



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT



Job Description

Job Title:	Director, Digital Learning	Salary Range:	24
Date Revised:	4/2/2026	Date Approved:	6/23/2026

PRIMARY PURPOSE

Under the general direction of a Vice President or designee, the Director, Digital Learning provides strategic leadership and administrative oversight in the planning, development, and advancement of online and technology-enhanced learning. The Director shapes the institution's distance learning strategy related to digital instruction, guiding faculty and staff in the effective use of instructional technologies, and promoting high-quality, accessible, and innovative learning environments that support student success.

The Director, Digital Learning, leads institutional initiatives that integrate emerging technologies, online pedagogy, and digital learning frameworks while ensuring alignment with accreditation standards and regulatory requirements.

The Director, Digital Learning functions at a strategic and organizational level, directing programs, leading cross-functional initiatives, and influencing the future of instruction through the effective expansion and governance of distance education and digital learning.

DISTINGUISHING CHARACTERISTICS

The Director, Digital Learning is distinguished by its primary focus on instructional infrastructure and modality, leading the design, implementation, and governance of online learning, instructional technology, and distance education systems. The Director operates at the intersection of pedagogy and technology, requiring specialized expertise in instructional design, learning management systems, accessibility compliance, and accreditation standards related to distance education.

The Director, Digital Learning, drives institutional strategy for digital instruction, supports faculty in course design and delivery, and ensures the effective integration of emerging technologies to enhance teaching and learning environments.

The Director, Digital Learning is distinguished from the Director, Academic Support Programs by its primary focus on the strategic leadership, integration, and governance of instructional technology, online learning systems, and distance education programs. The Director is responsible for shaping the delivery of instruction through digital modalities, including oversight of learning management systems, accessibility compliance, and emerging technologies such as artificial intelligence. The Director requires specialized expertise in instructional design, educational technology, and regulatory requirements related to distance education, and operates at a systems and infrastructure level to support faculty and enhance teaching and learning environments.

In contrast, the Director, Academic Support Programs focuses on the development and delivery of student-facing academic support services and programs designed to improve student success, retention, and completion outcomes.



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ESSENTIAL FUNCTIONS

Examples of essential functions are descriptive and not restrictive in nature.

Program Leadership and Planning

1. Provides strategic leadership for digital learning initiatives, guiding program development, directing personnel, and advancing the quality and effectiveness of learning experiences in support of student learning initiatives.
2. Provides institutional leadership for the governance and integration of artificial intelligence (AI) tools; develops and implements policies and guidelines for ethical and responsible AI use; establishes faculty training frameworks and ensures alignment with instructional goals, academic integrity standards, and emerging regulatory and best-practice guidance.
3. Leads the development, implementation, and evaluation of policies, procedures, and strategies for online, hybrid, and technology-enhanced course delivery.
4. Conducts ongoing program review and digital learning/distance education planning to assess technology trends and instructional needs.
5. Assists in the development of instructional technology plans for individual departments and communicates campus instructional technology needs.
6. Collaborates with faculty, administrators, and governance committees to promote innovation and equity in online learning.
7. Provides support in the evaluation and review process to ensure the quality of distance education courses.

Educational Technology and Systems Management

8. Provides strategic oversight related to digital learning and the District/college's learning management systems (LMS) and related instructional technologies for academic and student services.
9. Performs mission-critical functions related to the college's online learning management systems (LMS) such as Canvas; ensures the learning platform is providing end users with proper access and instructional interaction.
10. Provides leadership in evaluating, adopting, and implementing new technologies that enhance teaching and learning.
11. Develops and maintains resources, websites, and training tools to support effective technology integration.
12. Leads the strategic utilization and implementation of Artificial Intelligence (AI) technology.
13. Provides institutional leadership tools employed in teaching and learning environments, including but not limited to the development of ethical use policies and faculty training.

Accessibility, Compliance, and Accreditation

14. Ensures compliance with state and federal regulations, including Web Content Accessibility Guidelines (WCAG) 2.1 and Regular and Substantive Interaction (RSI) guidelines Americans with Disabilities Act (ADA), Section 508 accessibility requirements, copyright, intellectual property, and accreditation standards.



