distance Education is defined as instruction where students and faculty are separated by distance and interact using a variety of technologies. Every NOCE distance education course follows the established course curriculum procedure and is approved before registering and enrolling students. The curriculum committee will use specific and separated criteria to approve courses with course design that replaces face-to-face interaction with an asynchronous design (instruction and learning activities do not happen at the same time), synchronous (instruction and learning activities happen at the same time). These are the types of courses supported by the Distance Education program.

Fully Online Courses (asynchronous)

An online course at NOCE is offered entirely online. The Schedule of Classes defines online courses as “Online courses have no in-person classroom instruction or assessments. All instruction is online, although some online courses have synchronous activities which are indicated in the schedule of classes.”

Partially Online (asynchronous and synchronous)

A partially online course at NOCE offers instruction both online and on campus. Required in-person class meetings are included in the Schedule of Classes and follow a predictable pattern (on the same day(s) of the week and at the same time). The Schedule of Classes defines partially online courses as “While a class does not meet every week, those meetings that are scheduled will occur on the same day and at the same time of the week.”

Online with Flexible In-Person Component

An online class with flexible in-person component at NOCE offers instruction online and is supplemented by required in-person assessments or activities. The Schedule of Classes defines online with flexible in-person component as “Online with Flexible In-Person Component courses are taught online and supplemented by required in-person assessments or activities that are available at approved locations at a specified range of time.”

Web-enhanced Courses (synchronous)

Web-enhanced courses at NOCE offer in-person courses that provide students access to online class materials, communication, and resources. Web-enhanced courses may include supplemental activities, home assignments, and learning activities, facilitate electronic submission

of coursework, and various communication opportunities. Web-enhanced courses may not use internet-based resources or activities to replace required on campus instruction or in-seat contact hours. The Schedule of Classes defines web-enhanced courses as “Web-enhanced courses are in-person courses that use the web to deliver materials, not to replace required in-person instruction or in-seat contact hours. Trained instructors may use Canvas course sites to enhance and enrich learning.”

Distance Education Pilot Program

With the adoption of the 2019-2021 NOCE Distance Education Plan, the NOCE Distance Education Program intended to launch its first pilot program during the 2020/21 Fall Semester with a cohort of approximately forty students in the English as a Second Language, Life Skills and Advancement, Career Technical Education, and Basic Skills programs.

The planned pilot phase was to include:

- Faculty training and the writing of course curriculum, which followed the established procedure for approval.
- Each online instructor was to design a Canvas course and in-person orientation to welcome and acclimate students to the online environment.
- The course design would include at least three in-person checkpoints, instructor office hours, two student focus group meetings (may be combined with checkpoint meetings), and the flexible leadership of a well-trained instructor who is taking attendance, using online best practices, and conducting a pilot structured course to enable instructor and student feedback.
- This feedback gathered was to be used to inform the final establishment of distance education policies, procedures, and program design.

Implementation and Scaling Up in Response to the COVID-19 Pandemic

In March 2020, a stay-at-home order was issued by Governor Gavin Newsom to mitigate the spread of COVID-19. In response to the rapid transition to virtual instruction and in an effort to provide continuity of service to 2.2 million students and 115 colleges, the Chancellor’s Office California Virtual Campus expanded the availability of tools and resources to support online course delivery (CCCO, 2020). North Orange Continuing Education did not have an online presence before the stay-at-home order. Rather than develop emergency plans, the institution opted to rapidly implement and scale up the Distance Education plan developed during the Fall 2019 semester.

The Online Teaching Certificate Boot Camp was previously adopted as the certification process for NOCE distance education faculty, and a pilot training was planned for Spring 2020. As a result of the stay-at-home order, the pilot cohort was expanded, and the Online Teaching Certificate Boot Camp training program was fully implemented in May 2020. A total of 184 instructors were certified to provide online instruction over six cohorts in the Spring, Summer, and Fall 2020 terms. Eight adjunct faculty assisted the Distance Education Faculty Coordinator in facilitating the training cohorts, ranging from 20 to approximately 70 participants.

Surveys were made available to all participants. Data collected during the Spring and Summer 2020 cohorts indicated that over half (58%) of the respondents were either satisfied or very satisfied with the training overall. Additionally, 56.1% of the respondents indicated that they felt well prepared or very well prepared to teach online courses. When asked how likely they were to continue teaching distance education courses after the pandemic, 24.5% said somewhat likely, and 43.9% of respondents indicated they were extremely likely (NOCE OIRP, 2020). It should be noted that 74.5% of the respondents had no experience teaching online before the pandemic or this training.

Participants in the Fall 2020 OTC Boot Camp cohorts were surveyed as well. Of the responding participants, 85.4% reported no prior experience with online instruction. Two-thirds (66%) indicated being either satisfied or very satisfied with the training overall and either well prepared or very well prepared for teaching online after going through their training. Slightly over 40% of respondents indicated that they would be extremely likely to continue teaching distance education courses after the pandemic. (NOCE Office of Institutional Research and Planning, 2021)

Students Served in an Online Instructional Modality 2020/21

Table 2: Full Time Equivalent Students (FTES), 2020/21

Program	Term	In-Person	Distance Education	DE FTES as % of Program Total FTES
Basic Skills	Summer 2020	0	66.46	100%
CTE	Summer 2020	2.35	23.91	91%
DSS	Summer 2020	0	11.71	100%
ESL	Summer 2020	0	107.82	100%
LEAP	Summer 2020	0	328.82	100%
Basic Skills	Fall 2020	0	502.43	100%
CTE	Fall 2020	0.94	65.11	99%
DSS	Fall 2020	0	59.15	100%
ESL	Fall 2020	0	378.77	100%
LEAP	Fall 2020	0	414.16	100%
Basic Skills	Spring 2021	6.34 (Projected)	636.59	99%
CTE	Spring 2021	1.44	147.93	99%
DSS	Spring 2021	0	108.75	100%
ESL	Spring 2021	9.83	661.82	99%
LEAP	Spring 2021	0	730.68	100%

The Purposeful Design and Goal for NOCE Distance Education

A 2019 literature review identified facilitation of student engagement and promotion of a sense of belonging, facilitation of learning, and course design as primary course-level factors impacting student retention (Salim Mljana & Luo, 2019). Course design and student support were also identified as ways to enact immediate change to better support our students and promote equity (DETA & WCET, 2021). NOCE students provided similar feedback stating, “I think that is important to set up the Canvas in a more standardize way, because not all classes are using the

same features or not using them at all, like assignments” and courses “having no organization on the modules & assignments on canvas” (NOCE Office Of Institutional Research and Planning, 2020).

In addition to providing engaging, accessible, well-designed courses, NOCE is committed to ensuring access to campus services for online students through an intentionally designed, data-driven approach based on research-based best practices to promote student equity. This approach is supported by the recent publication by DETA and WCET, “Research Review: Educational Technologies and Their Impact on Student Success for Certain Racial and Ethnic Groups.”

Institutions should avoid choosing the traditional solution of investing in more student support services, such as tutoring, without robust investigation into their current institutional structures that may be impeding the success rates of all students. Sometimes the solution is not more student support services, but rather, a re-envisioning of the current institutional structure and cultural norms characterizing that structure in its entirety (p. 18, para. 2).

Online Course Design and Student Success

In order to provide legally compliant, engaging, academically rigorous online instruction, North Orange Continuing Education has adopted the CVC-OEI Course Design Rubric to create and evaluate online course offerings.

Improved Student Success

Successful student completion of a course is defined as performance with a passing progress indicator. Most NOCE courses are noncredit and culminate with a Pass, No Pass, Satisfactory, or Withdrawal indicator for successfully completing a course and achieving or not achieving student learning outcomes. The NOCE High School Diploma program awards letter grades based on credits earned in assigned coursework. It is the expressed goal of NOCE to ensure the highest levels of student success rates in the design and implementation of a distance education program.

Using Documents & Files in the Development of Online Course Content

The Distance Education Advisory Group strongly recommends that content be transferred or created in Canvas, and the use of files such as docs, pdfs, and ppts be avoided whenever possible. The following is adapted from the @ONE Creating Accessible Course Content course (retrieved September 13, 2020).

Note: In general, it is best practice to incorporate as much of your content into Canvas as possible rather than relying on files to ensure that everything is accessible and students can easily navigate the course. Content Pages are inherently more accessible than documents or files.

Before you spend hours making a document or file accessible, you need to ask yourself this question: Can you transfer the content from your document to a Content Page, or is there a reason to provide a downloadable document or file to your students?

In addition to technical accessibility issues, downloading, archiving, and opening documents can reduce usability. Forcing students to download material leads to several issues:

- Low-income students who are using a public computer will not be able to "store" the document.
- Students with organization problems may have trouble archiving the document and finding it later.
- Students without printers may not have the ability to use the document.
- Students using mobile devices may not be able to open all documents.

FTES

It is the expressed and written goal to increase FTES at NOCE. Faculty have given effort to recruit and sustain attendance in their individual courses and as a whole within the programs of NOCE. It is the belief that there will continue to be an increase in FTES post-COVID as the NOCE Distance Education Program continues to improve and expand its offerings. The 24/7 opportunity to attend class will enable students who work and are raising a family or taking care of a parent to juxtapose school with life and reach their individual academic goals. The Fall 2020 Distance Education Student Survey Report indicated that about 27% of respondents liked the ease and convenience of taking classes online and not having to travel to campus. Nearly one-third liked the flexibility to work at their own pace and around their work schedules (NOCE Office Of Institutional Research and Planning, 2020).

Retention

State retention rates are calculated based on student drops. NOCE has studied the student academic journey and found "momentum points" that created obstacles or challenged students in the completion of their courses. The NOCE Distance Education Program is an effort to provide a way for students to complete well-developed curriculum that prepares them for higher educational endeavors and workforce technique requirements. The time flexibility and proximity of courses enriched with well-designed, technologically designed features enable students to complete courses and achieve academic success. The California State Chancellor's Office (2011) survey found that the top reasons students gave for taking and withdrawing from distance education courses were to accommodate work and personal obligations (p. 35). These data points match the "momentum points" NOCE found in their institutional surveys and inform the launch of distance education with the goal to decrease course withdrawals.

Program Planning for Retention and Success

While the data shows that student success rates in traditional lecture courses are higher than in distance education courses across the state and at our district colleges, NOCE believes it is vital to acknowledge the possibility of improvement for NOCE students. Significant planning and research of California distance education programs reveal specific methodologies that might prove successful in targeting the obstacles and momentum points that create challenges to achievement.

It is NOCE's goal to find and implement best practices, program design, and technological components that will increase retention, success, and completion of certificates or transfers to complete degrees.

There are multiple reasons that retention remains a challenge for distance education, including student personal and professional issues and lack of access to online student resources.

"...distance education students who may tend to have more personal and professional obligations (a reason why they have opted to take such classes in the first place), which might cause them to drop the class at higher rates than others. In addition, many campuses cannot yet deliver the same quality of support services to online and offsite students as they do for students on campus. For instance, while certain activities (such as access to library services) are widely available online, our review found that other services that promote student success (such as tutoring and a support program for low-income CCC students) are often less readily available to off campus students" (Steenhausen, et al., 2010 p 12-13).

Dependable Course Management and Online Student Resources Through Managed Hosting

Canvas is the NOCE official course management system for Distance Education. Choosing managed hosting for course delivery has proven to be highly reliable and more economical than self-hosting a course. The security for the student and the system maintenance, monitoring capabilities, consistency of upgrades, technical support, and administration expertise are all part of the managed hosting contract and are more difficult to achieve using self-hosting.

NOCE counseling faculty began a pilot with ConexEd, a subscription-based platform to provide secure, accessible online counseling services in April 2020. In September 2021, CCC Tech Connect released Student Connect, a free, HIPAA-compliant platform to conduct student meetings. The NOCE CSS, DSS, and other interested instructional programs will identify faculty members to pilot Student Connect and compare features and usability with ConexEd. The Student Connect pilot members will provide feedback to the Vice President of Student Services, Vice President of Instruction, and Distance Education Advisory Group to inform decisions regarding an official platform for online resources that take student needs, security, accessibility, and cost into consideration.

