



NORTH ORANGE CONTINUING EDUCATION DISTANCE EDUCATION PLAN

2019-2021

Document Review & Approval Dates

Adopted by the Academic Senate: March 3, 2020

Adopted by the NOCE President's Cabinet: March 24, 2020

The Fullerton College and Cypress College Distance Education teams have been profoundly influential in the development, established policies, background knowledge, expertise related to technological methodologies, and in the pedagogical and instructional components that will lead to students' success in the NOCE Distance Education Program. NOCE expresses a depth of gratitude for the meaningful and collaborative leadership these model educational leaders shared.



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About the NOCE Distance Education Plan

The North Orange Continuing Education (NOCE) Distance Education Plan documents the launch of the program and defines the immediate goals of the Distance Education (DE) Program for the programs within NOCE. This plan is designed to guide the growth and development of the program between 2019 and 2021. The 2019-2021 NOCE Distance Education Plan was developed and adopted during the 2019-2020 academic year. The plan will be included in the NOCE Distance Education website and open to all employees and students.

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.

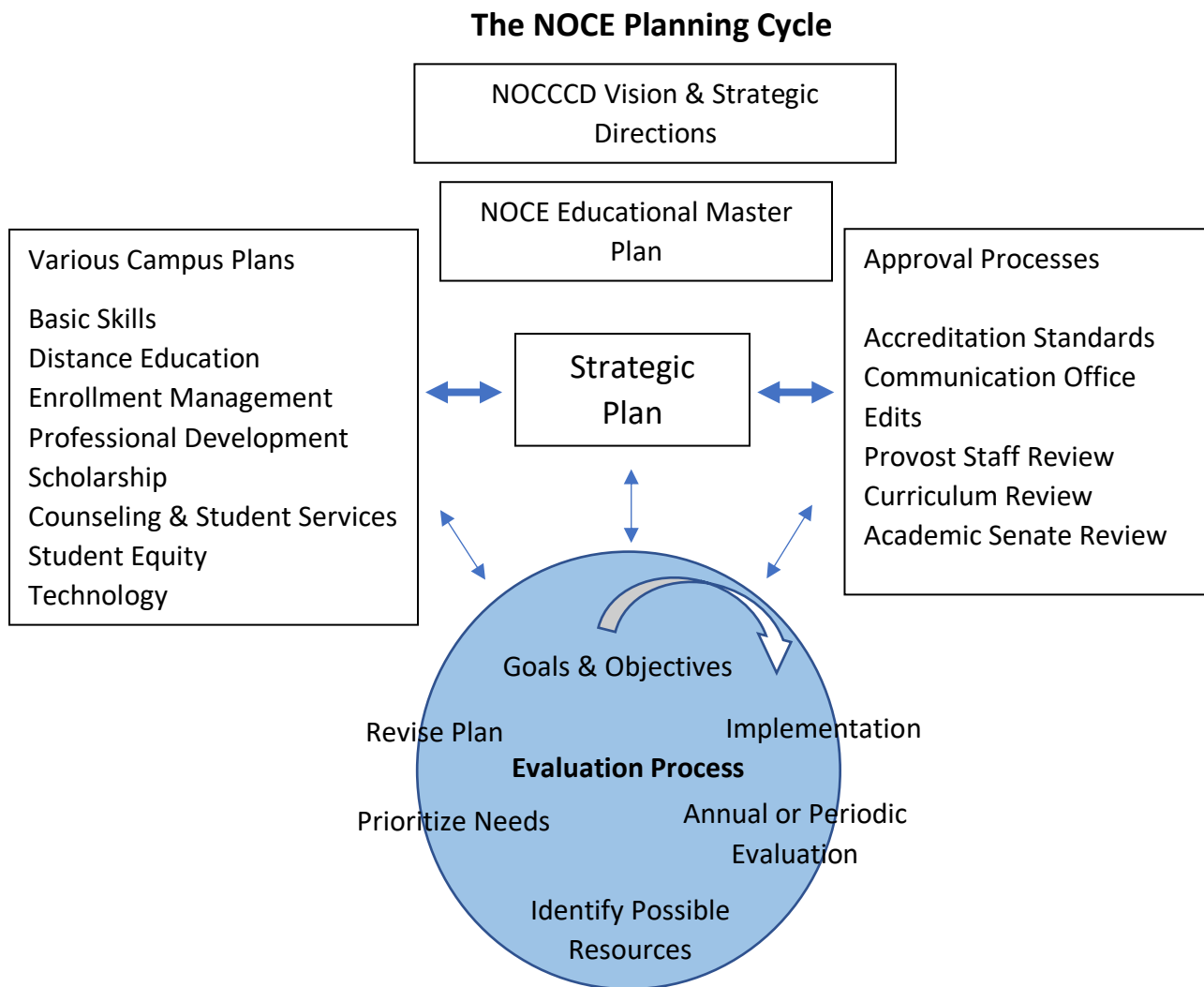


Figure 1: The NOCE Planning Cycle shows how the Distance Education Plan and evaluation cycle are linked to the Educational Master Plan and other college processes.

The Distance Education Plan Development Process

The triennial process for evaluating the Distance Education Plan requires the participation of Distance Education staff, the Distance Education faculty, the Distance Education Pilot Team (will be the advisory team), the Academic Senate, The Planning and Budget Committee, and the Provost Staff.

Evaluating and updating the Distance Education Plan is a process:

1. **Planning:** The Cypress College Distance Education Plan was temporarily adopted by the NOCE Academic Senate in June 2019 and used as a template for the NOCE Distance Education Plan. The initial plan was based on research and in collaboration with Cypress College and then read and evaluated through the NOCE Distance Education Pilot Team.
2. **Writing:** The NOCE Distance Education Faculty Coordinator and Pilot Team with support from the Vice President of Instruction prepared the first draft using the Cypress College Distance Education Plan.
3. **Review:** The first draft will be reviewed by the NOCE Academic Senate and the Provost's Cabinet, who will have the opportunity to submit comments and provide feedback. In the future, 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 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 the Provost's Cabinet.

Distance Education in California

Enrollment Growth

“People expect to be able to work, learn, and study whenever and wherever they want to. Life in an increasingly busy world where learners must balance demands from home, work, school, and family poses a host of logistical challenges with which today’s ever more mobile students must cope.”

Horizon Report Higher Education Edition, 2012, p. 4

Distance Education is an important 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). From 2005-2010 among the California Community Colleges, there was an overall enrollment growth in distance education sessions that exceeded growth in traditional sessions; this in spite of a decrease in enrollment due to budget cuts

stemming from the state fiscal crises in 2009-2010 (California State Chancellor's Office, 2011, p. 15).

Growth is fueled by demand. Students' ubiquitous access to web and mobile technologies value and expect the convenience of access to course content anywhere, anytime. This expectation has been met by the adoption of asynchronous communication for course delivery. "Online instruction (asynchronous internet) delivery is by far the most widely used method of conducting distance education because it offers students the greatest flexibility in taking courses: (California State Chancellor's Office, 2011, p. 11).

