



# **DISTANCE EDUCATION FACULTY HANDBOOK**

**2024 - 2026**



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# Chapter 1: Introduction & Purpose

Welcome Distance Education Faculty,

The North Orange Continuing Education Distance Education Handbook was developed based on the goals, policies, and procedures adopted through the NOCE shared governance process.

The goals of this handbook are to:

Articulate the mission and goals for distance education, especially as they pertain to the NOCE Strategic Plan

- Provide technical and pedagogical support for faculty teaching online courses
- Provide information about training and mentoring for all distance course delivery methods
- Inform faculty about mandatory policies and procedures that relate to distance education and how they are to be incorporated into course design and delivery
- Define best practices in distance education and how they are to be incorporated into course design and delivery
- Offer comprehensive resources for ongoing faculty development

## Distance Education at NOCE

### Team members involved in DE and their roles

#### *Vice President of Instruction (VPI)*

The VPI is the supervisor of the Distance Education program at NOCE. The VPI represents NOCE at district committees, such as District Technology Committee (DTC), District Curriculum Coordinating Committee (DCCC), and Equivalency Committee (EC), in addition to NOCE committees, such as Institutional Effectiveness, NOCE Curriculum Committee, and SEA Committee. Distance Education touches myriad departments and there are implications throughout the institution, like payroll methods, scheduling of courses, Title V compliance, purchasing, accessibility, and student equity issues. Canvas is our district's Learning Management System (LMS). We pay for this license in addition to a few tools that our faculty use, like ScreenPal, CidiLabs and Zoom. The VPI also is the Immediate Management Supervisor (IMS) for our Curriculum Assistant, Instructional Designer, Schedule/Catalog Coordinator, and our new Director of Distance Education, once hired.

### *Instructional Designer*

The Instructional Designer focuses on distance education projects. The ID will design support structures such as training in course design, teaching methods, and effective use of educational technology (like CidiLabs and ScreenPal) to meet the needs of the institution and departments. Once the VPI and ADs have prioritized projects based on departmental curriculum planning, the ID will work directly with faculty on those selected projects to implement strategies based on research that will help improve the quality and effectiveness of distance education courses and programs.

### *Distance Education Chair and Committee*

Our Distance Education Committee is a subcommittee of the NOCE Academic Senate. The DE Committee Chair leads the committee and works on the goals and objectives in the DE Plan in collaboration with the DE Team. The DE Committee works to promote the DE Modality and to provide specialized training and resources to faculty and support staff that represent best practices. Our Peer Online Course Review (POCR) is managed by the DE Chair with assistance from the committee to operationalize the training and certification.

### *NOCE Instructional Technology (IT)*

Our IT Team directly supports the Distance Education Program and performs vital tasks, some of which are back-end and others that are easily recognizable. For example, every CRN created each term receives a Canvas shell, independent of modality. IT must manage any Canvas integrations (when NOCE decides to allow a tool to be visible in Canvas) and this must be coordinated through the Distance Education program.

Employees must initiate a Helpdesk Ticket for several tasks, including adding a substitute faculty member to a course, adding or removing Instructional Assistants, and merging multiple sections of a course.

### *HelpDesk - External Technical Assistance*

Some of the platforms we use have their own dedicated Help Desks that provide specialized support for issues related to that specific software. Faculty and staff should directly contact these help desks for support with platform-specific issues, helping minimize their wait time for answers. For example, Canvas

has a help desk that can support faculty with gradebook issues, as well as troubleshooting many other technical issues that might occur when using Canvas for your course content. CidiLabs help

desk can support technical issues when using DesignPlus, UDOIT, and Tidyup. EASE learning has their own helpdesk as well that will support the courses that use their software.

### *Approval for Software Programs*

Distance Education is working with the Technology Committee, Curriculum Committee, Distance Education Committee, and the Accessibility Committee to determine a process for the approval and support of software programs at NOCE. Not only are there accessibility considerations, but it is important to consider the capacity of the NOCE IT department for installation, updates, and maintenance. The Curriculum Committee also has their area of responsibility to provide oversight for the curriculum approval process and objectives in alignment with Title V.

### *Equivalency Process*

The Distance Education Committee has developed an Equivalency Process for faculty who hold an Online Teaching Certification (OTC) from an agency or institution other than NOCE. Faculty seeking equivalency may apply using the NOCE OTC Equivalency Application. Equivalency may be granted if the OTC is on the list of NOCE Approved Certifications or aligns with the NOCE Equivalency Rubric.

### *Canvas Sandboxes*

Thank you for your interest in having a Canvas sandbox for course development and training. All instructors will have access to Spring 2025 courses as well as a sandbox on Monday, December 16.

### *Canvas support*

Faculty and support staff have a number of needs when working in Canvas. Depending on the need, there is support available.

Did you know that Canvas has a Help Desk? If you have any of the following needs, Canvas Help Desk is your first point of contact through chat or phone call: (877) 251-6441. They are available 24/7.

## **DE: Who to Contact**

To streamline your DE inquiry and ensure you get the support you need in a timely manner, please refer to the chart below to determine who to contact.

