



# COLLEGE & CAREER READINESS

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## DISTANCE LEARNING MANUAL 2023-2024

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## Table of Contents

Definition of Distance Learning Programs .....	2
Counting Distance Education Hours .....	3
Curricula for Clock Time Use .....	4
Distance Learning Clock-Time Course Approval Application .....	5
Curricula for Mastery & Teacher Verification Hours.....	7
Piloting a Distance Ed Course to Determine Proxy Hours.....	8
Essential Elements of a Proxy Hour Study .....	9
Submitting the Proxy Hour Study to the System Office .....	10
Learning Management Systems & Web Conferencing Apps .....	11
Alternative Learning Packets for Corrections 2023-2024.....	12
Alternative Learning Packet for Corrections Approval Request Form.....	13
Alternative Learning Packets for Corrections Approval Check List.....	14
Career READY Policy for Contact-Hour Courses, Membership Courses, and Proxy Contact Hours .....	15

## **Definition of Distance Learning Programs**

Distance learning programs are “non-classroom based” learning programs. In distance learning programs, students work alone, but have access to online, video, and/or print materials. Some distance programs are set up so that students work totally on their own, but there is another type of program known as “hybrid,” meaning, “instruction that mixes face-to-face classroom learning with distance education methods.”

Distance education is a formal learning activity in which students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Distance learners must be assessed under the same guidelines as all adult learners in the state. All components of the NC CCR Assessment Policy apply to distance education students. Students in distance education must have at least 12 hours of contact with the program before they can be reported to the NRS.

## Counting Distance Education Hours

The NRS guidelines state that proxy contact hours must be developed using one of three specified models: clock time, teacher verification or learner mastery. (Proxy hours are hours where exact time spent on various activities cannot be directly verified but are calculated, based on an approved distance education curriculum and a specific model for estimating time.) North Carolina will use all three models, depending upon which curriculum is used. (See attached chart to determine which model is used with each curriculum.)

The clock time model may only be used with curricula that track the time the student interacts with the software and which also contain a mechanism to log students out of the program after a specified period of inactivity. One hour of clock time will be reported as one hour of instructional time.

- The teacher verification model is based on the state assigning a predetermined number of proxy hours for completing activities (such as viewing a videotape and completing workbook lessons). North Carolina will use this model for most curriculum that is not tracked by clock time. If a program selects curriculum which is not counted by clock time, then the program must first pilot the curriculum and conduct research on the hours that it takes students to finish the units, etc. Then the program would apply for permission to the System Office thirty days prior to offering the curriculum. For example, students could keep logs of how long it takes them to complete assignments in a specific curriculum. Once that information is gathered, the program may be able to get an average length of completion time per assignment. The program could then apply to use that curricula, using the average length of time per unit for the contact hours.

## Curricula for Clock Time Use

The following software programs have been approved by the System Office for use as Clock Time Distance Ed programs by all basic skills/adult ed programs in NC:

1. **Achieve3000**
2. **ACT WorkKeys**
3. **Apex**
4. **Aztec**
5. **Burlington English**
6. **Common Core Achieve Online**
7. **Connect Ed**
8. **Connexus**
9. **Conover Online**
10. **Edmentum**
11. **EdReady**
12. **Edgenuity**
13. **EnGen**
14. **Essential Ed**
15. **Get This Write**
16. **Gradpoint**
17. **I-pathways**
18. **IXL**
19. **Learning Upgrade**
20. **New Reader's Press Online**
21. **NorthStar Digital Literacy**
22. **Odysseyware**
23. **Paxen Focus**
24. **Rosetta Stone – Catalyst**

Providers may use software programs not listed here for distance education with prior approval of the System Office. In order to receive approval, the software must have the ability to track time, to produce a detailed time-stamped login/logout report for each student, and to log students out after a maximum of 15 minutes of inactivity.

Please complete and submit The **Clock Time Program Approval Application**. This form can also be found as a Word document on the [NCCC CCR Website](#) under *Distance Education*.