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15. Provides training, guidance, and oversight for universal design principles and accessibility.
16. Serves as a liaison with the Chancellor's Office and statewide consortiums regarding reporting, compliance, and regulatory updates.

Personnel Management, Training, and Supervision

17. Plans, develops, and delivers training, workshops, and consultations on learning management systems, artificial intelligence (AI), online pedagogy, accessibility, and emerging educational technologies; ensures compliance with applicable state and federal regulations.
18. Ensures consistent and effective communication with the campus through training materials, resources, and related activities.
19. Collaborates with college stakeholders to develop onboarding resources and training materials for students and faculty.
20. Collaborates with professional development teams to design and deliver instructional support programming.
21. Oversees onboarding and ongoing support for faculty, staff, and students in using distance education technologies.
22. Recruits, hires, trains, supervises, evaluates, and directs the work of assigned staff and temporary employees; provides leadership for team development.
23. Provides orientation, onboarding, and ongoing professional development to strengthen staff expertise and equity-minded practices.

Data Reporting and Evaluation

24. Extracts, compiles, and organizes data to create, generate, and submit mandated reports related to the Distance Education Plan in accordance with the California State Chancellor's Office.
25. Compiles, analyzes, and shares data on distance education enrollment, success, and equity outcomes to guide planning and decision-making.
26. Prepares required reports for internal and external stakeholders, including state agencies and accrediting bodies.
27. Tracks and manages distance education grants, budgets, and expenditures.

Budget and Resource Management

28. Prepares and monitors budgets, ensuring alignment of financial resources with program priorities.
29. Administers distance education grants and initiatives and oversees related funding distribution and reporting.

Collaboration and Professional Development

30. Partners with faculty and management to identify student success metrics and design distance education surveys; serves as the primary contact for distance education at the college, engaging with District, regional, and statewide partners.
31. Participates and engages in shared governance processes, committees, and task forces across the District and campus sites to support strategic initiatives to advance instructional technology.



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32. Pursues ongoing professional development to remain current with trends, standards, and innovations in distance education and educational technology.

Technology and Process Improvement

33. Researches institutional and operational issues; analyzes data and trends to develop and recommend effective, evidence-based solutions that support continuous improvement and organizational effectiveness.
34. Coordinates and supports instructional technology and campus technology initiatives in collaboration with Campus IT and District Information Services, including but not limited to oversight of computer labs, classrooms, and other technology-enabled learning environments.
35. Administers and supports data collection, system development, and implementation for distance learning grants and initiatives; ensures integration of evaluation frameworks to assess effectiveness and communicates outcomes to inform decision-making and program improvement.
36. Identifies opportunities for operational and instructional improvement within established continuous improvement cycles; develops and implements actionable recommendations to enhance efficiency, effectiveness, and service delivery.
37. Provides direction and support in the evaluation, selection, and implementation of new and emerging technologies; continuously assesses and applies industry advancements to improve processes, optimize performance, and support evolving institutional needs, while collaborating with stakeholders and shared governance groups to ensure effective, compliant, and strategic integration.

Diversity, Equity, and Inclusion

38. Participates in District/College efforts to increase the diversity of faculty and staff and to address student achievement gaps; actively assists in the creation of a welcoming and inclusive work and educational environment; attends and participates in diversity, equity, and inclusion trainings and events.

General

39. Performs other duties that support the overall objective of the position.

WORKING RELATIONSHIPS

The incumbent engages and maintains contact with various District administrators, management, faculty, staff, students, vendors, government agencies and organizations, higher education institutions, the California State Chancellor's Office, and the public.

MINIMUM QUALIFICATIONS

Education and Experience:

- Master's Degree from a regionally accredited institution in a related discipline; **AND**
- Four (4) years of progressively responsible experience in educational technology, online learning, or distance education; **WITH** two (2) years in a supervisory or management role;



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- **Or**, any combination of education and experience which would provide the required equivalent qualifications of the position. **AND**
- Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.