<b>DE Committee Chair</b>	<b>Instructional Designer</b>	<b>NOCE IT/Help Desk Ticket</b>	<b>DE Email</b> <a href="mailto:DistanceEd@noce.edu">DistanceEd@noce.edu</a>	<b>Other Helpdesks for tool support and troubleshooting</b>
<b>Corinna Lopez</b> <a href="mailto:clopez@noce.edu">clopez@noce.edu</a>	<b>Maria Aceituno</b> <a href="mailto:maceituno@noce.edu">maceituno@noce.edu</a>	<b>login.noce.edu (its helpdesk)</b>		
<ul style="list-style-type: none"> <li>• DE Addenda</li> <li>• DE Committee Agenda</li> <li>• DE Committee Bylaws</li> <li>• DE Faculty Handbook</li> <li>• DE Plan</li> <li>• DE Surveys</li> <li>• Online teaching best practices</li> <li>• Online Teaching Certification</li> <li>• OTC Equivalency</li> <li>• POCR</li> <li>• Recertification</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 faculty course design support for projects</li> <li>• Canvas course Blueprints</li> <li>• Course design best practices workshops</li> <li>• Course design tools</li> <li>• workshops</li> <li>• Department workshop request</li> </ul>	<ul style="list-style-type: none"> <li>• Access issues with Canvas</li> <li>• Issues with Zoom</li> <li>• Access to hardware</li> <li>• Access to software</li> <li>• Access to technology</li> <li>• Technical assistance</li> <li>• IA access for EASE courses</li> </ul>	<ul style="list-style-type: none"> <li>• Completed OTC training transcript</li> <li>• Canvas course template request</li> <li>• DE workshops</li> <li>• DE Faculty Resource Center access</li> <li>• Student Hub information update requests</li> <li>• Preparing for online success training course access requests</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas:</li> <li>• (877) 251-6441</li> <li>• Cidi Labs Tools (DesignPlus, UDOIT, TidyUp) email: <a href="mailto:support@cidiylabs.com">support@cidiylabs.com</a></li> <li>• ScreenPal ticket</li> <li>• Skillways help link within the course</li> </ul>

## NOCE Distance Education Mission Statement

The mission of Distance Education at North Orange Continuing Education is to develop and deliver universally accessible, academically sound, and technologically advanced instruction that will enable students to effectively re-enter, establish or continue individual academic pursuits to reach short- and long-term goals to graduate, transfer to a credit college, or advance their career.

## Distance Education Definition

NOCE defines Distance Education as instruction where students and faculty are separated by distance and interact using various 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 separate criteria to approve

courses with a course design that replaces **face-to-face/in-person interaction** with either **asynchronous instruction** (learning activities do not happen simultaneously), **synchronous instruction** (learning activities happen simultaneously), or **hybrid** instruction (a combination face-to-face and synchronous or asynchronous activities). These are three types of courses supported by the NOCE Distance Education program.

## Learning Management System

Canvas is the North Orange Continuing Education Learning Management System (LMS) for Distance Education. Canvas course shells are automatically generated for each course section. Faculty will also get one Canvas sandbox for planning and Canvas course development.

## Modes of Delivery for Online Courses

NOCE offers distance education courses in four modalities: fully online, partially online, online with flexible in-person component, and web-enhanced.

### Fully Online Courses (FO) (asynchronous and synchronous)

A fully online course at NOCE is offered entirely online via Zoom and/or Canvas, the school's Learning Management System (LMS). The Class Schedule defines fully online courses as "online courses have no in-person classroom instruction or assessments. All instruction is online, although some online courses have synchronous activities that are indicated in the schedule of classes." In the class schedule, fully online courses are designated as Zoom, courses scheduled at specific days/times with synchronous Zoom meetings through Canvas; or Online, courses done asynchronously in Canvas or with a combination of asynchronous work and required synchronous Zoom sessions on specific day/times.

### Partially Online (PO) (asynchronous and synchronous)

A partially online course at NOCE, also known as Hybrid in the class schedule, offers online coursework via Canvas and on-campus instruction. Required in-person class meetings are included in the Schedule of Classes and follow a predictable pattern (on the same day(s) of the week and at the same time). The Schedule of Classes defines partially online courses as "Partially online courses are taught in-person and online. While a class may not meet weekly, scheduled meetings will occur on the same day and at the same time."

## Online with Flexible In-Person Component (OFI)

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

## Web-Enhanced Courses

Web-enhanced courses at NOCE offer in-person courses that provide students access to online class materials, communication, and resources via Canvas. Web-enhanced courses may include supplemental activities, home assignments, learning activities, facilitating electronic coursework submission, 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. Trained instructors may use Canvas course sites to enhance and enrich learning.

## Principles of Online Learning

Fundamental teaching and learning standards also apply to fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses which means the following elements, based on the California Community Colleges Online Education Initiative, should guide Distance Education courses.

### Component 1: Course Design

Course design addresses elements of instructional design such as course navigation, learning objectives, content organization, instructional strategies that foster student-centered learning, Universal Design for Learning (UDL), and access to student support information.

### Component 2: Interaction

Interaction and collaboration may take various forms. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups work interdependently toward a shared result. Students should have a sense of belonging to a learning community, rather than each student perceiving themselves to be studying independently.



Regular and substantive interaction (RSI) is a California requirement for distance education which states that instructors must initiate contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation standards.

### Component 3: Assessment

Online assessments should measure progress toward learning outcomes and provide feedback to students and instructors. Instructors should use assessments as an ongoing means of measuring and assessing student learning.

### Component 4: Learner Support

Distance education instructors should engage all learners by choosing content, implementing instructional strategies, and providing assessments that respect and accommodate each student's unique needs and learning preferences. In addition, instructors should ensure that students can easily access the support resources available to them.

### Component 5: Accessibility

Instructors must ensure that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System. Furthermore, NOCE distance education instructors are encouraged to move beyond compliance and toward an inclusive, equitable learning environment for all NOCE students.

## Chapter 2: Faculty Preparation

NOCE is committed to providing consistently high-quality online programs. To meet that goal, faculty members who wish to provide instruction in a distance education modality must demonstrate technological and pedagogical readiness.

### Technological Readiness

Faculty members who wish to teach in an online modality must possess basic computer skills and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to the most complex, are examples of what is recommended to teach online and hybrid courses.

#### Computer Skills

- File management
- Using multimedia
- Audio recording
- Video recording and captioning

#### Canvas LMS-Specific

- Creating a basic LMS page
- Managing content to include announcements, assignments, assessments, modules, and discussions
- Creating accessible content
- Importing and exporting content
- Creating and managing multimedia files
- Using LTI applications and available course design tools

#### Email

- Sending and receiving email
- Attaching documents and images
- Creating and managing contact groups

## Internet

- Understanding and using different browsers
- Understanding the use of online databases
- Working in multiple browser tabs

## Pedagogical Readiness

In addition to technological readiness, faculty members are expected to demonstrate the following pedagogical skills if they wish to teach fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses at NOCE.

