



DISTANCE EDUCATION PLAN 2024 - 2026



Table of Contents

About the NOCE Distance Education Plan	3
The NOCE Distance Education Plan Evaluation Process	4
Overview of the NOCE Distance Education Program	4
The Purposeful Design and Goal for NOCE Distance Education.....	8
NOCE Support for Distance Education.....	11
Distance Education and NOCCCD District Information Services.....	13
Mission and Program Outcomes.....	14
Distance Education Guidelines	15
Syllabus Requirement for Authentication	26
Training and Preparation of Distance Education Faculty	26
Access to Canvas and NOCE Online Instructional Tools	28
NOCE Technology and Digital Infrastructure	28
Faculty Technical and Program Support	29
Student Support.....	30
Distance Education Plan Program Goals and Objectives	31
Appendix A: NOCE Distance Education Addendum	38
Appendix B: NOCE Distance Education Syllabus Template	46
NOCE Distance Education Plan Participants	57
References	59

Adoption

DE Committee, March 22, 2024

Academic Senate, May 2, 2024

About the NOCE Distance Education Plan

The NOCE Distance Education Program has transitioned in composition and organization since the previous plan from 2022 – 2024. The Distance Education program was supported by a DE Coordinator, the Distance Education Advisory Group comprised of both full-time and adjunct faculty, and the instructional designer. This 2024 – 2026 NOCE Distance Education plan represents a revised and updated version of the 2022 – 2024 NOCE Distance Education Plan and Program. Support for the DE Program beginning January 2024 has transitioned to the Distance Education Committee, the instructional designer, and the planned Distance Education Director under the supervision of the Vice President of Instruction.

A brief history of the NOCE Distance Education Program is as follows since its establishment in 2019:

- The Cypress College Distance Education Plan was temporarily adopted by the NOCE Academic Senate in June 2019.
- In Fall 2019, the plan was read and evaluated through the NOCE Distance Education Pilot Team. 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.
- On March 3 and 24, 2020, the Academic Senate of NOCE and Provost's Cabinet approved the final draft of the [2019 – 2021 NOCE DE Plan](#) after opportunities for feedback and input.
- From 2020 to 2021, NOCE intended to launch its first DE pilot program for forty students in the English as a Second Language, Life Skills and Advancement, Career Technical Education, and Basic Skills programs. In addition, a pilot cohort of the Online Teaching Certificate Boot Camp was planned for Spring 2020
- In response to the COVID – 19 Pandemic and stay-at-home order issued in March 2020, NOCE opted to depart from the planned pilot and fully implement the DE Plan developed in Fall 2019. The Online Teaching Certificate Boot Camp training program was fully implemented in May 2020.
- A total of 184 instructors were certified to provide online instruction over six cohorts in the Spring, Summer, and Fall 2020 terms. Eight adjunct faculty assisted the Distance Education Faculty Coordinator in facilitating the training cohorts, ranging from 20 to approximately 70 participants.
- From Spring 2020 to Fall 2023, the NOCE DE Program operated under the direction of the DE Faculty Coordinator, the DE Advisory Group, and funds were allocated to staff the position of instructional designer in February 2023.
- In Fall 2021, the NOCE DE Advisory Group updated the NOCE DE Plan. On March 1 and 15, 2022, Academic Senate and President's Cabinet adopted the [2022 – 2024 NOCE DE Plan](#).
- In Fall of 2023, the NOCE Academic Senate named the Distance Education Committee as a Senate Committee in place of the Distance Education Advisory Group to be chaired by a full-time faculty member. Funds have been allocated to staff a special projects manager to serve as the Director of Distance Education.
- As of Spring 2024, the NOCE DE Program operates under the direction of the Distance Education Committee, the instructional designer, and the incoming DE Director.

The NOCE Distance Education Plan Evaluation Process

The triennial process for evaluation of the Distance Education Plan requires the participation of the Distance Education Committee, Distance Education staff, the Distance Education faculty, the Academic Senate, the Planning and Budget Committee, and President's Cabinet. Evaluating and updating the Distance Education Plan continues in an ongoing process that operates as follows:

1. **Planning:** The DE Plan will be in review during the fall of the year prior to the plan's expiration. The initial review will be by the Distance Education Committee with input from all constituency groups.
2. **Writing:** The NOCE Distance Education Chair and Committee will prepare a draft with support from the Vice President of Instruction and instructional designer.
3. **Review:** The draft will be reviewed by the NOCE Academic Senate and President's Cabinet, who will have the opportunity to submit comments and provide feedback. In collaboration with the Distance Education Chair and Office of Instruction, the Distance Education Committee will take the lead in the revision and adoption process.
4. **Final Revision and Adoption:** The Distance Education Chair and Distance Education Committee with support from the Vice President of Instruction and instructional designer prepare the final draft with feedback and input collected from all the constituent groups in the review process. The final draft is then submitted for approval to the Academic Senate and President's Cabinet.
5. **Implementation:** The adopted revised and adopted NOCE Distance Education Plan will serve as a guide for implementing best practices, procurements of appropriate resources, and development of guidance during the plan's three-year term.
6. **Future Revisions:** The revision cycle for the NOCE DE Plan will continue every three years. Off-cycle revisions have occurred due to external circumstances affecting the academic sector. A revised plan was developed and adopted in the Fall 2021 Semester for implementation in January 2022 to reflect an updated timeline, program needs, and progress of goals that were adjusted due to the COVID-19 emergency. The plan was revised in Spring 2023 to represent the revised structure and organization of the NOCE DE Program.

Overview of the NOCE Distance Education Program

Overview of Instructional Modalities

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

§ 55200. DEFINITION AND APPLICATION

- a. “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:
 1. The internet;
 2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 3. Audio conference; or
 4. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.
- b. The definition of “distance education” does not include correspondence courses.
- c. (c) “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title II of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d; title 29 United States Code section 794d; and title 34 Code of Federal Regulations section 600.2.

§ 55204. INSTRUCTOR CONTACT

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- a. Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.
- b. “Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - (1) Providing direct instruction;
 - (2) Assessing or providing feedback on a student’s coursework;

- (3) Providing information or responding to questions about the content of a course or competency;
 - (4) Facilitating a group discussion regarding the content of a course or competency; or
 - (5) Other instructional activities approved by the institution's or program's accrediting agency.
- c. Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - (1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - (2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
 - d. Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.
 - e. For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
 - (1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
 - (2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

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

§ 55206. SEPARATE COURSE APPROVAL

- a. If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive as specified in section 55204.
- b. The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: sections 70901 and 70902, Education Code; Title II-of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 749d; title 34 Code of Federal Regulations sections 600.2.

§ 55208. FACULTY SELECTION AND WORKLOAD

- a. Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.
- b. Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this article, local district policies, and negotiated agreements.
- c. The number of students assigned to any one course section offered by distance education shall be determined by, and be consistent with, other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).
- d. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

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

NOCE Distance Education Instructional Modalities

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

Fully Online Courses (asynchronous and synchronous)

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

Partially Online (asynchronous and synchronous)

A partially online course at NOCE offers instruction both online and on campus. Required in person class meetings are included in the Schedule of Classes and follow a predictable pattern (on the same day(s) of the week and at the same time). The Schedule of Classes defines partially online

courses as “While a class does not meet every week, those meetings that are scheduled will occur on the same day and at the same time of the week.

Online with Flexible In-Person Component

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

Web-enhanced Courses

Web-enhanced courses at NOCE offer in-person courses that provide students access to online class materials, communication, and resources. Web-enhanced courses may include supplemental activities, home assignments, and learning activities, facilitate electronic submission of coursework, and various communication opportunities. Web-enhanced courses may not use internet-based resources or activities to replace required on campus instruction or in-seat contact hours. The Schedule of Classes defines web-enhanced courses as “Web-enhanced courses are in person courses that use the web to deliver materials, not to replace required in-person instruction or in-seat contact hours. Trained instructors may use Canvas course sites to enhance and enrich learning.”

Students Served in an Online Instructional Modality 2022 - 2024

The Purposeful Design and Goal for NOCE Distance Education

A 2019 literature review identified facilitation of student engagement and promotion of a sense of belonging, facilitation of learning, and course design as primary course-level factors impacting student retention (Salim Mljana & Luo, 2019). Course design and student support were also identified as ways to enact immediate change to better support our students and promote equity (DETA & WCET, 2021).