Contracting for managed Canvas hosting provides significant benefits, some of which are apparent to students and faculty members. Most notably, managed hosting has enabled the program to provide consistently reliable uptime, which means Distance Education instructors and students can rely upon uninterrupted course access throughout the semester.

NOCE will depend on the assistance of expert support technicians from Instructure who are available 24/7 and are always up to date on the newest software implementations and features of Canvas. This expertise has already proven invaluable for troubleshooting and efficient resolution of challenges. Managed hosting guarantees against network outages through the use of redundant servers and industry-standard safeguards from threats to physical and data security. Remotely hosting the CMS also protects against data loss through natural disasters.

NOCE Support for Distance Education

The NOCE Distance Education Program requires technical stability, personnel, and dedicated funding to remain effective. Distance education delivery infrastructure stability is minimally contingent upon appropriate funding allocation, assignment of sufficient personnel to manage the program and the technological infrastructure, stable course management system access and server storage space, and continual on-call monitoring of all technical systems related to online program delivery. Engaging all stakeholders, including administration, and providing adequate institutional support is critical to the program's success and is the number one factor in student retention. Institutional support entails “efforts and services aiming to impact student retention. It may include student support services, online course orientation, tutoring services, and technological support” (Salim Mljana & Luo, 2019).

Budget

Independent budget unit designation is necessary for the Distance Education Program to guarantee program quality. Full independent budget unit designation will afford the program permanent funding, as opposed to the blend of line item and one-time funding upon which much of the program currently relies.

Line Item Designation: The DE Faculty Coordinator position and the campus instructional designer position have been given line item designation in the general fund budget. The Distance Education Faculty Coordinator position requires only the expenditure of adjunct replacement costs, as a faculty member on release time staffs that position. Funds will need to be allocated to staff the instructional designer position.

One Time Priority Funding: The priority one-time funding process provides monies for 50% of an Administrative Assistant I, Instructional Assistant, supplies, conference and travel expenses, equipment, and the course management system licensing/hosting and Banner integration.

Staffing

NOCE provides the following staff for its Distance Education Program:

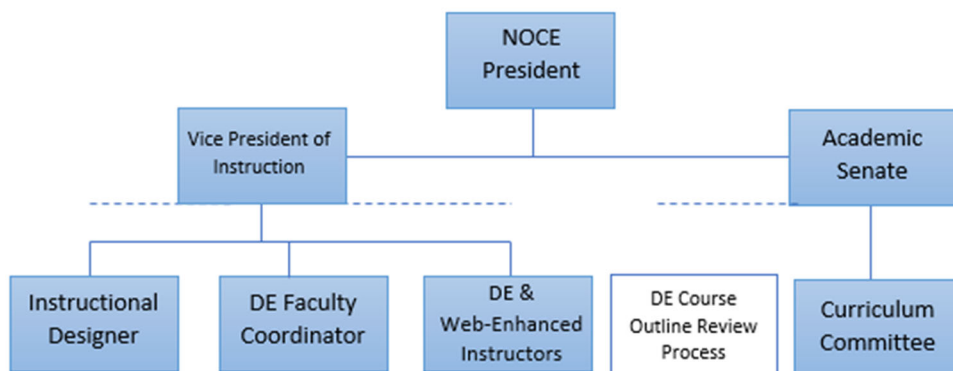
- Administrative
 - The Vice President of Instruction is assigned to oversee the program
- Program Direction
 - Faculty Coordinator (100%) [current]
 - Instructional Designer (100%) [planned]
 - Part-time (50%) Administrative Assistant [planned]
 - Part-time (60%) Instructional Assistant [planned]

Distance Education Program Organizational Structure

The Distance Education Program operates under the supervision of the NOCE Vice President of Instruction, who oversees the program and regularly reports to the President. The Distance Education Faculty Coordinator, Administrative Assistant, Instructional Designer, and Instructional

Assistant conduct day-to-day operations, training, and support. NOCE Academic Senate and the NOCE Curriculum Committee are integral to the program's planning process. The faculty coordinator reviews course outlines for DE delivery as part of the Curriculum Committee course approval process.

Figure 2: Distance Education Program Organizational Chart



Vice President of Instruction

The Vice President of Instruction provides administrative leadership for the distance education program. The vice president promotes distance learning academic excellence by working in collaboration with the NOCCCD, Fullerton College, and Cypress College communities. The vice president serves as the immediate supervisor for program staff.

Distance Education Faculty Coordinator

The Distance Educator Faculty Coordinator is responsible for the development and day-to-day operation of the Distance Education Program under the direct supervision of the Vice President of Instruction. The coordinator promotes distance education by informing the campus community of new developments in emerging technology and instructional methodology related to distance learning.

Administrative Assistant

The Distance Education Administrative Assistant provides administrative support for the Distance Education Program. The Administrative Assistant participates in program development and improvement by functioning as an integral member of the team. Duties include general clerical work, project-based work, and help desk support for students and faculty.

Instructional Designer

The Instructional Designer position is a project-based job and works closely and in collaboration with the Manager of Instructional Technology Services, the Vice President of Instruction, and the Distance Education Faculty Coordinator on instructional design and technology projects. Projects in distance education are continually transitioning in the completion stage,

emerging technology, updates, and new projects informed by research data or discovery. Distance Education projects are one component of the duties assigned to the Instructional Designer who will support the ongoing learning and instructional components within the NOCE Distance Education Program.

Instructional Assistant

The Distance Education Instructional Assistant collaborates closely with the Distance Education Faculty Coordinator and Distance Education Advisory Group to develop and promote best practices for instructional assistants in the various NOCE academic programs. Duties may include training and serving as an in-house resource for classified staff.

Facilities

Due to the Anaheim Campus construction, the Distance Education Program will be temporarily located at the NOCRC Center. After construction has been completed, the NOCE DE program will function from a center at the Anaheim Campus. The coordinator, instructional designer, instructional assistant, and administrative assistant offices, and a resource lab facilitate the NOCE instructional resource and distance education centers. The office/center is a resource center to serve all instructors (part-time, full-time, in-person, traditional, and distance education). The office/center offers a quiet spot for instructors, a resource person for instructional technology projects, and a library of curriculum, instruction, pedagogical, and educational leadership materials. The center is dedicated to serving all NOCE educational leadership in classified, classroom, or lab instructional positions, management, directors, or administrators. The design of the office/center establishes a welcoming culture of inquiry in a scholarly but warm environment.

NOCE Distance Education and Academic Senate

The Education Code recognizes the right of the academic senates to assume the primary responsibility for making recommendations in the areas of curriculum and academic standards (California Code of Regulations Title 5). Education Division 6. California Community Colleges Chapter 4. Employees Subchapter 2. Certificated Positions Article 2. Academic Senates §53200. Definitions. 5 CA ADC §53200, 2009) California Code of Regulations Title 5 further defines these areas to include “...curriculum, ...standards or policies regarding student preparation and success, ...policies for faculty professional development activities, ...(and) processes for program review.” The NOCE Distance Education Plan recognizes the role of the Academic Senate in these areas, and the DE Program works with the Academic Senate to ensure that goals, objectives, and final outcomes in these matters receive the Senate’s approval.

NOCE Distance Education and Curriculum Committee

The NOCE Distance Education Program recognizes the curriculum committee as an arm of the Academic Senate and that the committee’s goals are to review and approve course outlines. In response to the responsibilities the curriculum committee is given to make recommendations in

the area of course curriculum, the NOCE Distance Education Program includes the NOCE Curriculum Committee oversight in the process for approval (California Code of Regulations Title 5). The NOCE Distance Education Plan recognizes the role of the NOCE Curriculum Committee to ensure that goals, objectives, and final outcomes in distance courses are achieved. The Distance Education Faculty Coordinator is a member of the NOCE Curriculum Committee.

The Distance Education Advisory Group

The NOCE Distance Education Advisory Group provides recommendations to successfully implement the goals and objectives adopted in the Distance Education Plan and supports student success by promoting best practices for high-quality instruction and online student resources at NOCE.

Group Members

The DE Advisory Group is comprised of both full-time and adjunct faculty representing all NOCE departments who are certified to provide online instruction or services based on adopted standards set forth in this plan and who are committed to the ongoing support and advancement of Distance Education at NOCE. Open positions will be filled and approved by the DE Faculty Coordinator and DE Advisory Group.

Responsibilities of Distance Education Advisory Group Members

- Promote best practices at scheduled department meetings and as needed
- Communicate department needs to Advisory Group on a monthly basis
- Support the Distance Education Faculty Coordinator in providing ongoing training and support to faculty and staff, such as leading facilitated trainings, workshops, or providing individual tech support for adopted apps/software
- Assist the Distance Education Faculty Coordinator and Office of Instruction with the revision and adoption of the Distance Education Plan and Faculty Handbook
- Provide input and assist in facilitating institutional processes to ensure fidelity of implementation and ongoing use of adopted apps, software, and policies

Distance Education and NOCCCD District Information Services

The NOCCCD Information Services (IS) works with Distance Education at NOCE on the automatic course management enrollments. It also provides consultation services and leads a District Distance Education course management system group.

Canvas includes a process that extracts data from the District Banner system to enable the automatic enrollment of faculty and students for NOCE Distance Education course sites. A District Information Services staff member is responsible for maintaining, revising, and updating the district's production program (PROD), which creates data files using Banner information. Those files are posted on a district FTP server and read by the Canvas program several times daily. The

Distance Education Coordinator works directly with the IS staff member on security procedures and to monitor, diagnose, and troubleshoot Banner integration errors.

Consultation

District Information Services provides advisory support upon request. Information technology research is also available through access to subscription-based information from Educause™.

District CMS Committee

District Information Services sponsors a course management system committee to support the hosting of a Fullerton College Distance Education, Cypress College Distance Education, and NOCE Distance Education program. Each program participates in a resource capacity to serve their students.

Mission and Program Outcomes

The NOCE Distance Education Program is committed to working with the Curriculum Committee, Academic Senate, the Program Review Committee, Instructional Technology Services, administration, Student Services, and others to promote student learning and success at a distance and to serve the distance education needs of our diverse student body by providing high-quality online student resources and support through a variety of delivery methods.

Program Level Outcomes

The Distance Education program-level outcomes address student technical competency and academic support awareness:

1. Distance Education students will use the basic features of Canvas at a proficiency level sufficient to access course materials and complete course assignments and assessments.
2. Distance Education students will be aware of student academic and support services as a result of direct access to links to those services available on every NOCE distance course site or the Distance Education website.

Course Level Student Learning Outcomes (SLOs)

NOCE instructional programs incorporate student learning outcomes in each course during the curriculum approval process. Distance education course SLO assessment occurs as part of an NOCE department's established course level SLO assessment process. The process of instructional assessment is not a part of the Distance Education Program review or this plan.

Program Review

Measuring the effectiveness of an institution's delivery methods and evaluating student learning is essential to student success. Understanding what is working and why it is working is just

as important as understanding what is not working. The Distance Education Program accomplishes this through the NOCE Program Review process.

NOCE Program Review Results

The NOCE Distance Education Program hopes to meet the needs of distance education students and faculty members. The highlights in the following focus areas are meaningful:

- **Student Satisfaction with the Online Classroom:** A majority of students were _____ with the Canvas system. Of those surveyed, _____ were satisfied with the quality, and _____ were satisfied with the ease of use. Close to _____% of students participated in the NOCE Canvas Student Orientation. _____ % of students agreed that the orientation prepared them to use the basic features of the Canvas course management system (CMS).
- **Faculty Satisfaction with the Program:** Survey results indicate that _____ % of faculty reported _____ with all program core quality measures.
- **Counselor Satisfaction with the Program:** Survey results indicate that _____ % of counselors reported _____ with all program core quality measures.
- **Faculty Training:** Faculty respondents reported _____ for the required DE faculty training. _____ % responded Excellent/Good as the rating for the overall quality of training (the majority of the respondents completed the DE instructor training to teach an online course and also the web-enhanced portion of the training).
- **Counselor Training:** Counseling respondents reported _____ for the DE counselor training. _____ % responded Excellent/Good as the rating for the overall quality of training (the majority of the respondents completed the DE counselor training to provide online counseling services).

Distance Education Guidelines

This section describes the Federal, California State, NOCCCD policies, and NOCE guidelines that pertain to the Distance Education Program. The following course guidelines ensure that the qualities of academic rigor and purposeful design that apply to traditional in-person courses also apply to distance education courses.