## Fundamental Principles

- Understand the differences between face-to-face and online instruction
- Utilize student-centered pedagogy where concepts of interactivity, instructor-guided facilitation, and timely feedback are core elements
- Create learning activities that actively engage students, and which develop higher-order thinking skills
- Accommodate a variety of learning preferences by using a variety of strategies in both content delivery and learning activities

## Management & Interaction

- Follow guidelines for regular substantive interaction between student and instructor, students with peers, and students with content
- Communicate and assess learning objectives
- Cultivate and develop learning communities through well-designed collaborative learning opportunities
- Create and maintain an atmosphere of trust
- Communicate clear participation requirements, facilitate and monitor interaction accordingly
- Lead inquiry-based discussions that actively engage students and challenge them to question and develop their conclusions
- Provide ongoing personalized feedback to students with suggestions for improving their performance
- Provide additional individualized resources for enrichment and remediation as needed

## Technology Integration

- Identify the most appropriate technologies for content and learning outcomes
- Determine the modalities best used for course communication, discussion, and assessment
- Present content that is easily navigable and accessible to all learners
- Integrate multimedia content that meets the learning preferences and needs of all students as well as accessibility requirements
- Encourage cooperative learning through group activities that utilize current technology

## Assessment

- Provide multiple opportunities for ongoing authentic assessment that measure students' understanding of course content, participation, and progress toward course outcomes
- Ensure that assessment tools are aligned with learning objectives
- Use a variety of asynchronous assessment techniques in which students can demonstrate higher-order critical thinking skills
- Employ multiple assessment strategies to maintain active student engagement
- Make use of data from the assessment tools in the LMS to evaluate the validity and reliability of the various assessment instruments
- Incorporate surveys to receive regular constructive feedback and integrate it into the course structure as part of a continuous improvement mindset
- Understand the unique challenges that affect academic integrity and student authentication in the online environment

## Accessibility

- Create course content so it is compliant with applicable laws and best practices pertaining to accessibility
- Design the course layout so that it is easy to navigate, readable, and has multiple means of representation to meet the needs of all learners

## Training Process & Requirements

The Distance Education Committee actively supports the institutional efforts by working collaboratively with faculty to ensure adequate training and resources are available.

## Distance Education Online Teaching Certification

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

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

The @ONE Certificate in Online Teaching & Design program focuses on the four elements of the CVC-OEI Course Design Rubric. It enables instructors to create engaging, legally compliant course content in alignment with best practices.

### *NOCE OTC Equivalency*

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

### *Process*

Faculty shall apply for equivalency with the support/knowledge of the Associate Dean of the department for which they will teach online. An NOCE OTC Equivalency Application will result in one of the following options:

#### *Option #1: Equivalency via NOCE Approved Certifications*

Should the faculty hold an online teaching certification from an agency listed in the NOCE Approved OTC Certifications list, that faculty member will automatically be granted equivalency. The faculty must also meet the following requirements:

1. Obtained online teaching certification in the last five years.

2. Taught online in the last three years.

*Option #2: Equivalency via OTC Rubric Review*

Should the faculty hold an online teaching certificate from an agency not listed in the NOCE

Approved Certifications list, that faculty member can complete the NOCE OTC Equivalency Rubric.

The process is as follows:

1. Faculty member completes NOCE OTC Equivalent Certificate Rubric that incorporates the [California Community Colleges Online Education Initiative Course Design Rubric](#). The rubric determines if the training for which the certification represents aligns with content, interaction, assessment, and accessibility sections in the CVC – OEI Rubric.
2. Appointed DE Committee members with OTC certification will review the submitted rubric. If equivalency is granted, the agency is added to the NOCE Approved OTC Certifications list. Equivalency is granted, and the faculty member may teach online immediately.
3. If the DE Committee determines that the certification does not fulfill all aspects of the NOCE OTC Equivalent Certificate Rubric, the faculty member must seek alternative trainings to qualify for online teaching:
  - a. NOCE DE Online Teaching Certification Course [planned]
  - b. @ONE 12-week Online Teaching & Design (OTD) course.
  - c. @ONE 4x4 and capstone:
    - i. Introduction to Course Design
    - ii. 10-10-10 Communication That Matters
    - iii. Assessment in Digital Learning
    - iv. Creating Accessible Course Content
    - v. Capstone

**Accessibility Requirement**

Any faculty member granted NOCE OTC equivalency through Approved Certifications or OTC Rubric Review will be required to complete and pass the NOCE Accessibility Refresher course within one year of equivalency being granted.

Full-time and adjunct faculty are required to earn a Distance Education Certification or NOCE OTC Equivalency before teaching a distance education course in a fully online, partially online, or online format with a flexible in-person component modality for NOCE.

Upon meeting certification requirements, faculty members should submit their certificate and learner transcript to [DistanceEd@noce.edu](mailto:DistanceEd@noce.edu) to verify certification, and a confirmation email will be provided.

## Ongoing Professional Development & Recertification for DE Faculty

Faculty members must periodically update distance education technical, design, and instructional skills. 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 about the creation of accessible instructional materials, collaborate with colleagues, and engage with peers in brainstorming, peer review, and team webinar attendance.

### *NOCE OTC Recertification*

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.