State survey results show that California higher education students chose distance education because internet-based courses facilitate access to a college education and integrate more easily with other aspects of their lives. Flexible learning schedules permit students to arrange work, family, and other personal obligations to suit their individual needs. According to the 2011 California State Chancellor's report on Distance Education, based on survey data which included the participation of 1073 Cypress College students (p.77), students take distance education courses because they provide a more convenient way to manage both a heavy work schedule and "personal circumstances (family, health, etc.)" (p. 34). Interestingly, these were also the top two reasons students gave for dropping a distance education course (p. 35).

Challenges to Distance Education

Distance Education courses are required to maintain the same academic standards as traditional in-person courses and face many of the same challenges, especially as technology in increasingly infused in traditionally delivered instruction. Recommendations to the Board of Governors of the California Community Colleges found in the State Chancellor's 2011 Distance Education Report, as well as results from the Instructional Technology Council (ITC, 2010), and observations noted in the Horizon Report Higher Education Edition from the New Media Consortium and EDUCAUSE Learning Initiative (Johnson et al., 2012), all reiterate common challenges to post-secondary distance education.

Of the issues confronting distance education listed in these reports, the following are the most relevant to the direction of North Orange Continuing Education goals and objectives for the 2019-2020 term:

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

Distance Education at North Orange Continuing Education

Distance Education is quickly becoming an integral part of the college mission. There is progressively less distinction between traditional instruction and distance education as instructional technology is adopted throughout the breadth of the college curriculum. The motivation to adopt and expand distance education offerings are related to a student survey that revealed 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 a purposeful 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. NOCE Programs set a goal to design specific online courses that would enable students to effectively re-enter, establish, or continue individual academic pursuit to reach short- and long-term goals to graduate, transfer to a credit college, and/or advance their career.

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 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: North Orange Continuing Education programs have implemented distance education for a variety of 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 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 opportunity for students with disabilities, working couples, and single parents to continue their education.

Overview of the NOCE Distance Education Program

The NOCE Distance Education Program predominately uses online asynchronous communication. 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 in future academic endeavors. To unify conceptual and contextual understanding, NOCE uses the California Community Colleges State Chancellor's definition to facilitate distance education.

Distance Education Definition

Chancellor's Office California Community Colleges Definition

“Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d)” (Chancellor’s Office of Community Colleges Academic Affairs Division Instructional Programs and Services, 2008).

It is important to note that section 55206 of the Guidelines also include specific curriculum procedures for hybrid as well as online courses:

“If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- (a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and
- (b) Requirements 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).

The addendum shall be separately 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. ***North Orange Continuing Education (NOCE) Application of Definitions***

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 “Partially online courses are taught in-person and online. 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 supplements 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 student access to online class materials, communication, and resources. Web-enhanced courses may include supplemental activities, home assignments, and learning activities, and 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.”

Enrollment Growth of NOCE Distance Education

The NOCE Distance Education Program will launch its first pilot program during the 2020-2021 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. Faculty will receive training and write course curriculum which follows the established procedure for approval. Each

instructor will design a Canvas course site and in-person orientation to welcome and acclimate students to the online environment. The course design includes 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 will inform the final establishment of distance education policies, procedures, and program design. Launch of the NOCE Distance Education Program will be in the Fall 2021 semester.

Table 1: Full Time Equivalent Students (FTES) & Course Sections, 2019-2020

Academic Year	DE Course Selections	Increase DE FTES Over Prior Year	Total NOCE FTES	DE FTES as % of Total NOCE FTES
2020-2021	4-7			
2021-2022				
2022-2023				

Growth of Web-Enhanced Support

The NOCE Distance Education Program offers training for all instructors in the techniques, skills, and policies to develop web-enhanced course sites within Canvas. The program supports instructors who request the opportunity to complete the required training and develop a web-enhanced course. The NOCE goal is to offer 90% of its courses as web-enhanced courses before the completion of the 2021-2022 academic year. In addition to course hosting, web-enhanced support includes CMS training as well as instructor and student technical support. By definition and according to the official designation in the curriculum process, web-enhanced courses are considered traditional, not Distance Education courses, and yet represent a growing area of technology-enriched courses that include responsibilities overseen by the NOCE Distance Education Program.

The Purposeful Design and Goal for NOCE Distance Education

Improved Student Success

Successful student completion of a course is defined as performance with a passing progress indicator. Most NOCE courses are non-credit and culminate with a Pass, No Pass, Satisfactory or Withdrawal indicator for successful completion of a course and achieved or not achieved 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.

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 there will be an increase in FTES with the launch of the NOCE Distance Education Program. 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.

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 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 important 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 lead to an increase in retention, success, and completion of certificates or transfers that 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 student services”

“...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).

This plan includes program objectives to improve DE student access to student services, increase student participation in the DE course orientation, create a new DE student handbook to increase readiness to learn, and disseminate best practices for distance education success and retention.

Dependable Course Management 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.

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 is significantly influenced by the leadership, mentoring, development components, and training from the Cypress College and Fullerton College Distance Education programs. Dr. Treisa Cassens and Terry Gleason have been profoundly influential in the development, established policies, background knowledge, expertise related to technological methodologies, and in the pedagogical and instructional components that will lead to students’ success in the NOCE Distance Education Program. Although Dr. Cassens and Terry Gleason developed and lead within one of the credit colleges in our district, their insight, understanding, and knowledge levels of noncredit informed the development of the NOCE Distance Education Program.

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 assurance of yearly 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.

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 Coordinator position and the campus instructional designer position have been given line item designation in the general fund budget. These positions require only the expenditure of adjunct replacement costs, as faculty members on release time staff both positions.

One Time Priority Funding: The priority one-time funding process provides monies for 50% of an Administrative Assistant I, 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: A Vice President of Instruction is assigned to oversee the program

Program Direction: A Faculty Coordinator, part-time (50%) Administrative Assistant, and a part-time Instructional Designer staff the NOCE Distance Education Program

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 oversight of the NOCE Curriculum Committee 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.

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 member of the District Information Services staff 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, 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 student services 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.

A Note on 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 required 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).

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 technical, financial, and staffing resources available. All goals and objectives support the District Strategic Direction 1.

The NOCE Distance Education Program Goals and Objectives are:

Goal 1: Students Support & Services

Provide the support and services necessary to students for successful distance learning. This goal includes objectives that ensure student access to existing NOCE services as well as services designed to meet the special needs of distance education students.

Objective: Increase student awareness of course link to information about NOCE services using the following strategies: Student Services guest speaker at DE Advisory meetings, email reminders from coordinator to all DE faculty at the start of each semester, 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.

- Person(s) responsible: DE Coordinator, DE Administrative Assistant, Instructional Designer
- Timeframe: 1st year of launch (Fall 2020); review increase in 2nd year (Fall 2021)
- Additional fiscal resources needed: None

Objective: Increase student participation in DE course orientation by addition a requirement to the Distance Education Plan for participation in course orientation to be completed by the end of the first week of class.