Course Syllabus

A comprehensive syllabus communicates the purpose of the course, course expectations, institutional policies, and opportunities for academic support. An effective syllabus also helps prepare students for a successful semester. Distance Education syllabus requirements include specific information necessary for a student to be successful in a distance education course and information necessary to comply with state and federal guidelines and regulations. Distance Education faculty members should utilize the Distance Education Syllabus Template embedded in the DesignPLUS tool in Canvas to ensure they use the most up-to-date institutional language. See Appendix B for the full text of the Distance Education Syllabus Template.

Accessibility

State and federal law require California community colleges to ensure that distance education course management systems, course sites, and course materials are accessible to all users. NOCE has a moral commitment to provide access to all instructional and support materials to all users, including users with disabilities.

To achieve our highest expectations, the NOCE delivery systems and content must be accessible to all users in accordance with the California Community Colleges System Office Distance Education Guidelines (Chancellor's Office, 2008) accessibility guidelines and specifically in keeping with the Chancellor's Office California Community Colleges Distance Education Accessibility Guidelines for Student with Disabilities (Distance Education Accessibility Guidelines Task Force, 2011).

Accessibility, as it relates to Distance Education (DE), refers to the underlying principles and practical techniques that make distance learning accessible to everyone, regardless of disability. Disabilities that challenge users include vision, hearing, motor, cognitive, seizure, and age- or injury-related disorders. Therefore, access to technology-based information relies on technologies like readers, zooming displays, and other assistive technology, as well as on accessible course content design. Accessibility enables full access to distance education for everyone. Distance Education works to make accessibility an integral part of the program by:

- Complying with federal, state, and district accessibility guidelines;
- Offering faculty appropriate training to ensure the creation of accessible course materials;
- Working closely with individuals or groups responsible for accessibility review of web-based instructional materials and NOCE faculty websites;
- Working with Disability Support Services (DSS) to provide information and student access to assistive technology and DSS services

Syllabus Requirements for Accessibility

A distance education statement should appear in each course syllabus, informing students with disabilities of available DSS and instructor support. Students who anticipate a need for formal, disability-related accommodations to be successful in this distance education course should contact the instructor to discuss ways to ensure full participation in the course and plan how best to coordinate any necessary accommodations. Students requesting accommodations should contact a [DSS counselor](#) as soon as possible to coordinate services with the instructor.

Copyright

Copyright is a form of intellectual property protection that gives a copyright holder legal right over the use, sale, reproduction, distribution, display, or creation of derivatives of a given original work. Copyright infringement refers to the violation of these rights. Distance Education faculty, staff, and students must abide by the United States copyright law and protect against copyright infringement.

In accordance with district policy, Administrative Procedure 3750 (AP 3750) Use of Copyrighted Material, NOCCCD employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the “fair use” doctrine (NOCCCD, 2004).

Copyright in a distance education course is critical, and instructors and students will want to be sure they are not infringing on artists when they use images, authors when they quote an excellent insight into a concept or description within writing, logos, headings, memes, etcetera. There are so many ways we use another person’s work without stated permission. If approval for use is in doubt, provide a citation giving credit where credit is due. Do not let the ease of technology cause the use of the original thoughts, art, writing, et cetera, without honoring the creator.

Syllabus Requirements for Copyright

A distance education course copyright notice should appear in each course syllabus, which states:

Any copyrighted materials used in this class are used for distance education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials.

Recording & Captioning Synchronous Instruction

(Adapted from [Guidance for Recording Class Sessions with TechConnect \(Confer\) Zoom by Michelle Pacansky-Brock and CVC-OEI](#), licensed under [Creative Commons Attribution 4.0](#)) and [Guidance for Synchronous Online Instruction from College of the Canyons](#).)

The California Community Colleges Chancellor’s office released two legal opinions on October 19, 2020, to provide guidance to the following questions:

1. Whether it is it permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction? ([Legal Opinion 2020-12: Online Class Cameras-On Requirements](#))
2. Is real-time captioning required in live synchronous online classes offered in California community colleges? ([Legal Opinion 2020-11: Live Synchronous Online Classes and Real-time Captioning](#))

As part of the Legal Opinion 2020-12: Online Class Cameras-on Requirements, the CCCC recommends that “Community college districts should adopt policies to address these issues to ensure faculty and students are fully informed and that it respects concerns related to personal educational privacy, access, and equity.” The NOCE Distance Education Advisory Group has developed and adopted the following guidance for synchronous instruction and camera usage in response to that recommendation. Any additional policies and guidance adopted by the North Orange Community College District will take precedence over this policy. Note: This policy refers to

the use of the NOCCCD instance of Zoom within Canvas as the adopted LMS platform for NOCE synchronous instruction.

Best Practices for Making and Using Instructional Videos and Instructional Recordings

NOCE has not adopted a policy for recording synchronous instructional sessions as these recordings may be educational records protected under the Family Educational Rights and Privacy Act (FERPA) – the federal student privacy law. Additional information about FERPA can be found on the US Department of Education FAQs on [Photos and Videos under FERPA](#). Questions about how FERPA relates to specific situations at NOCE should be addressed with the Director of Admissions and Records.

Using Zoom for Synchronous Sessions

There are a variety of web conferencing platforms that allow instructors to provide synchronous instruction; however, Zoom is integrated into the NOCE Canvas instance, allowing instructors to seamlessly connect with students through their course and easily document regular and substantive interaction.

Instructors and staff must use their NOCCCD Zoom accounts. Questions about how to access this Zoom account can be addressed to the NOCE Distance Education Department at DistanceEd@noce.edu.

Creating FERPA-Compliant Videos & Protecting Student Privacy

If a recording only includes the instructor, it is not a student record, and FERPA does not limit its use. If students are asking questions, making presentations, or leading the class, *and it is possible to identify students*, **then these portions of the video constitute protected educational records.**

Requiring Camera Use

From the [California Community Colleges Chancellor's Office Legal Opinion 2020-12: Online Class Cameras-On Requirements](#) (October 19, 2020):

“While there is no express prohibition against faculty requiring students to attend live synchronous sessions with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws.”

Requiring students to turn on their cameras during synchronous Zoom instructional sessions is problematic for a variety of reasons.

- Students might not have a webcam and owning a webcam was not a requirement for registering for your course.

- Students might not want to show where they are, especially if they are experiencing housing insecurity or are homeless. Requiring students to disclose this information to their classmates publicly may negatively impact their willingness to participate in the course.
- Students may have minors in the home or other individuals who are not able to provide informed consent to being viewed or recorded.
- Students may have a disability that they choose not to disclose to their classmates publicly.
- Students may be triggered by being forced to see themselves on camera, particularly if they have experienced adverse childhood experiences. The Centers for Disease Control estimate that [60% of US adults have had an adverse childhood experience](#).

To learn more about the potential negative impacts of cameras in class and ideas for alternate ways to engage students, please refer to [Karen Costa, “Cameras Be Damned.”](#)

Syllabus Requirement for the Sharing of Class Recordings or Screen Captures of Synchronous Instructional Sessions or Class Recordings by Students

Instructors should inform students that they may not share the link to, or take screen captures of, synchronous Zoom class sessions. Institutional language has been provided in the NOCE DE syllabus template, and students who violate this request may be subject to the student code of conduct for disrupting class.

Students enrolled in distance education courses at North Orange Continuing Education may not share the link to take screen captures of or record synchronous Zoom class sessions. Students who violate this request may be subject to the Standards of Student Conduct and Discipline (BP/AP 5500) for disrupting class.

Captioning Pre-Recorded Videos

All student-facing content must be accessible. It is the instructor’s responsibility to properly caption all videos before making them available to students. NOCE has adopted Screencast-o-Matic for this use. Please refer to the OTC Boot Camp or the Faculty Resource Center Canvas courses to review the sections about accessibility, captioning, and the Screencast-o-Matic app. Please contact DistanceEd@noce.edu with additional questions.

Captioning Synchronous Zoom Instructional Sessions

Real-time captioning is only required if a deaf or hearing impaired student with a documented disability is enrolled in a course. From the California Community College Chancellor’s Office Legal Opinion 2020-11: [Live Synchronous Online Classes and Real-time Captioning](#) (October 19, 2020):

“An auxiliary aid or service is required if the class includes deaf or hearing impaired students. Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and relevant provisions of state law, require auxiliary aids or services to be provided to deaf and hearing impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live,

synchronous online classes. However, community colleges also must give “primary consideration” to the choice of aid or service requested by deaf or hearing impaired students and weigh such requests against burdens they would impose upon the college program.”

Course Approval

Course approval and curriculum are the responsibility of the NOCE Curriculum Committee. Distance Education courses are specifically reviewed and approved for distance education delivery by the Curriculum Committee with input from the Distance Education Coordinator.

Title 5 § 55206 states that “(a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an 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 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.”

In addition, according to NOCCCD Administrative Procedures 4105 articles 2.1 and 2.2, Distance Education courses shall be reviewed and approved following the same curriculum approval procedures as all other courses (NOCCCD, 2011).

The Curriculum Committee must approve a DE Addendum if a course is to be offered in an online modality. The NOCE Curriculum Proposal Addendum includes specific information to ensure that courses taught in an online modality adhere to the same standards and outcomes as courses taught in person and align with the CVC-OEI Course Design Rubric criteria. The addendum will be revised based on changes in statutory language and best practices as needed by the DE Advisory Group and presented as an informational item to the NOCE Academic Senate (see Appendix A).

Regular and Substantive Interaction

Instructor-initiated regular and substantive interaction is essential for success in a Distance Education course. This requirement for regular instructor contact with students is also affirmed in NOCCCD Administrative Procedures (2011) 4105, article 3.1.3, which states that “Each section of the course that is delivered through distance education will include regular effective contact between the instructor and students” (NOCCCD, 2001). One way distance education differs from correspondence learning is in the type of interaction that takes place in a course. According to §55200 of the California Education Code, correspondence education is not, by definition, distance education.

Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq. At a course level, substantive interaction means engaging students in teaching, learning, and assessment, consistent with content under discussion, and also includes at least two of the following:

- Providing direction instruction;
- Assessing or providing feedback on a student’s coursework;

- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency.
- Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course of competency.
- Providing the opportunity for substantive interactions with the student on a predictable and timely basis commensurate with the length of time and the amount of content in the course or competency; and
- 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.

The NOCE Distance Education Regular and Substantive Interaction Policy

NOCE Distance Education courses, including all partially online and fully online courses, will include regular and substantial interaction contact as defined below:

Instructor Initiated Interaction

Instructors will regularly initiate interaction with students to determine that they access and comprehend the course material and regularly participate in the course activities. The interaction should be beyond the open-ended question forums. There are many ways to engage a student, and instructors are expected to engage students in various opportunities to interact, learn, and grow. Instructors will also facilitate regular, substantive interaction among students to ensure support and foster a sense of community.

Frequency

Distance Education courses are considered the "virtual equivalent" to face-to-face courses. The frequency of the contact would be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available in asynchronous or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that would ensure that regular and substantive interaction is maintained, given the nature of asynchronous instructional methodologies, over the course of the week and should occur as often as is appropriate for the course.

Establishing Expectations and Managing Unexpected Instructor Absence

An instructor or department-established policy describing the frequency and timeliness of instructor-initiated contact and feedback will be included in the syllabus and other course documents that are made available to students when the course officially opens. If the instructor must be out of contact briefly for an unexpected reason (illness, emergency, off-line), notification

to students will be made in the announcements area of the course that includes when the students can expect regular substantive interaction to resume. If the offline time results in a lengthy absence (i.e., more than three or four days), a substitute instructor should be requested to provide students with instructional assistance.