### Process

Faculty members who wish to remain certified to provide online instruction at NOCE beyond the initial three years after certification must complete one of the following:

1. Complete a minimum of two hours per calendar year of professional development activities directly related to online instruction.
  - a. DE professional development activities and hours must be logged in the [NOCE OTC Recertification Activities Log](#) and submitted annually at the end of May each academic year to the [NOCE OTC Recertification Activities Form](#).
  - b. Accepted DE professional development activities include training, workshops, and webinars hosted by the following:
    - i. NOCE, Cypress College, or Fullerton College
    - ii. CCC Vision Resource Center: [Home - Vision Resource Center \(ccc.co.edu\)](http://ccc.co.edu)
    - iii. CCC Accessibility Center: [Upcoming Events and Training \(cccaccessibility.org\)](http://cccaccessibility.org)

- iv. CVC @ONE: [CCC Online Network of Educators](#)
  - v. OTAN: [Outreach and Technical Assistance Network | Upcoming Sessions \(otan.us\)](#)
  - vi. DE-Related Conferences/Sessions (e.g. OTC: Online Teaching Conference – CCC, TDLS: Technology and Distance Learning Symposium – OTAN, etc.)
2. Attend a 3- hour NOCE OTC Recertification Workshop
    - a. Faculty members who became certified to teach online via the NOCE OTC Bootcamp or @ONE OTD course between Spring 2020 – Fall 2023 will need to recertify via a 3-hour workshop or options 3, 4, or 5 below by March 2026.
  3. Submit a course for review through the Peer Online Course Review (POCR) process and receive a Quality Reviewed badge.
  4. Complete an @ONE course in Peer Online Course Review (POCR) Sections A – D.
  5. Complete a new OTC/recertification from an agency on the list of [NOCE Approved Online Teaching Certifications](#).

## Web-Enhanced Training

It is strongly recommended that faculty who wish to use Canvas to supplement in-person instruction 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. Faculty may find ongoing courses with [CCC Online Network of Educators](#).



## Chapter 3: Title 5 & Distance Education

Title 5 Distance Education Guidelines were developed to describe best practices for quality Distance Education in the California Community College system. These include instructor contact, course design and approval, faculty training, and workload and class size caps. Title 5 language was updated in the fall of 2021. The following sections are most applicable to Distance Education courses at North Orange Continuing Education.

### Section 55200: Definition & 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.

This section provides a general description of Distance Education. At North Orange Continuing Education, the term Distance Education applies to fully online (FO), partially online (PO), and online

with flexible in-person component (OFI). Section 55200 also specifies that all Distance Education content and delivery needs to be accessible to all learners.

## Section 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 course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

At North Orange Continuing Education, this means that fully online (FO), partially online (PO), online with flexible in-person component (OFI), and HyFlex courses need to have the same course quality standards as traditional face-to-face instruction. Instructors should use the [CVCOEI Course Design Rubric](#) to develop, teach, evaluate, and revise their courses to ensure that best practices in instructional design and delivery are consistently followed.

## Section 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

The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week

At North Orange Continuing Education, this means that instructors need to make sure there are measures for instructor-initiated regular substantive interaction incorporated into fully online (FO), partially online (PO), and online with flexible in-person component (OFI) course design and delivery. Regular substantive interaction means that instructors must engage with students on a consistent and timely basis to ensure the quality of instruction and verify their performance and participation status. The frequency of contact will be at least the same as would be established in a face-to-face course. Lack of activity in the course by instructors or students indicates a lack of regular substantive interaction.

## Section 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.

All North Orange Continuing Education fully online, partially online, and online with flexible in-person component courses must be approved by the Curriculum Committee via a separate approval process. Please refer to [Appendix A](#) to review the updated Distance Education Curriculum Addendum.

## Section 55508: Faculty Selection & 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.

All North Orange Continuing Education faculty teaching Distance Education Courses shall be trained in best practices for fully online, partially online, and online with flexible in person component

## Chapter 4: Regular Substantive Interaction

Establishing and maintaining regular substantive interaction (RSI) is an essential aspect of delivering a fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses. It is not only a Title 5 requirement, but it is also a practice that encourages and facilitates student-centered instruction and increases student success. Instructor-initiated contact requires early, continuing, and consistent communication from the instructor of record. This includes instructions for accessing the course and directions on how to use the tools and materials. RSI is an instructor responsibility.

Let's take a closer look at how Title 5 defines RSI. As online instructors, we need to establish and maintain regular substantive interaction regardless on online modality. Title 5 is applicable whether the online course meets synchronously or asynchronously. The Fall 2021 Title 5 updates define substantive interaction as “engaging students in teaching, learning, and assessment, consistent with the content under discussion.” Activities that support RSI include:

- Providing direct 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.

Instructors can ensure that RSI with students is taking place by:

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
  - a. This means providing a schedule for announcements, new assignments, grading and feedback in your syllabus and orientation module. If you need to deviate from the posted schedule, keep students updated.
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.
  - a. Check course analytics regularly to make sure students are regularly logging in, engaged with the content, and successfully completing coursework.

- b. Be proactive in reaching out to students who appear to be struggling to connect, offer support

## Regular Substantive Interaction (RSI) Examples

RSI refers to three types of engagement: student to instructor, student to student, and student to contact.

### Examples of Student-to-Instructor Contact

- Course announcements
- Messages via Canvas inbox
- Personalized feedback
- Discussion boards
- Videoconferencing
- Phone/voicemail

### Examples of Student-to-Student Contact

- Messaging via Canvas discussion boards
- Collaborative projects
- Canvas chat
- Peer review assignments

### Examples of Student to Content Contact

- Canvas modules
- Lectures (recorded and streaming)
- Podcasts, webinars, screencasts
- Discussion boards

## Guidelines for Regular Effective Contact

The following are recommendations and best practices for implementing regular effective contact:

### Initiated Interactions

- Include means for all types of interaction in the course design
- Utilize appropriate media for accessibility
- Design daily or weekly assignments and projects that promote collaboration among students

- Model course netiquette at the beginning of the semester with instructor-guided introductions
- Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants. Monitor content activity to ensure that students participate fully, and discussions remain on topic
- Create a specific forum for questions regarding course assignments
- Ask students for feedback about the course on a regular basis and revise content as needed

### **Frequency & Timeliness of Interactions**

- Establish guidelines for frequency of contact that are the same as in the face-to-face classroom
- Make known response time for student questions/inquiries and assignment feedback (e.g. 1-2 business days)
- Maintain an active daily presence, particularly during the beginning weeks of a course
- Give frequent and substantive feedback throughout the course

### **Expectations for Interactions**

- Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus
- Outline and explain netiquette in initial course documents
- Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course

### **Absences from Interactions**

- Inform students immediately of course designee should an illness, family emergency or other unexpected event prevent regular effective contact for a prolonged period
- Let students know when instructor-initiated regular effective contact will continue



## Chapter 5: Course Development & Evaluation

North Orange Continuing Education uses the [CVC-OEI Course Design Rubric](#) to develop and evaluate online course design, RSI, assessment, and accessibility.