- Person(s) responsible: DE coordinator, DE Advisory Group
- Timeframe: 1st year launch (Fall 2020); review increase in 2nd year (Fall 2021)
- Additional fiscal resources needed: None

Objective: Work with campus-wide groups including Student Services, vice presidents, and departments, Instructional Technology Services, and Professional Development to develop practical strategies to improve DE access to student services.

- Person(s) responsible: DE Coordinator
- Timeframe: 1st year of launch (Fall 2020); review increase in 2nd year (Fall 2021)

- Additional fiscal resources needed: None

Objective: Create a DE student handbook to provide basic information needed to be a successful distance learner.

- Person(s) responsible: DE Coordinator, Instructional Designer
- Timeframe: Before launch of the program (Spring 2019)
- Additional fiscal resources needed: Printing costs

Goal 2: Faculty Support and Services

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

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 Canvas Distance Education Faculty course site for faculty.

- Person(s) responsible: DE Coordinator, Instructional Designer
- Timeframe: before launch (Spring 2019)
- Additional fiscal resources needed: None

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 Distance Education program email.

- Person(s) responsible: DE Coordinator, Instructional Designer
- Timeframe: before launch (Spring 2019)
- Additional fiscal resources needed: None

Goal 3: Faculty Training

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

Objective: Offer annual workshops on the creation of accessible Microsoft Word documents for DE faculty.

- Person(s) responsible: Instructional Designer
- Timeframe: before launch (Spring 2020) and ongoing
- Additional fiscal resources needed: None

Objective: Offer annual workshops on the creation of accessible PowerPoint documents for DE faculty.

- Person(s) responsible: Instructional Designer
- Timeframe: before launch (Spring 2020) and ongoing

- Additional fiscal resources needed for one of the following:
 - Accessibility software to test and repair presentations and documents for accessibility.
 - For one of the following:
 - Server space and staffing for functional remote desktop supported by Instructional Technology Services
 - A site license, or
 - Individual licenses for DE faculty
 - Additional resources have been identified in the DE budget allocation

Objective: Offer annual workshops on the creation of accessible PDF documents for DE faculty.

- Person(s) responsible: Instructional Designer
- Timeframe: before launch (Spring 2019) and ongoing
- Additional fiscal resource needed for one of the following:
 - Server space and staffing for a functional remote desktop supported by Instructional Technology Services
 - A site license, or
 - Individual licenses for DE faculty
 - Funding for software needed to test and repair PDF documents (Adobe Acrobat Professional)

Objective: Offer biannual Online Teaching Certificate training for all faculty who plan to teach or provide online student services.

- Person(s) Responsible: Faculty Coordinator, Instructional Designer
- Timeframe: Spring 2020
- Additional Fiscal Resources Needed: Faculty Stipend/PE contract for off-contract duties

Objective: Offer ongoing training and course survey as part of a three-year OTC recertification process.

- Person(s) Responsible: Faculty Coordinator, Instructional Designer, DE Advisory Team
- Timeframe: Spring 2020 and ongoing
- Additional Fiscal Resources Needed: None

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.

Objective: Work with campus-wide group including diverse student groups in all NOCE programs.

- Person(s) responsible: DE Coordinator
- Timeframe: Ongoing
- Additional fiscal resources needed: None

Objective: Work with Curriculum Committee to update the regular and substantive contact portion of the course outline requirements to reflect changes in federal regulations.

- Person(s) responsible: DE Coordinator
- Timeframe: Ongoing
- Additional fiscal resources needed: None

Objective: Work with Curriculum Committee to develop a Last Date of Attendance Policy with guidelines for instructors.

- Person(s) responsible: DE Coordinator
- Timeframe: before launch and ongoing
- Additional fiscal resources needed: None

Objective: Update attendance policy in the NOCE catalog, schedule of classes, and handbooks to reflect changes in federal regulations.

- Person(s) responsible: DE Coordinator
- Timeframe: Before launch and ongoing
- Additional fiscal resources needed: None

Goal 5: Program Quality

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

Objective: Identify dedicated Distance Education office space with capability to train in one-on-one or small group scenario (laptops for at least two).

- Person(s) responsible: Vice President of Instruction
- Timeframe: Before launch (Spring 2020)
- Additional fiscal resources: Unknown

Objective: Develop a Distance Education teaching and learning mobile strategy.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, instructional Designer, DE Faculty
- Timeframe: Before launch with ongoing review and updates
- Additional fiscal resources needed: Unknown

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.

- Person(s) responsible: DE Coordinator
- Timeframe: Before launch (Spring 2020) and ongoing
- Additional fiscal resources needed: None

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.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator
- Timeframe: Before launch (Spring 2020) and ongoing
- Additional fiscal resources needed: Unknown

Objective: Identify facilities, staffing, and resources needed to establish a DE proctoring center.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator
- Timeframe: Before launch (Spring 2020) and ongoing
- Additional fiscal resources needed: FTE Range 36

Objective: Work to increase staffing of Administrative Assistant I (change in classification – Range 36) and make permanent the Special Projects Manager positions within the NOCE DE Program.

- Person(s) responsible: Vice President of Instruction
- Timeframe: Before launch (Spring 2020) and ongoing
- Additional fiscal resources needed: FTE Range 36

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.

Objective: Identify optimal marketing and promotion of DE Program to students who must juxtapose work with individual academic goals.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, NOCE Communications Director
- Timeframe: Before launch (Winter 2020) and ongoing
- Additional fiscal resources needed: Printing and mailing costs

Objective: Assess through survey and statistical response to marketing/promotional endeavors.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, NOCE Communications Director, NOCE Research Director
- Timeframe: In second year of program and ongoing
- Additional fiscal resources: Electronic Qualtrics survey – none

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.

Accessibility

California community colleges are required by state and federal law 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).

Syllabus Requirements for Accessibility: A distance education statement should appear in each course syllabus, which informs student with disabilities of available DSS and instructor support; for example: “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 to plan how to best coordinate any necessary accommodations. Students requesting accommodations should meet with their DSS counselor as soon as possible to coordinate services with their instructor.”

Copyright

Copyright is a form of intellectual property protection that gives a copyright holder legal rights over the use, sale, reproduction, distribution, display, or creation of derivatives of a given original work. Copyright infringement refers to violation of these rights. Distance Education faculty, staff, and students must abide by 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 especially important 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 a writing, logos, headings, memes, etc. 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 you to use the original thoughts, art, writing, etc. 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. “

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.

The California Community Colleges Distance Education Guidelines state that “if any portion of the instruction in propose or existing course or course section is designed to be provided through distance education in lieu of on-campus interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures” (Chancellor’s Office California Community Colleges Academic Affairs Division Instructional Programs and Services, 2008, section 55206, p. 7).

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).

Regular and Substantive Contact (see Appendix C)

Regular effective contact initiated by the instructor is essential for success in a Distance Education course. Title 5 Education Code states that, “Any portion of a course conducted through distance education includes regular, effective contact between the instructor and students...” (California Education Code Section 55204). 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).