Types of Contact

Regarding the type of contact that will exist in all distance education courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums with appropriate instructor participation
- General e-mail
- Weekly announcements in the Course Management System (Canvas)
- Timely feedback for student work
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher-created materials or OER (written, broadcast, et cetera) that combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

Suggestions

- Instructors should also choose to use other forms of communication, as mentioned in Section 55211 of Title 5. (“...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.”) or Zoom, CCC Confer, video conferences, podcasts, or other synchronous technologies may also be included.
- Instructors should have a threaded discussion set aside for general questions about the course and may wish to have weekly, or other timely, question and answer sessions available to students. This may be accomplished in periodic online meetings, virtual office hours, or a collaborative online environment.
- Viewing the course management learning space from a student's perspective and realizing that learning is stronger with high levels of productive communication will help instructors create new avenues of communication that strengthen the learning process.
- Establish best practices like answering e-mails within a 24-hour maximum response time, reading e-mails after they are written using the student’s perspective to ensure ease of understanding and professionalism, establishing a model of positive and motivational communication, and remembering cognitive, growth mindset, curricular practices that promote higher levels of learning outcomes.
- Developing student-to-student contact methods also strengthens learning and builds contacts that increase retention and persistence.
- Seeking student input and participation in various academic projects (quizzes, discussion posts, prompts for writing projects, et cetera) develops intrinsic motivation.

Syllabus Requirements for Instructor Initiated Contact

A distance education instructor-initiated contact statement should appear in each course syllabus describing the frequency and timeliness of instructor-initiated contact and instructor feedback. The following example should be customized to match the official course outline, individual faculty preferences, and existing syllabus information regarding contact hours specifying expectations for responsiveness and availability. For example: “During the course of each week, I will contact you regularly just to keep in touch, but also to verify your progress, participation, and performance. Our contact will be in the form of the following or similar activities: group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, telephone contact, voice mail, feedback on your coursework, an online Zoom meeting or video conference.”

Course Quality Evaluation & Assessment

The same standard of quality, currency, and assessment of student learning outcomes that apply to traditional in-person courses also apply to distance education courses. The California Community Colleges Distance Education Guidelines for Course Quality Standards state that “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 any local course quality determination or review process. Determinations and judgments about quality of distance education under the course quality standards shall be made with the full involvement of faculty...” (Section 5502, p. 6).

According to NOCCCD Administrative Procedures 4105 articles 3.1.1 and 3.1.2, “The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.” “Determinations and judgments about the quality of the distance education course were made with the full involvement of the academic deans, and curriculum committees” (NOCCCD, 2011).

The NOCE Distance Education Program follows the [California Community Colleges Online Education Initiative Course Design Rubric](#) to ensure all courses meet existing regulatory and accreditation requirements. The rubric is responsive to updated instructional technology, instructor feedback, and systematic reviews.

It is the express goal of NOCE to become designated as POCR (Peer Online Course Review) certified campus through CVC-OEI; as such, five instructors have already completed a four-week, forty-hour training to become badged to review online course content and assist instructors in aligning their courses with the CVC-OEI Course Design Rubric.

Currency of Materials and Courses

Individual Distance Education faculty members are responsible for the currency and overall quality of their courses. It is expected that the faculty will design, review, and revise course content as needed to ensure that distance education courses remain accurate, up-to-date, and consistent with accepted discipline and distance education instructional strategies.

Course Blueprint Development and Review Process

To further ensure that course materials developed for use by multiple instructors and replicated in multiple course sections align with the CVC-OEI Course Design Rubric, the following process will be used for Canvas Blueprint courses.

Definition of Blueprint Course

A blueprint course is a particular type of course in Canvas that serves as a template for other courses. The content and settings in the blueprint course can then be pushed out to courses that are associated with the blueprint. Course content developed with the intent of being used by multiple instructors across several sections of the same course should be developed as a blueprint.

As curriculum is faculty purview, requests to create and use blueprint courses must originate with faculty. The Curriculum Committee must approve changes to the existing curriculum prior to developing a Canvas blueprint.

Process

1. The faculty member will confer with department members and confirm this course of action.
2. Requesting faculty member will schedule a time to consult with the DE Advisory Group representative and Distance Education Faculty Coordinator to discuss the design plan, timeline, and identify appropriate support and resources if needed.
3. Distance Education Faculty Coordinator will create a blueprint shell for the faculty member and add a DE Advisory Group representative so they can support as needed.
4. The faculty member will notify DE Faculty Coordinator when the blueprint is complete and demonstrate that the course is aligned with the CVC OEI Course Design Rubric.
5. Upon verification of alignment by DE Advisory Group representative and Distance Education Faculty Coordinator, blueprint roll out date will be confirmed with the appropriate department director and IT.
6. The department director will inform all faculty members of blueprint availability and roll out date.

Last Day of Attendance

The last date of academic attendance is commonly known as the Last Day of Attendance (LDA). The Department of Education (DOE) specifically requires, "...using a last date of attendance at an academically-related activity as a withdrawal date; it is up to the institution to ensure that accurate records are kept for purposes of identifying a student's last date of academic attendance or last date of attendance at an academically-related activity" (DOE, 2010).

For distance education purposes, the last login into a course management system is not accepted as the last day of attendance. Instead, The Department of Education (DOE) refers to academic engagement as the activity-based standard for determining the last date of attendance.

There is, as yet, no consensus within the California Community Colleges on how to handle attendance verification for financial aid purposes in an online environment; however, regulations include the following guidance:

- (7)(i) “Academic attendance” and “attendance at an academically-related activity”-
 - (A) Include but are not limited to –
 - (1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
 - (2) Submitting an academic assignment;
 - (3) Taking an exam, an interactive tutorial, or computer-assisted instruction;
 - (4) Attending a study group that is assigned by the institution;
 - (5) Participating in an online discussion about academic matters; and
 - (6) Initiating contact with a faculty member to ask a question about the academic subject studied in the course; (DOE, 2010, 66952).

Activities where students may be present but exhibit no evidence of academic engagement are excluded from determining Last Day of Attendance, for example, “(3) Logging into an online class without active participation; or (4) Participating in academic counseling or advisement” (DOE, 2010, 66952).

Last Day of Attendance Documentation

In case of an audit, it is required that faculty members routinely record student withdrawals with some form of documentation of the last date a student was actively engaged in the course.

Attendance-based drops are prompted by inactivity in the course and lack of contact. If a class is taught entirely online, instructors may drop students who have not been in contact with the instructor by the end of the first day of classes for that semester or short-term session.

Regular attendance is expected of every student. Attendance at the first class meeting is strongly recommended; any student not attending the first class may be dropped by the instructor (NOCE Course Catalog 2017-2018, Absences, pg. 5). After a student accumulates more than a week’s absences (more than the number of times the class meets per week) in any class, consecutive or nonconsecutive, an instructor may drop the student according to the drop deadline dates.

It is the instructor’s responsibility to specify in the written syllabus what constitutes “a missed assignment,” “a missed assignment series,” or “inactivity in the course site.” For example, in an online class that would typically meet on campus twice per week, the third “missed assignment” or the fourth “missed assignment days of “inactivity in the course site” could be grounds for dismissal.

The portion of the policy that refers to login statistics as a method of determining student drops: “...inactivity in the course site as evidenced by the Canvas tracking statistics. It is up to the instructor to decide which system to use...” is inconsistent with the recent Department of Education regulations changes which rule out logins to determine the last day of attendance and instead specifies the use of “academic attendance” and “attendance at an academically-related activity” (DOE, 2010, 66952). While CMS inactivity is evidenced by login statistics in the college

context for student drops, these statistics should not be used to document the Last Day of Attendance. To facilitate accurate record-keeping, attendance statements in a Distance Education syllabus should be written with this in mind.

Syllabus Requirement for Attendance

A Distance Education attendance statement, in accordance with NOCE’s attendance policy and Department of Education regulations, should appear in each course syllabus specifying how absences are managed. The following example should be customized to fit the course delivery method and the official course outline.

“Absences in this course are accounted for by monitoring academic attendance or attendance at an academically-related activity. You will be considered “present” in this course if there is evidence of your weekly participation in academically related activity including, but not limited to, physically attending in-person sessions of a hybrid course, submitting an academic assignment, taking an exam, substantively participating in a course online discussion, study group, or other synchronous or asynchronous activity, or by initiating contact with the instructor in matters related to this course.

You will be considered “absent” if there is no evidence of your participation in an academically related activity for this course for more than one week or if you accumulate a consecutive or non-consecutive lack of academically related activity of more than a week, that is more than the number of times the class meets per week.

For example, an online class that would typically meet on campus twice a week, one week’s worth of missed academically related assignment(s) or activity(ies) would be grounds for dismissal. If you have not submitted or participated in an academically related activity for one week, you may be dropped from the course.”

Course Orientation

Instructors must provide a comprehensive course orientation to prepare students to access their course materials, complete course assignments and assessments, and be successful in the class. The Distance Education Program provides a Canvas student orientation module in support of this requirement. The Canvas orientation serves as an introduction to basic learning management system (Canvas) functionality, which is only one important component of a comprehensive course orientation. Instructors are responsible for editing elements in the orientation module template to reflect the specific policies relevant to their course or program.

Evaluation of Faculty

A self-paced, on-demand training course will be provided for course evaluators to facilitate the consistent and accurate evaluation of online course content. The content of this course will be based on the CVC-OEI Course Design Rubric and the @ONE POER training course.

Probationary and Tenured Faculty

The same evaluation standards that apply to probationary and tenured faculty teaching traditional in-person courses also apply to distance education faculty teaching online courses as part of their load, as negotiated in the agreement between NOCCCD and the United Faculty (2016, Article 17 & Article 18). Distance Education instructors give the evaluator access to the course for a specific time period during which the evaluation occurs. The instructor maintains control over access to the course site. This process emulates the steps followed with an in-person class when the evaluator attends a specific class meeting selected by the instructor. Instructions for Distance Education course evaluation procedures are in Articles 17 and 18 of the Collective Bargaining Agreement between North Orange County Community College District and United Faculty CCA-CTA-NEA (2016).

Adjunct Faculty

The same evaluation standards that apply to adjunct faculty teaching traditional in-person courses also apply to adjunct distance education faculty teaching online courses, as negotiated in the agreement between NOCCCD and Adjunct Faculty United (2017, Article 9). The Distance Education course protocols for probationary and tenured faculty apply to adjunct faculty.

Electronic Mail

E-mail is an official method of communication for North Orange Continuing Education (NOCE) Distance Education. Distance Education faculty and staff can expect to receive important program communication via the campus-provided e-mail system. Faculty must use an NOCE account (@noce.edu) or the Canvas inbox feature for distance education course communication.

Student Authentication & Fraud Prevention

North Orange County Community College District AP 4105 includes a federal student authentication requirement for Distance Education courses. In accordance with the Higher Education Opportunity Act of 2008, student authentication in Distance Education courses helps to assure academic integrity and also to prevent financial aid fraud targeted at online education (NOCCCD, 2011).

Student authentication specifically requires that “...institutions of higher education offering distance education programs have a process by which the institution of higher education establishes that a student registered for a distance education course is the same student that participates in, completes, and receives credit for the course” (110th Congress, 2008, Part H Program Integrity, Section 486). Thus, concerns regarding authentication impact student identification at various times during the semester, including “...verifying the identity of students throughout the cycle of an online course; registration, participation, assessment, academic credit” (California Chancellor’s Office, 2011). These are three currently accepted approaches to authentication:

- Secure credentialing/login and password

- Proctoring
- Technology authentication systems

NOCE requires the current standard for authentication: all distance education coursework must be accomplished through a secure course management system (Canvas) with unique usernames and passwords each time a student engages in online coursework. Course design and facilitation strategies to assure authentication and accountability are included in the Authentication and Fraud Prevention section of the NOCE Distance Education Handbook.

Syllabus Requirement for Authentication

A distance education student authentication statement should appear in each course syllabus.

“By enrolling in a distance education course, you agree that you are the person accessing and completing the work for this course and will not share your CMS username and password with others.”

Training and Preparation of Distance Education Faculty

Due to the large number of instructors certified due to the 2019 training cohorts and limited infrastructure within NOCE, future opportunities to become certified to provide online instruction at NOCE will be facilitated by the @ONE Online Teaching and Design Certificate program. Additionally, this will ensure that NOCE Distance Education faculty receive training informed by the latest research developments in best DE practices and regulatory changes.