## Distance Learning Clock-Time Course Approval Application

<b>Distance Learning Clock-Time Course Approval Application</b>
Name of Software:
Name of Provider:
Date Submitted:
Applicant Name:
Applicant's Email Address:
Applicant's phone number:
Give a brief overview/description of the software:
Does the software have a feature allowing instructors to run time-stamped Student Login/Logout Reports? Submit an example of the time-stamped Student Login/Logout Report with the application.
After how many minutes of inactivity will the software log off the inactive student? Please also submit documentation of this from the publisher.
Describe the methods which will be used for supporting learners at a distance:

Which NRS assessments will be used and how will they be administered?

Briefly describe student orientation:

Briefly describe student recruitment:

**Mail or Email Report to:  
Daniel Loges  
Director of Professional Development and Distance Education, CCR  
North Carolina Community College System Office  
5016 Mail Service Center  
Raleigh, NC 27699-5016  
Email: [logesd@ncccommunitycolleges.edu](mailto:logesd@ncccommunitycolleges.edu)**

## Curricula for Mastery & Teacher Verification Hours

Proxy hours may also be used for selected curricula in North Carolina. The following chart lists the proxy hours for materials to be used in North Carolina. (Note: If your program wants to use materials that are not on this chart or that use clock-time plus workbook/other activities, then you must conduct a pilot for determining proxy hours. See “How to Pilot a Distance Course to Determine Proxy Hours.”)

<b>Number of Proxy Contact Hours for Approved Curricula in North Carolina</b>			
<b>Curriculum</b>	<b>Model</b>	<b>Criteria for Awarding Proxy Contact Hours</b>	<b>Proxy Contact Hours Credit</b>
Crossroads Café	Mastery	Passed unit test @ $\geq 70\%$	10 hours per unit; total possible PCH = 260
HSE in the Community	Teacher Verification	Successful Completion of Unit @ $\geq 70\%$	8 hours per unit. Total possible PCH = 152
GED Connection	Teacher Verification	Video: student self-report to teacher  Workbook: teacher determines % of work completed  Internet Activities: teacher determines work completed  Internet Module: teacher validates w/questioning whether student has engaged  Practice Tests: online and print based	Video: .5 hours Workbook: $\geq 75\%$ of activities completed = 4 hours; 50-74% = 2 hours  Internet Activities: 1 hr per activity; total possible PCH = 43 Modules: 3 hours per module; total possible PCH = 15 Tests: 1 hr per; total possible PCH = 22
GEDi (GED Illinois)	Mastery	Passed unit test	50 minutes per unit completed
Workplace Essential Skills**	Teacher Verification	Video: student self-report to teacher  Workbook: teacher determines % of work completed  Internet Activities: teacher determines % of work completed  Preview and Review Tests: print based	Video: .5 hours Workbook: $\geq 75\%$ of activities completed = 2 hours; 50-74% = 1 hours; total possible PCH = 48  Internet Activities: $\geq 75\%$ of activities completed = 2.5 hours; 50-74% = 1.5 hours; total possible PCH = 60 Tests: 1 hr per; total PCH possible = 8



## **Piloting a Distance Ed Course to Determine Proxy Hours**

Providers that would like to use curriculum which are not on the above chart or that use clock-time plus workbook/other activities, must conduct a **Proxy Hour Study**.

Once the type of distance education curricula is selected, program staff should conduct a pilot project using the curricula to determine how many proxy hours should be counted. One way to determine contact hours is to have students keep a log of the time that students work on each activity, then get an average per all students who worked on the activity. While the study is being conducted, providers will not count contact hours for the students involved in the study. After the study is conducted, providers must submit a **“Distance Learning Proxy Hour Study Report”** to Dan Loges for approval. Final approval will include the number of contact hours to be awarded per unit.

Upon receipt of the proxy hour study at the NCCC System Office, the Proxy Hour Committee will review the study and respond to the initiating provider within 90 days from the date of the submission.