Recent changes to the Title 5 Section 55204 further state that regular, effective contact should also occur among students, either synchronously or asynchronously, in addition to instructor and student contact.

Distance education is defined by regular and substantive contact. One way distance education differs from correspondence learning is in the type of interaction that takes place in a course. In a correspondence course, the primary student interaction is with the course material and the “interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student” (AVCJS, 2011, p. 6). Correspondence courses are, by definition, not distance education.

Regular substantive interaction between students and the instructor affects distance education student authentication, college accreditation, and student financial aid. It consequently must be demonstrable and documented. According to the ACCJC:

“Effective practice is required at the course level: USDE [US Department of Education] audits can include examination of syllabi, student and faculty interviews, and usage patterns on the learning management system by faculty and students.

Courses which largely consist of written work completed and submitted by students and graded by instructors, and/or completion of tests, will fit the definition of correspondence education rather than distance education” (ACCJS, 2012).

For a course to meet ACCJC guidelines for quality distance education, and not be designated as correspondence education, it should include instructor-initiated contact information in the syllabus, regular substantive interaction between students and the instructor as part of the final student grade, and demonstrable activity or records of interaction between students and the instructor in the course management system (i.e. discussion board participation, collaboration, online meetings, document creation, featured speaker online events, etc.).

Instructor Initiated Regular Substantive Contact Practices (See Appendix C)

In a distance education environment, substantive contact refers to communication and interaction with a person, and not to student interaction with course materials or multimedia content. Regular substantive contact means that an instructor must regularly initiate interaction with a student to determine progress and active engagement in the course.

Accepted practices for regular and substantive contact between instructors and students include both the type and frequency of contact.

1. Type of Contact: “Any portion of a course conducted through distance education includes regular, effective contact between instructor and student, and among students, either synchronously or asynchronously through group or individual meetings, orientation, and review sessions, supplemental seminar or student sessions, field trips, library workshops, telephone contact, voice mail, email, or other activities” (California Education Code Section 55204).

2. Frequency of Contact: The standards that apply to traditional in-person courses also apply to distance education courses. The frequency of instructor-initiated contact should, therefore, be equivalent in both course designs.

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.

“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 may be in the form of a combination of the following or other similar activities:

Announcements	Group Meetings	Individual Meetings	Orientation
Review Sessions	Supplemental Sessions	Seminars	Study Sessions
Field Trips	CCC Confer/Zoom	Telephone Contact	Voice mail
Email	Coursework Feedback	Library Workshops	Video Conferences

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 and the feedback from instructors and systematic reviews.

1. The rubric includes the following sections and is used in the approval process for every course
 - a. Section A: Content presentation – 14 elements for quality course design
 - b. Section B: Interaction – instructor/student-initiated communication; regular, effective contact
 - c. Section C: Assessment – 8 elements to address the variety and effectiveness of assessment
 - d. Section D: Accessibility – 16 elements to ensure accessibility in the development of the course
2. NOCE will offer ongoing training and utilize the [@One Training Webinars](#) for the rubric and Canvas

Currency of Materials and Courses

Individual Distance Education faculty members are responsible for the currency and overall quality of the distance education courses they teach. 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.

Late Date of Attendance

The last date of academic attendance, commonly known as the Last Day of Attendance (LDA), is the date that colleges use to determine the necessity and/or amount of financial aid that must be returned to the Department of Education due to student withdrawal. 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 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.

Syllabus Requirements for Last Day of Attendance: Attendance-based drops are prompted by inactivity in the course and lack of contact. In the case where 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.

Absences are handled as follows:

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 while 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 as 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 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 are responsible for creating and requiring 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 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.

Evaluation of Faculty

Probationary and Tenured Faculty

The same evaluation standards that apply to probationary and tenured faculty teaching traditional in-person courses also apply to faculty teaching distance education 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 takes place. 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 located 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 faculty teaching distance education 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

Email 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 email system. Distance Education faculty and staff email is advertised on the campus website to facilitate communication with students. For these reasons, it is strongly recommended that faculty use an NOCE account (@noce.edu) as the primary account 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, which states for example: “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.”

Syllabus Requirements

A comprehensive syllabus communicates the purpose of the course, course expectations, and opportunities for academic support. An effective syllabus also helps prepare students for a successful semester. Distance Education syllabus requirements (See Appendix) include specific information necessary for a student to be successful in a distance education course as well as information necessary to comply with state and federal guidelines and regulations.

Training

Distance Education faculty training provides formal opportunities for basic skills acquisition, advanced professional development, community building, and peer-based support.

NOCE Online Teaching Certificate (See Appendices A, B, & C)

The Online Teaching Certificate course is required of full-time and adjunct faculty to qualify to teach a distance education course or provide online services for NOCE. The Online Teaching Certificate is designed for faculty members to attain the basic skills necessary to succeed in an online learning environment. This course is equivalent to a one-unit college credit class. Equivalent credit on the salary schedule is available through NOCCCD Human Resources (HR), when requested following the established HR procedures.

Recruiting and interacting with experienced NOCE Distance Education faculty members in addition to the course instructor, instructional designer and other support personnel is an important part of a participant’s experience in the Online Teaching Certificate course. Interacting with experienced NOCE Distance Education faculty members and gaining strength through peer collaborative instructional design, pedagogical methodology discussions, review exchanges, and brainstorming builds confidence and enriches well-developed distance education courses. Peer collaborative projects are highly recommended and valued. By entering into this collaborative, peer relationship starting with the initial required training, a faculty member learns to become a self-sufficient, confident course facilitator within the context of ongoing program and peer support. The NOCE Distance Education office/center includes a resource person who is dedicated to supporting distance education faculty with a growing library of resources that correspond to the technological and pedagogical components of online instruction. Stop in when needed or every once in a while, for an inspiring moment.

Faculty Basics Learning Outcomes

1. Navigate and use the Canvas course management system to successfully access and complete assignments as a student.
2. Build a course site with functional basic course features and use the CMS at a minimum proficiency level deemed sufficient to deliver instruction, course materials, course assignments, and assessments following effective online teaching, accessibility and usability, copyright guidelines, and NOCE and district policies.
3. Demonstrate readiness for teaching at a distance by creating a quality course plan, a course site, and a learning unit based on established principles for distance teaching and learning.

Ongoing Professional Development

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, and/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.

Web-Enhanced Training

The NOCE Web-Enhanced Workshop facilitated in the first year by the expert leadership of the Cypress College Distance Education program is designed to help a faculty member become familiar with the basic accessibility, copyright, and course management skills necessary to abide by state and federal law when delivering instructional materials electronically. It is required for instructors who would like to offer web-enhanced courses and who have not been certified to teach online or hybrid courses.

