CONSIDERATIONS
The CCCCO has provided a temporary blanket Distance Education Addendum to satisfy the Title 5 requirements. This blanket approval is considered only for the designated time period (Spring, 2020 through Fall, 2020) and does not replace standard local approval processes. Courses that want to continue via Distance Education after Fall 2020 must complete the Ohlone College Distance Education addendum and move it through the approval process prior to the end of the fall 2020 semester.

The eCampus has worked very hard to ensure that every course has a Canvas shell, every faculty/student has a Canvas login, and all faculty have a ConferZoom account. A wide variety of trainings and resources have been made available via the Online Faculty Training Resources Canvas Shell. The shell is being updated as new resources become available. Training sessions to help faculty post their syllabus, course content, and announcements in Canvas following accessibility guidelines have been held. Help continues to be available to faculty via the eCampus staff and CVC-OEI.

Faculty are encouraged to continue to create assignments, discussions, and quizzes for student assessment and interaction for the online component of their course. It is important to continue the progress toward meeting the student learning outcomes and objectives for the course.

The purpose of this document is to provide guidance for summer 2020 and fall 2020 instruction with the understanding that summer 2020 courses will continue to be held via remote instruction, and the possibility that this (remote instruction) will continue through fall 2020. Additionally, it is the intent of this document to clearly define the differences between remote instruction and online instruction and the expectations for each.

DEFINITIONS
In an effort to ensure clear and consistent communication, the difference between remote instruction and fully online instruction are defined below. Because building an accessible and compliant online course is extremely time consuming and involved, it is recommended that Ohlone College faculty meet synchronously with their classes during the spring and summer sessions.

When determining whether the class should meet remotely, fully online or in a hybrid format, you are advised to consider the pedagogical implications associated with each venue. This will vary from department to department and course to course. The faculty are discipline experts and the ones best able to determine what is in the best interest of the student.

Remote Instruction:
• Takes place synchronously through ConferZoom at the same time and day as the Face to Face (F2F) class was scheduled to meet.
• Is the virtual equivalent to meeting in a physical classroom and should be designed to involve instructor to student interaction as well as student to student interaction comparable to that which was achieved in the F2F environment. This interaction is most often achieved using tools in Zoom such as break out rooms, polls, question and answer sessions and the chat window.
Meetings are recorded to document contact hours as well as to provide an option for students unable to meet at the designated time/day to access the content asynchronously.

It is expected that faculty will reach out via email to students who are regularly absent from the virtual classroom, just as they might do in a F2F setting. This contact is saved for documentation purposes when the email is sent from within Canvas.

The Canvas shell for remote instruction contains (at a minimum) a copy of the course syllabus, and any homework assignments, readings, quizzes, etc. so the student may continue to move toward mastery of the student learning outcomes.

All items posted in the Canvas shell need to meet the accessibility guidelines for online learning (i.e. headings are used, videos are captioned, etc.) Resources are available in the Online Faculty Teaching Resources Canvas Shell.

**Fully Online Instruction:**
- Takes place asynchronously; students access the course learning materials, demonstrate what they have learned, and communicate with classmates and instructors on their own time on a weekly basis.
- This mode of instruction allows for flexibility of schedule as well as accommodating a variety of learning styles.
- Since asynchronous classes do not provide a forum for real time interactions, this must be achieved through various methods such as weekly announcements, discussion boards, group projects, blogs and chat boards, etc.
- Fully online courses document faculty to student contact that is similar to that which would be attained in a comparable F2F class.
- Fully online courses document student to student interaction that occurs at least weekly.

**Hybrid Instruction:**
- Takes place partially online asynchronously and partially in person, or remotely, via Zoom. An example of this might be a Chemistry class that provides lectures, discussions and collaborative group work online but meets via Zoom at a particular day and time for lab work, quizzes or tests, etc.
- Since students meet at the same time, the effective contact is accomplished during the remote portion of the class.
- Ideally, there would be additional instructor-initiated contact for the time students would be spending in asynchronous learning. This is best accomplished via weekly announcements, email, timely feedback on assignments, help sessions, etc.

