



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**April 20, 2020**  
1:30 p.m. to 2:30 p.m. via Zoom

Meeting can be joined from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/999873395>

Or by calling into the meeting at: +1-669-900-6833 or +1-346-248-7799,  
Webinar ID: 999873395

**AGENDA**

*According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.*

**A. Routine Matters**

1. Call to order
2. Public Comment  
*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. Public questions or comments can be submitted via email at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda.

**B. Reports**

1. Academic Senate President Report, Rebecca Eikey

**C. Action**

**D. Discussion**

1. Modified Progress Survey Language-Canyons Connects (Starfish), Michelle LaBrie
2. Blanket Distance Learning Addendum (DLA) and Professional Development Plan for Summer and Fall 2020", Rebecca Eikey (pg. 2-6)
  - CCCCO [Emergency Guidance for Correspondence Education](#)
  - CCCCO [Emergency Temporary DE Blanket Addendum for Summer 2020/Fall 2020](#)

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**COLLEGE OF THE CANYONS EMERGENCY TEMPORARY  
DISTANCE EDUCATION  
BLANKET ADDENDUM SUMMER 2020/FALL 2020**

*As COVID-19 continues to spread within the United States, educational institutions have duty to protect their students, staff, and communities. The U.S. Department of Education, the California Community College Chancellor's Office (CCCCO), and the Accrediting Commission for Community and Junior Colleges (ACCJC) have provided guidance for how districts can continue to serve students while minimizing community transmission of this virus. With this guidance and steering from a team of faculty, staff, and administrators, the following instructional plan will be in effect:*

- Online (100%) courses, those that have an approved Distance Learning Addendum (DLA) for 100% online instruction, will continue with no changes to instruction. Title 5 and ACCJC quality standards shall be maintained, as reflected in the local Course Outline of Record (COR).
- Hybrid courses that are approved for Online (100%) instruction will move to 100% online as long as on-campus instruction cannot be held for reasons of health and safety. Title 5 and ACCJC quality standards shall be adhered to, as reflected in the local Course Outline of Record. If the hybrid course does not have an approved DLA for 100% online instruction, see "Face-to-Face courses" below. If the hybrid course includes "laboratory" hours, also see "Laboratory classes" below.
- Face-to-Face (F2F) courses, and hybrid courses without an approved DLA for 100% online instruction, will be allowed to use Canvas, Zoom, and/or other software products and digital platforms to deliver content and evaluate student learning via distance education. Faculty are encouraged to work with their colleagues and the Online Education staff to develop ways to deliver content in an accessible format for students. This may include lecturing via Zoom, posting lecture materials and assessments in Canvas, holding synchronous chat sessions with students, providing materials via email, etc. Title 5 and ACCJC quality standards shall be adhered to when selecting modalities.
- Laboratory classes with objectives that require instructor supervision of physical skill development and attainment are difficult to conduct in a distance education format. Faculty in such disciplines shall collaborate to determine alternative distance education modalities to accomplish instruction. The Chancellor's Office, in collaboration with the UC and CSU systems, has granted us flexibility in achieving the required hours of instruction as long as the modalities we employ serve to meet the learning objectives

in the Course Outline of Record (COR) and maintain the Title 5 and ACCJC quality standards.

- Disciplines that determine a permanent DLA is appropriate for their courses shall go through the normal Curriculum Committee process for approval and application. A local plan will be developed that includes a timeline for Fall 2020 approval of these DLA's.
- Disciplines that identify acceptable online modalities for instruction during emergency circumstances shall pursue the application of a temporary DLA through the Curriculum Committee. A local plan will be developed that includes a timeline for Fall 2020 approval of these DLA's.
- For those courses that cannot be taught via an online modality, correspondence education may be utilized.
- This blanket addendum shall be in effect for the Summer 2020 term and the Fall 2020 term, if needed.
- Should the local, state, or federal government determine that some relaxation of social distancing measures is safe and colleges can resume some face-to-face instruction, faculty leadership will work with the District to develop and implement procedures for such transition. Minimizing disruption to students while maximizing student learning shall be an institutional priority during any such transition.
- This addendum is subject to change as necessary to comply with guidance from the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges, and/or the California Community Colleges Chancellor's Office.

COC Emergency Temporary Distance Education Blanket Addendum Approved by the Curriculum Committee 4.16.20

# Professional Development Plan for Online and Remote Delivery

This plan consists of two parts. First, a calendar of training is listed for both summer and fall. Second, descriptions of each training opportunity is provided.

The training falls into three general categories.

1. Training that meets the local College of the Canyons requirement for certification to teach online. These trainings are denoted with an asterisk (\*).
2. Training that meets the needs of faculty to acquire or polish intermediate skills in teaching online.
3. Open lab settings in which faculty of any experience level can collaborate with Online Education staff and other faculty.

Finally, note that College of the Canyons considers equivalencies for required training, for example, courses offered through @ONE.