Technology and Digital Infrastructure

Managed Hosting Provided by Instructure (Canvas)

The NOCE Distance Education Program provides Canvas as the official distance education course management system. Canvas includes:

1. Managed hosting <https://noce.instructure.com>
2. Administrator Support
 - a. Web-based support for distance documentation, installations, maintenance, upgrades, hot fixes, 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 email 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

Infrastructure Hosted by the NOCE Instructional Technology Services

The NOCE website will host the Distance Education Program web presence <https://noce.edu/DE>

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

WebDav, Virtual Desktops, and the Registration System

- NOCE Instructional Technology Services will host WebDav, a Virtual Desktop Interface (VDI), and a registration system for the Distance Education Program
- WebDav: a virtual server where Distance Education instructors can store electronic course materials for student access in Canvas
- VDI: a virtual desktop that provided access to Distance Education software used for the creation of accessible materials. VDI is the replacement for the legacy virtual desktop, Citrix
- Instructional Technology Services Registration: a registration and documentation system used to facilitate and track Distance Education workshop enrollment

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, 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 Support Site

The Distance Education Coordinator maintains an extensive repository of reference materials and resources in the NOCE Distance Education Program 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 to respond to student requests for help on a timely basis. The DE program staff provides problem-solving assistance to instructors when needed.

Distance Education Program Support

The Distance Education Administrative Assistant provides email and phone help to students using Canvas course management system (CMS). Distance Education personnel technical support is not available for courses taught using other course management systems. Additional CMS support will be available via the *How to Get Help* and *FAQ* sections of the Distance Education webpages.

Computer Labs

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

Student and Academic Services

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

Admission & Records	Assessment
ESL Learning Centers	Textbooks
Learning Centers	ARISE Labs
Career Planning Support Services	Counseling and Student Support
Disabled Support Services	Scholarships

Accessibility

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. Access to technology-based information therefore 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 of everyone.

Distance Education works to make accessibility an integral part of the program by:

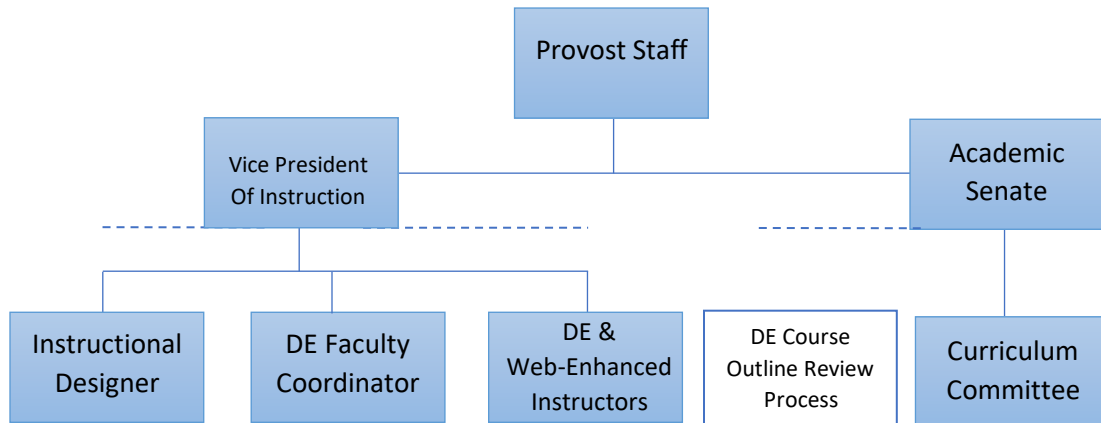
- Complying with federal, state, and district accessibility guidelines;
- Offering faculty appropriate training to ensure the creation of accessible course materials;
- Working closely with individuals or groups responsible for accessibility review of web-based instructional materials and NOCE faculty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

Organization and Human Resources

Distance Education Program Organizational Structure

The Distance Education Program operates under the supervision of the NOCE Provost Staff. The NOCE Vice President of Instruction oversees the program and regularly reports to the Provost Staff. The Distance Education Faculty Coordinator, Administrative Assistant, and Instructional Designer conduct day-to-day operations, training, and support. NOCE Academic Senate and the NOCE Curriculum Committee are integral to the planning process of the program. 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 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 works to promote 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 Director of Instructional Technology Services, the Professional Development Committee, 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 stage of completion, emerging technology and 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.

Facilities

The Distance Education program functions from an office/center at the Anaheim campus. The coordinator and administrative assistant offices and a resource lab in Room 307 of the Anaheim campus facilitate the NOCE instructional resource and the 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 office/center is dedicated to serve all NOCE educational leadership serving 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.

Distance Education Plan Implementation Timeline

Program goals and objectives are listed by year(s) to be accomplished.

Objectives for 2019-2020

Goal 1: Legal compliance

Objective: Update policy in the NOCE catalog to reflect changes in federal regulations.

- Person(s) responsible: DE Faculty Coordinator
- Timeframe: 2019-2020
- Additional fiscal resources needed: None

Objective: Work with the Curriculum Committee to update the regular and substantive contact portion of the course outline requirements to reflect changes in federal regulations.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, NOCE Curriculum Committee
- Timeframe: Spring 2020, Summer before launch
- Additional fiscal resources needed: None

Objective: Work with the Curriculum Committee to develop a Last Day of Attendance policy with guidelines for instructors.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, NOCE Registrar, and Curriculum Committee
- Timeframe: Spring 2020, Summer before launch
- Additional fiscal resources needed: None

Goal 2: Establish Policies, Procedures, and Documents for Distance Education Program

Objective: With knowledge of legal regulations and proper calculation for noncredit attendance, FTES, program components, and for effective regular and substantive instructor/student contact establish and prepare documents (DE Education Plan, Faculty Handbook, Training, etc.) that will launch and guide the NOCE Distance Education Program.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator
- Timeframe: 2019-2020
- Additional fiscal resources needed: None

Goal 4: Student Support and Services

Objective: Create a Distance Education student handbook to provide basic information needed to be a successful distance learner. Ensure course orientation and counseling components for the program are in place.

- Person(s) responsible: Distance Education Coordinator, Instructional Designer
- Timeframe: 2019-2020
- Additional fiscal resources needed: None

Goal 5: Ensure Technology Support and Troubleshooting Elements are in Place

- Person(s) responsible: DE Coordinator, Instructional Designer, Technology Support
- Timeframe: 2019-2020 Summer before launch
- Additional fiscal resources needed: None

Goal 6: Faculty Support and Services

Objective: Improve the clarity of written procedures for requesting assistance by adding procedures to the Distance Education Plan, the Distance Education Faculty Handbook, Canvas Distance Education course site for faculty, and training components.

- Person(s) responsible: Distance Education Coordinator, Instructional Designer
- Timeframe: Spring, Summer 2019 before launch
- Additional fiscal resources needed: None

Objectives for 2020-2021

Goal 1: Pilot the NOCE Distance Education Program with a team of instructors and managers to ensure meaningful and well-developed policies, procedures, and documents.

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, Pilot Team
- Timeframe: 2020-2021
- Additional fiscal resources needed: None

Goal 2: Student Support and Services

Objective: Ensure student awareness of course link to information about NOCE services using the following strategies: Student Services guest speaker at DE Advisory meetings, email reminders from coordinator to DE faculty at the start of each trimester, possible system-wide Canvas announcements, greater emphasis in training documents and the Faculty Handbook.