## Essential Elements of a Proxy Hour Study

A study provides a research basis for assigning proxy contact hours. Here are the basic steps required to conduct a proxy hour study.

1. Contact Dan Loges before beginning a proxy hour study.
2. The study must involve two groups of students. Each group must have a minimum of ten student participants who complete the study.
3. The first group will be doing the proposed distance education curriculum from home by themselves.
4. The second group will be doing the proposed curriculum in a seated class. The classroom teacher will track how long they spend teaching the curriculum content in the classroom, on a unit by unit basis. The classroom teacher will need to keep and submit time records for each lesson/unit.
5. Students in the group working from home are required to keep a record of the times that they spend working on each lesson/unit.
6. All student and teacher time records must be submitted as part of the proxy hour study. Programs have the flexibility to create time records that best meet their needs for the proxy hour study that is being conducted. However, time records **must** be used. Below is an example of the type of time record that could be used for a proxy hour study:

Student ID: \_\_\_\_\_

Student Group: \_\_\_\_\_

LESSON	DATE	BEG TIME	END TIME	TOTAL TIME WORKED
EX: LESSON 1	07/21/19	6:23 pm	8:23 pm	2 Hours

7. Each activity and/or lesson must be aligned to the NC Adult Education Content Standards. The content standards must be cited for each activity/lesson.
8. After the first group has completed each lesson, average the time reported for each lesson.
9. Compare the average time reported for each lesson done at home with the time reported by the classroom teacher.'
10. Submit for approval the number of proxy hours you recommend for each lesson based on your findings from the comparison of the work done at home and the work done in the seated classroom.

## Submitting the Proxy Hour Study to the System Office

Submit a Proxy Hour Study Report which includes the following:

- 1) Name of provider that conducted the proxy hour study.
- 2) Date of submission.
- 3) Names of all staff members involved in the proxy hour study.
- 4) Dates that the proxy hour study was conducted.
- 5) Name of the proposed course.
- 6) Brief overview of the course including materials, products, and curriculum to be used.
- 7) Describe the process that will be implemented for the delivery and exchange of the distance ed course.
- 8) Requested number of proxy hours for each lesson/unit.
- 9) Rationale for requested number of proxy hours.
- 10) All time records on which the number of proxy hours requested is based.
- 11) All of the actual lessons students will be studying along with the NC Adult Ed Content Standards citations.
- 12) Describe the methods that will be used for supporting learners at a distance.
- 13) Describe how students will be recruited for this distance ed course.
- 14) Explain the orientation process for students recruited for this course.
- 15) Describe which NRS assessments will be used, and how will they be administered.

Mail or email the final report to:

Daniel Loges  
Director of Professional Development and Distance Education, CCR  
North Carolina Community College System Office  
5016 Mail Service Center  
Raleigh, NC 27699-5016  
Email: [logesd@ncccommunitycolleges.edu](mailto:logesd@ncccommunitycolleges.edu)

## Learning Management Systems & Web Conferencing Apps

Basic Skills courses can be taught via any LMS that offers a built-in student activity time feature and/or can produce time-stamped student login-logout reports. Learning Management Systems and Web Conferencing Apps **do not need to be submitted** for approval.

## Alternative Learning Packets for Corrections 2023-2024

Alternative Learning Packets are an approved distance learning method for incarcerated students who have limited access to online instruction. ALPs are teacher-created paper-based lessons distributed to students to study remotely. The Alternative Learning Packets method of distance education has been continued in order to reach those incarcerated students who continue to have limited access to online instruction. The Alternative Learning Packet method has been developed via the Teacher Verification Model.

**If your program had an ALP Approval Request approved between August 7, 2020, and June 30, 2023, you only need to re-submit the previously approved ALP Request Form. The System Office will send you a revised pdf extending the approval through June 30, 2024. This pdf should be kept with the class file. Directors should submit the previously approved ALP Request Form in the [Alternative Learning Packets for Corrections 2023-2024 Submission Portal](#).**

If you would like to have a brand new, previously unapproved ALP approved, please follow the instructions below as well as the instructions on the ALP for Corrections Request Form.