In addition to providing engaging, accessible, well-designed courses, NOCE is committed to ensuring access to campus services for online students through an intentionally designed, data driven approach based on research-based best practices to promote student equity. This approach is supported by the recent publication by DETA and WCET, “Research Review: Educational Technologies and Their Impact on Student Success for Certain Racial and Ethnic Groups.” Institutions should avoid choosing the traditional solution of investing in more student support services, such as tutoring, without robust investigation into their current institutional structures that may be impeding the success rates of all students. Sometimes the solution is not more student support services, but rather, a re-envisioning of the current institutional structure and cultural norms characterizing that structure in its entirety (p. 18, para. 2).

Online Course Design and Student Success

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

Improved Student Success

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

Using Documents & Files in the Development of Online Course Content

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

Note: In general, it is best practice to incorporate as much of the content into Canvas as possible rather than relying on files to ensure that everything is accessible, and students can easily navigate the course. Content Pages are inherently more accessible than documents or files and documents or files should be used only when a downloadable document is necessary for the students.

In addition to technical accessibility issues, downloading, archiving, and opening documents can reduce usability. Forcing students to download material leads to several issues, and students using mobile devices may not be able to open all documents.

FTES

It is the expressed and written goal to increase FTES at NOCE. Faculty have recruited and sustained attendance in their individual courses and as a whole within the programs of NOCE. The 24/7 opportunity to attend class enables 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.

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

“momentum points” NOCE found in their institutional surveys and inform the launch of distance education with the goal to decrease course withdrawals.

Program Planning for Retention and Success

While the data shows that student success rates in traditional lecture courses are higher than in distance education courses across the state and at our district colleges, NOCE believes it is vital to acknowledge the possibility of improvement for NOCE students. Significant planning and research of California distance education programs reveal specific methodologies that might prove successful in targeting the obstacles and momentum points that create challenges to achievement. It is NOCE’s goal to find and implement best practices, program design, and technological components that will increase retention, success, and completion of certificates or transfers to complete degrees.

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

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

Dependable Course Management and Online Student Resources Through Managed Hosting

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

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

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

NOCE Support for Distance Education

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

Staffing

NOCE provides the following staff for its Distance Education Program:

- Administrative
 - The Vice President of Instruction is assigned to oversee the program.
- Program Direction
 - Distance Education Director, Special Projects Manager (100%) [planned]
 - Distance Education Committee Chair (60%) [current]
 - Instructional Designer (100%) [current]

Distance Education Program Organizational Structure

The Distance Education Program operates under the supervision of the NOCE Vice President of Instruction, who oversees the program and regularly reports to the President. The Distance Education Committee Chair and Instructional Designer conduct day-to-day operations, training, and support. NOCE Academic Senate and the NOCE Curriculum Committee are integral to the program's planning process. The DE Committee Chair either serves on the Curriculum Committee as a resource member or as a voting member.

Vice President of Instruction

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

DE Director

The Director, Distance Education is responsible for performing a variety of administrative, technical, technical support, and staff training duties related to the functions and activities of campus educational technology, online learning systems, and distance education programs.

Distance Education Committee Chair

The Distance Education Committee Chair is responsible for leading the Distance Education Committee. The DE Chair disseminates information across the campus related to DE assists with the promotion of DE modality to students.

Instructional Designer

The Instructional Designer position is a project-based job under the direct supervision of the Vice President of Instruction. Projects in distance education are continually transitioning in the completion stage, emerging technology, updates, and new projects informed by research data. 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 promotes distance education by informing the campus community of new developments in emerging technology and instructional methodology related to distance learning.

Facilities

Due to the Anaheim Campus construction, the Distance Education Program will continue to be remote. After construction has been completed, the NOCE DE program will function from a center at the Anaheim Campus.

NOCE Distance Education and Academic Senate

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

NOCE Distance Education and Curriculum Committee

The NOCE Distance Education Program recognizes the curriculum committee as an arm of the Academic Senate and that the committee's goals are to review and approve course outlines. In response to the responsibilities the curriculum committee is given to make recommendations in the area of course curriculum, the NOCE Distance Education Program includes the NOCE Curriculum Committee oversight in the process for approval (California Code of Regulations Title 5). The NOCE Distance Education Plan recognizes the role of the NOCE Curriculum Committee to ensure that goals, objectives, and final outcomes in distance courses are achieved. The Distance Education Committee Chair serves as an advisory or voting member of the NOCE Curriculum Committee.

The Distance Education Committee

The NOCE Distance Education Committee provides recommendations to bodies such as Academic Senate, Technology Committee, President's Cabinet, etc. to successfully implement the goals and objectives adopted in the Distance Education Plan and supports student success by promoting best practices for high-quality instruction and online student resources at NOCE.

Committee Members

The DE Committee is comprised of both full-time and adjunct faculty representing all NOCE departments who are certified to provide online instruction or services based on adopted standards set forth in this plan and who are committed to the ongoing support and advancement of Distance Education at NOCE. The committee may also include student representatives, classified staff, and administrative members whenever possible. Appointment and election to the DE Committee shall initially be from among the Academic Senate membership of faculty with a 50% plus 1 voting majority.

Responsibilities of Distance Education Committee

- Recommend and promote best practices for teaching online and using technology for learning.
- Review and revise the Distance Education Plan and Faculty Handbook to recommend policies and processes pertaining to distance education.
- Establish processes and training to certify or maintain certification of faculty to participate in distance education.
- Establish standards for distance education certification equivalency.
- Review, evaluate, and make recommendations for the approval of Distance Education Addenda.

Distance Education and NOCCCD District Information Services

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

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

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 Distance Education Committee, Departmental Planning and Departmental Review, Instructional Technology Services, administration, Student Services, and others to promote student learning and success at a distance and to serve the distance education needs of our diverse student body by providing high-quality online student resources and support through a variety of delivery methods.

Program Level Outcomes

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

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

Course Level Student Learning Outcomes (SLOs)

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

Program Review

Measuring the effectiveness of an institution's delivery methods and evaluating student learning is essential to student success. Understanding what is working and why it is working is just as important as understanding what is not working. The Distance Education Program plans to accomplish this through the NOCE Program Review process which will include an annual survey.

Distance Education Guidelines

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

Course Syllabus

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

Accessibility

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

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

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

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

Syllabus Requirements for Accessibility

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

Copyright

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

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

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

Syllabus Requirements for Copyright

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

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

Recording & Captioning Synchronous Instruction

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

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

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

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

Best Practices for Making and Using Instructional Videos and Instructional Recordings

NOCE has adopted the California Community Colleges Chancellor’s office policy for recording synchronous instructional sessions as these recordings may be educational records protected under the Family Educational Rights and Privacy Act (FERPA) – the federal student privacy law. Additional information about FERPA can be found on the US Department of Education FAQs on [Photos and Videos under FERPA](#). Questions about how FERPA relates to specific situations at NOCE should be addressed with the Director of Admissions and Records.

Using Zoom for Synchronous Sessions

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

Instructors and staff must use their NOCE Zoom accounts. Questions about how to access this Zoom account can be addressed to the Helpdesk at helpdesk.noce.edu.

Creating FERPA-Compliant Videos & Protecting Student Privacy

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

Requiring Camera Use

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

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

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

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

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

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

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

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

Captioning Pre-Recorded Videos

All student-facing content must be accessible. It is the instructor’s responsibility to properly caption all videos before making them available to students. Faculty should utilize NOCE adopted editing app for this use. Please refer to the Faculty Resource Center Canvas course to review the sections about accessibility, captioning, and the editing app. Please contact the Helpdesk for questions regarding captioning at helpdesk.noce.edu.

Captioning Synchronous Zoom Instructional Sessions

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

“An auxiliary aid or service is required if the class includes deaf or hearing-impaired students. Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and relevant provisions of state law, require auxiliary aids or services to be provided to deaf and hearing-impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, community colleges also must give “primary consideration” to the choice of aid or service requested by deaf or hearing-impaired students and weigh such requests against burdens they would impose upon the college program.”

Course Approval

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

Title 5 § 55206 states that “(a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction specified in section 55204. (b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.”

