

Online Special Expertise Research  
 Fall 2024  
 N. Persons

| Institution and Contacts  | Links to Policies/Procedures or Other Resources   | Notes  |
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| <b>Online Training Requirements 2023 – Statewide DE Coordinators group (provided by Donna Greene, Instructional Design and Distance Education Coordinator, College of the Desert)</b> |   |  |
| Glendale CC<br>Piper Rooney,<br>DE Coordinator<br>and English<br>instructor<br><br>Cameron<br>Hastings  | <a href="#">Link to in-house classes satisfying requirements</a>                              | <ul style="list-style-type: none"> <li>All faculty wanting to teach online must complete in-house 40-hour Online Teaching and Learning course unless already certified elsewhere (e.g. @ONE).</li> <li>Requirement of 3 hours (full-timers) 2 hours (associates) annual professional development requirement to stay actively eligible to teach online.</li> </ul>   |
| College of the<br>Canyons<br>Paul Wickline,<br>past-president<br>local senate   | <a href="#">COC Academic Senate Standing Policy</a>   | <ul style="list-style-type: none"> <li>AS leadership developed online certification process for all faculty teaching online and “online live”</li> <li>Certification= NC course 36 hours, CDCP fully enhanced funding taught by faculty in asynchronous format.</li> <li>Course institutionalized one being offered and paid for out of grant in mid-2010s.</li> <li>This generates FTES as well as training faculty with expert instruction.</li> <li>Flow Chart saved to OSE folder</li> </ul>   |
| Compton<br>College<br>Minodora<br>Moldoveanu, AS<br>President   | Wrote back to request links 9/30/2024   | <ul style="list-style-type: none"> <li>Faculty are required to complete certification that requires 3 40-hour courses: Intro to Canvas, Intro to Online Teaching, and Accessibility</li> <li>Following completion of courses, faculty are required to prepare a demonstration (one module in Canvas that demonstrates understanding and application of all principles of effective online teaching)</li> <li>Their Distanct Ed is now establishing standards for annual professional development in order for faculty to recertify/maintain ongoing certification</li> </ul> |
| Mt. San<br>Antonion<br>College<br>E. Chisato Uyeki<br>(Chisa),<br>Librarian   | <a href="#">Link to Contract Article 13 Distance Learning Faculty Responsibilities (p.55)</a> | <ul style="list-style-type: none"> <li>Requires distance learning faculty to use the District-supported LMS</li> <li>Prior to teaching online, instructors required to obtain “Skills and Pedagogy for Online Teaching (SPOT) Certification or other certification approved by their Academic Senate – SPOT good for 4 years</li> <li>Instructors required to share with dept chair the course shell for each DE course and also must submit plan on how RSI will be met</li> </ul>  |

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|   |  | <ul style="list-style-type: none"> <li>Faculty limited to how much of load can be taught via DE, minimum 33% of load must be taught on campus each “primary term.”</li> </ul>  |
| <p>Foothill-De Anza Dolores Davison, Pat-president ASCCC and CBE Curriculum Director, ASCCC</p>             | <p>and their <a href="#">Article 34 on Online Learning</a></p>   | <ul style="list-style-type: none"> <li>Complete District Designated Activity of RSI training on opening day (6 hours mandatory training total, related )</li> <li><a href="#">MOU on RSI (Regular and Substantive Interaction)</a></li> <li>Article 34 refers to Article 7, which sets aside a percentage of courses taught online for associate faculty – if 30% of courses taught online for example, then 30% of assignments for part-time faculty should be to online courses</li> <li>Article 34.5 and 34.6 (Training) offer provisions for compensation, PGI, etc. but do not present any requirement, just says faculty should get credit for doing training</li> </ul>   |
| <p>City College of San Francisco</p> <p>Fred Teti (self-described “hanger-on”)</p>                          | <p><a href="#">Collective Bargaining Agreement</a></p>   | <p>(searching but haven’t seen anything related to DE instruction requirements yet...)</p>   |
| <p>MiraCosta Thao Ha, Ph.D. Sociology</p>   | <p><a href="#">MiraCosta Online Education Policy</a><br/><a href="#">MiraCosta Online Class Quality Guidelines</a></p> | <ul style="list-style-type: none"> <li>Online Ed Policies page has links to procedures, guidelines, and memos, including: <ul style="list-style-type: none"> <li><a href="#">Administrative Procedure on DE</a> (defers to Contract regarding any faculty requirements, need to get contract language if any)</li> <li>Online Class Quality Guidelines, Overview and Examples (Canvas Course)</li> <li>Distance Ed Handbook (Canvas Course)</li> <li><a href="#">Academic Senate Hyflex Recommendations</a></li> </ul> </li> </ul>   |
| <p>Los Angeles City College (LACCD 9 college district) Anna Le, academic senate president, Microbiology</p> | <p><a href="#">AP 4105: Distance Education</a><br/><a href="#">LACC Collective Bargaining Agreement</a></p>            | <ul style="list-style-type: none"> <li>Article 19 of CBA addresses faculty evaluations, Article 25 briefly mentions Online Absentee Policy</li> <li>Article 40 dedicated to Distance Learning, stating that all colleges in the district shall: <ul style="list-style-type: none"> <li>Have a Distance Learning committee that has responsibility of determining learning management system (LMS) proficiency. Faculty being offered or seeking assignment to DL courses shall demonstrate proficiency in one of 3 ways: training or certification of skills with the college’s LMS, evidence of prior online teaching or experience using the college’s LMS, or are instructors of record for a state-approved CVC-OEI course.</li> </ul> </li> </ul> |