### ALP Policy

All Alternative Learning Packets for Corrections must include the following:

- 1) NRS LEVEL (one NRS Level and content area per request.)
- 2) Sample Lesson Plan
- 3) College and Career Readiness Content Standards aligned to the indicated NRS level
- 4) Instructional Objectives
- 5) Sufficient instructional activities to meet the learning objectives
- 6) Explicitly explain how the teacher will be facilitating the instructional activities and providing feedback to promote student learning and student-teacher interaction.

In order to have a NEW Alternative Learning Packet for Corrections approved, directors should complete the ALP for Corrections 2023-2024 Request Form and upload it along with the sample lesson plan and the required narrative to the CCR Moodle Course entitled [Alternative Learning Packets for Corrections 2023-2024 Submission Portal](#).

This form can also be found as a Word document under [Distance Education Information on the NCCC CCR Website](#).

Once approved the NEW Alternative Learning Packet for Corrections 2023-2024 Form will be returned to you as a pdf and should be kept with the class file.

Directors are also encouraged to view a very brief video detailing the requirements for an [Alternative Learning Packet Submission](#).

## Alternative Learning Packets for Corrections Approval Request Form

### Alternative Learning Packet for Corrections 2023-2024 Approval Request Form

Alternative Learning Packets are an approved distance learning method for incarcerated students who have limited access to online instruction.

***This form, lesson plan, and narrative must only be submitted for NEW ALP Requests.***

***For ALP Requests approved between 8/7/2020 and 6/30/2023 only the previous approval form must be submitted.***

Instructions for completing the form:

Please submit this approval request form as a **WORD document** along with a sample lesson plan and the required narrative explained below. All submissions must come from the program director and must include the following:

NRS LEVEL (one NRS Level and subject per request.)

Sample Lesson Plan

College and Career Readiness Content Standards aligned to the indicated NRS level

Instructional Objectives

Sufficient instructional activities to meet the learning objectives

Explicitly explain how the teacher will be facilitating the instructional activities and providing feedback to promote student learning and student-teacher interaction.

Please submit a **separate request** form for each NRS level and content area.

Please follow this link to identify [CCR Content Standards, Learning Objectives, and Instructional Activities](#) that align to the specified NRS Levels.

Director:	Date Submitted:
Program:	
Learning Packet NRS Level:	
Requested number of Proxy Contact Hours per packet:	
Date Received by System Office:	
Approved By:	
Date of Approval:	

Along with the sample lesson plan a narrative must be included that answers the following:

1. How are the learning packets aligned to the CCR content standards?
2. Please list the learning objectives AND CCR content standards.
3. How is the material appropriate for the stated NRS levels?
4. Explain how the packet contains sufficient instructional activities to meet the proxy contact hour award.
5. How will the student have access to faculty for instructional assistance?
6. How will faculty provide feedback for completed packets?
7. Describe the method used for exchanging packets between student and faculty.
8. Describe the process for maintaining documentation of student packets.
9. Describe how you will track the proxy contact hours to report hours for post-testing.

Complete this form and upload it along with the sample lesson plan and required narrative to the CCR Moodle Course entitled [Alternative Learning Packets for Corrections 2023-2024 Submission Portal](#)

**NEW Alternative Learning Packet approval may require up to 30 calendar days from date of submission.**

**Once approved this form will be returned to you as a pdf and should be kept with the class file.**

## Alternative Learning Packets for Corrections Approval Check List



### Alternative Learning Packet for Corrections Approval Check List

The System Office will use this checklist to approve or disapprove submitted alternative learning packets.