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

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

Regular and Substantive Interaction

Instructor-initiated regular and substantive interaction is essential for success in a Distance Education course. This requirement for regular instructor contact with students is also affirmed in NOCCCD Administrative Procedures (2011) 4105, article 3.1.3, which states that “Each section of the course that is delivered through distance education will include regular effective contact between the instructor and students” (NOCCCD, 2001). One way distance education differs from correspondence learning is in the type of interaction that takes place in a course.

According to §55200 of the California Education Code, correspondence education is not, by definition, distance education.

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

- Providing direction instruction;
- Assessing or providing feedback on a student’s coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution’s or program’s accrediting agency.
- Regular interaction between a student and instructor(s) is ensured by, prior to the student’s completion of a course of competency.
- Providing the opportunity for substantive interactions with the student on a predictable and timely basis commensurate with the length of time and the amount of content in the course or competency; and
- Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

The NOCE Distance Education Regular and Substantive Interaction Policy

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

Instructor Initiated Interaction

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

Frequency

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

Establishing Expectations and Managing Unexpected Instructor Absence

An instructor or department-established policy describing the frequency and timeliness of instructor-initiated contact and feedback will be included in the syllabus and other course documents that are made available to students when the course officially opens. If the instructor must be out of contact briefly for an unexpected reason (illness, emergency, off-line), notification to students will be made in the announcements area of the course that includes when the students can expect regular substantive interaction to resume. If the offline time results in a lengthy absence (i.e., more than three or four days), a substitute instructor should be requested to provide students with instructional assistance.

Types of Contact

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

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

Suggestions

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

Syllabus Requirements for Instructor Initiated Contact

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

Course Quality Review

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

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

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

NOCE has become a Local POCCR certified campus through CVC – OEI. The DE Committee will assist in the formation of a POCCR review team. The team will assist instructors in the optional alignment of their courses with the CVC-OEI Course Design Rubric

Currency of Materials and Courses

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

Course Blueprint Development and Review Process

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

Definition of Blueprint Course

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

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

Last Day of Attendance

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

For distance education purposes, the last login into a course management system is not accepted as the last day of attendance. Instead, The Department of Education (DOE) refers to academic engagement as the activity-based standard for determining the last date of attendance. There is, as yet, no consensus within the California Community Colleges on how to handle attendance verification for financial aid purposes in an online environment; however, regulations include the following guidance:

(7)(i) "Academic attendance" and "attendance at an academically-related activity"-

(A) Include but are not limited to –

- 1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- 2) Submitting an academic assignment;
- 3) Taking an exam, an interactive tutorial, or computer-assisted instruction;
- 4) Attending a study group that is assigned by the institution;
- 5) Participating in an online discussion about academic matters; and
- 6) Initiating contact with a faculty member to ask a question about the academic subject studied in the course; (DOE, 2010, 66952).

Activities where students may be present but exhibit no evidence of academic engagement are excluded from determining Last Day of Attendance, for example, "(3) Logging into an online class

without active participation; or (4) Participating in academic counseling or advisement” (DOE, 2010, 66952).

Last Day of Attendance Documentation

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

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

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

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

The portion of the policy that refers to login statistics as a method of determining student drops: “...inactivity in the course site as evidenced by the Canvas tracking statistics. It is up to the instructor to decide which system to use...” is inconsistent with the recent Department of Education regulations changes which rule out logins to determine the last day of attendance and instead specifies the use of “academic attendance” and “attendance at an academically-related activity” (DOE, 2010, 66952). While CMS inactivity is evidenced by login statistics in the college context for student drops, these statistics should not be used to document the Last Day of Attendance. To facilitate accurate record-keeping, attendance statements in a Distance Education syllabus should be written with this in mind.

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

Course Orientation

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

Electronic Mail

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

Student Authentication & Fraud Prevention

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

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

(California Chancellor's Office, 2011). These are three currently accepted approaches to authentication:

- Secure credentialing/login and password
- Proctoring
- Technology authentication systems

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

Syllabus Requirement for Authentication

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

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

Training and Preparation of Distance Education Faculty

Opportunities to become certified to provide online instruction at NOCE are facilitated by four pathways. Additionally, faculty members can earn NOCE DE Equivalency certification by meeting requirements set forth by the DE Committee. This will ensure that NOCE Distance Education faculty receive training informed by the latest research developments in best DE practices and regulatory changes.

Distance Education Certification

Instructors who wish to teach online courses at NOCE may complete one of the following four pathways:

1. NOCE OTC Course [planned]
2. @ONE 12-week Online Teaching & Design (OTD) course.
3. @ONE 4x4 and capstone:
 - a. Introduction to Course Design
 - b. 10-10-10 Communication That Matters
 - c. Assessment in Digital Learning
 - d. Creating Accessible Course Content
 - e. Capstone
4. NOCE OTC Equivalency

NOCE OTC Course

It is the expressed goal of NOCE to offer in-house training opportunities to prepare faculty to provide online instruction. A new training hosted by NOCE will provide faculty with skills in the four design elements of the CVC OEI Rubric which serves as a standard for all California Community Colleges and for NOCCCD in Administrative Procedure 4105, “At a minimum, training in online pedagogy will include course design, regular and substantive interaction, accessibility and assessment.”

@ONE

The @ONE Certificate in Online Teaching & Design program focuses on the four elements of the CVC-OEI Course Design Rubric and will enable instructors to create legally compliant course content in alignment with best practices. Upon successfully completing the @ONE Certificate in Online Teaching & Design, faculty members should submit their learner transcript to DistanceEd@noce.edu to verify certification and a confirmation e-mail will be provided.

NOCE OTC Equivalency

To honor the experience of faculty who have demonstrated training and online teaching experience at another institution, NOCE offers an equivalency application as an alternative pathway to clearing certification to provide online instruction at NOCE that complies with Administration Procedure 4105.

Ongoing Professional Development and Recertification for DE Faculty

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

Faculty members will need to regularly recertify their OTC to remain eligible to provide online instruction and must complete professional development directly related to online instruction.

Web-Enhanced Training

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

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

Access to Canvas and NOCE Online Instructional Tools

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

Restricting Access to Canvas & Instructional Tools for Former Employees

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

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

NOCE Technology and Digital Infrastructure

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

Managed Hosting Provided by Instructure (Canvas)

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

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

Cidi Labs DesignPLUS

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

UDOIT Advantage Accessibility Assistant

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

ScreenPal

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

Vetting and Adopting Applications and Software

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

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

Distance Education Website Presence Hosted by the NOCE Instructional Technology Services

The NOCE website will host the Distance Education Program web presence <https://noce.edu/info/students/distance-education/>. The website will include an overview of the DE Program along with information related to online class readiness, orientation, and help and support for online students.

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. The VPI advises the DE Chair and DE Committee Members as well as supervises the Instructional Designer. The VPI also serves as an advisory member of the DE Committee

- **Instructional Designer:** The instructional designer is available to help faculty members with DE courses and instructional software which supports overall course design and construction, questions about teaching with Canvas, or transforming a course for online delivery.

Distance Education Faculty Resource Center Canvas Space

The instructional designer maintains an extensive repository of reference materials, tutorials, and resources in the NOCE Distance Education Faculty Resource Center Canvas space. All online teaching certified faculty are automatically added to this resource.

Student Support

Distance Education instructors are expected to be the initial contact for all student questions and respond to student requests for help on a timely basis. Students can also receive on demand support through Canvas Chat which is available 24/7, NOCE StarHelp, and the Canvas student support hub.