Distance Education Certification

Instructors who will wish to teach online courses at NOCE may complete one of two pathways through the certificate program:

1. The 12-week Online Teaching & Design (OTD) course.
2. The four-week courses (4×4) and capstone:
 - a. Introduction to Course Design
 - b. 10-10-10 Communication That Matters
 - c. Assessment in Digital Learning
 - d. Creating Accessible Course Content
 - e. Capstone

The @ONE Certificate in Online Teaching & Design program focuses on the four elements of the CVC-OEI Course Design Rubric and will enable instructors to create legally compliant course content in alignment with best practices. This training option will also support necessary metrics associated with NOCE’s goals of joining the CVC-OEI Consortium and establishing a local Peer Online Course Review (POCR) process as described in this plan's Goals and Objectives section.

The @ONE Certificate in Online Teaching & Design is required of full-time and adjunct faculty to qualify to teach a distance education course in a fully online, partially online, or online with flexible in-person component modality for NOCE.

Upon successfully completing the @ONE Certificate in Online Teaching & Design, faculty members should submit their learner transcript to DistanceEd@noce.edu to verify certification and a confirmation e-mail will be provided.

Ongoing Professional Development and Recertification for DE Faculty

Faculty members are expected to periodically update distance education technical skills and mastery of learning strategies. Ongoing professional development for experienced Distance Education (DE) instructors includes opportunities to expand on basic technical skills, gain information about new developments in distance education, attend workshops on accessible instructional materials creation, collaborate with colleagues, and engage with peers in brainstorming, peer review, and team webinar attendance. Visits to the NOCE DE office/center, borrowing a resource, or current book or article that enhances DE components or concepts, or trying a new software builds on the NOCE culture of inquiry by fostering a DE faculty support system while providing opportunities for skill-building, communication, and collaboration.

Faculty members who wish to remain certified to provide online instruction beyond the initial three years must submit a course for review through the Peer Online Course Review (POCR) process. Additionally, distance education faculty should complete a minimum of three hours of professional development directly related to online instruction per year.

Web-Enhanced Training

Faculty who wish to use Canvas to supplement in-person instruction must complete the four-week @ONE Creating Accessible Course Content facilitated training. This course focuses on the skills necessary to make Canvas content technically accessible and usable to a broad range of students. Upon successfully completing the @ONE Creating Accessible Course Content, faculty members should submit their learner transcript to DistanceEd@noce.edu to verify certification. A confirmation e-mail will be provided.

Note: This training does not qualify faculty members to teach in an online modality or create course blueprints.

Access to Canvas and NOCE Online Instructional Tools

NOCCCD and NOCE have invested in a range of tools to promote best practices and the development of high-quality instructional materials for its instructional faculty. These tools are available to instructional faculty members currently employed by the North Orange County Community College District and North Orange Continuing Education. Any policy developed by NOCCCD will take precedence over this process as adopted through this distance education plan.

Creating & Assigning Canvas Shells for Current Employees

Based on the training requirements set forth in the NOCE Distance Education Plan and Faculty Handbook, Canvas shells shall be generated for courses with the designation of fully online (FO), partially online (PO), online with flexible in-person component (OFI), or web-enhanced only. As outlined in the NOCE Distance Education Plan and Faculty Handbook, ongoing training shall be provided to support faculty who wish to teach in these modalities.

Restricting Access to Canvas & Instructional Tools for Former Employees

If the North Orange Community College District or North Orange Continuing Education determines that an instructional faculty member's employment contract is to be terminated, he/she shall lose access to Canvas and other instructional tools concurrent with the termination of the employment period.

The IMS designated to inform the instructional faculty member of his/her employment status shall coordinate with the IT Manager to prevent further access to Canvas or any other instructional tools provided to NOCE employees.

NOCE Technology and Digital Infrastructure

The NOCE Distance Education Program provides applications and software to support the effective delivery of legally compliant, engaging course content to promote student success.

Managed Hosting Provided by Instructure (Canvas)

The NOCE Distance Education Program provides Canvas as the official learning management system (LMS). Canvas includes:

1. Managed hosting <https://noce.instructure.com>
2. Administrator Support
 - a. Web-based support for distance documentation, installations, maintenance, upgrades, product problems, and technical questions run through a case-based ticket system that also allows for telephone interaction.
 - b. Dedicated technical service manager
 - c. The Instructure 24/7 product web-based support (phone and e-mail communication)
 - d. A comprehensive Canvas handbook and instructor guide
3. Canvas Blueprint
4. Integration Customization Maintenance Support (ICM): an annual subscription-based upgrade maintenance
5. Accessibility software

Cidi Labs DesignPLUS

DE-certified faculty have access to the Cidi Labs DesignPLUS tool within Canvas. DesignPLUS allows faculty to develop engaging, accessible course content beyond what is available with the Canvas Rich Content Editor without the use of HTML.

UDOIT Cloud Course Accessibility Checker

UDOIT Cloud scans online course content, identifies possible accessibility issues, and guides faculty in repairing those issues using Universal Design principles. UDOIT is available to all online instructors within Canvas.

Scrcast-o-Matic

Distance education faculty members often use video to enhance online instruction. NOCE has adopted Scrcast-o-Matic for creating, editing, and captioning instructional videos for accessibility.

Vetting and Adopting Applications and Software

NOCE is committed to providing secure, accessible software and applications to support online learning. There are many benefits to reviewing instruction and online course design software and software applications. First, the software will be evaluated for Canvas integration, meeting accessibility guidelines, and alignment with institutional plans approved by the Academic Senate, NOCE Technology Committee, NOCE Budget and Facility Planning Committee (proposed new name), and other stakeholders. Second, software used for instruction must be listed on the Course Outline of Record (COR) and must be updated regularly. Third, the Technology Committee has finite resources for software installation and Canvas integration. The NOCE IT department is limited in human resources to support over 300 employees across multiple campuses.

Furthermore, software applications must meet district guidelines and align with IT plans and services on a district level. Finally, site-specific software licenses are more economical, and adopted software could be shared across institutions and made available to several programs. All these reasons contribute to a need for a formalized process for software review.

Instructional and Online Course Design App/Software Adoption Process

In order to ensure that all student-facing content is legally compliant, instructional materials are current, student tools are appropriate to the course outcomes, and resources are being used optimally in all NOCE Distance Education and Web-Enhanced courses, the app/software review will be implemented. This process establishes a faculty-driven, collaborative approach to review and adopt apps and software to be used by faculty to design course content, provide instruction, online student resources, and facilitate regular substantive interaction for students to engage with their

instructors and peers, master program competencies, and achieve learning outcomes in a secure and accessible online education environment.

1. Faculty requesting apps, software, and Canvas integrations should complete the App & Software Rubric (Appendix C) and forward it to the Program Director.
2. The Program Director will review the request to identify proper support, resources, and funding. The reviewed document should be submitted to DistanceEd@noce.edu.
3. App, software, and integration requests will be reviewed quarterly by the DE Advisory Group and forwarded to the Curriculum Committee if necessary.
4. App/Software recommended by the DE Advisory Group will be forwarded to the IT Director for review and consideration for presentation to the NOCE Technology Committee
 - a. IT Director to refer app/software to District Technology Roundtable as needed
 - b. IT Director to collaborate with department director regarding implementation, installation, ongoing administration, support, and maintenance.
5. If the IT manager recommends an app/software, it will be added to the NOCE Technology Committee agenda for review.
6. NOCE Technology Committee will review recommendations and prioritization of installation and training.
7. IT Director to confirm implementation, installation, ongoing administration, support, and maintenance with the department director.
8. Apps/Software recommended by the DE Advisory Group can be presented to the Budget Committee, other funding processes, and appropriate funding source by the requesting director for purchase if applicable.
9. Once adopted, the free apps list will be presented to the Accessibility Workgroup as an informational item, and the NOCE website will be updated with the name of the app, VPAT, and privacy statement. If/when purchased, purchased apps/software will be presented to the Accessibility Workgroup as an informational item, and the NOCE website will be updated with the name

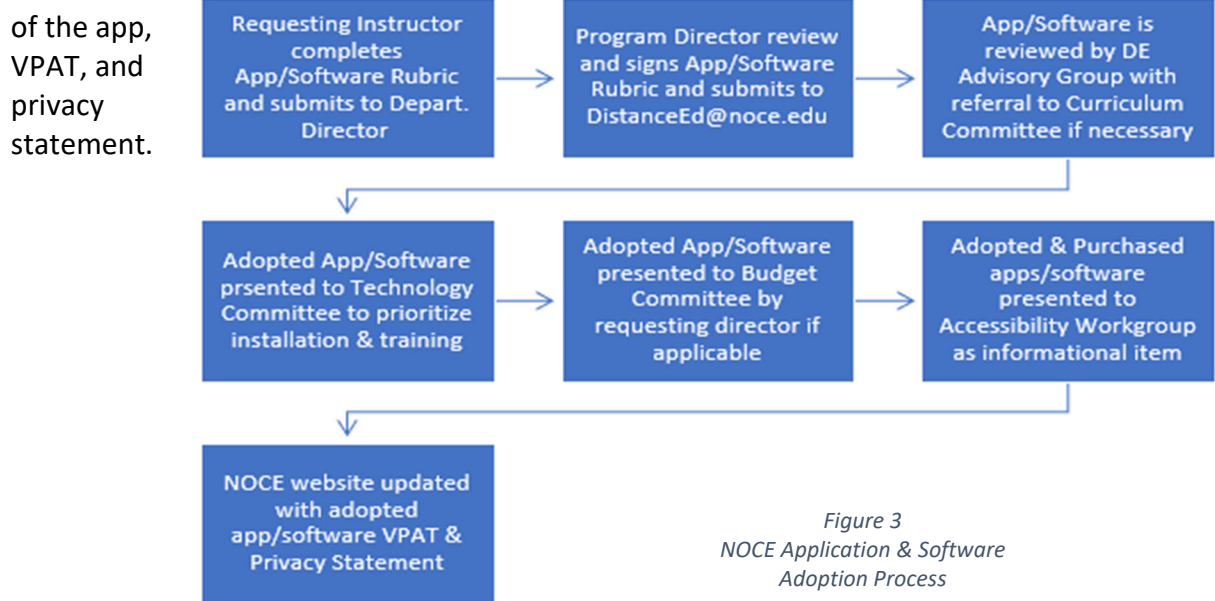


Figure 3
NOCE Application & Software
Adoption Process

Distance Education Website Presence Hosted by the NOCE Instructional Technology Services

The NOCE website will host the Distance Education Program web presence <https://noce.edu/info/students/distance-education/>. The website will include:

- An overview of the NOCE DE program
- A FAQ with answers regarding enrollment, adding a course, Canvas, textbooks, labs, attendance and general policies, hardware, and software requirements, and is consistently growing as other questions arise
- Requirements: Tech, course, and program requirements
- The Readiness Quiz: Questions students should ask themselves before enrolling in an online or hybrid course
- Information about Orientation
- Tips for Student Success: Tips that will strengthen success in a web-based environment (Adapted from Tech Ed Online)
- How to Get Help: Contact information to get assistance

Faculty Technical and Program Support

Distance Education (DE) staff provide instructional design, technical support, and training for instructors using DE-supported CMS and software.

- Vice President of Instruction: the vice president oversees the NOCE Distance Education Program and serves as vice president to DE faculty in their capacity as DE instructors
- Distance Education Faculty Coordinator: the coordinator serves as the first contact when a faculty member needs Canvas technical support, help with student support, course design, or any type of program support
- Instructional Designer: The instructional designer is available to help faculty members with DE courses and instructional software, including overall course design and construction, questions about teaching with Canvas, or transforming a course for online delivery.

Distance Education Faculty Resource Center

The Distance Education Coordinator maintains an extensive repository of reference materials, tutorials, and resources in the NOCE Distance Education Faculty Resource Center Canvas space. The NOCE DE office/center includes a library of resources, software demos, and third-party tool demos. Distance Education faculty are enrolled in the Canvas space and are always welcome to visit the NOCE DE Office/Center.

Student Support

Distance Education instructors are expected to be the initial contact for all student questions and respond to student requests for help on a timely basis. The DE program staff provides problem-solving assistance to instructors when needed. Students can also receive on-demand support through Canvas Chat which is available 24/7, NOCE StarHelp, and the Canvas Self-Help Portal, which is being developed.

Distance Education Program Support

The Distance Education Administrative Assistant provides e-mail and phone help to students using the Canvas course management system (CMS). Distance Education personnel technical support is not available for courses taught using other course management systems.