**PROPOSAL**

**Summer 2020 and Fall 2020: Fully Online Instruction**
- Courses that are currently approved for online (hybrid* or fully online) instruction, may be taught by faculty who have been trained to teach fully online.
- Faculty trained to teach fully online may teach up to 100% of their load online.
- Per the UFO contract, faculty who have not taught fully online courses may teach fully online sections provided they can demonstrate that they have completed training, which includes the following topics:
Effective practices for teaching online and compliance with regulatory requirements for effective teacher-student and student-student contact.

- Effective practices for meeting all legislative and regulatory requirements regarding accessibility.
- Practical use of the College’s online course management system (e.g. Canvas).

- Per the UFO Contract, faculty currently teaching fully online courses at Ohlone College may continue to teach fully online sections but must provide proof of completing training that meets the stated requirements above within one year.

- The college will offer trainings in online pedagogy, regulatory requirements for effective contact, accessibility, Canvas, and universal course design during the summer and Learning College Week. The trainings will be eligible for flex credit.

*Although contractually we are obligated to only have those faculty who are trained to teach in the online environment teaching hybrid and fully online classes, we realize that circumstances are unusual and have forced many excellent faculty members outside of their comfort zone while increasing the workload to accommodate remote learning. Therefore, the training requirement for teaching hybrid classes (ONLY) will be waived over the summer so that all faculty interested in teaching in the fully online and hybrid environments in the fall may get the training they need. Beginning fall 2020, the training requirements for teaching hybrid and fully online courses will be in effect.*

**Course Approval for Fully Online:**
Courses that have not previously been approved for fully online instruction may be submitted for Distance Education approval by completing the DE addendum in CurricUNET.

- For these courses to be taught during the summer or fall 2020 session, the completed addendum must be received by the DE committee no later than May 11. If approved by the DE Committee, courses must be approved by the Curriculum Committee at the special May DE Approval meeting before being offered fully online in summer or fall.

- If a course is undergoing a major revision and the DE addendum will be included, this must be received at the Screening Step in CurricUNET by Friday, April 17, 2020.

*****

**UFO Contract Language Related to Online Education**

**Definition**
Distance Education courses are courses offered fully online or hybrid. For the purposes of this article, a “fully online” course is one in which weekly instruction for all faculty-student contact hours is delivered entirely online, and a “hybrid” course is one in which weekly instruction is delivered through a combination of online and regularly scheduled face-to-face instruction.

**Online Instructor Minimum Qualifications**
In order to teach an online or hybrid course, all instructors must demonstrate that they have undergone training which includes the following topics:
• Effective practices for teaching online and compliance with regulatory requirements for effective teacher-student and student-student contact.
• Effective practices for meeting all legislative and regulatory requirements regarding accessibility.
• Practical use of the College’s online course management system (e.g. Canvas).

The college shall offer such training during Learning College Week and/or other times during the academic year. The training will be eligible for flex credit. The faculty member may choose to attend training conducted by outside organizations as long as the training meets the criteria described above. The employee may apply for and use his/her annual professional development funds up to $450.00 (for full-time faculty) and $250.00 for part-time faculty to be reimbursed for cost of the training.

Faculty currently teaching online must provide proof of completing training that meets the requirement stated above within one year of this agreement being adopted.

Maintenance of qualifications to teach an online or hybrid course requires additional professional development training in teaching online every three years.

**Support for Online Course Section Materials in the Course Management System**

Instructors can request additional support to teach on-line from the district’s Instructional Designer. The Instructional Designer will review an instructor’s online course structure and materials in the College’s chosen course management system using the online course observation form (**Attachment D of UFO Contract**). This voluntary review should occur during the first semester that a particular course is being offered online by an instructor and shall not be part of the faculty member’s performance evaluation process.

**College Designated Platform**

All College faculty who teach an online or hybrid course shall use the course management system designated by the College.

**Fulfillment of duties**

All full-time faculty are expected to be available to fulfill department and committee assignments, including meeting attendance, in-person during the fall and spring semesters.

Draft 040420FINAL