Computer Labs

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

Online Student Resources

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

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

Distance Education Plan Program Goals and Objectives

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

The NOCE Distance Education Program has completed the following goals:

- Spring 2022: G1 Objective 4: Create & Maintain Canvas Self-Help Portal
- August 2022: G1 Objective 2: Establish NOCE as a CVC-Consortium Member
- Summer 2022: G2 Objective 4: Create & Maintain Orientation/Course Blueprint
- Fall 2022: G1 Objective 7: Create a DE Student Orientation Canvas Course to provide basic information needed to be a successful distance learner.
- Fall 2022: G1 Objective 2: Obtain CVC designation as a POCR (Peer Online Course Review) campus
- February 2023: G1 Objective 3: Create & Hire Permanent Instructional Designer

The ongoing and planned NOCE Distance Education Program Goals and Objectives are:

Goal 1: Develop Program Infrastructure

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

4. Objective: Development and implementation of Application and Software Vetting Process
 - a. Individual(s) Responsible: DE Committee Chair, DE Committee, Vice President of Instruction, Vice President of Student Services, Curriculum Chair, IT Manager
 - b. Timeline: Fall 2024
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 4.5
 - e. Supports NOCE Strategic Plan Goal II Objective 7.3, Goal IV Objectives 3.2, 3.3, 4.2
5. Objective: Create and add classified member resources to the DE Resource Center in Canvas
 - a. Individual(s) Responsible: DE Committee Chair, Vice President Instruction, Vice President Student Services
 - b. Timeline: Fall 2025
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.2, 2.1
 - e. Supports NOCE Strategic Plan Goal II Objective 7.3, Goal IV Objectives 3.3, 4.2
6. Objective: Increase student awareness of course link to information about NOCE online student resources using the following strategies: Counseling representative to provide updates at DE Committee meetings, email and announcements reminders in DE Faculty

Resource Center Canvas Space to all DE faculty at the start of each semester, the inclusion of invites and promotion to students using Canvas announcements, possible system-wide announcements using *iTendance* and various communication tools, greater emphasis in department meetings and the faculty handbook.

- a. Individual(s) Responsible: DE Committee Chair, Instructional Designer, Campus Communications
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.1, 2.1
 - e. Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
8. Objective: Increase student participation in DE Program Canvas Orientation.
- a. Individual(s) Responsible: DE Committee Chair, DE Committee, Vice President of Student Services, Vice President of Instruction
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
9. Objective: In consultation with campus-wide groups, including student groups, continually monitor and revise program requirements to meet state and federal laws and guidelines that apply to distance education in California higher education.
- a. Individual(s) Responsible: DE Committee Chair, DE Committee, Instructional Designer
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal II Objective 5.5, Goal IV Objectives 3.2, 3.3, 4.2
10. Objective: Continue a pilot to establish a common tutoring platform with the intent of
- a. comparing and contrasting features, usability, security, accessibility, and cost.
Individual(s) Responsible: Vice President of Student Services, Vice President of
 - b. Instruction, DE Committee Chair, IT Manager, DE Committee
 - c. Timeline: Fall 2024
 - d. Additional Fiscal Resources Needed: None
 - e. Supports District Strategic Direction 2.1, 3.1, 3.2, 4.3
 - f. Supports NOCE Strategic Plan Goal II Objective 5.5, Goal III 2.2, Goal IV Objectives
 - g. 3.2, 3.3, 4.2

Goal 2: Faculty Support and Services

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

1. Objective: Improve the clarity of communication of written procedures for requesting assistance by adding procedures to the Distance Education Plan, the Distance Education Faculty Handbook, and the Canvas Faculty Resource Center.
 - a. Individual(s) Responsible: DE Committee Chair, Instructional Designer
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2

2. Objective: Improve the clarity of communication of procedures for requesting assistance by publicizing procedures and contact information through the DE Committee, the directors' meeting, and the Distance Education program e-mail.
 - a. Individual(s) Responsible: Instructional Designer, Distance Education Committee
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2

3. Objective: Create and maintain a virtual faculty resource center with on-demand training opportunities.
 - a. Individual(s) Responsible: DE Committee Chair, Instructional Designer
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2

4. Objective: Create and maintain orientation module blueprint for institutional use, which includes Qualtrics surveys to gather feedback regarding course design and content in alignment with the CVC-OEI Rubric.
 - a. Individual(s) Responsible: DE Committee Chair, OIRP, Instructional Designer
 - b. Timeline: Spring 2025
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 1.4, 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal I Objective 1.4, Goal IV Objectives 3.2, 3.3, 4.2

5. Objective: Recommend an on-demand training module for course evaluators.
 - a. Individual(s) Responsible: DE Director and Instructional Designer
 - b. Timeline: Summer 2025
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 4.5
 - e. Supports NOCE Strategic Plan Goal II 7.3, Goal IV Objectives 3.2, 3.3, 4.2

Goal 3: Faculty Training

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

1. Objective: Increase the number of NOCE faculty badged in one or more of the @ONE Online Teaching & Design Competencies by 10% per year.
 - a. Individual(s) Responsible: DE Committee, DE Faculty
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 1.4, 4.5
 - e. Supports NOCE Strategic Plan Goal II Objectives 7.3, 7.4, Goal IV Objectives 3.2, 3.3, 4.2

2. Objective: Offer ongoing training and POQR review.
 - a. Individual(s) Responsible: DE Chair, Instructional Designer, POQR Team
 - b. Timeline: Spring 2025
 - c. Additional Fiscal Resources Needed: Stipends to compensate POQR team beyond contracted hours.
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2

Goal 4: Legal Compliance

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

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

2. Work with Curriculum Committee to update the regular and substantive interaction portion of the course outline requirements to reflect changes in federal regulations.
 - a. Individual(s) Responsible: DE Committee Chair
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2

3. Objective: Work with Curriculum Committee to develop a Last Day of Attendance Policy with guidelines for instructors.
 - a. Individual(s) Responsible: DE Committee Chair
 - b. Timeline: Spring 2025
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2

4. Objective: Update attendance policy in the NOCE catalog, schedule of classes, and handbooks to reflect changes in federal and state regulations.
 - a. Individual(s) Responsible: DE Committee Chair, Director of Admissions and Records, Catalog and Schedule Coordinator
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None
 - d. Supports District Strategic Direction 2.1, 3.2
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 3.3, 4.2

Goal 5: Program Quality

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

1. Objective: Identify dedicated Distance Education office space with the capability to train in a one-on-one or small group scenario (laptops for at least two).
 - a. Individual(s) Responsible: Vice President of Instruction
 - b. Timeline: Fall 2025
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 2.1, 4.3
 - e. Supports NOCE Strategic Plan Goal III Objective 3.2

2. Objective: Develop a Distance Education teaching and learning mobile strategy.
 - a. Individual(s) Responsible: Vice President of Instruction, DE Committee Chair, Instructional Designer, DE Committee, DE Faculty
 - b. Timeline: Spring 2025 with ongoing review and updates
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 1.3, 2.1, 3.1, 3.2
 - e. Supports NOCE Strategic Plan Goal III Objectives 5.1, 5.2

3. Work with the Instructure (Canvas) leaders to develop statewide connections with public and private higher education noncredit distance education programs to create a faculty network, share resources, and consult on new regulations and procedures.
 - a. Individual(s) Responsible: DE Committee Chair
 - b. Timeline: Ongoing
 - c. Additional Fiscal Resources Needed: None

- d. Supports District Strategic Direction 1.4, 2.1
 - e. Supports NOCE Strategic Plan Goal III Objectives 5.1, 5.2
4. Objective: Work with the California Consortium for Community College Libraries to develop an online library/resources center that will enrich online learning activities for the diverse courses in the NOCE DE Program.
 - a. Person(s) Responsible: Vice President of Instruction, DE Committee Chair, Instructional Designer
 - b. Timeline: Summer 2025 and ongoing
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 1.4, 2.1
 - e. Supports NOCE Strategic Plan Goal III Objectives 5.1, 5.2
 5. Objective: Develop a plan for approved DE Proctoring platforms
 - a. Person(s) Responsible: Vice President of Instruction, Director of Administrative Services, DE Committee Chair
 - b. Timeline: Fall 2025
 - c. Additional Fiscal Resources Needed: Unknown
 - d. Supports District Strategic Direction 2.1, 4.3
 - e. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 4.2
 6. Objective: Develop and implement a permanent staffing structure to support the DE
 - a. Program, including an instructional Designer and DE Director
 - b. Person(s) Responsible: Vice President of Instruction
 - c. Timeline: ongoing
 - d. Additional Fiscal Resources Needed: FTE Range 36
 - e. Supports District Strategic Direction 2.1, 4.3
 - f. Supports NOCE Strategic Plan Goal IV Objectives 3.2, 4.2

Goal 6: Market and Promote DE to NOCE

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

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

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

Appendix A: NOCE Distance Education Addendum

Distance Education Curriculum Proposal Addendum

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

Relevant Title 5 Sections

§ 55206 Separate Course Approval

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 the 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.

§ 55202 Course Quality Standards

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

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

§ 55204 Instructor Contact

In addition to the requirements of section 55002 and locally established requirements applicable to all courses, district governing boards shall ensure that:

- (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental or study sessions, field trips, library workshops, telephone contact, voice mail, email, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

- (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

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

Course Title: Click or tap here to enter text.