- Person(s) responsible: DE Coordinator, DE Administrative Assistant, Instructional Designer
- Timeframe: Summer 2020
- Additional fiscal resources needed: None

Objective: Promote and ensure student participation in DE Course Orientation by adding a requirement to the Distance Education Plan for participation in a course orientation to be completed by the first week of class, announcements, instructor follow-through

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, Instructional Designer, DE Faculty
- Timeframe: Spring 2020
- Additional fiscal resources needed: None

Goal 3: Program Quality

Objective: Develop a Distance Education teaching and learning mobile strategy

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator, Instructional Designer, DE Faculty
- Timeframe: Summer 2020 and ongoing
- Additional fiscal resources needed: Unknown

Ongoing Objectives for 2020

Goal 1: Faculty Training

Objective: Offer annual workshops on the creation of accessible Office and pdf documents for Distance Education faculty

- Person(s) responsible: Instructional Designer, Faculty Coordinator
- Timeframe: 2020 and ongoing

- Additional fiscal resources needed: Funding for accessibility software needed to test and repair documents. Funding is needed for one of the following: a) server space and staffing for functional remote desktop supported by Instructional Technology Services, b) a site license, or c) individual licenses for DE faculty. Additional resources have been identified in the DE budget allocation. Adobe Acrobat Professional licenses.

Objective: Offer annual DE webinars about relevant news and information, the use of new tools, and best practices in distance teaching techniques with presenters drawn from experienced DE faculty.

- Person(s) responsible: DE Coordinator, Instructional Designer, DE Faculty Volunteers
- Timeframe: 2020 and ongoing
- Additional fiscal resources needed: None

Objective: Communicate best practices for improvement in distance education success and retention through workshops, training, and dissemination of materials

- Person(s) responsible: Distance Education Coordinator
- Timeframe: 2020 and ongoing
- Additional fiscal resources needed: None

Objective: Work with California Canvas Users Group to develop statewide connections with public and private higher education distance education programs to create a faculty network, share resources, and consult on new regulations and procedures.

- Person(s) responsible: DE Coordinator
- Timeframe: 2020 and ongoing
- Additional fiscal resources needed: None

Objective: Offer ongoing training and support for counseling faculty in the use of relevant software necessary to provide online services to students.

- Person(s) responsible: TBD
- Timeframe: 2019 and ongoing
- Additional fiscal resources needed: Unknown

Goal 2: Legal Compliance – Accessibility and DSS

Objective: Work with campus-wide groups including Disabled Student Services (DSS), Instructional Technology Services, and Professional Development on an accessibility review process

- Person(s) responsible: DE Coordinator
- Timeframe: 2020 and ongoing
- Additional fiscal resources needed: unknown

Goal 3: Program Quality

Objective: Identify dedicated DE office space

- Person(s) responsible: Vice President of Instruction
- Timeframe: 2020 and ongoing
- Additional fiscal resources needed: Unknown

Objective: Identify facilities, staffing, and resources needed to establish a DE proctoring center

- Person(s) responsible: Vice President of Instruction, DE Faculty Coordinator
- Timeframe: 2020 and ongoing
- Additional fiscal resources needed: Unknown

Appendix A: NOCE Distance Education Addendum

The addendum was designed and is used by most distance education programs to guide the required technical review which is a part of the course approval process. The technological components of online learning are a vital part of each course. It is easy to overlook important elements; the addendum ensures consistency and well-developed courses. The Distance Education (DE) addendum added to a previously approved course guides the required revision to the course outline. When a Course Outline of Record is submitted to the Curriculum Committee for revision to an online environment, the Distance Education Addendum must be completed and reviewed for approval at the same time as the revised Course Outline of Record. The addendum must be approved by the Curriculum Committee for a course to be taught in online or partially online formats. A distance approval addendum will allow a program to offer the course in a partially format without additional Curriculum Committee approval (partially online will require full distance course approval).

- The Addendum will request information regarding:
 - Methods of delivery
 - Methods of instruction
 - Instructor contact, interaction, regular/substantive contact
 - Effective student-to-student contact
 - Assessment/Evaluation of Learning
 - Assignment Methodology
 - Quizzes, tests, field trips, portfolios
 - Group work
 - Technologies
 - Instruction and learning rationale

Resources to save instructors time and work:

[The NOCE Distance Education Addendum](#)

[Academic Senate for California Community Colleges – The Course Outline of Record: A Curriculum Reference Guide Revisited](#)

[California CCC Chancellor’s Office Course Outline of Record – Curriculum Reference Guide](#)

[Best Practices to Achieve Regular and Effective/Substantive Contact](#)

Appendix B: NOCE Distance Education Syllabus Template

The following Distance Education course syllabus items are required in addition to the Curriculum Committee Syllabus Guidelines. A checklist that includes all requirements is included in the Distance Education Faculty Handbook.

Course Information

- DE Course Information: A student-friendly explanation of the official course outline designation as a fully online, partially online, or online with flexible in-person component course, including a brief explanation of what it means for this specific course to be fully online, partially online, online with flexible in-person component
- Student-Friendly Course Description (Recommended): A student-friendly introduction to the course

Instructor Information

- NOCE Email: The instructor's email address (@noce.edu)
- Contact Hours: A 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 to email within 24 hours; anything posted to me after 4:00 pm on Friday will receive a response on Monday."
- Instructor Role & Responsibilities (Recommended): A student-friendly description of the instructor's role and responsibilities and/or a teaching philosophy statement
- Instructor Initiated Contact: 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. "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 Requirements

- Class Meeting Times: In-person and/or synchronous class 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, online with flexible in-person component courses and if applicable, for fully online courses
- Online Class Location: Instructions for logging into Canvas and entering the course site
- Required Texts and Materials: List of required texts and materials with a statement that students may make purchases online and link to the bookstore

Computer Requirements and On-Campus Labs

- Computer Skills: Computer skills necessary to be successful in the course; for example, comfort with web-browsing, submitting assignments, sending and receiving email, and saving coursework on a computer
- Computer Equipment and Requirements: 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 email account. 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.”

Tips for Online Success

- Student Role and Responsibilities: A description of student roles and responsibilities pertinent to the class
- Success Skills: List of the specific skills to be successful in the course. Links to online resources with study skills tips for distance education are also encouraged.

Class Schedules for Topics, Assignments, and Due Dates

- Assignment Location and Submission in Canvas: Directions to assignment locations in the Canvas course site including how assignments should be submitted electronically.
- Announcement Expectations: 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 Policies

- **Grade Location:** The grading policy should include how and when students can access their assignment grades and the final grade.
- **Standards and Procedures for Coursework Evaluation:** 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.”
- **Participation Policy:** 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.
- **Academic Honesty Policy (with Authentication):** A course policy directing students to the official NOCE policy, including a student authentication statement; for example, “In its commitment to academic honesty, NOCE and this course uses Turnitin.com software to prevent and detect plagiarism. Instructions for using Turnitin.com are included with the assignments requiring its use. 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 course username or password with others. The full text of the institutional policy is available in the NOCE catalog on the campus website.
- **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 grievances procedures found on the campus website.”
- Disability Support Services (DSS) Notice: A distance education statement which informs students with disabilities of available DSS and instructor support; for example, “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 to 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.”
 - Student Services: A statement that student services are available to distance education students with a link to the NOCE Student Services webpage on the NOCE Website.