### CVC-OEI Course Design Rubric History

The Online Education Initiative Course Design Rubric was developed in 2014 by the OEI Professional Development Work Group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. According to the OEI website, (Online Course Design Standards, 2017), the development of the rubric benefited from the group having access to significant work already undertaken in this area by the California Community College (CCC) Distance Education

Coordinator's group, the Academic Senate for California Community Colleges (ASCCC), and the CCC Chancellor's office (CCCCO) along with a variety of other local college and nationally established standards.

The OEI rubric has undergone three major revisions since its initial development, including the current iteration, in response to changes in instructional technology and feedback from instructors and reviewers.

### Rubric Implementation

The Distance Education Committee uses the OEI Rubric as a guide for new online instructors developing their course(s). It also serves as a valuable tool for current online instructors to assess their course design to determine whether they meet existing regulations and accreditation requirements. Since the Course Design Rubric has been implemented at a large majority of California Community Colleges, the DE Committee believes it has been strongly vetted as an evaluation tool. The implementation of the OEI rubric was approved by the past North Orange Continuing Education Distance Education Advisory Group and the Academic Senate in Spring 2020 and continues to hold precedent.

### Recommendations

Faculty are encouraged to compare their courses to the OEI Course Design Rubric to evaluate course design and pedagogy.

## Course Materials

There are many different options for adopting, adapting, and creating multimedia course content for the online environment that provide affordable alternatives to traditional textbooks. In addition to the various instructional technology tools that can be used to create original course content, there are also many openly licensed eTextbooks, eBooks and courseware, known as Open Educational Resources (OER).

## Instructional Technology

Canvas has many tools, such as discussions, collaborations, or chat, that can be used to design and deliver fully online (FO), partially online (PO), online with flexible in-person component (OFI), and web-enhanced courses. There are additional tools available for developing content, creating community, and enriching students' learning experiences. It is important to remember that instructional technology should enhance, rather than overshadow, instructional content.

To facilitate consistency and ensure accessibility across all online and web-enhanced courses, the NOCE Technology Committee has developed a vetting and adoption process for software and applications used to create and deliver online instructional material.

## Course Blueprints

A blueprint course is a type of course in Canvas that serves as a template for other sections. Think of it as building a digital textbook and materials using the COR as the starting point. 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.

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

### *Process*

1. The Associate Deans (AD) will select courses to be developed into Blueprints based on departmental needs and select a faculty member, that is DE certified, to be the Subject Matter Expert (SME).
  - a. The course must already have an approved DE addendum in the COR

2. The AD will meet with the Vice President of Instruction (VPI) to discuss the Blueprint requests
3. Once the AD and VPI finalize requests priority, the Instructional Designer (ID) will meet with the AD to set a project timeline and discuss project needs.
4. The ID will then meet with the assigned SME to discuss the design plan, timeline, and identify appropriate support and resources if needed.
5. The ID and the faculty will work together on a weekly basis to create the Blueprint.
  - a. The ID provides a design plan and style and content feedback based on design and teaching best practices, including the CVC-OEI rubric, and builds the final course content in Canvas.
  - b. The SME will create content to ensure it will be a Zero-textbook-cost (ZTC) course, make edits based on feedback, and build other media items such as videos as needed
  - c. Both the ID and SME will build content that follows accessibility laws
6. The course design process can lead to updates needed in the COR, if that is the case, the SME or full-time faculty member from the department will put the updated COR through the Curriculum process.
7. Once the ID confirms course is ready, they will meet with the AD to give them access and verify rollout date.
8. ID will then meet with IT to set up Canvas rollout
9. The AD will inform all faculty members of Blueprint availability and roll out date.
10. The estimated project timeline is usually three months

## Open Educational Resources (OER)

The line between Open Educational Resources (OER) and free internet or electronic resources is not often clear-cut; however, in general, OER materials have a Creative Commons license that legally enables them to be used, reused, adapted, and shared. Free materials, on the other hand, may not require a fee but may have additional restrictions (such as a copyright or specific attribute requirements) that limit their use even though they may still have educational applications under the Fair Use/TEACH Act.

OER encompass a vast variety of learning resources including:

- Textbooks/eBooks
- Audio files/Podcasts
- Webcasts

- Videos/Multimedia
- Lesson Plans/Modules
- Academic Journals
- Courseware
- Assessments
- Learning Objects OER Resources:
- OER Commons o [www.oercommons.org](http://www.oercommons.org)
- Merlot o [www.merlot.org](http://www.merlot.org)
- Skills Commons o [www.skillscommons.org](http://www.skillscommons.org)
- Creative Commons o [www.creativecommons.org](http://www.creativecommons.org)
- BC Campus Open Ed o [open.bccampus.ca](http://open.bccampus.ca)
- California Open Online Library for Education o [cool4ed.org](http://cool4ed.org)
- Community College Consortium for Open Educational Resources

o [www.cccoer.org](http://www.cccoer.org)

- CCC OER Community Email o [cccoer.org/community-email](http://cccoer.org/community-email)

Note: All digital OER materials, textbooks, or software required for courses must be listed on the COR and accompanying DE Addendum and vetted through the Technology Committee's process for adopting new software and applications.