DESIRABLE QUALIFICATIONS

- Advanced degree in Educational Leadership, Instructional Technology, or related discipline.
- Experience teaching in Distance Education.
- Demonstrated experience fostering an inclusive and welcoming work or educational environment through equity-minded approaches in professional interactions with colleagues and students.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge:

- Knowledge and understanding of District, college, division, department, and/or program organizations, operations, policies, procedures, rules, laws, regulations, goals, and objectives related to the area of assignment.
- Knowledge of and familiarity with the California Education Code, Title 5, WCAG 2.1, ADA 508, RSI, and other applicable laws and regulations related to the area of assignment.
- Knowledge of adult learning theory, and instructional design models such as ADDIE, SAMR, Backward Design, and Universal Design for Learning (UDL).
- Knowledge of digital learning/distance education pedagogy, instructional technology, and learning management systems.
- Knowledge of research project policies, procedures, and best practices, including data collection and analysis.
- Knowledge of budget preparation and maintenance.
- Knowledge and understanding of student services operations, including student advising, retention strategies, and support services.
- Knowledge of federal and state regulations related to student services, such as FERPA.
- Knowledge of student information systems, management information systems, databases, and data management practices.
- Knowledge and awareness of equity and inclusion principles, particularly in the context of student support services.
- General knowledge of community college structures, processes, and student demographics.

Skills:

- Program planning, evaluation, and data analysis.
- Strategic planning and leadership skills.
- ADA, Section 508, and accessibility compliance.



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- Strong organizational skills with the ability to prioritize and manage multiple tasks efficiently.
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and other relevant software applications.
- Excellent written and verbal communication skills, with the ability to draft clear and concise reports, correspondence, and presentations.
- Data collection, analysis, and reporting, particularly in relation to program outcomes and student participation.
- Computer software programs, applications, databases, and Enterprise Resource Planning Systems (ERP) systems; computer hardware and peripheral equipment related to the area of assignment.

Abilities:

- Ability to work independently and collaboratively within a team environment.
- Ability to interact positively and professionally with a diverse student population, faculty, and staff.
- Ability to interpret and apply complex policies, regulations, and collective bargaining agreements.
- Ability to maintain confidentiality and handle sensitive information with discretion.
- Ability to plan, organize, and prioritize workload to meet schedules and timelines.
- Ability to supervise, train, and evaluate assigned management, faculty, and staff.
- Ability to communicate effectively, both verbally and in writing.
- Ability to learn and adapt to new software, systems, and processes as required.
- Ability to provide empathetic and effective support to students, addressing their needs and concerns with professionalism.
- Ability to attend and participate in diversity, equity, and inclusion trainings and events.
- Ability to provide an inclusive and welcoming work/educational environment.
- Ability to demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.
- Ability to establish and maintain effective and cooperative working relationships with those encountered in the course of work.

SPECIAL REQUIREMENTS, LICENSES, and/or CERTIFICATIONS

- Possession of or ability to possess a valid driver license based on the need related to the area of assignment if and when travel is required in the course of work.
- Travel may be required for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable



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accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak, or hear, both in person and by telephone. Use hands repetitively to perform fine/gross finger manipulation, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment. The incumbent may be required to bend at the waist, kneel, and/or crouch; move about the college or District site(s).

Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

The incumbent may be required to work a flexible and varying work schedule based on the needs of the department, including evenings and weekends, as needed.

Mental Demands:

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The incumbent works under typical office conditions, and the noise level is usually quiet.

Working Conditions:

Work is performed primarily indoors where minimal safety considerations exist. The incumbent may be subject to constant interruptions and frequent interaction with District and college personnel and the public. Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions of the position.



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North Orange County Community College District (NOCCCD) is committed to creating a diverse academic and workforce environment that encourages and fosters diversity, equity, inclusion, and equal opportunities for everyone. NOCCCD is focused on creating a welcoming culture to ensure students, faculty, management, and staff feel included, supported, and safe.

NOCCCD looks for likeminded and inclusive individuals who represent the community's diversity and demonstrate a sensitivity to the understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of those we represent. Our District community of professionals is devoted to enriching our students' lives by bringing a variety of ways to engage and discover their individual and collective paths through education.