Computer Labs

NOCE students may use a personal computer or computers provided on campus to complete distance education coursework. The Learning Centers and Career Skills and Resource Lab are available for distance education coursework.

Online Student Resources

Access to online student resources is available to distance education students both on campus and on the NOCE website. A “Student Resources” menu item is available in each Canvas course shell to enable easy access to these services within all NOCE Distance Education course sites. This course menu item links directly to NOCE Student Support and provides access to the following information including:

- Admissions & Records
- ESL Learning Centers
- Basic Skills Learning Centers
- Career Planning and Support Resources
- Disability Support Services
- ARISE Labs
- Counseling and Student Services
- Scholarships

Distance Education Plan Program Goals and Objectives

Distance Education goals and objectives direct the program’s development and improvement process. The DE program is committed to offering only those new products and services that can be fully supported and funded with the available technical, financial, and staffing resources. All goals and objectives support the District Strategic Direction 1.

The NOCE Distance Education Program Goals and Objectives are:

Goal 1: Develop Program Infrastructure

In order to provide consistent support and maintain a high level of quality in our online programming, NOCE has set specific goals to expand the distance education program infrastructure and access to state-level support.

1. Objective: Establish NOCE as a CVC Consortium Member.
 - a. Individual(s) Responsible: DE Faculty Coordinator, IT, President’s Cabinet, Academic Senate
 - b. Timeline: Spring 2022
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.2
 - e. Supports NOCE Strategic Plan Goal 1 Objective 1.1
2. Objective: Obtain CVC designation as a POCR (Peer Online Course Review) campus
 - a. Individual(s) Responsible: DE Faculty Coordinator, POCR Team, Academic Senate, President’s Cabinet
 - b. Timeline: Fall 2022
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.3, 3.1, 5.1
 - e. Supports NOCE Strategic Plan Goal II Objective 7.2, Goal IV Objectives 3.2, 3.3, 4.2
3. Objective: Creation and hiring of permanent Instructional Designer position
 - a. Individual(s) Responsible: Vice President of Instruction, Academic Senate, DE Advisory Group, NOCE Budget Committee and Facilities Planning Committee
 - b. Timeline: Spring 2022
 - c. Additional Fiscal Resources Needed: Appropriate placement on the salary schedule
 - d. Supports District Strategic Direction 1.2, 2.2
 - e. Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
4. Objective: Create and maintain Canvas Self-Help Portal
 - a. Individual(s) Responsible: Vice President of Student Services, Vice President of Instruction, Director of Admissions and Records, IT Manager, DE Faculty Coordinator
 - b. Timeline: Spring 2022
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.3, 2.1
 - e. Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
5. Objective: Development and implementation of Application and Software Vetting Process
 - a. Individual(s) Responsible: DE Faculty Coordinator, DE Advisory Group, Vice President of Instruction, Vice President of Student Services, Curriculum Chair, IT Manager
 - b. Timeline: Spring 2022
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 4.5
 - e. Supports NOCE Strategic Plan Goal II Objective 7.3, Goal IV Objectives 3.2, 3.3, 4.2
6. Objective: Create and maintain a Canvas-based Classified Resource Center.
 - a. Individual(s) Responsible: DE Faculty Coordinator, Vice President Instruction, Vice President Student Services
 - b. Timeline: Fall 2022
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.2, 2.1
 - e. Supports NOCE Strategic Plan Goal II Objective 7.3, Goal IV Objectives 3.3, 4.2

7. Objective: Increase student awareness of course link to information about NOCE online student resources using the following strategies: Counseling representative to provide updates at DE Advisory meetings, e-mail reminders from coordinator to all DE faculty at the start of each semester, the inclusion of invites and promotion to students using Canvas announcements, possible system-wide announcements using *iTendance* and various communication tools, greater emphasis in department meetings and the faculty handbook.
 - a) Individual(s) Responsible: DE Faculty Coordinator, DE Administrative Assistant, Instructional Designer, Campus Communications
 - b) Timeline: Ongoing
 - c) Additional Fiscal Resources Needed: None
 - d) Supports District Strategic Direction 1.1, 2.1
 - e) Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
8. Objective: Create a DE Student Orientation Canvas Course to provide basic information needed to be a successful distance learner.
 - a) Individual(s) Responsible: DE Faculty Coordinator, Instructional Designer, Vice President of Student Services, Vice President of Instruction, Office of Institutional Research and Planning
 - b) Timeline: Fall 2022
 - c) Additional Fiscal Resources Needed: None
 - d) Supports District Strategic Direction 2.1, 3.2
 - e) Supports NOCE Strategic Plan Goal II 5.5, Goal IV Objectives 3.2, 3.3, 4.2
9. Objective: Increase student participation in DE Program Canvas Orientation.
 - a) Individual(s) Responsible: DE Faculty Coordinator, DE Advisory Group, Vice President of Student Services, Vice President of Instruction
 - b) Timeline: Ongoing
 - c) Additional Fiscal Resources Needed: None
 - d) Supports District Strategic Direction 2.1, 3.2
 - e) Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
10. Objective: In consultation with campus-wide groups, including student groups, continually monitor and revise program requirements to meet state and federal laws and guidelines that apply to distance education in California higher education.
 - a) Individual(s) Responsible: DE Faculty Coordinator
 - b) Timeline: Ongoing
 - c) Additional Fiscal Resources Needed: None
 - d) Supports District Strategic Direction 2.1, 3.2
 - e) Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
11. Objective: Pilot CCC Tech Connect Student Connect Platform with the intent of comparing and contrasting features, usability, security, accessibility, and cost with ConexEd.
 - a) Individual(s) Responsible: Vice President of Student Services, Vice President of Instruction, DE Faculty Coordinator, IT Manager, DE Advisory Group
 - b) Timeline: Fall 2022
 - c) Additional Fiscal Resources Needed: None
 - d) Supports District Strategic Direction 2.1, 3.1, 3.2, 4.3

- e) Supports NOCE Strategic Plan Goal II Objective 5.5, Goal III 2.2, Goal IV Objectives 3.2, 3.3, 4.2

Goal 2: Faculty Support and Services

Provide the support and services necessary to faculty for successful distance instruction.

1. Objective: Improve the clarity of communication of written procedures for requesting assistance by adding procedures to the Distance Education Plan, the Distance Education Faculty Handbook, and the Canvas Faculty Resource Center.
 - a. Individual(s) Responsible: DE Faculty Coordinator, Instructional Designer
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2
2. Objective: Improve the clarity of communication of procedures for requesting assistance by publicizing procedures and contact information through the DE Advisory Group, the directors' meeting, and the Distance Education program e-mail.
 - a. Individual(s) Responsible: DE Faculty Coordinator, Instructional Designer, Distance Education Advisory Group
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2
3. Objective: Create and maintain a virtual faculty resource center with on-demand training opportunities.
 - a. Individual(s) Responsible: DE Faculty Coordinator, Instructional Designer
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2
4. Objective: Create and maintain orientation module blueprint for institutional use, which includes Qualtrics surveys to gather feedback regarding course design and content in alignment with the CVC-OEI Rubric.
 - a. Individual(s) Responsible: DE Faculty Coordinator, OIRP
 - b. Timeline: Spring 2022, Launch Summer 2022
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.4, 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal I Objective 1.4, Goal IV Objectives 3.2, 3.3, 4.2
5. Develop and deliver an on-demand training module for course evaluators.
 - a. Individual(s) Responsible: DE Faculty Coordinator

- b. Timeline: Summer 2022
- c. Additional Fiscal Resources Needed: None
- d. Supports District Strategic Direction 4.5
- e. Supports NOCE Strategic Plan Goal II 7.3, Goal IV Objectives 3.2, 3.3, 4.2

Goal 3: Faculty Training

Facilitate access to the training necessary to faculty for successful distance instruction. This goal includes objectives that support faculty professional development and ongoing training in distance education instructional technology and andragogy.

1. Objective: Increase the number of NOCE faculty badged in one or more of the @ONE Online Teaching & Design Competencies by 10% per year.
 - a. Individual(s) Responsible: DE Faculty Coordinator, DE Faculty
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 1.4, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2
2. Objective: Offer ongoing training and POCR review as part of a three-year OTC recertification process.
 - a. Individual(s) Responsible: DE Faculty Coordinator, Instructional Designer, POCR Team
 - b. Timeline: Spring 2022 and ongoing
 - c. Additional Fiscal Resources Needed: Stipends to compensate POCR team beyond contracted hours.
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2

Goal 4: Legal Compliance

Continually monitor and revise program requirements to meet state and federal laws and guidelines that apply to distance education in California higher education.

1. Objective: Work with campus-wide groups, including diverse student groups, in all NOCE programs to educate various groups on legal requirements and collect program satisfaction data.
 - a. Individual(s) Responsible: DE Faculty Coordinator, DE Advisory Group, Office of Institutional Research and Planning
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.1, 3.2
 - f. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2

2. Objective: Work with Curriculum Committee to update the regular and substantive interaction portion of the course outline requirements to reflect changes in federal regulations.
 - a. Individual(s) Responsible: DE Faculty Coordinator
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2
3. Objective: Work with Curriculum Committee to develop a Last Day of Attendance Policy with guidelines for instructors.
 - a. Individual(s) Responsible: DE Faculty Coordinator
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2
4. Objective: Update attendance policy in the NOCE catalog, schedule of classes, and handbooks to reflect changes in federal and state regulations.
 - a. Individual(s) Responsible: DE Faculty Coordinator, Director of Admissions and Records, Catalog and Schedule Coordinator
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2

Goal 5: Program Quality

Maintain a quality program through continual program improvement based on the evaluation of policies, procedures, and practices.

1. Objective: Identify dedicated Distance Education office space with the capability to train in a one-on-one or small group scenario (laptops for at least two).
 - a. Individual(s) Responsible: Vice President of Instruction
 - b. Timeline: Summer 2022
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 2.1, 4.3
 - e. Supports NOCE Strategic Plan Goal III Objective 3.2
2. Objective: Develop a Distance Education teaching and learning mobile strategy.
 - a. Individual(s) Responsible: Vice President of Instruction, DE Faculty Coordinator, Instructional Designer, DE Advisory Group, DE Faculty
 - b. Timeline: Spring 2024 with ongoing review and updates
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 1.3, 2.1, 3.1, 3.2
 - e. Supports NOCE Strategic Plan Goal III Objectives 5.1, 5.2

3. Objective: Work with the Instructure (Canvas) leaders to develop statewide connections with public and private higher education noncredit distance education programs to create a faculty network, share resources, and consult on new regulations and procedures.
 - a. Individual(s) Responsible: DE Faculty Coordinator
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.4, 2.1
 - e. Supports NOCE Strategic Plan Goal III Objectives 5.1, 5.2
4. Objective: Work with the California Consortium for Community College Libraries to develop an online library/resources center that will enrich online learning activities for the diverse courses in the NOCE DE Program.
 - a. Person(s) Responsible: Vice President of Instruction, DE Faculty Coordinator
 - b. Timeline: Summer 2023 and ongoing
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 1.4, 2.1
 - e. Supports NOCE Strategic Plan Goal III Objectives 5.1, 5.2
5. Objective: Identify facilities, staffing, and resources needed to establish a DE proctoring center.
 - a. Person(s) Responsible: Vice President of Instruction, Director of Administrative Services, DE Faculty Coordinator
 - b. Timeline: Summer 2023
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 2.1, 4.3
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 4.2
6. Objective: Develop and implement a permanent staffing structure to support the DE Program, including an instructional Designer and Admin Assistant I.
 - a. Person(s) Responsible: Vice President of Instruction
 - b. Timeline: Spring 2022 and ongoing
 - c. Additional Fiscal Resources Needed: FTE Range 36
 - d. Supports District Strategic Direction 2.1, 4.3
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 4.2

Goal 6: Market and Promote DE to NOCE

Develop a marketing and promotional strategy informed by data and workforce demographics to increase student enrollment in distance education courses.