## Course Scheduling & Delivery

The Distance Education Committee strongly recommends that faculty be trained in online teaching pedagogy and Canvas to teach Distance Education courses at NOCE. This means that faculty should have completed an approved Online Teaching Certification or NOCE OTC prior to receiving an online, partially online, or online with flexible in-person component teaching assignment. This recommendation as a best practice serves as a good faith effort to ensure that fully online (FO), partially online (PO), online with flexible in-person component (OFI) course delivery meets Federal, State, and WASC quality standards for online instruction.

## Schedule of Classes

In addition to assigning faculty trained in online instruction to Distance Education course sections, it is also necessary to use a standardized course comment in the schedule of classes to describe fully online (Zoom or Online), partially online (Hybrid), and online with flexible in-person component

(OFI) courses. This should include the LMS being used, the course designation, and the email address for the instructor.

## Late Date of Attendance

The last date of academic attendance, commonly known as the Last Day of Attendance (LDA), is the date that colleges use to determine the necessity and/or amount of financial aid that must be returned to the Department of Education due to student withdrawal. The Department of Education (DOE) specifically requires, "...using a last date of attendance at an academically-related activity as a withdrawal date, it is up to the institution to ensure that accurate records are kept for purposes of identifying a student's last date of academic attendance or last date of attendance at an academically-related activity" (DOE, 2010).

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

To comply with legal requirements and confirm “active participation”, the Distance Education Committee recommends that all fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses at North Orange Continuing Education have explicit instructions about the following:

1. Fully Online (FO) and Online with Flexible In-person Component (OFI) Courses: Require a course check-in assignment to be completed by the end of the first week of classes. This assignment should actively engage the student, otherwise they may be dropped from the course. This course check-in assignment must originate from within the LMS. This does not include logging in to the course LMS or emailing the instructor. This also provides documentable evidence of regular effective contact. Recommendations for this course check-in assignment include:
  - a. Posting an introduction to the Discussion Forum
  - b. Creating a profile in the LMS that includes a student picture or avatar
  - c. Completing a syllabus quiz
  - d. Completing an online readiness quiz
2. Partially Online (PO): In addition to attending the first face-to-face meeting of the course during the first week of classes, partially online (PO) courses will also require a course check-in assignment following the same requirements for fully online (FO) and online with flexible in-person component (OFI) courses (see above). The check-in assignment will confirm the partially online (PO) students’ use of the LMS, establish regular effective contact for week one and give a preliminary assessment of students’ online readiness.

### Positive Attendance and Alternative Attendance Accounting Method

Online classes that are fully synchronous, Zoom, will use positive attendance to record attendance and active participation. The Alternative Attendance Accounting Method is used for noncredit distance education courses taught asynchronously or with a combination of synchronous Zoom or on-campus meetings and asynchronous coursework (Hybrid). In order to be counted for apportionment funding, a student must be actively enrolled before the first of the two census dates

at the 20% and 60% marks of the semester. For these courses, instructor's will record two separate forms of attendance: 1) daily synchronous attendance (each class meeting in Zoom or in-person) and 2) weekly total of asynchronous hours (independent coursework in Canvas).

## Welcome Letter & Online Syllabus

In the face-to-face classroom, a large part of the first class meeting is spent introducing the course, reviewing the syllabus, getting to know the students, and answering any questions about the course content or assignments. Since students do not have this type of interaction with the instructor or with other students in fully online (FO) or online with flexible in-person component (OFI) classes and limited contact in partially online (PO) classes, they may often feel isolated (Szopiński & Bachnik, 2022). To establish rapport with the students and to incorporate general best practices for Distance Education, it is strongly recommended instructors introduce the course and login information with a welcome letter one week **before the course begins**.

The Welcome Letter should include instructions (screenshots encouraged) telling students how and where to log in. It also serves to establish rapport and to promote regular substantive interaction with students early on. It should include the following:

- Information of where to go for technical help and support
- Information about books and materials required
- Information about any orientations or on-campus exams

Please refer to Appendix B: Sample Welcome Letter.

### *Online Syllabus & Orientation Module*

Since the online syllabus is the main source of information about the course, it should include a greater amount of detail including the following:

- Information about course assignments, course schedule, and texts
- Information about the Learning Management System (LMS)
- Introduction to the tools within the Learning Management System (LMS)
- Guidelines for class participation and grading criteria, including the expected response time from the faculty
- Important dates during the semester

A general weekly timeline for when lessons are released as well as due dates for activities, discussions, and quizzes should also be included. A suggestion for fully online (FO) and online with flexible in-person component (OFI) courses is to require a course contract.

The Distance Education Program has provided a syllabus and orientation module template that includes specific information about resources for online students with embedded links to this information to facilitate consistency and timely access to information prior to the start of each term. It is strongly recommended faculty publish their online syllabus and orientation module **one week prior** to the start of each term. The syllabus template is embedded in the Canvas design tools by CidiLabs. To request the orientation module, contact the Instruction Designer at [DistanceEd@noce.edu](mailto:DistanceEd@noce.edu).

## Accessibility, Privacy, & Copyright

North Orange Continuing Education is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must be provided. Disability Support Services (DSS) functions as a resource for students and faculty in the determination and provision of the accommodations.

There are two major pieces of legislation that provide for the foundation for our approach to accessibility in California, the [Americans with Disabilities Act](#) and [Section 508 of the Rehabilitation Act of 1973](#). This legislation provides the underlying mandate for designing courses that are accessible to students with visual, auditory, and physical impairments, as well as students with information processing differences.

Additional information regarding the [California Community College Accessibility Standard](#) and [Frequently Asked Questions for Faculty](#) can be accessed at the [California Community College Accessibility Center](#) website.

## Understanding Accessibility & Universal Design

Simply put, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means that instructors should think about using the principle of Universal Design, that is, creating course materials that accommodate the needs, learning preferences, and strategies of as many students as possible regardless of their ability. Best practice asks instructors and course designers to move beyond compliance to create inclusive, equitable online learning experiences for all students (Lowenthal et al., 2020).