1. NRS Level is indicated on the form.
2. CCR Content Standards are aligned to the indicated NRS level.
3. Contact hours requested match those on lesson plans.
4. NRS Level on request match those on lesson plans.
5. Learning objectives are clearly stated.
6. Learning objectives are aligned to content standards.
7. There is clear evidence of teacher-led instructional activities. (How will the instructor guide the learning?)
8. Packet contains sufficient instructional activities to meet the contact hour award.
9. Material is appropriate for the indicated NRS levels.
10. A sample lesson plan is included for each NRS level and content area.
11. Students have sufficient access to faculty for instructional assistance.
12. There is a clear explanation of how faculty will provide feedback for the completed packets.
13. Process for maintaining documentation of packets is sufficient.
14. There are sufficient Approval Request Forms for the number of packets submitted for approval.

## Career READY Policy for Contact-Hour Courses, Membership Courses, and Proxy Contact Hours

The College and Career Readiness Section, Career READY initiative prepares adult learners to complete their Adult High School (AHS), or High School Equivalency (HSE) diploma and, concurrently, complete the mastery-based learning activities required to enroll into a certificate, diploma, degree, or Continuing Education program at a postsecondary level. Adult learners that complete the BSP Transition Courses will have the knowledge and academic skills required to enroll in gateway courses. The memo below outlines the policies and procedures for operating a course using both the contact-hour and membership modes of delivery. Additionally, the memo includes guidance and procedural information for facilitating hybrid courses.

### Mathematics Course BSP-4003

Providers may facilitate the mathematics course as membership or contact hour. Providers are permitted autonomy to facilitate the classes in a manner that fits their needs. Providers may facilitate separate sections with different modes of delivery (membership and contact hour). Please note, membership hour courses will need a defined start and end date. Students that complete the membership hour courses may not be excused to start a new course until the conclusion of the membership course.

### English Course BSP-4002

The BSP-4002 English may be facilitated as contact hour, membership, or Proxy Contact Hour. Regarding the Proxy Contact Hour procedures for the BSP 4002 course, students **must** complete each unit and may only be awarded credit after they have scored an 80 on both the unit tests and writing assessments.

### Hybrid Courses

Providers may offer the BSP Transition courses via a hybrid mode of delivery. The BSP Transition Courses are coded in the Colleague database for a total of 144 instructional hours. For BSP Transition membership courses, it is best practice for providers to facilitate the courses within the range of 20% above or below the initial number of instructional hours. This means that BSP Transition instructional hours should be set between 115 hours (20% below) or and 172 hours (20% above). If providers elect to facilitate the BSP Transition courses via membership hours, students must engage in the courses for a minimum of **96** hours.



The “at a distance” time for Transition Math is documented through EdReady Math. This documentation is necessary to verify student participation “at a distance.” Transition English is not timestamped and therefore requires alternate approved documentation of “at a distance” time. It is critical that providers have an approved process in place to document the “at a distance” time for Transition English. The following formula may be used to document time.

- Face-to-Face time includes:
  - Zoom attendance report or state-approved digital sign-in sheets
  - In-person attendance sign in sheets.
- At a distance time includes:
  - Total NROC time minus face-to-face time
  - Out-of-class NRS testing time
  - Out-of-class Entry Orientation time (.25 hr)
- (Total NROC time + Out-of-class NRS testing time + Out-of-class Entry Orientation time) - Face-to-Face time = Total at a distance time; Total at a distance time / weeks in the class = weekly at a distance time

Please note, students must engage in face-to-face (including virtual) instruction at least half-time in the BSP Transition Courses. For example, if your course set up includes 48 face-to-face/virtual hours, you may only claim 96 membership hours for the course. Please see the recommended number of in-person and at distance hours listed below:

<b>Blended Model for BSP Transition Courses</b>	
16-Week BSP Transition Courses (4002 and 4003)	4 hours in-class 4 hours at a distance Total=8 Contact hours per week
12-Week BSP Transition Courses (4002 and 4003)	6 hours in-class 6 hours at a distance Total=12 Contact hours per week
10-Week BSP Transition Courses (4002 and 4003)	7 hours in-class 7 hours at a distance Total=14 Contact hours per week
8-Week BSP Transition Courses (4002 and 4003)	8 hours in-class 8 hours at a distance Total=16 Contact hours per week