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|   |  | <ul style="list-style-type: none"> <li>○ Follow agreed-upon curricular development, quality standards, and approval process as developed by the college’s academic senate in consultation with the administration</li> <li>○ Be supported with up to 2.0 FTE faculty Distance Learning Coordinators as well as up to 1.0 FTE technical support staff at each campus</li> <li>○ Select experience DL faculty to serve as mentors and trainers and are compensated at non-instructional hourly rate</li> <li>○ Provide ongoing training, services, and equipment in support of DL</li> <li>○ Be funded by the District for software required for online courses whenever the software is implemented districtwide.</li> </ul> <ul style="list-style-type: none"> <li>● All DL classes capped at 40 students maximum</li> </ul>  |
| <p>Moorpark College<br/>Matthewe Morgan, AS president</p> | <p><a href="#">Ventura County Community College District (Moorpark, Oxnard, Ventura) Collective Bargaining Agreement</a></p> | <ul style="list-style-type: none"> <li>● Article 23 covers Distance Education</li> <li>● The Academic Senate and Curriculum Committee approve all DE training as part of participatory governance process</li> <li>● DE training can be waived if Dean and Dept Chair agree that the faculty is sufficiently trained by an outside source to teach via distance education</li> <li>● The colleges will provide training in instructional technology to include common elements of the District’s LMS, online teaching methods, regular and substantive interaction (RSI) and best practices</li> <li>● DE training is required for all faculty offered or asking for online teaching assignments (unless waived, see above)</li> <li>● Contract specifies that non-contract faculty required to teach online shall be paid for DE trainings not to exceed 20 hours initially</li> <li>● New contract faculty hires may complete “Initial Certification” training after hire but prior to begin of the semester, training hours for DE can be applied to their College Service hours during 1<sup>st</sup> year of employment</li> <li>● Recertification allowed to be attributed to College Service obligation</li> <li>● Initial certification to teach online can be granted by fulfilling one of the following: <ul style="list-style-type: none"> <li>○ Successful completion of a DE Initial Certification training at any campus within the District.</li> <li>○ Successful completion of a DE training program from another institution determined by the Academic Senate/Curriculum Cmte to be consistent with districtwide standards and equivalent to their training program</li> </ul> </li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>○ Faculty who have created a state-approved CVC-OEI course within the past 3 years shall be granted DE certification</li> <li>● Recertification must be completed every 5 years in order to continue teaching online (see contract for ways in which recertification can be achieved)</li> <li>● Faculty members teaching DE classes shall use the District-supported LMS</li> </ul>   |
| <p>Grossmont College<br/>Adelle Roe,<br/>Online Education<br/>Coordinator</p>                       | <p><a href="#">Grossmont College Updated DE Certification Process</a><br/><a href="#">AFT Union Contract</a> (7.18, p. 36 for language around online instruction)</p> | <ul style="list-style-type: none"> <li>● Training offered: 6-week facilitated course offered each semester with weekly zoom sessions; self-paced option on Canvas Basics with final project required if DE certification sought</li> <li>● All online instructors shall complete District-provided training in online andragogy prior to their first assignment. They shall also complete training in an LMS and in accessibility standards, or will demonstrate mastery or competencies as approved by the appropriate Dean or designee.</li> <li>● Faculty shall be compensated for this training either via the unit member's professional development obligation or at the unit member's non-classroom rate of pay.</li> <li>● Faculty required to complete any of the training in order to receive approval to teach online courses shall be reimbursed for cost of tuition, resources or training fees.</li> <li>● Faculty are limited to no more than 0.70 LED (??) in an online environment.</li> </ul>                           |
| <p>Santiago Canyon College<br/>Scott James,<br/>faculty, Distance<br/>Education<br/>Coordinator</p> | <p><a href="#">DE Faculty Handbook</a><br/><a href="#">Distance Ed Faculty Evaluation Criteria</a></p>  | <p>Comments from the contributor via email:</p> <ul style="list-style-type: none"> <li>● Training Requirement: Our DE Faculty Handbook outlines our current training requirements for online teaching. However, we are in the process of updating this approach.</li> <li>● Updating Our Process: We're moving from our previous comprehensive training model (which was in place prior to COVID) to a more flexible, modular approach. Our aim is to make the training competency-based and to recognize prior learning from our faculty.</li> <li>● Evaluation Process: We're currently working to improve our evaluation document through union negotiations.</li> <li>● CVC-OEI POER Rubric: Personally, I would recommend aligning with the California Virtual Campus-Online Education Initiative (CVC-OEI) Peer Online Course Review (POER) rubric for course evaluations. However, union negotiations can be challenging. Unions typically want very straight forward and bland evaluation guidelines.</li> </ul> <p>My notes:</p> |