Students with disabilities may have difficulty completing certain tasks on the internet such as reading, listening, or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students require in the form of assistive tools such as screen readers for the visually impaired that require text tag modifications for images or captioning for the hearing-impaired. Keeping Universal Design in mind while creating courses will benefit students who have a range of learning preferences. The acronym POUR for perceivable, operable, understandable, and robust can help online instructors and course designers remember the basic elements of Universal Design for Learning (UDL).

### *Understanding the Principles of POUR*

Developed as part of the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), these guidelines move beyond the suggestion that web content should be electronically accessible, arguing that web-based material should not only be designed for technical accessibility, but also for usability. Here's a quick [overview of the guidelines](#) behind the acronym POUR as they relate to online course development to online course development:

#### Perceivable

- Materials should be presented in ways so that they are perceivable to all users. If information is presented in ways perceivable to those who are sighted, such as text, it also needs to be presented in ways so that it will be perceivable to those who are visually impaired
- Keep both accessible and usable in mind. Text in a webpage can be read by a screen reader as it is technically accessible, but good design (like heading styles) will make the text more user friendly to both sighted and visually impaired users

#### Operable

- Consider the equipment needed to interact in the online class. For example, mobility impaired students may need to use a special keyboard to navigate the course. This could cause them to take a little longer to navigate from place to place or even answer a multiple-choice question. Care should be taken to ensure that any timed activities can be modified for students who need more time
- Provide ways to help users navigate. When adding multimedia to your course, ensure that the media is not set to play automatically, and that the player can be controlled via

keyboard commands. Additionally, ensure modules and pages have descriptive, meaningful names, and that names are not duplicated

### Understandable

- Materials should be designed in ways that are understandable to a range of users. Every effort should be made to write at a level understandable to a variety of students, and key terms or vocabulary should be defined or explained in the surrounding text. Tutorials or support should also be provided to help users understand the tools used in the course
- Create predictable formatting and operational patterns. Helping students understand online classes relies on predictability. Whenever possible, predictable patterns should be repeated, maintained, especially in linked mate

### Robust

- Maximize compatibility with current and future assistive technologies. Using HTML to create content will allow for multiple types of assistive technologies to access and interpret content. Using other types of materials, such as MS Word documents or Adobe pdfs, when properly formatted, can also enhance compatibility
- Provide equitable access and an equivalent experience to a wide variety of users. Creating content using a variety of modalities will allow students to engage in activities that resonate with their preferred way of learning

The Distance Education Committee recommends Distance Education and Web- Enhanced Faculty complete the @One Creating Accessible Course Content training or NOCE's Accessibility Refresher Course.

## Camera Use Guidance

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.”

NOCE Distance Education faculty may not indiscriminately require cameras to be on as part during synchronous online instruction.

## Recording Synchronous Instruction Guidance

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.

## Captioning Synchronous Zoom Instructional Sessions

Auto-captioning is not considered accessible (National Deaf Center on Postsecondary Outcomes, 2020). If a student in your synchronous course requires captioning as an accommodation, the DSS department will make the appropriate arrangements.

### @One Captioning Guidelines

1. The captioning must be complete, which means the video must be captioned from start to finish, including noting opening music and background noises, when intentional
2. The captions must be 99% accurate. This means, literally, word-for-word, including grammar and punctuation.
3. The captions should display synchronously with the audio, running neither too fast nor too slow, and they should be on-screen and adequate for the amount of time to allow careful reading.
4. The caption placement should not obscure other important information. Usually, captions are placed at the bottom of the screen.

### @One Captioning Exceptions

“Raw footage” is exempt.

Raw footage is defined as materials that are for a single, restricted use and are not archived. An example might be student videos. If the only audience is the instructor, the students will not need to caption their work. As an example, if the instructor makes student videos a part of a class assignment in which each student needs to view and write a reaction to a given video, then the

student video would need to be captioned. In other words, the status of the video's creator as a student does not mean it should or should not be captioned; rather, the status of the video as required instructional material or not determines whether it should or should not be captioned.

Another example might be a longer video from which only clips will be taken. If the compendium of clips is archived and reused, then that would need to be captioned; however, the original from which the clips were taken would not need to be.

***Feedback to students is exempt.***

Video feedback to your students would be considered “raw footage”, and thus does not need to be captioned. There is a caveat to this strategy, however. In an online class, students do not need to self-identify as hearing impaired. Before providing video feedback to students (which is a terrific feedback form that students love!), let your students know that you will send video feedback, and allow them to “opt out” if they would like written feedback.

***Restricted access materials might be exempt.***

When a video will only be shown to a restricted set of users and none of those require captions, you do not need to caption. An example might be a password protected class in which a video specifically for that class is shown. Please note that if the video is meant to be a permanent part of the class term after term, then this exemption no longer applies as you do not know who might be taking the class in the future.

***Captioning Assistance***

ScreenPal: NOCE Distance Education faculty have access to ScreenPal Premier to create, edit, and caption instructional videos.

[3C Media Solutions](#): in addition to hosting videos, 3C Media will help with the captioning of faculty-produced video. They will not caption videos you have purchased, rented, or curated from others, but if you have made your own instructional video, you can request archiving and captioning through 3C Media Solutions.

[Distance Education Captioning and Transcription \(DECT\) Grant](#): The DECT grant is funded by the Chancellor's Office to “promote faculty innovation in the use of audio, video, and multi-media content in distance learning classes.” The grant provides funds for professional captioning and

transcription. Colleges apply for a grant within a specific semester, and once approved, can use the funds to either pay a vendor of their choice or can use a pre-approved vendor from DECT.

This is a terrific way to get your own videos captioned or to have professional videos captioned. Please be sure you have the right to use these videos. For more information on applying for a captioning grant, please visit the [DECT FAQ](#) page.