1. Objective: Identify optimal marketing and promotion of the DE Program to students who must juxtapose work with individual academic goals.
 - a. Person(s) Responsible: Vice President of Instruction, Vice President of Student Services, DE Faculty Coordinator, NOCE Campus Communications Director
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: Digital marketing, printing, and mailing costs
 - d. Supports District Strategic Direction 2.1, 3.1
 - f. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 4.2

2. Objective: Assess effectiveness of DE marketing/promotional endeavors through survey and statistical response.
 - a. Person(s) Responsible: Vice President of Instruction, DE Faculty Coordinator, NOCE Campus Communications Director, NOCE Research Director
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: Electronic Qualtrics survey – none
 - d. Supports District Strategic Direction 2.1, 3.1
 - g. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 4.2

Appendix A: NOCE Distance Education Addendum

Distance Education Curriculum Proposal Addendum

This form must be completed for any course offered in an online modality and updated whenever the COR (Course Outline of Record) is updated. Please complete this form for a course; do not make it instructor-specific. Save the form with a file name that includes “DEA” (Distance Education Addendum) followed by the course discipline prefix and course number, for example, “DEA.IHSS100.docx.”

Note: Any instructional resources indicated in this document must align with the Course Outline of Record.

Submit the completed form as an attachment in Curricunet.

Relevant Title 5 Sections

§ 55206. SEPARATE COURSE APPROVAL.

(a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an 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.

Note: Authority cited Sections 66700 and 70901, Education Code. Reference Sections 70901 and 70902, Education Code; Title II 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. § 749d; title 34 Code of Federal Regulations sections 600.2.

§ 55202 Course Quality Standards

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§ 55204 Instructor Contact

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, 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) Facilitating 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 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

(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.

(c) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(d) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

(1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and

(2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; title 34 Code of Federal Regulations sections 600.2 and 668.3.

To complete the text boxes, use the **(Click or tap here to enter text)** to type your answers; the box will expand to accommodate text.

Course Title: Click or tap here to enter text.

Subject Code & Course ID: Click or tap here to enter text.

Total Hours of Instruction: Click or tap here to enter text.

Click to Select the **best option(s)** for your course.

1. **Rationale:** What is the intent of offering the course by distance education mode? Discuss how offering this course in DE mode benefits students or meets student needs. **Example:** *This course is designed for students who may not otherwise be able to attend a traditional course, or those who simply want to take advantage of the convenience and flexibility of fully or partially online courses.*

Click or tap here to enter text.

Mode of Delivery: Check all that apply.

- Fully Online (FO): all instruction is online
- Partially Online (PO): online instruction with scheduled on campus meetings and/or assessments; hybrid
- Online with Flexible in-person component (OFI): online instruction with in-person/proctored assessment/activities at a flexible time and place.

2. **Learning Objectives:** For classes proposed in the fully online modality, describe how students can achieve learning objectives/outcomes as described in the official Course of Record (COR). **This applies to any course objective or outcome that may not be facilitated by the Learning Management System (LMS), Canvas.** An example would be a skill demonstration such as an oral presentation or language demonstration, mandatory laboratory, project presentation, etc. For each applicable objective/outcome, describe a sample assignment used in the online modality and the method of evaluation.

Note: If all course objectives can be met using Canvas LMS tools or the course is proposed as partially online, check Not Applicable.

- Not Applicable

Click or tap here to enter text.

3. **Regular Substantive Interactions for Online Education Courses:** Please complete this form for a course. Do not make it instructor-specific. Check examples of the types of interaction for instructor to student, student to student, and student to content.

Methods of Instruction: Methods of Instruction should reflect criteria for full-term courses offered at the allowable percentage checked in Delivery Mode above. It is understood that contact types and assignments will vary in a partially online modality and that criteria will be scaled in classes offered in a compressed format.

Instructor-Student Interactive Contact

Instructor-Student interactive contact e-mail distribution:

- E-mail via Canvas LMS

- E-mail using a district provided NOCE account. Example: Welcome letter, link to liquid syllabus. Describe in textbox below.

Describe other e-mail (max 1000 characters). Required if above “Other E-mail” box is checked.
Click or tap here to enter text.

E-mail descriptions that demonstrate instructor-student interaction:

- Instructor-Student questions/comments/problem solving
- Other E-mail interactions using a district provided NOCE account: Describe in textbox below.

Describe other e-mail interactions (max 1000 characters). Required if above “Other E-mail interactions using district-provided NOCE account” box is checked.

Click or tap here to enter text.

Announcement Distribution:

- Announcements: Canvas LMS

Assessment Types:

Exams:

- Exams using Canvas LMS
- Exams using adopted third-party websites. List any necessary third-party websites in box below.
- Exams face-to-face or at proctored locations
- Other Exams

Describe other exams (max 1000 characters). Required if above “Exams using adopted third-party websites” or “Other Exams” boxes are checked.

Click or tap here to enter text.

Quizzes/Surveys:

- Quizzes/Surveys using Canvas LMS
- Quizzes/Surveys using adopted third-party websites. List any necessary third-party websites in box below.
- Quizzes/Surveys face-to-face or at proctored locations
- Other Quizzes/Surveys

Describe third-party websites or other quizzes/surveys (max 1000 characters). Required if above “Quizzes/Surveys using adopted third-party websites” or “Other Quizzes/Surveys” boxes are checked.

Click or tap here to enter text.

Projects:

- Projects submitted using Canvas LMS
- Projects submitted using adopted third-party websites. List any necessary third-party websites in box below.
- Projects submitted face-to-face on campus
- No Projects

Describe Projects submitted using third-party websites (max 1000 characters). Required if above “Projects submitted using adopted third-party websites” box is checked.

Click or tap here to enter text.

Online Discussions:

- Online Discussions using Canvas LMS tools
- Other Online Discussions

Describe other online discussions (max 1000 characters). Required if above “Other Online Discussions” box is checked.

Click or tap here to enter text.

Videos/Podcasts:

- Videos/Podcasts embedded in Canvas LMS
- Videos/Podcasts links posted on adopted third-party websites. List any necessary third-party websites in box below.
- No Videos/Podcasts
- Other Videos/Podcasts

Describe other videos/podcasts (max 1000 characters). Required if above “Videos/Podcasts links on adopted third-party websites” or “Other Videos/Podcasts” boxes are checked.

Click or tap here to enter text.

Orientations:

- Orientations using Canvas LMS
- Orientations using NOCE websites
- Orientations face-to-face on campus
- Orientations via district-provided NOCE e-mail
- Other Orientations

Describe other orientations (max 1000 characters). Required if above “Other Orientations” box is checked.

Click or tap here to enter text.

FAQS:

- FAQS posted on Canvas LMS

- FAQs posted on adopted third-party websites. List any necessary third-party websites in box below.
- FAQs sent via district-provided NOCE e-mail
- No FAQs

Other:

- What other types of instructor-student interactions will occur?
- How will tools be used?

Describe other types of instructor-student interactions and tools used (max 1000 characters). Required if above “Other” boxes are checked.

Click or tap here to enter text.

Student-Student Interactive Contact

- Online Discussions using the Canvas LMS
- Canvas Wikis
- Collaborative projects
- Synchronous communication via adopted video conferencing software
- Other

Student to Content

Content: Instructional content which coincides with the student learning outcomes in the Course Outline of Record (COR)

- Content on Canvas LMS
- Content on adopted third-party websites. List any necessary third-party websites in box below.
- Other

Describe other (max 1000 characters). Required if above “Content on adopted third-party websites” or “Other” boxes are checked.

Click or tap here to enter text.

Individual Student Assignments: Individual tasks which coincide with the assignments in the Course Outline of Record (COR)

- Individual Student Assignments on Canvas LMS
- Individual Student Assignments on adopted third-party websites. List any necessary third-party websites in box below.
- No Individual Student Assignments
- Other Individual Student Assignments

Describe other individual student assignments (max 1000 characters). Required if above “Individual Student Assignments on adopted third-party websites” box is checked.

Click or tap here to enter text.

Group/Team Student Assignments: Collaborative assignments which coincide with the Course Outline of Record (COR)

- Group/Team Student Assignments on Canvas LMS
- Group/Team Student Assignments on adopted third-party websites. List any necessary third-party websites in box below.
- No Group/Team Student Assignments
- Other Group/Team Student Assignments

Describe other group/team student assignments (max 1000 characters). Required if above “Group/Team Student Assignments on adopted third-party websites” or “Other Group/Team Student Assignments” boxes are checked.

Click or tap here to enter text.

Other:

- What other types of student-content interactions will occur?
- How will tools be used?

Describe other types of student-content interactions and tools used (max 1000 characters). Required if above “Other” boxes are checked.

Click or tap here to enter text.

4. Instructional Materials and Resources: Please complete this form for a class; do not make it instructor-specific. Resources must be aligned with the Course Outline of Record.

Faculty Resources

Aside from the NOCE Canvas Learning Management System, <https://noce.instructure.com/>, identify the instructional materials and resources needed to teach this course in a DE mode (for example, MyMathLab). Note: The free Canvas site is for the purposes of course development only and may not be used to offer classes.

- Hardware (for example, video camera or microphone)
- Software applications/programs (other than internet browser and Microsoft Office Pro)
- Other

List and describe any hardware, software applications, programs, or faculty resources required for this DE course.

Click or tap here to enter text.

Student Resources

Identify and list the student materials and resources needed to complete this class in a DE mode successfully:

- Hardware (for example, video camera or microphone)
- Software applications/programs (other than internet browser and Microsoft Office Pro)
- Other

List and describe any hardware, software applications, programs, or resources required for this DE course.

Click or tap here to enter text.

- 5. Accessibility: All instructors are responsible for ensuring that a Distance Education course is compliant with the *Americans with Disabilities Act of 1990* and the *1998 Amendment to the Workforce Rehabilitation Act (Section 508)*. For required course assignments, check all that will be utilized and describe how universal design components will be applied.**

Note: A reliance on files creates both accessibility and equity issues. In addition to technical accessibility issues, downloading, archiving, and opening documents can reduce usability. Your course should be designed with the understanding that content built directly into Canvas is more accessible and equitable than the use of external documents or files.

Forcing students to download material leads to several issues:

- Low-income students who are using a public computer will not be able to "store" the document.
- Students with organization problems may have trouble archiving the document and finding it later.
- Students without printers may not have the ability to use the document.
- Students using mobile devices may not be able to open all documents.

“Content Pages are inherently more accessible than documents or files. Before you spend hours making a document or file accessible, you need to ask yourself this question: Can you transfer the content from your document to a Content Page, or is there a reason to provide a downloadable document or file to your students?”

(@ONE Creating Accessible Course Content course, retrieved September 13, 2020)

- Heading Styles:** Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of style headings.
- Lists:** Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.
- Links:** Links are identified with meaningful and unique text in place of displaying the URL.
- Tables:** Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.
- Color Contrast:** There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.

- Color and Meaning: Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.
- Images: All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain “image of,” “picture of” or file extension (e.g., “.jpg”).
- Reading Order: Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies (Documents, PDFs, Digital Presentations).
- Slides: Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.
- Spreadsheets: Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals.
- Accessibility Checkers: Files and content pass any built-in accessibility check available in the software.
- Video: All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.
- Audio: Audio files must be accompanied by complete and accurate transcripts.
- Flashing content: Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one-second period or exceed the general and red flash thresholds.
- Live Captions: Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested*.

Provide a narrative describing how Universal Design for Learning will be applied for all checked components.

Click or tap here to enter text.

*Note: Captions must be requested as an accommodation through DSS (California Community Colleges Chancellor's Office, 2020b).

Appendix B: NOCE Distance Education Syllabus Template

Note: DE Faculty should use the template embedded in the Cidi Labs DesignPLUS tool to ensure they are accessing the most current version of the Distance Education syllabus.

Template

Welcome to North Orange Continuing Education. This course is designed to promote success in your effort to accomplish your individual goals by providing quality lifelong learning opportunities and services.

Course Information

Course ID:

Course Registration Number (CRN):

Dates:

Course Designation: (Edit to for individual course) Fully Online, all instruction is online; Partially Online, instruction is offered online with required on campus meetings and/or assessments; Online with Flexible In-Person Component, instruction is offered online with mandatory proctored assessments or other activities at a flexible time and place

Student-Friendly Course Description (Recommended): (Edit to add a student-friendly introduction to the course)

Course Objectives

List Course Objectives

Student Learning Outcomes (SLOs)

List SLOs

Course Textbook/Materials

List textbook(s) title, author, edition, and ISBN

List class materials and supplies

Prerequisites

Identify any prerequisites for the course

Instructor Information

Instructor Name:

Instructor's E-mail: (@noce.edu)

Contact Hours: Edit to add statement defining student expectations for instructor responsiveness and availability specifying when the instructor will and will not be available online to students and expected response times.