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|   |   | <ul style="list-style-type: none"> <li>• Evaluation criteria completely centered around regular and substantive interaction (RSI)</li> <li>• Faculty desirous of teaching online or offered online teaching assignment must get approval of their dean and must complete a Santiago Canyon College (SCC) approved online teaching certification.</li> <li>• RSI again strictly and clearly defined in the DE Faculty Handbook</li> <li>• Online Teaching Certification (required) must meet readiness standards established by the Academic Senate. Options include: <ul style="list-style-type: none"> <li>○ Complete an SCC Online Teaching certificate (free for currently employed faculty); or</li> <li>○ Complete the @One Certificate of Online Teaching and Design (120 hours); or</li> <li>○ Demonstrate prior successful experience in teaching distance education course(s) at SCC</li> </ul> </li> <li>• In order to maintain currency, instructors must attend online teaching professional development workshops. Instructors should target a minimum of 3 hours per academic year of professional development credit with a workshop that is focused on online teaching or technology.</li> </ul> |
| <p>De Anza College<br/>Dr. Erik Woodbury, AS President and Chemistry Instructor</p> | <p><a href="#">Evaluations</a> article<br/><a href="#">Online Learning Contract Article (Article 34)</a><br/><a href="#">MOU on Regular and Substantive Interaction (RSI)</a><br/><a href="#">AP 4105 Distance Education and Correspondence Education</a></p> | <ul style="list-style-type: none"> <li>• Evaluation of online instructors: period for online course minimum 50 minutes maximum 100 minutes of no more than 2 weeks of course that have already been delivered to students</li> <li>• Contract states “because online learning assignments require special expertise, only faculty employees who possess the appropriate campus training, preparation and skills in online pedagogy and course design shall be assigned an online learning course.”</li> <li>• Online class size should mirror in-person size, but retention data may be considered and a change made based on results</li> <li>• If training is required of a faculty, any fees will be waived, and the time spent engaged in the training may be applied to advancement on salary schedule or toward professional achievement award (PGI?)</li> <li>• Contract defines amount of units that may be attributed toward salary/professional achievement advancement</li> <li>• Contract requires all faculty teaching online to use the college’s chosen LMS</li> <li>• See above for RSI MOU information</li> </ul>   |
| <p>College of the Desert</p>  | <p><a href="#">Statewide DE Coordinators Online Training Requirements at the CCCs</a></p>   | <ul style="list-style-type: none"> <li>• No other comments other than to provide the statewide list</li> </ul>   |