Instructor Student Contact Hours: Click or tap here to enter text.

Click to Select the **one best option** for your course.

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

Click or tap here to enter text.

A. **Mode of Delivery:** Check all that apply.

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

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

Not Applicable

Click or tap here to enter text.

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

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

Instructor-Student Interactive Contact

Instructor-Student interactive contact email distribution:

- Email via Canvas LMS
- Other Email (e.g. Gmail) – Describe in textbox below.

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

[Click or tap here to enter text.](#)

Email descriptions that demonstrate instructor-student interaction:

- Instructor-Student questions/comments/problem solving
- Regular to-do lists, reminders, assignment descriptions
- Other Emails: Describe in textbox below.

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

[Click or tap here to enter text.](#)

Announcement Distribution:

- Announcements: Canvas LMS
- Announcements: Website (i.e. publisher website, faculty website)
- Other Announcements: Describe in textbox below.

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

[Click or tap here to enter text.](#)

Assessment Types:

Exams:

- Exams using Canvas LMS
- Exams using websites (i.e. publisher websites)
- Exams face-to-face or at proctored locations
- Exams via email

Other Exams

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

[Click or tap here to enter text.](#)

Quizzes/Surveys:

- Quizzes/Surveys using Canvas LMS
- Quizzes/Surveys using websites (i.e. publisher websites, Survey Monkey)
- Quizzes/Surveys face-to-face or at proctored locations
- Quizzes/Surveys via email
- Other Quizzes/Surveys

Describe other quizzes/surveys (max 1000 characters). Required if above “Other Quizzes/Surveys” box is checked.

[Click or tap here to enter text.](#)

Projects:

- Projects submitted using Canvas LMS
- Projects submitted using websites (i.e. publisher websites)
- Projects submitted face-to-face on campus
- Projects submitted via email
- No Projects
- Other Projects

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

[Click or tap here to enter text.](#)

Online Discussions:

- Online Discussions using Canvas LMS tools
- Online Discussions using websites (i.e. publisher websites)
- Online Discussions using email
- No Online Discussions
- Other Online Discussions

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

[Click or tap here to enter text.](#)

Videos/Podcasts:

- Videos/Podcasts links posted in Canvas LMS
- Videos/Podcasts links posted on websites (i.e. publisher websites)
- Videos/Podcasts links sent via email
- No Videos/Podcasts
- Other Videos/Podcasts

Describe other videos/podcasts (max 1000 characters). Required if above “Other Videos/Podcasts” box is checked.

[Click or tap here to enter text.](#)

Orientations:

- Orientations using Canvas LMS
- Orientations using websites (i.e. faculty websites)
- Orientations face-to-face on campus
- Orientations via email
- Other Orientations

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

[Click or tap here to enter text.](#)

FAQS:

- FAQS posted on Canvas LMS
- FAQS posted on websites (i.e. publisher websites)
- FAQS sent via email
- No FAQS
- Other FAQS

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

[Click or tap here to enter text.](#)

Other:

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

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

[Click or tap here to enter text.](#)

Student-Student Interactive Contact (not applicable for Correspondence)

- Online Discussions

- Email
- Wikis
- Virtual Chat (Canvas Chat, Big Blue Button, Google Talk, CCC Confer/Zoom)
- Other

Describe other FAQs (max 1000 characters). Required if above “Other” box is checked.
[Click or tap here to enter text.](#)

Student to Content

Content: Lectures/handouts/PowerPoints which coincide with the lecture topics in the Course Outline of Record (COR)

- Content on Canvas LMS
- Content on websites (i.e. publisher websites)
- Content links via email
- Other

Describe other (max 1000 characters). Required if above “Other” box is checked.
[Click or tap here to enter text.](#)

Individual Student Assignments: Chapter review/worksheets/reflections/essays which coincide with the assignments in the Course Outline of Record (COR)

- Individual Student Assignments on Canvas LMS
- Individual Student Assignments on websites (i.e. publisher websites)
- Individual Student Assignments links via email
- No Individual Student Assignments
- Other Individual Student Assignments

Describe other individual student assignments (max 1000 characters). Required if above “Other Individual Student Assignments” box is checked.
[Click or tap here to enter text.](#)

Group/Team Student Assignments: Peer assignments/projects/journals/wikis which coincide with the assignments in the Course Outline of Record (COR)

- Group/Team Student Assignments on Canvas LMS
- Group/Team Student Assignments on websites (i.e. publisher websites)
- Group/Team Student Assignments via email
- No Group/Team Student Assignments
- Other Group/Team Student Assignments

Describe other group/team student assignments (max 1000 characters). Required if above “Other Group/Team Student Assignments” box is checked.
[Click or tap here to enter text.](#)

Other:

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

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

[Click or tap here to enter text.](#)

4. Instructional Materials and Resources: Please complete this form for a class; do not make it instructor specific.

Faculty Resources

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

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

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

[Click or tap here to enter text.](#)

Student Resources

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

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

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

[Click or tap here to enter text.](#)

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

- Word processing documents designed for accessibility

- Images – use of “Alternate Text” for accessibility
- PowerPoint documents designed for accessibility
- Instructor videos – Closed-captioned provided for accessibility
- External links to videos (may not need closed-captioning or transcript)
- External links designed for accessibility
- Field Trips
- Other: Alternate field trip accommodations for students with verified disabilities; for example, virtual field trips. Describe alternate field trip accommodations if the “Other” box is checked
- Other

List and describe any other software applications, programs, or resources that are required for this DE course. Required if “Other” box is checked.

Click or tap here to enter text.

Appendix B: NOCE Distance Education Syllabus Template

NOCE Course Syllabus

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

Course Information

Course ID:

Course Registration Number (CRN):

Dates:

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

Course Description: *(Edit to add a student-friendly introduction to the course)*

Hours Per Week: *(Add number)* in-class hours (reading or watching the content in Canvas) and *(Add number)* out-of-class hours (studying independently and completing assignments),

Last Day to Add: *Update or delete as needed*

Last Day to Drop: *Update or delete as needed*

Prerequisites

Identify any prerequisites for the course

Instructor Information

Instructor Name:

Instructor's Email: *(@noce.edu)*

Contacting Me

Defining your expectations for instructor responsiveness and availability shows your students that you're committed to supporting them throughout the course. The added statements about distance education instructor-initiated contact and feedback will help ensure your students stay engaged and on track. Please add a statement to let students know when you're available and when you'll respond to messages. For example:

I'm here to help you succeed! Asking questions is part of the learning process, so if you need help understanding something in a lesson or you need help with how to complete an assignment, please reach out to me.

Sending a message through the Canvas Inbox is the best way to reach me. I will respond to your message within 24 hours during the week. Occasionally, you may need to reach out with questions over the weekend; however, I appreciate your patience if I can't respond to your message until Monday.

Student Learning Outcomes (SLOs)

Student Learning Outcomes, or SLOs, describe what you should be able to know or do when you complete this course.

1. *List_SLOs*
2. *List_SLOs*

Please write a brief description of how the student will use the knowledge or skills in their everyday life or future careers.

Instructional Objectives

Instructional objectives describe what you will be able to do, step by step, at the end of each module or lesson to reach the final goal, which is the Student Learning Outcome (SLO).

1. *List_Instructional Objectives*

Textbooks & Materials

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

List class materials and supplies

Course Guidelines & Processes

Instructor Communication

Clearly defining how and when you will initiate contact, such as announcements and instructor feedback, will help students stay engaged and on track. Please customize the following to match the official Course Outline of Record (COR) and existing syllabus information regarding contact hours, specifying expectations for responsiveness and availability. For example:

Communication is important, especially in an online course. We will use a variety of tools to communicate in this class.

Instructor – Initiated Contact

During 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.

Announcements

Your statements about course announcements and assignment schedule changes will help keep your students organized and on top of their work. A regular schedule for announcements, at least once a week on the same day and time, helps students know what to expect. 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 on Mondays by 5:00 p.m. and as needed during the week. Reading these announcements will help you keep up with course developments.

Technology Needs

You will need to have some basic technology skills and access to a computer and reliable internet for this course. Please read the sections below to learn more. If you need assistance in any of these areas, please let me know as soon as possible so we can find a solution.