## Best Practices for Inclusive Online Courses

1. Use backwards design to align outcomes, objectives, assessments, and learning materials.
2. Provide multiple means of engagement, representation, and assessment.
3. Create transparent assignments by stating the purpose, providing clear instructions, a checklist of expectations or rubric, and when possible, examples of good work.
4. Use consistent design and modules.
5. Chunk information and simplify language.
6. Build community.
7. Monitor student progress and provide timely feedback (Lowenthal et al., 2020; Martin et al., 2019).

## NOCE DE Faculty Resources

The NOCE Distance Education Department provides an online course template and syllabus template. If you need assistance accessing these or other resources, please contact the Instructional Designer at [DistanceEd@noce.edu](mailto:DistanceEd@noce.edu). If you have questions about NOCE Distance Education policies, you may contact the Distance Education Committee Chair or Director.

## NOCE DE Committee

Karen Bautista, Ed.D	NOCE Vice President of Instruction
Corinna Lopez	NOCE Assistant Professor, Distance Education Committee Chair
Maria Aceituno	Instructional Designer
Jennifer Carey	NOCE Professor, Academic Senate Vice President
Karla Frizler	NOCE Associate Dean, ESL and Citizenship
Michael Garcia	NOCE Adjunct Instructor
Jennifer Oo	NOCE Professor, Curriculum Committee Chair
Michelle Patrick – Norng	NOCE Counselor, Academic Senate President
Casey Sousa	NOCE Counselor
Matthew Stivers	NOCE Professor
Alli M. Stanojkovic	NOCE Professor, SLO Coordinator
Matt Van Gelder	NOCE Professor

## 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: Sample Welcome Letter

Welcome to *Course Name, Code + #, and CRN*.

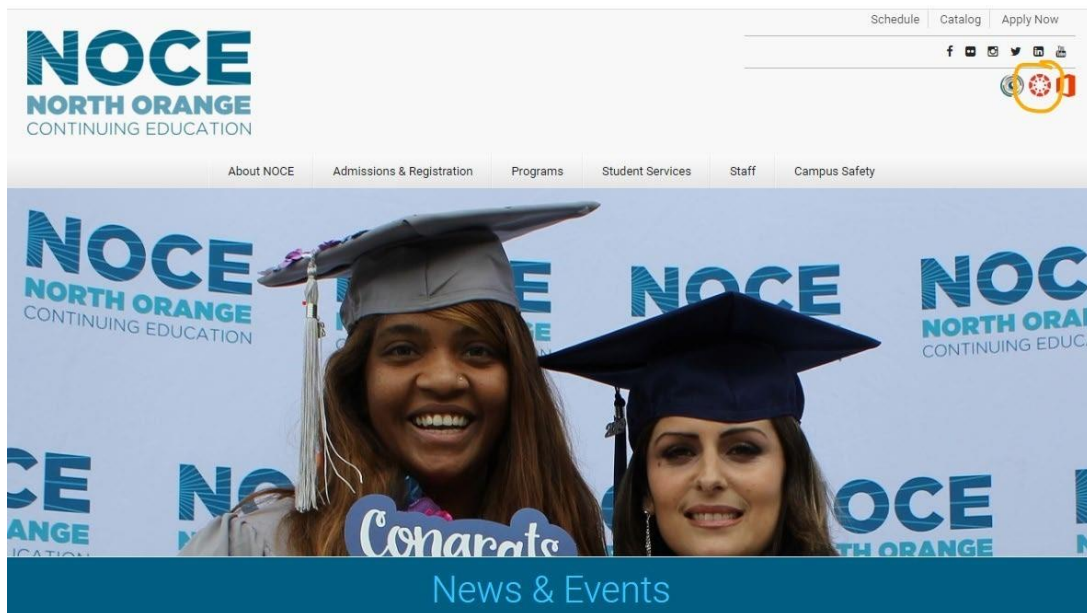
I am excited to start this semester with you. In order to start you off successfully, I wanted to outline a few important issues related to this course.

Sample descriptions for different course types:

- **Zoom:** This is a fully online Zoom course which means we will meet every week through Zoom in Canvas. We will have weekly Zoom meetings every [DAYS] from [TIME]. Additional course content may be made available in Canvas.
- **Online (async):** This is a fully online course with no Zoom or in-person meetings. All coursework will be delivered online through Canvas.
- **Online (sync):** This is a fully online course which means all coursework will be delivered online through Canvas. We will also have weekly required Zoom meetings through Canvas. We will have weekly Zoom meetings every [DAYS] from [TIME].
- **Hybrid (in-person):** This is a hybrid course which means you will have a combination of Canvas course work and required on-campus class meetings. Please find our on-campus meeting dates below:
  - Meeting dates for whole semester listed if not routine
  - or add weekly recurring schedule

The instructions for using Canvas are available below. Canvas is a Learning Management System (LMS). Please read over the instructions below for logging into the course. If this is your first online course, don't worry. I will provide more information about Canvas and how to access the course materials during the online orientation.

To log into Canvas, go to the [NOCE website](#) and click on the red, circular Canvas icon.






Enter your student ID number and password.



OCCCD Central Authentication Service (CAS)

NOCCCD CAS provides authentication for our district services and campuses



Cypress College      Fullerton College      North Orange Continuing Ed

MyGateway ID:  
@

Password:

[Forgot username?](#)      [Forgot password?](#)

[MyGateway Status](#)

LOGIN

For security reasons, please logout and **exit** your web browser when you are done accessing services that require authentication!

[How to change your password](#)

Once you have logged into Canvas, you can click on the Start Here tab to complete the course orientation. Instructions and information for joining Zoom meetings will also be included in the orientation.

For your convenience, I have attached the course syllabus [FOR COURSES WITH ZOOM] which includes the Zoom link and more helpful links to get started in Canvas. If you have any questions, please feel free to email me at [instructor@noce.edu](mailto:instructor@noce.edu).

I look forward to meeting you [for course with Zoom] on [date of first Zoom meeting]!

Instructor XYZ

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