For example, “Monday through Friday, you can expect me to respond within 24 hours; anything posted to me after 4:00 pm on Friday will receive a response on Monday.”

Instructor Initiated Contact

Edit to add a distance education instructor-initiated contact statement describing the frequency and timeliness of instructor-initiated contact and instructor feedback. The following example should be customized to match the official course outline, individual faculty preferences, and existing syllabus information regarding contact hours specifying expectations for responsiveness and availability.

For example, “During the course of each week, I will contact you regularly just to keep in touch, but also to verify your progress, participation, and performance. Our contact will be in the form of the following or similar activities: group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, telephone contact, voice mail, feedback on your coursework, an online Zoom meeting or video conference.”

Announcement Expectations

Edit to add a statement detailing the frequency and procedures for course announcements and assignment schedule changes. A regular routine is recommended, such as posting a new announcement once a week on the same day and time for each week; for example, “Weekly updates on the progress of the course, schedule changes, and other important information will be posted in the Canvas Announcements section available directly from the main course menu. New announcements will be posted Mondays by 5:00 pm and as needed during the week. Reading these announcements will help you keep up with course developments.”

Course Requirements

Class Meeting Times: In-person and/or synchronous meeting dates and times for partially online and online with flexible in-person component courses and, if applicable, for fully online courses.

Physical Class Location: Building name and physical classroom number for partially online and online with flexible in-person component courses, and if applicable, for fully online courses.

Online Class Location: Canvas is a learning management system. It is the primary location of all your NOCE course materials and grades. Registered Students will find the course content in Canvas. If you are being added on or after the first day of class, you should have access within 24 to 48 hours.

Computer Requirements & On Campus Labs

Computer Skills

Edit to add computer skills necessary to be successful in the course; for example, comfort with web-browsing, submitting assignments, sending, and receiving e-mail, and saving coursework on a computer.

Computer Equipment & Requirements

Edit to add list of all hardware, software, and Canvas requirements necessary to be successful in the course., preferably with a link to the Requirements page on the NOCE Distance Education Website; for example, “To access your Canvas classroom, you will need to know your username and password, have internet access, and a valid e-mail account. If you are new to Canvas, open Canvas by clicking on the orange circle in the upper right hand corner of the NOCE website or by pointing to the Student Resources tab and clicking Canvas. Please check the requirements page on the Distance Education website for a current list of supported browsers and operating systems. Requirements for the course publisher homework system are provided below.”

On Campus Labs

Include a brief statement explaining how students can access computers in the on campus labs as appropriate to your program. An NOCE access card is provided to students who wish to access the instruction offered in an NOCE open lab. The function of the card in an open lab is to track student attendance by utilizing the barcode printed on the card with equipment positioned at the entrance of each lab. Tracking student attendance is critical and required for state funding which provides support for the labs. The Access Card is also needed to check out books from the Cypress College or Fullerton College libraries, along with valid photo identification. Students can obtain an Access Card by visiting an Admissions and Registration Office at any one of the three NOCE centers.

Course Policies

Course Attendance Policy

Edit to add a Distance Education attendance statement, in accordance with the established attendance policy and Department of Education regulations, should appear in each course syllabus specifying how absences are managed. The following example should be customized to match the course delivery method and the official course outline. “Absences in this course are accounted for by monitoring academic attendance or attendance at an academically-related activity. You will be considered “present” in this course if there is evidence of your weekly participation in an academically related activity including, but not limited to, physically attending in-person sessions of a partially online class, submitting an academic assignment, taking an exam, substantively participating in a course online discussion, study group, or other synchronous or asynchronous activity, or by initiating contact with me in matters related to the course. You will be considered “absent” if there is no evidence of your participation in an academically related activity for this course for more than one week or if you accumulate a consecutive or nonconsecutive lack of academically related activity of more than a week that is more than the number of times the class meets per week. For example, in an online class that would typically meet twice per week, one week’s worth of missed academically related assignment(s) or activity(ies) would be grounds for dismissal. If you have not submitted assignments or participated in an academically related activity for one week, you may be dropped from the course.”

Course Participation Policy

Edit to add a participation policy specific to the course delivery method, including decorum, behavior, and netiquette. The participation policy should expand upon the attendance policy by more concretely defining what it means to engage in academically related activities with specific examples from the course.

Course Grading Policy

Edit to add the grading policy should include how and when students can access their assignment and final grades and make-up/late policies.

Food & Beverage Policy

No food is permitted in the classroom. Only bottled water is permitted. (If applicable for partially online or online with flexible in-person component courses)

Cell Phone & Electronic Device Policy

All electronic devices will be turned off during class time. Please turn these devices off before entering. Use of these devices in class may lead to the student being asked to leave the classroom incurring a recorded absence. (If applicable for partially online or online with flexible in-person component courses)

Institutional Policies & Procedures

Synchronous Instruction & Camera Usage

Students enrolled in distance education courses at North Orange Continuing Education may not share the link to take screen captures of or record synchronous Zoom class sessions. Students who violate this request may be subject to the Standards of Student Conduct and Discipline (BP/AP 5500) for disrupting class.

Academic Integrity

Students are expected to abide by ethical standards in preparing and presenting material that demonstrates their knowledge level. Students shall not plagiarize, which is defined as stealing or passing off as one's own ideas or words of another and as using a creative production without crediting the source. Students shall not cheat, which is defined as using notes, aids, or the help of other students on tests or exams in ways other than expressly permitted by the instructor.

By enrolling in a Distance Education course, you agree that you are the one accessing and completing the work for this course and will not share your Canvas username or password with others. The full text of the institutional policy is available in the NOCE catalog on the campus website.

The instructor of this course will take appropriate actions in response to academic dishonesty, as defined by the North Orange County Community College District's Student Code of Conduct. Acts of academic dishonesty include but are not limited to:

Cheating: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:

Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually.”

Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;

Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;

Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;

Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor, or engaging in any form of research fraud.

Falsification: altering or fabricating any information or citation in an academic exercise or activity.

Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Student Code of Conduct

Student conduct must conform to Board Policy (BP 5500). A student who violates the standards of the student conduct code shall be subject to disciplinary action, including, but not limited to, the removal, suspension, or expulsion of the student.

Student Grievances

Information on the grievance policy directing students to the Student Grievance section of the NOCE catalog. For example, “I am available to discuss and resolve any course-related matter with you. However, with as many interpersonal transactions as occur on a college campus, disagreements with instructors may occur. Should that be the case, please consult the student grievance procedures round on the campus website.”

Course Drop Policy

While an instructor may drop a student for excessive absences, it is the student’s responsibility to officially drop the class by visiting a registration counter located at each NOCE campus or online by logging into [My Gateway](#). Failure to officially drop or withdraw from a course may result in a failing grade.

Grade Appeal

Students have the right to formally appeal a grade in a course. Appeals are limited to situations in which students believe the grade was prejudicially, capriciously, or arbitrarily assigned. The grade appeal form may be picked up at any Admissions and Records Office. Instructions on submitting a grade appeal are provided on the form.

Sexual Harassment/Discrimination Policy

Students who believe they have been subjected to unlawful discrimination, including sexual harassment, or who seek information regarding the District's Unlawful Discrimination Policy should contact the [Office of the Vice Chancellor, Human Resources](#).

Counseling & Student Services

Counseling and Student Services can assist students in the following areas:

Define a course of study

Develop student educational plans

Provide academic counseling and referrals

Assist with the transition to college

Additional information regarding Counseling and Student Services can be found on the [NOCE website](#).

Disability Support Services

Students who anticipate a need for formal, disability-related accommodations to be successful in this distance education course should contact the instructor to discuss ways to ensure full participation in the course and plan how best to coordinate any necessary accommodations. Students requesting accommodations should contact a [DSS counselor](#) as soon as possible to coordinate services with the instructor.

Copyright

Any copyrighted materials used in this class are used for distance education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials.

Tips for Online Success

Student Roles and Responsibilities

Edit to add a description of student roles and responsibilities pertinent to the class.

Success Skills

Edit to add a list of the specific skills to be successful in the course.

The [California Community Colleges Online Education Initiative](#) has developed tools to help you succeed in a Distance Education class.

[Introduction to Online Learning](#)

[Getting Tech Ready](#)

[Online Study Skills and Managing Time](#)

[Online Reading Strategies](#)

[Communication Skills for Online Learning](#)

Canvas Information

Canvas is where course content, grades, and communication will reside for this course.

noce.instructure.com

For Canvas support, please use the chat feature, which can be accessed by clicking on Help in the global navigation bar to the left of the screen.

Appendix C: App & Software Rubric

App& Software Adoption Rubric

Name of Requested Application or Software: **Click or tap here to enter text.**

Faculty Name: **Click or tap here to enter text.**

Department: **Click or tap here to enter text.**

Briefly describe the overall purpose of this app and how it will benefit NOCE students and/or faculty.

Click or tap here to enter text.

Using the following criteria, consider each area for the app or software you are considering.

Provide a yes, or no for how useful it would be to your learners. For each criterion, be sure to use the notes section to briefly explain why you choose yes or no for each criterion. What is included that is helpful, and/or what are the limitations?

Criteria	Yes or No	Why
Appropriate for audience		
Grounded in pedagogy/Alignment		
Technical Support Provided		
Ease of use (interface/usability)		
Accessibility (VPAT?)		Provide link to VPAT
Integration with LMS (grading?)		
Institutional Restrictions		
Data Privacy		Provide link to Privacy Statement
Compatibility (does it work on Mac & PC)		
Cost to institution (If there is a cost associated with this product, please note whether it is a one-time purchase or a subscription)		
Student-facing LMS integration		
Installation and Maintenance Requirements		
Training Requirements (Please note whether training targets admin or end-users.)		
Is the app/software currently being used? (If subscription-based, please note date current subscription ends)		
Number of anticipated users		
Does this app/software provide instructional content? If yes, has it been reviewed by the NOCE Curriculum Committee? (Please note date of approval by Curriculum Committee)		

Faculty Signature and Date: _____

Department Director Signature and Date: _____

[Criteria Definitions](#)

If you need clarification as to what each criterion represents, please review below:

Appropriate for audience- Is this tool suited for the age level of your learners? Do they have the technology literacy that is needed to be able to use and learn the tool without barriers?

Grounded in pedagogy/alignment- Is this tool going to be helpful in your learners achieving the stated learning objectives? Does this tool help them achieve the goals of the assessments without creating technological barriers?

Technical Support Provided- Who will provide technical support for this tool? Does the tool have support services (knowledge base articles, YouTube videos, live chat, etc.) to assist learners if they are working independently? Is this necessary for this particular tool?

Ease of use (interface/usability)- Is this tool easy to use? Is it intuitive? If someone used it one time only, could they pick up where they left off, or does this tool require a training session?

Accessibility (VPAT)- Does this tool have accessibility features? Does the company have an accessibility roadmap, VPAT, or documentation about how accessible/inaccessible it is for students who use assistive technology (screen readers, electronic braille, etc.)?

Integration with LMS (grading)- Does this tool provide integration with an LMS? Do they offer a way to pass grades and participation feedback to an LMS (Blackboard or others)?

Institutional Restrictions- Does your institution or company have policies or guidelines you have to consider before adopting a new tool? Are there any features or considerations that must be in place?

Data Privacy- How will personal data be stored? Most tools should have a data policy that you can consult. As long as a policy states how data will be stored, shared, and not sold, you should be covered.

Compatibility (does it work on Mac & PC)- Does this tool work on all types of devices (PC, MAC, Chromebooks, mobile devices, etc.), or are there limitations?

NOCE Distance Education Plan Participants

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Kenny Yu	NOCE Associate Professor

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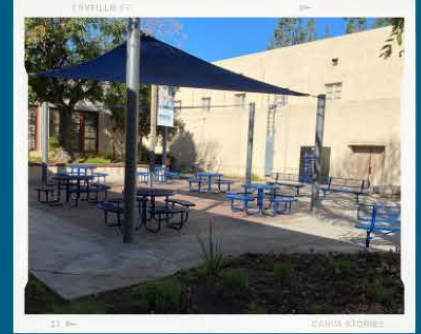
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