Computer Skills

Adding information about necessary computer skills will help students make sure they're prepared for success. Some of these skills may include using a web browser, navigating Canvas, uploading and submitting assignments, or sending and receiving emails. For example:

To get started in our online course, you should be comfortable with basic computer operations, like navigating to internet sites, saving, organizing, and retrieving files on your computer to complete and submit your assignments, and communicating online using tools like email, discussions, and Zoom.

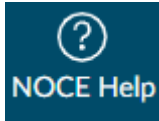
Navigating Canvas can be challenging sometimes, but it's essential for success in this course. But don't worry if you need help! You can always refer to the [Canvas Student Guides](#) or chat with a Canvas Support agent by clicking the NOCE Help icon at the lower left of your screen and selecting Contact Canvas Support.

Computer Equipment & Requirements

Listing the necessary equipment for your course helps students make sure they have or can access the appropriate technology before the course begins. For example:

You will need access to a laptop or desktop computer with an up-to-date internet browser and reliable internet for this course. However, if you need to borrow a laptop or need technical

assistance, please refer to the NOCE Student Technology Support tab by clicking the NOCE Help



icon at the lower left of your screen.

On-Campus Labs

Include a brief statement explaining how students can access computers in the on-campus labs as appropriate to your program, so students feel more comfortable using on-campus computers. For example:

You can also access computers in one of NOCE's open labs. You will need an NOCE access card, which tracks lab attendance by scanning a barcode when you come in or leave the lab. Monitoring attendance is important because it allows NOCE to receive state funding to support the labs.

If you need an Access Card, please stop by the Admissions and Records Office at the Anaheim, Cypress, or Wilshire Center, and the staff will be happy to assist you.

Class Meeting Times & Schedule

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

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

Online Class Location: Canvas is a learning management where you'll find all your NOCE online course materials and grades. If you added a class after the first day, you should be able to access it within 24 to 48 hours.

A tentative course schedule that includes when each module will open and when discussions or other assessments are due will help your students plan their work and stay on track throughout the course,

Course Processes

The processes and guidelines below are designed to help you and your classmates have a positive learning experience. Please read through them and let me know if you have any questions or suggestions that might help improve everyone's experience.

Course Attendance

Edit to add a Distance Education attendance statement, in accordance with the established attendance policy and Department of Education regulations, which 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.

I want to help you achieve your academic goals and ensure a successful learning experience. To get the most out of this course, it's important that you participate actively and regularly in academically related activities.

To help you keep track of your attendance, I measure your participation by your involvement in activities such as attending synchronous sessions, submitting assignments, taking exams or quizzes, or actively participating in online discussions, study groups, or other academically related activities.

I understand that life can be unpredictable, and it may be hard to participate in class sometimes. However, if you miss a week's worth of academically-related assignments or accumulate one week of missed activities, I reach out to see how I can help you catch up. If you continue to miss the activities, you may be dropped from the course. Your academic success is important to me, so if you have any questions or need any assistance, please do not hesitate to reach out to me. I'm here to support you!

Course Participation

Explain your expectations for participation based on your course delivery method, including how and how often students should participate and expectations for behavior in person and online. Expand on your attendance policy by providing examples of what engaging in academically related activities looks like in your course. For example:

I'm dedicated to fostering an inclusive and welcoming learning environment, but I need your help to achieve this goal. As a class, we are committed to using respectful and inclusive language and valuing diverse perspectives.

Active participation is key to maximizing your learning experience. I encourage you to set your notification preferences to stay updated on announcements, grades, and other important course information. I understand that balancing multiple responsibilities can be challenging, so I suggest trying to arrange your schedule so you can log into our class at least three times each week.

If you need help accessing course materials or have questions about lessons and or assignment expectations, please don't hesitate to reach out to me. I'm here to help you find a solution.

By collectively following these guidelines, we can create a positive learning environment for everyone. I appreciate your engagement and contributions to our class!

Course Grading

Clearly outlining your grading policies provides a positive framework for success by letting students know how and when they can access assignments and grades and make up missed or late assignments. For example:

Assignments and assessments help both of us measure your progress toward the course outcomes and where you might need additional support or clarification. You may earn an SP or P in this course. You have the opportunity to earn a P by scoring 70% or higher based on the following assignment weights.

- 30% Weekly discussion posts and responses
- 20% Check your knowledge quizzes (you have the opportunity to take the quiz three times)
- 50% Milestone and Final projects (you have the opportunity to submit each project twice)

How am I being assessed?

Weekly discussions allow you to share ideas with your classmates. This type of assignment helps you clarify your ideas so you can communicate them to others, understand other points of view, and develop your writing skills.

The Check Your Knowledge quizzes are designed to give you a quick review and help you reflect on what sections might need more attention before you move on to the next lesson.

The milestone and final projects help you communicate big ideas from the course and support them with research. These projects develop your ability to articulate your ideas clearly in writing and support them with facts. These will help you succeed in this course and any career or educational path you choose in the future.

Late Work

Completing your work on time is important, but I also understand that life can be unpredictable, and sometimes, things happen that are out of our control.

If you find that you are unable to turn in an assignment on time, don't worry! We can work together to find a solution. Please reach out to me as soon as possible so we can discuss alternative arrangements.

Keep in mind that you can still turn in late or missed assignments up to one week after the due date with no penalty. Even if you submit your assignment by the last day of class, you'll have the opportunity to earn 60% partial credit. Unfortunately, I cannot grade work that is not submitted, so please at least attempt every assignment. Even if you don't think it's your best work, you are making progress toward your academic goal.

Food & Beverage Policy

If applicable for partially online or online with flexible in-person component courses

We want to have a clean learning environment, so please only bring bottled water into the classroom.

Cell Phone & Electronic Device Policy

If applicable, for partially online or online with flexible in-person component courses.

You're always welcome to use your laptop or electronic device for learning activities, such as taking and reading notes. However, I want to make sure that you don't get distracted by them and that they don't distract others around you. We're all here to learn and grow together, and I want to make sure that we have a supportive and respectful environment.

Please remember to silence and put away your cell phone during our session. Research has shown that texting during a class can negatively impact your grade by as much as 27% (Jones et al., 2020). I know you're here because you want to succeed, so let's work together to make the most of our time. I will post all our lesson materials on our Canvas course site, and I encourage you to engage with me and your classmates during our classes.

Jones, S. B., Aruguete, M. S., & Gretlein, R. (2020). Cell phone use policies in the college classroom: Do they work? *Transactions of the Missouri Academy of Science*. *Missouri Academy of Science*, 48(2020), 5–9.

Academic Integrity

You can read NOCE's official policy below, but each instructor may have slightly different expectations depending on what you're learning in that class.

Most of us think about cheating on a test when someone mentions academic integrity, but it's more than just "not cheating." We all rely on the ideas of others to help us learn and talk about new ideas. However, taking credit for someone else's work is plagiarism and is also considered academic dishonesty.

Plagiarism

You can use this process to determine whether you are citing your references correctly.

1. Did you borrow ideas from someone else's *original source material*?
 1. **No:**Not plagiarism: When the idea is common knowledge or the writer's own idea.
 2. **Yes.**
 1. Is at least one idea taken from the original source a *direct word-for-word quote of 7 or more words*?
 1. **Yes:** Is the direct word-for-word quote missing quotation marks, a full in-text citation that includes a specific locator or a reference?
 1. **Yes:** Word-for-word plagiarism
 2. **No:**Not word-for-word plagiarism.
 2. **No.**Is the paraphrased idea missing an in-text citation or reference?
 1. **Yes:** Paraphrasing plagiarism.
 2. **No:** Not paraphrasing plagiarism

(Indiana University Bloomington School of Education, n.d.)

Adapted from [How to Recognize Plagiarism: Tutorials and Tests](#)[Links to an external site.](#), Indiana University, Bloomington.

You can also find additional resources to learn more about what plagiarism is and how to avoid it on the Purdue Online Writing Lab (OWL) [Plagiarism Overview](#) page.

Tips for Online Success

"Collaboration allows us to know more than we are capable of knowing by ourselves." – **Paul Solarz**.

Collaboration is key to success, and we both have important roles in this class.

Faculty and Student Roles

Let your students know that your course is a learning partnership by letting them know what they can expect from you and what you expect from them. Let students know that you are willing to accept feedback and use a variety of methods to support their learning.