## Summer 2020

### Online Education offerings:

- \*Intro to Teaching with Canvas (2 hours of 100% online instruction) - offered 4 x per month
- \*Section 508 / Accessible Content (1 hour of 100% online instruction) - offered 3 x per month
- Canvas Gradebook (1 hour of 100% online instruction) - offered 4 x per month
- Course design (1 hour of 100% online instruction) - offered 4 x per month
- Group and Collaborative Work in Canvas (1 hour of 100% online instruction) - offered 4 x per month
- Canvas Assessments (1 hour of 100% online instruction) - offered 4 x per month
- Open Labs (1 hour of 100% online instruction) - offered 8 x per month
- \*Online Instructor Refresh Course (2 hours of 100% online instruction) – self paced

### Center for Excellence in Teaching and Learning (CETL) offerings:

- \*Introduction to Online Instruction (36 hours of 100% online instruction/Equivalent to 2 Units) - offered 2 x over summer

## Fall 2020

### Online Education offerings:

- \*Intro to Teaching with Canvas (2 hours of 100% online instruction) - offered 4 x per month

- \*Section 508 / Accessible Content (1 hour of 100% online instruction) - offered 3 x per month
- Canvas Gradebook (1 hour of 100% online instruction) - offered 4 x per month
- Course design (1 hour of 100% online instruction) - offered 2 x per month
- Group and Collaborative Work in Canvas (1 hour of 100% online instruction) - offered 4 x per month
- Canvas Assessments (1 hour of 100% online instruction) - offered 4 x per month
- Open Labs (1 hour of 100% online instruction) - offered 4 x per month
- \*Online Instructor Refresh Course (2 hours of 100% online instruction) – self paced

### **Center for Excellence in Teaching and Learning (CETL) offerings:**

- \*Introduction to Online Instruction (36 hours of 100% online instruction/Equivalent to 2 Units) - offered 1 x during fall
- Culturally Responsive Teaching (18 hours of instruction/Equivalent to 1 Unit) - offered 1 x during fall

### **Workshop Descriptions**

#### **Intro to Teaching with Canvas**

Never used Canvas before? This workshop is for you! This introductory workshop will walk you through the “Intro to Teaching with Canvas” self-paced online course. We will explore the essentials of what you need to know to get started in Canvas, and discuss the basics of building accessible course content. We will demonstrate how to build essential components of a Canvas course to help you to begin creating content in your own course. Items that we will walk through include how to upload your syllabus, make a Homepage, create an Announcement, and build an Assignment, enter grades and provide feedback, and view your course in Student View.

#### **Section 508 / Accessible Content**

This Section 508/Accessible Design training will cover the basics of accessible design for our electronically accessible courses, web pages, and content. By the end of this workshop, you will be certified in Section 508/Accessibility.

#### **Canvas Gradebook**

Explore the Canvas Gradebook features, tools, and settings. Learn best practices for rubrics and assignment groups, and how to use the Speedgrader to view, evaluate, and provide feedback on student submissions.

#### **Course design**

Join this workshop to explore ways to add some fun, color and design to your Canvas courses! Learn how to create customized course banners, gifs and other images with Canva, and how to find and import ready-made themed course design elements from Canvas Commons.

## **Group and Collaborative Work in Canvas**

Empower your students to work effectively in groups! In this workshop, we will look at best practices for designing online group projects and activities in Canvas. Learn how to create and edit group discussions and assignments and effectively monitor and assess student group work. In this workshop we will also identify ready-made group project resources and course elements ready to import into your course from the Canvas Commons!

## **Canvas Assessments**

In this workshop, we'll explore a variety of means by which you may assess student learning in Canvas, utilizing the Quiz, Assignment and Discussion tools. We will discuss best practices for ensuring assessment integrity and ways to easily provide timely feedback using the Canvas Speedgrader.

## **Open Labs**

Drop in for this open lab where you can bring your questions about Canvas, Zoom, and more! Collaborate with colleagues, get your questions answered, and explore best practices.

## **Online Instructor Refresh Course**

Instructors will refresh their Online Instructor Qualifications **every three years** by completing a self-paced online training (approximately two hours), which includes updates on technology, regulations, accreditation requirements, best practices, and resources.

## **Introduction to Online Instruction**

Introduction to Online Instruction explores the application of learning theories for online learners; differences between face-to-face and online learning; resources for online teaching and learning; course management systems and online learning tools; and best practices for online learning. The class is designed so that participants will experience the components of an online course from both student and instructor perspectives. This five-week, 100% online class will be taught via COC's Learning Management System, Canvas.

## **Culturally Responsive Teaching**

This course is designed to build inclusivity through co-teaching and pedagogical documentation exercises. Rather than assuming ignoring differences makes the classroom a culturally neutral space, this course will help professors explore and build cultural competency. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. Covering essential theories around culturally responsive teaching, this course equips professors with the essential teaching methods and strategies needed to connect effectively with students of all cultural backgrounds.