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| Donna Greene,<br>Instruction<br>Design and DE<br>Coordinator                                       |   |   |
| College of San<br>Mateo<br>Todd Windisch<br>AS President,<br>ESL instructor                        | <a href="#">Memorandum of Understanding (MOU) on Distance Education</a> (see p. 99)   | <ul style="list-style-type: none"> <li>• The college has a Distance Education Advisory (shared governance) Committee (DEAC) that advises on professional development, policies and procedures, etc.</li> <li>• Assignment to DE courses made according to program need, instructor interest, and on skills and abilities of the instructor. No certification required.</li> <li>• MOU otherwise only refers to training opportunity and manner of compensation for it.</li> </ul>   |
| Palo Verde<br>College<br>Sarah Frid, AS<br>President and<br>Business &<br>Management<br>Instructor | Only supplied the AP language in body of email message. No links to contract or Board Docs provided. All info provided is in cell to the right. | <p>Instructor Certification Online Education:</p> <ul style="list-style-type: none"> <li>• Online education faculty must be certified to teach online education prior to being assigned an online course.</li> <li>• Certification is granted by satisfactorily completing the program approved by the Academic Senate, which currently is the @ONE Certificate in Online Teaching &amp; Design.</li> <li>• New faculty hires may be scheduled with a one semester waiver but must complete the Online Instructor Certification within their first semester of employment.</li> <li>• Online education faculty shall complete a minimum of 10 hours of CANVAS-specific or general Online Education professional development every three (3) years from the date of initial certification to maintain certification to teach online classes.</li> <li>• New faculty hires may apply for Online Teaching Certificate Equivalency provided the equivalent training: <ul style="list-style-type: none"> <li>○ was completed at an accredited institution or other educational organization</li> <li>○ was completed within the last three years</li> <li>○ was a minimum of 40 hours</li> <li>○ included each of the objectives below: <ul style="list-style-type: none"> <li>▪ Create and organize course and support material (e.g., course syllabus, assignments, rubric, discussion board design, welcoming homepage, orientation module/materials, and instructional videos).</li> </ul> </li> </ul> </li> </ul> |

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|  |   | <ul style="list-style-type: none"> <li>▪ Implement course design that specifies and plans for regular and effective contact, which includes meaningful instructor-to-student and student-to-student communication/interaction (e.g., welcome letter, course access instructions, substantive feedback, regular/consistent use of discussion board, peer review, groups).</li> <li>▪ Apply universal design concepts to create accessible content within the campus sponsored LMS (e.g., styles tool use, LMS styles formatting and accessibility checker, video closed captioning).</li> <li>○ Action Rubric for Assessing Equivalency: <ul style="list-style-type: none"> <li>▪ Applicant has some, but not all, required elements. The Online Teaching Council (OTC) may recommend specific training and once complete, the applicant is encouraged to reapply with the additional training evidence.</li> <li>▪ Applicant has none, or very few, required elements. The OTC will not recommend for equivalency.</li> <li>▪ Applicant has all required elements. The OTC will approve equivalency, submit a letter to the applicant, and send a copy to the Office of Instruction.</li> </ul> </li> </ul> |
| <p>College of Marin<br/>Maria Coulson,<br/>AS President<br/>and<br/>Mathematics<br/>Instructor</p> | <p><a href="#">Online Learning Website AP 4105 on Distance Ed</a></p> | <ul style="list-style-type: none"> <li>• Their AP4105 includes language about certification, acknowledges the Collective Bargaining Agreement (CBA) and states the following specifically: “Before a distance education course is assigned, faculty must complete training in online standards and best practices and the OEI rubric either through course work provided by the CCC @One Online Network of Educators, COM’s POCR professional development course, or equivalent professional development provided at a California Community College.”</li> <li>• Costs for required training are covered by the Distance Ed department</li> <li>• Faculty can ask to waive the training: “Evidence of prior professional learning must be submitted to the Distance Education Coordinator and Instructional Designer.”</li> <li>• All courses are required to go through the POCR process regardless of the faculty member’s professional learning equivalency.</li> </ul>  |
| <p>Hartnell College</p>  | <p>Hartnell College Draft DE Plan Excerpt</p>                         | <p>From the sender: “We don't currently have language in our contract about certification, but there is language in a pending DE Plan that the Senate is</p>  |

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| Kelly Locke, DPA<br>AS President |  | <p>considering and will vote on soon. Once the vote happens, there will still need to be negotiations and I don't know how much of it, if any, will end up being negotiated. There is currently some opposition to this part of the DE Plan and even if it is passed by the Senate, there is no requirement that the union work to include this in the contract. “</p> <p>Draft Plan includes:</p> <ul style="list-style-type: none"><li>• New instructors will complete prior to their first DE assignment training in RSI, in use of the college's LMS, and in accessibility standards</li><li>• Instructors claiming prior experience will provide evidence of completed prior training, and demonstrate mastery or competencies in the areas noted directly above</li><li>• All DE instructors have opportunity to participate in training in online standards and best practices.</li><li>• Faculty whose online courses have been badged (I assume by the CVC-OEI) may only be asked for a minimal review</li><li>• The college's DE Coordinator and/or certified POCR team will review course content, verify training, and make recommendations to the appropriate Dean regarding certification</li></ul> |
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