As a successful student, you should read the entire Syllabus, including all tabs. Announcements, your school email account, the Canvas Inbox, and the calendar are important sources of course information, so please check them regularly. Actively participate in Discussions so we can learn from each other. Remember to proofread your work for errors in spelling and grammar before submitting it, and complete assignments on time. Please review all assignment feedback, including instructor comments and the rubric.

As your instructor, I will communicate with you regularly using Canvas Announcements and Inbox. I will post weekly course-related announcements and updates. I will respond to your messages within 24-48 hours, participate in all discussions, and provide feedback to the entire class. I will also provide individual feedback on assignments, papers, and projects within 72 hours of the due date. All course material will be provided in an accessible format.

I am committed to helping you achieve your academic goals, so please reach out to me if you have questions. I'm here to help you.

10 Tips for Success

Online courses can be challenging, but don't worry! Here are some tips that will help you succeed.

1. Be sure to check your email daily to get all the important announcements and reminders.
2. Keep an eye on our Canvas course site for important updates and due dates.
3. Take advantage of the course calendar to plan your study schedule. It's a great way to stay organized and on top of assignments.
4. Planning ahead can help you keep up with materials and assignments, participate in discussion postings, and complete assignments on time. It's okay to take your time, but try not to wait until the last minute to start working on them. Remember, procrastination leads to unnecessary stress.
5. Space out your learning throughout the week to make it more manageable. It's important to take breaks and not cram everything into one session.
6. Remember to go through the materials in order to get the most benefit out of each lesson.
7. Arrange a learning schedule that meets your individual needs for focused learning. You should invest approximately 8-10 hours per week reading, watching videos, and completing

the various course assignments. Even better, check in daily and make your online class part of your daily schedule!

8. Creating a comfortable learning environment is also a key to success. Find a quiet spot where you can focus and minimize interruptions.
9. If you run into any technical issues, don't hesitate to reach out for help using the Contact Canvas Help option in the NOCE Help menu.
10. Remember that asking for help is a normal part of learning. If you have any questions about the course materials, feel free to get in touch with me. For other questions, check out the resources in the NOCE Help Menu. Remember, you've got this, and I'm here to help every step of the way!

Adapted from:

University of Massachusetts Amherst. (n.d.). [How do I write an inclusive syllabus?](#) Center for Teaching & Learning. Retrieved October 25, 2023.

Resources to Support Your Success

At NOCE, we understand that everyone has different academic goals and needs. That's why we offer a wide range of services to empower you to succeed.

Student Support Hub

The [NOCE Student Support Hub](#) is your go-to guide for answers to your questions and to access a wide range of resources to help you succeed in your studies. Whether you're looking for academic support, career guidance, or assistance with personal matters, the Student Support Hub can point you in the right direction.

Academic Tutoring

Academic tutoring is available in person at the Anaheim and Cypress campuses or online using Student Connect. Use the button below to book an appointment with an NOCE tutor.

Disability Support Services

NOCE is committed to providing an inclusive, equitable, and accessible learning environment.

If you need formal, disability-related accommodations to succeed in this online course, please get in touch with your instructor to discuss ways to help you fully participate in the course. If you want to request formal accommodations, please get in touch with Disability Support Services (DSS) to coordinate services with your instructor by emailing disabilitysupport@noce.edu or calling us at 714.808.4719.

If you have a verified disability (or think you may have a disability) and would like more information about academic accommodations, please visit the [DSS page](#), or you are welcome to contact us by phone at 714.808.4719 or email us at disabilitysupport@noce.edu.

Counseling & Student Services

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

- Define a course of study

- Develop student educational plans
- Provide academic counseling and referrals
- Assist with the transition to college

You can find more information about us on the [Counseling and Student Services](#) page and in the [NOCE Class Schedule](#).

NOCE Policies & Procedures

NOCE has policies in place to make sure everyone is treated fairly and respectfully. Please take the time to review the policies below and contact me if you have any questions.

Academic Integrity

As a student, you have a responsibility to maintain academic integrity and uphold ethical standards when preparing and presenting materials to demonstrate your level of knowledge. Plagiarism, which involves stealing or passing off someone else's ideas or words as one's own without proper attribution, is not allowed. Cheating, which includes using unpermitted notes, aids, or assistance from other students during tests or exams, is also not allowed. It is critical to complete all work honestly and credit all sources accordingly to maintain academic honesty.

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

As the course instructor, I will take appropriate actions in response to academic dishonesty, as the North Orange County Community College District defines it in the [Student Code of Conduct](#).

Course Drop Policy

While an instructor may drop a student for excessive absences, it is the student's responsibility to officially drop the class by visiting a registration counter at each NOCE campus or online by logging into [My Gateway](#). Please officially drop or withdraw from any course you are unable to complete. This will help you avoid a negative impact on your grades.

Recording & Screen Captures

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

Student Grievances

I am available to discuss and resolve any course-related matter with you. However, with as many interpersonal interactions as occur in an educational program, disagreements with instructors may occur. Should that be the case, please consult the student grievance procedures on the NOCE website.

Grade Appeal

As a student, you can formally appeal a course grade if you feel that your grade was assigned unfairly, without proper reason, or with bias. You can initiate the appeal process during the next term but no later than one year following the award of the original grade. All grade appeal requests should be directed to the NOCE Registrar at 714.992.9502. For additional information, you may refer to [Board Policy 4231](#).

Grade appeal request forms can be found on the [Records Office](#) page on the NOCE website.

Copyright

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

NOCCCD Policies & Procedure

NOCE is one of the three institutions in the North Orange County Community College District. Please refer to the information below to learn more about the district's policies and procedures.

Student Code of Conduct

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

Unlawful Discrimination & Sexual Harassment and Misconduct

NOCCCD prohibits [discrimination, harassment, and sexual assault](#). Any violation of these policies is subject to disciplinary procedures. Any violation of the NOCCCD policy related to sexual assault or misconduct is subject to disciplinary procedures, including criminal procedures and disciplinary procedures of the District applicable to employees and students.

Students who believe they have been subjected to unlawful discrimination, including sexual harassment, should refer to the NOCCCD's [Diversity and Compliance](#) page for more information or to file a complaint.

NOCE Distance Education Plan Participants

NOCE Distance Education Committee

Karen Bautista, Ed.D	NOCE Vice President of Instruction
Corinna Lopez	NOCE Assistant Professor, Distance Education Committee Chair
Maria Aceituno	Instructional Designer
German Arellano	NOCE Adjunct Instructor
Jennifer Carey	NOCE Professor, Academic Senate Vice President
Jennifer Oo	NOCE Professor, Academic Senate President
Michelle Patrick – Norng	NOCE Counselor, Academic Senate Secretary
Casey Sousa	NOCE Counselor
Matthew Stivers	NOCE Professor

NOCE President's Staff

Valentina Purtell	NOCE President
Karen Bautista, Ed.D	NOCE Vice President of Instruction
Terry Cox	NOCE Director of Administrative Services
Dulce Delgadillo	NOCE Director of Institutional Research and Planning
Martha Gutierrez	NOCE Vice President of Student Services
Triseinge Ortiz	NOCE Director of Admissions and Records
Jennfier Perez	NOCE Director of Campus Communications
Julie Schoepf	NOCE Executive Assistant, President's Office

Curriculum Committee

Kimberley Stiemke, Ed.D	NOCE Curriculum Chair
Karen Bautista, Ed.D	NOCE Vice President of Instruction
Carlos Diaz	NOCE Professor
Maricela Moran	NOCE Counselor
Megan Reeves	NOCE Professor
Alli Stanojkovic, MA	NOCE Professor
Erin Sherard	NOCE Professor
Kenny Yu	NOCE Professor

NOCE Academic Senate

Jennifer Oo	NOCE Professor, Academic Senate President
Jennifer Carey	NOCE Professor, Academic Senate Vice President
Michelle Patrick – Norng	NOCE Counselor, Academic Senate Secretary
Afraim Sedrak	NOCE Professor
Alli Stanojkovic	NOCE Professor
Anacany Torres	NOCE Counselor
Candace Lynch	NOCE Professor
Carlos Diaz	NOCE Professor
Casey Sousa	NOCE Counselor
Cathleen Mang	NOCE Professor
Corinna Lopez	NOCE Assistant Professor