Appendix C: The Distance Education Regular Effective Contact Policy

Modified from several Regular Effective Policy and Standards documents and the Open Campus Best Practices to Achieve Regular and Effective/Substantive Contact

Regulations: Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55211 (now 55204) Instructor Contact In addition to the requirements of section 55005 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, and among students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities. (b) any portion of a course provided through distance education is conducted guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to Title 5, Section 53200. Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211 This section defines what contact must be maintained between instructor and student:

Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which require in-person contact. Thus, districts will need to define “effective contact”, including how often, and in what manner instructor-student interaction is achieved. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include a demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record with the type and frequency of interaction appropriate to each distance education course/section or session. As indicated in the Guideline to Section 55219, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office. Regular effective instructor-student contact

ensures all students receive the benefit of the instructor's presence in the learning environment (online or in-person). The ideal is that the instructor serves as the provider of instructional information and as a facilitator of learning. Face-to-face courses enjoy a presence which includes announcements, lectures, proctoring activities and discussions, and various forms of interaction. Discussion can be integrated into a lecture format, group work, study or practice session. Instructors serve as content advisors and answer questions, respond in conversations, and guide students in the steps of learning. In a distance learning environment these encounters will be via telephone, email, discussion posts, etc. Title 5 regulations do not make distinctions for regular or distance education courses with the exception of the curriculum approval process and regular effective contact. All qualities of regular effective contact described above for face-to-face learning environments must also be applied to all distance education courses. The Distance Education Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session."

The NOCE Distance Education Regular Effective Contact Policy is:

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

Initiated Interaction: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending the course material and participating regularly in the course activities. The interaction should be beyond the open-ended question forums. There are so many ways to engage a student and the hope is that instructors will engage students in various opportunities to interact, learn, and grow. Instructors will also facilitate regular, effective contact among students to ensure support and foster a sense of community.

Frequency: Distance Education course 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 and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that would ensure that regular contact 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 and/or department established policy describing the frequency and timeliness of instructor-initiated contact and feedback will be included in the syllabus and/or 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, offline), notification to students

will be made in the announcements area of the course that includes when the students can expect regular effective contact 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 fulfill the instructional assistance to students.

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 email
- 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 and/or OER (written, broadcast, etc.) 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, email, or other activities.”) and/or Zoom, CCC Confer, video conferences, podcast, or other synchronous technologies may also be included.
- It is suggested that 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 the perspective of a student 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 emails within a 24-hour maximum response time, reading emails 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 ways for student-to-student contact with also strengthen learning and build contacts which increase retention and persistence.
- Seeking student input and participation in various academic projects (quizzes, discussion posts, prompts for writing projects, etc.) develops intrinsic motivation.

[Appendix D: California Community Colleges Online Education Initiative Course Rubric Design](#)

Online Course Review Information

Date:	Click or tap here to enter text.
College:	Click or tap here to enter text.
Instructor Name:	Click or tap here to enter text.
Local Course ID:	Click or tap here to enter text.
Course C-ID (if applicable):	Click or tap here to enter text.
Review Names:	Click or tap here to enter text.

Review Type: Self Peer Lead Accessibility

Information below this line will be completed by the Lead Reviewer

Aligned Sections:

A

B

C

D

The OEI Course Design Rubric was developed in 2014 by OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OE Course Design Rubric:

- have met the CCC's highest level of design standards to support online student success and
- can be made available for cross enrollment to students at participating colleges

The rubric is divided into four sections.

Sections A-C

Section A: Course Presentation

The 14 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The six elements in this section address instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular and effective contact, both between and among instructors and students.

Section C: Assessment

The eight elements in this section address the variety and effectiveness of assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete: The element is missing or present to a degree that does not effectively support student success in online learning.

Aligned: The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements: This designation recognizes design choices that are aligned *and* go even further to enhance the student experience in an online environment.

Section D

Accessibility

The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete** or **Aligned**.

Creative Commons Licensed Content

In addition to preparing courses for the CVC Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses
- A tool for instructors seeking to update or improve existing classes
- The foundation for starting a campus based POCR (Peer Online Course Review) process

Visit www.cvc.edu for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

Section A: Content Presentation – Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
<p>A1: Placement of Objectives</p> <p><input type="checkbox"/> Objectives are not included in individual learning units.</p> <p>A2: Clarity of Objectives</p> <p><input type="checkbox"/> Objectives do not include demonstrable learning outcomes.</p> <p>A3: Alignment of Objectives</p> <p><input type="checkbox"/> Learning unit content is not aligned with or sufficient to meet unit objectives.</p>	<p><input type="checkbox"/> Objectives are included in individual learning units.</p> <p><input type="checkbox"/> Objectives consistently include demonstrable learning outcomes.</p> <p><input type="checkbox"/> Content is clearly aligned with and sufficient to meet the learning unit objectives.</p>	<p><input type="checkbox"/> Objectives are consistently placed and easy to locate in the individual learning unit.</p> <p><input type="checkbox"/> Objectives are written in language that is student-centered.</p> <p><input type="checkbox"/> The connections between content and learning unit objectives are made explicitly clear to the students.</p>
<p>Criteria A1-A3 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation – Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
<p>A4: Course Navigation</p> <p><input type="checkbox"/> Navigation and content flow are not easily determined.</p> <p>A5: Unit-level Chunking</p> <p><input type="checkbox"/> Content is not presented in distinct learning units or modules.</p> <p>A6: Page-level Chunking</p> <p><input type="checkbox"/> Page content is not chunked into manageable segments using headings, making online reading difficult.</p> <p>A7: Effective Use of Course Management (CMS) Tools</p> <p><input type="checkbox"/> CMS tools that could reduce the labor intensity are not used effectively.</p> <p>A8: Effective Use of Multimedia</p> <p><input type="checkbox"/> Content is presented using primarily one medium.</p>	<p><input type="checkbox"/> Navigation and content flow are easily determined by the user.</p> <p><input type="checkbox"/> Content is meaningfully segmented into distinct units or modules to aid learning.</p> <p><input type="checkbox"/> Page is chunked in manageable segments using headings that facilitate online reading.</p> <p><input type="checkbox"/> CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.</p> <p><input type="checkbox"/> A variety of media, such as text, audio, video, images and/or graphics are used throughout.</p>	<p><input type="checkbox"/> Clearly labeled tutorial materials explaining how to navigate the specific course are included.</p> <p><input type="checkbox"/> Learning units or modules are consistently structured and sequenced to reduce cognitive load.</p> <p><input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.</p> <p><input type="checkbox"/> CMS tools are used to provide integrated and innovative learning materials and activities for students.</p> <p><input type="checkbox"/> Multimedia is used creatively throughout the course to facilitate student-centered learning.</p>
<p>Criteria A4-A8 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation – Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions		
<input type="checkbox"/> Instructions for working with course content are missing or incomplete (e.g. links to articles or videos are provided without any guidance for how the student should work with the material).	<input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article).	<input type="checkbox"/> Instructions are directly embedded in the content.
A10: Learning Support		
<input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	<input type="checkbox"/> Individualized learning opportunities, such as activities to support Basic Skills or resources for advanced learning are provided.	<input type="checkbox"/> Frequent individualized learning opportunities are provided throughout the course.
A11: Learning Feedback		
<input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	<input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	<input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.
Criteria A9-A11 Comments:		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation- Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
<p>A12: Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions for working with course content are missing or incomplete (e.g. links to articles or videos are provided without any guidance for how the student should work with the material). <p>A10: Learning Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning. <p>A11: Learning Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article). <input type="checkbox"/> Individualized learning opportunities, such as activities to support Basic Skills or resources for advanced learning are provided. <input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions are directly embedded in the content. <input type="checkbox"/> Frequent individualized learning opportunities are provided throughout the course. <input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.
<p>Criteria A9-A11 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation – Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
<input type="checkbox"/> Institutional/instructor policies relevant for learner success are not included or are difficult to find.	<input type="checkbox"/> Policies relevant for learner success (e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	<input type="checkbox"/> Institution/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services		
<input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course to find support resources.	<input type="checkbox"/> Links to student services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	<input type="checkbox"/> Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support		
<input type="checkbox"/> Information about and the links to technology support are not included or easily found.	<input type="checkbox"/> Technology support is explained to students, and relevant contact information and/or links are easily found.	<input type="checkbox"/> Links to technology support and troubleshooting tips are provided where they may be needed throughout the course.
Criteria A12-A14 Comments:		
Click or tap here to enter text.		