Courtney Williams	NOCE Assistant Professor
Dan Stackhouse	NOCE Professor
Erin Sherard	NOCE Professor
Gary Jimenez	NOCE Counselor
Giana Rivera -Tweedie	NOCE Counselor
Janet Williams	NOCE Professor
Jennifer Carey	NOCE Professor
Julie Shields	NOCE Assistant Professor
Kenny Yu	NOCE Professor
Khanh Ninh	NOCE Counselor
Kimberley Stiemke	NOCE Professor
Kristina De La Cerda	NOCE Counselor
Maricela Moran	NOCE Counselor
Matt Stivers	NOCE Professor
Matt Van Gelder	NOCE Professor
Megan Ly	NOCE Counselor
Megan Reeves	NOCE Professor
Michelle Patrick-Norng	NOCE Counselor
Tina McClurkin	NOCE Professor
Yvette Krebs	NOCE Counselor
German Arellano	NOCE Adjunct Instructor
Joy Miller	NOCE Adjunct Instructor
Loan Elvis Sersea	NOCE Adjunct Instructor
Liliana Balasi	NOCE Adjunct Instructor
Marlo Smith	NOCE Adjunct Instructor
Mirta Carmona	NOCE Adjunct Instructor
Souzan Sahakian	NOCE Adjunct Instructor
Victoria Myers	NOCE Adjunct Instructor

References

- California Community Colleges Chancellor's Office. (2019). 2020-21 Five Year Capital Outlay Plan. In *California Community Colleges Chancellor's Office (CCCCO)* (p. 31). https://www.cccco.edu/-/media/CCCCO-Website/docs/report/revised-cccco_report-2020-21-cap-outlay-final-draft-a11y.pdf?la=en&hash=EA00BB0F8ABD6B8EEDB43C59B44F8E8B040D9F97.
- California Community Colleges Chancellor's Office. (2020a). Systemwide Online Technology Resources for Colleges to Respond to COVID-19. In *California Community Colleges*. https://cvc.edu/wp-content/uploads/2020/07/COVID19_Systemwide_Technology_Resources_DII_20_02.pdf
- California Community Colleges Chancellor's Office. (2020b). *Legal Opinion 2020-11: Live Synchronous Online Classes and Real-Time Captioning*. <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/2020-11-Opinion-Live-Synchronous-Online-Classes-and-Real-time-Captioning-a11y.pdf?la=en&hash=4DC8097DCC451FE34AF6DD8C46354CB63101AFDC>.
- California Community Colleges Chancellor's Office. (2020c). *Legal Opinion 2020-12: Online Class Cameras On Requirements*. <https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2020-12-Opinion-Online-Class-Cameras-On-Requirements-a11y.pdf>.
- Centers for Disease Control and Prevention. (2023). *Prevalence of Adverse Childhood Experiences Among U.S. Adults — Behavioral Risk Factor Surveillance System, 2011–2020*. <https://www.cdc.gov/mmwr/volumes/72/wr/mm7226a2.htm#:~:text=Using%202011%E2%80%932020%20Behavioral%20Risk%20Factor%20Surveillance%20System%20%28BRFSS%29,one%20ACE%3B%2017.3%25%20reported%20four%20or%20more%20ACEs>.
- Costa, K. (2021). *Cameras Be Damned*. LinkedIn. <https://www.linkedin.com/pulse/cameras-damned-karen-costa/>.
- CVC-OEI. (2020). *COURSE DESIGN RUBRIC*. <https://cvc.edu/wp-content/uploads/2018/10/CVC-OEI-Course-Design-Rubric-rev.10.2018.pdf>.
- DETA, & WCET. (2021). Research Review: Educational Technologies and Their Impact on Student Success for Certain Racial and Ethnic Group. In *wcet.wiche.edu*. https://wcet.wiche.edu/wp-content/uploads/sites/11/2021/07/Research-Review-Educational-Technologies-and-Their-Impact-on-Student-Success-for-Certain-Racial-and-Ethnic-Groups_Acc_v21.pdf.
- Glapa-Grossklag, J. (2020, August 23). *Guidance for Synchronous Online Classes from College of the Canyons*. Online Network of Educators. <https://onlinenetworkofeducators.org/2020/08/23/guidance-for-synchronous-online-classes-from-college-of-the-canyons/>.

- North Orange Continuing Education. (2019). Institutional Effectiveness Plan. In *noce.edu*.
https://noce.edu/wp-content/uploads/2020/09/NOCE_Strategic_Plan_6.18.19.pdf
- North Orange County Community College District. (2004). *Administrative Procedure AP 3750 Use of Copyright Material*.
- North Orange County Community College District. (2010). *Administrative Procedure AP 5075 Course Add and Drops*.
- North Orange County Community College District. (2011). *Administrative AP 4105 Distance Education*.
- North Orange County Community College District. (2018). District-wide Strategic Plan. In *nocccd.edu*. https://www.nocccd.edu/files/nocccd-strategic-plan-2018-20-web_30674.pdf.
- NOCE Office of Institutional Research and Planning. (2021). 2019/20 Institutional Effectiveness Report. In *NOCE.edu*. North Orange Continuing Education. https://noce.edu/wp-content/uploads/2021/05/NOCE-2019-20-IER-Final_compressed.pdf
- Pacansky-Brock, M. (2020, April 3). *Guidance for Recording Class Sessions with TechConnect (Confer) Zoom - Online Network of Educators*. Online Network of Educators.
<https://onlinenetworkofeducators.org/2020/04/03/guidance-for-recording-zoom/>
- Preventing Adverse Childhood Experiences*. (2021).
https://www.cdc.gov/violenceprevention/aces/fastfact.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Ffastfact.html
- Salim Mljana, P., & Luo, T. (2019). Factors Contributing to Student Retention in Online Learning and Recommended Strategies for Improvement: A Systematic Literature Review. *Journal of Information Technology Education: Research*, 18, 019–057.
<https://doi.org/10.28945/4182>
- U.S. Department of Education. (2017). *FAQs on Photos and Videos under FERPA | Protecting Student Privacy*. Studentprivacy.ed.gov. <https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>
- Westlaw. (2019). § 55202. *Course Quality Standards*. Westlaw.com.
[https://govt.westlaw.com/calregs/Document/ID9D0875CA1654E86BE030FA2F2B78C04?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2Fresults%2Fnavigation%2fi0ad7140b0000017b8482b3c92bf874e3%3fpccid%3dbc37f1f87812406a9c4cc9bc36144fc%26Nav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dID9D0875CA1654E86BE030FA2F2B78C04%26startIndex%3d1%26transitionType%3dSearchItem%26contextData%3d%2528sc.Default%2529%26originationContext%3dSearch%2520Result&list=REGULATION_PUBLICVIEW&rank=1&t_T2=55202&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/ID9D0875CA1654E86BE030FA2F2B78C04?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2Fresults%2Fnavigation%2fi0ad7140b0000017b8482b3c92bf874e3%3fpccid%3dbc37f1f87812406a9c4cc9bc36144fc%26Nav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dID9D0875CA1654E86BE030FA2F2B78C04%26startIndex%3d1%26transitionType%3dSearchItem%26contextData%3d%2528sc.Default%2529%26originationContext%3dSearch%2520Result&list=REGULATION_PUBLICVIEW&rank=1&t_T2=55202&t_S1=CA+ADC+s)



NOCE
NORTH ORANGE
 CONTINUING EDUCATION



Accredited by the
 Accrediting Commission for Schools,
 Western Association of Schools and Colleges
 533 Airport Blvd., Suite 200,
 Burlingame, CA 94010
 Website: www.acswasc.org

The North Orange County Community College District's (NOCCCD) North Orange Continuing Education (NOCE) Administrative Offices are located at 1830 W. Romneya Drive in Anaheim, California 92801. For more information, call 714.808.4645 or visit www.noce.edu. It is the policy of NOCCCD to provide an educational, employment, and business environment in which no person shall be unlawfully subjected to discrimination or sexual harassment, nor unlawfully denied full and equal access to the benefits of District programs or activities on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, marital status or physical or mental disability as defined and prohibited by state and federal statutes. The District is also committed to maintaining campuses that are free of harassment, drugs, and alcohol. To read the entire NOCCCD nondiscrimination statement, see the policy in the General Information section in the back of the NOCE class schedule.