Section B: Interaction- Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
<p>B1: Pre-Course Contact</p> <p><input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.</p> <p>B2: Regular Effective Contact</p> <p><input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.</p> <p>B3: Student-Initiated Contact</p> <p><input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.</p>	<p><input type="checkbox"/> Instructor initiates contact prior to or at the beginning of the course.</p> <p><input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools.</p> <p><input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.</p>	<p><input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.</p> <p><input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.</p> <p><input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.</p>
<p>Criteria B1-B3 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section B: Interaction – Student-to-Student Contact

Incomplete	Aligned	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
<input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> This course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
<input type="checkbox"/> Students have no or limited opportunities to engage in regular effective contact with students (e.g., limited to a single Q&A discussion forum only).	<input type="checkbox"/> Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of participation (i.e., quantity and quality of interactions) are consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.
Criteria B4-B6 Comments:		
<p>Click or tap here to enter text.</p>		

Section C: Assessment – Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
<p>C1: Authenticity</p> <p><input type="checkbox"/> There is little or no evidence of authenticity built into assessments.</p> <p>C2: Validity</p> <p><input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives.</p> <p>C3: Variety</p> <p><input type="checkbox"/> Assessments are limited primarily to one type of assessment (either formative or summative).</p> <p>C4: Frequency</p> <p><input type="checkbox"/> Assessments are few and infrequent.</p>	<p><input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes.</p> <p><input type="checkbox"/> Assessments appear to align with the objectives.</p> <p><input type="checkbox"/> Both formative and summative assessments are used throughout the course.</p> <p><input type="checkbox"/> Multiple assessments are administered during the duration of the course.</p>	<p><input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.</p> <p><input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.</p> <p><input type="checkbox"/> Multiple types of formative and summative assessments are used (research projects, objective test, discussions, etc.)</p> <p><input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.</p>
<p>Criteria C1-C4 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section C: Assessment – Guidance and Feedback

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide		
<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	<input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of “good work.”
C6: Assessment Instructions		
<input type="checkbox"/> Assessments include little or no instructions.	<input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/> Instructions are written clearly and with exemplary details to ensure understanding.
C7: Feedback		
<input type="checkbox"/> There is little or no evidence of meaningful feedback on student assessments.	<input type="checkbox"/> The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	<input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment		
<input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment.	<input type="checkbox"/> Opportunities for student self-assessment with feedback are present.	<input type="checkbox"/> There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.
Criteria C5-C8 Comments:		
<p>Click or tap here to enter text.</p>		

Section D: Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:

- LTI/Apps Media Player Links to 3rd party websites Publisher content

3rd Party Resources in this course: [Click or tap here to enter text.](#)

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor’s Office CVS-OEI grant, please visit www.cvc.edu. For other web and information technology accessibility needs, please visit the [CCC Accessibility Center](#).

<p>D1: 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 heading styles. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D1 Comments Click or tap here to enter text.</p>			
<p>D2: 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. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D2 Comments Click or tap here to enter text.</p>			

<p>D3: Links Links are identified with meaningful and unique text in place of displaying the URL. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D3 Comments Click or tap here to enter text.</p>			
<p>D4: 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. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D4 Comments Click or tap here to enter text.</p>			
<p>D5: Color Contrast There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D6 Comments Click or tap here to enter text.</p>			
<p>D7: Images All images have appropriate alternative text, either explaining instructional value or indicating that the image is decorative. Alternative text does not contain “image of”, “picture of”, or file extension (e.g., “.jpg”). Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D7 Comments Click or tap here to enter text.</p>			

<p>D8: Reading Order Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Check: <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D8 Comments Click or tap here to enter text.</p>			
<p>D9: 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. Check: <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D9 Comments Click or tap here to enter text.</p>			
<p>D10: 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. Check: <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D10 Comments Click or tap here to enter text.</p>			
<p>D11: Accessibility Checkers Files and content pages pass any built-in accessibility check available in the software. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D11 Comments Click or tap here to enter text.</p>			

<p>D12: 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. Check: <input type="checkbox"/> Required video content inside the course management system or external video content linked to form within the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D12 Comments Click or tap here to enter text.</p>			
<p>D13: Audio Audio files must be accompanied by complete and accurate transcripts. <input type="checkbox"/> Audio files within the course management system and external audio-only content linked to from within the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D13 Comments Click or tap here to enter text.</p>			
<p>D14: 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. Check: <input type="checkbox"/> Videos <input type="checkbox"/> Canvas Content <input type="checkbox"/> files, including slides, documents, etc.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D14 Comments Click or tap here to enter text.</p>			

<p>D15: Live Captions Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Check: <input type="checkbox"/> Plan for captioning any live, synchronous video events planned for the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D15 Comments Click or tap here to enter text.</p>			
<p>D16: Auto-play Audio and video auto-play content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume. Check: <input type="checkbox"/> Audio and video content inside the course management system or linked to from within the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D16 Comments Click or tap here to enter text.</p>			

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