



COMPTON COLLEGE DISTANCE EDUCATION

PLAN FOR ONGOING PROFESSIONAL DEVELOPMENT FOR FACULTY CONVERTING TO ONLINE INSTRUCTION Summer and Fall 2020

I. CANVAS COURSE PREPARATION SERIES

- A. The Distance Education Department is providing a hands-on training webinar series to support faculty from planning to publishing a new Canvas course. The webinars will be recorded for those who cannot attend the initial training and the recording and resources will be housed in our repository called our faculty Canvas Toolbox. The schedule and topics of the training are as follows:

Hands-On Training Topics & DE Zoom Links	Presenter	Date	Time
1. Backward Design Your Canvas Course	Jasmine Phillips	May 11, 2020	3:30-4:30
2. Creating an Effective Homepage	Dr. Valerie Woodward	May 14, 2020	3:00-4:00
3. Creating Organized Modules	Gayathri Manikandan	May 15, 2020	3:30-4:30
4. Creating Assignments and Utilizing Speed Grader	Jasmine Phillips	May 22, 2020	1:00-2:00
5. Maintaining Regular And Effective Contact	Susan Johnson	May 22, 2020	3:00-4:00
6. Creating Accessible Course Content	Nikki Williams	May 29, 2020	11:00-12:00
7. Beginning of Semester Canvas Checklist	Susan Johnson	June 5, 2020	11:00-12:00

II. SUMMER INSTRUCTIONAL DESIGN SUPPORT

- A. [CVC-OEI Summer Instructional Design Days](#)
- B. [CVC-OEI Remote Instruction and Services Resources](#)
- C. [Instructional, Student Services, and Shared College Resource Information](#)
- D. Canvas Open Labs: Each Friday in the summer, the new Instructional Designer will host a one-hour open lab for faculty to continue to be supported. If more labs or trainings are required then more will be scheduled.
- E. [Compton College Summer Instructional Design Days](#): The Distance Education Department is planning two full instructional design days as followup days to the initial webinar series. We will provide faculty with subject-specific help to finish creating their courses and publish their courses for summer.

TRAINING SCHEDULE INFORMATION

June 15th, 2020

Monday	Course Preparation Topic	Training Facilitator	Moderator
8-10 am	Template Homepage & Module	Gayathri Manikandan	Dr. Valerie Woodward
10-12 pm	Assignments, Speed Grader & Rubrics	Jasmine Phillips	Gayathri Manikandan
12-2 pm	Regular and Effective Contact	Dr. Valerie Woodward	Susan Johnson
2-4 pm	Creating Accessible Course Content	Nikki Williams	Jasmine Phillips
4-6 pm	Beginning of Semester Checklist	Susan Johnson	Nikki Williams

June 16th, 2020

Tuesday	Course Preparation Topic	Training Facilitator
8-10 am	Beginning of Semester Checklist	Susan Johnson
10-12 pm	Creating Accessible Course Content	Nikki Williams
12-2 pm	Template Homepage & Module	Gayathri Manikandan
2-4 pm	Assignments, Speed Grader & Rubrics	Jasmine Phillips
4-6 pm	Regular and Effective Contact	Dr. Valerie Woodward

Webinar Materials and Recordings:

All webinars will be housed in the [Canvas Toolbox](#) found in the Compton College [Canvas Dashboard](#).

All previously recorded webinars are found in the [Preparing Your Canvas Course module](#) in the Canvas Toolbox.

III. CANVAS CERTIFICATION SEQUENTIAL TRAINING COURSES

- A. Compton College is offering the following Canvas Trainings. These are instructor-facilitated online 4 week @ONE courses in Canvas that will generate a badge of completion. Badges can be shown to any college accepting @ONE facilitated courses as proof of course completion.
 - 1. [Introduction to Teaching With Canvas Badge](#)
 - 2. [Introduction to Online Teaching and Learning Badge](#)
 - 3. [Creating Accessible Course Content Badge](#)
- B. [Completion of all three courses would allow you to be certified to teach online and use Canvas at Compton College.](#) A Canvas competency demonstration with the Faculty Course Review Committee is required to teach online as well.
- C. Faculty who fill out the [registration for Online Canvas Training Courses at Compton College form](#) will be placed into a cohort until the cohort is full. Faculty will automatically be placed into the next cohort and when 30 participants are registered the training will be scheduled.
- D. We also encourage faculty to take advantage of the [@ONE website](#) to take their training courses subject to their enrollment limits and course offerings.
- E. DE is offering Canvas certification sequential training courses at the following times:
 - 1. Cohort 1
 - a) Course 1: @ONE Introduction to Teaching With Canvas
 - (1) Dates: March 30-May 1
 - (2) 25 participants completed
 - b) Course 2: @ONE Introduction to Online Teaching & Learning
 - (1) Dates: May 4-May 31
 - (2) 33 participants completed
 - c) Course 3: @ONE Creating Accessible Course Content
 - (1) Dates: June 1-June 28
 - (2) 34 participants completed
 - 2. Cohort 2
 - a) Course 1: @ONE Introduction to Teaching With Canvas
 - (1) Dates: May 4-May 31
 - (2) 33 participants completed
 - b) Course 2: @ONE Introduction to Online Teaching & Learning
 - (1) Dates: June 1-June 28
 - (2) 32 participants completed
 - c) Course 3: @ONE Creating Accessible Course Content
 - (1) Dates: June 29-July 26
 - (2) 39 participants registered
 - 3. Cohort 3
 - a) Course 1: @ONE Introduction to Teaching With Canvas
 - (1) Dates: July 6-July 31

- (2) 20 participants registered
- b) Course 2: @ONE Introduction to Online Teaching & Learning
 - (1) Dates: August 3-August 28
 - (2) 28 participants registered
- c) Course 3: @ONE Creating Accessible Course Content
 - (1) Dates: August 31-September 25
 - (2) 35 participants registered
- F. Once all participants finish the training, we would have a certificate/badge of completion on record for 208 faculty members for Introduction to Teaching With Canvas, 188 certificate/badges of completion for Introduction to Online Teaching and Learning and 155 certificate/badges of completion for Creating Accessible Course Content. Furthermore, we would have 131 Canvas certified faculty at Compton College. Prior to Covid 19 we only had 32 faculty who had completed all three courses to teach online.
- G. For Fall 2020, the same three Canvas Certification Sequential Training Courses are expected to be offered starting in August and ending in November 2020. We are looking to enroll at least 30 participants in each course to continue to increase our overall number of online certified faculty members.
- H. Friday Canvas Open Labs are also going to be scheduled to allow an opportunity for faculty to get their Canvas questions answered on an ongoing basis.

IV. Academic Senate Summer & Fall 2020 Faculty Expectations

A. Utilizing Canvas

1. Canvas is required to be utilized by faculty as follows:
 - a) As a launching point (Consistency for students).
 - b) As a required means to authenticate students (Accreditation).
 - c) To capture regular and effective contact between instructor and students and between students and students (Title 5, section 55204(a):
 - (1) See below for ideas for [regular and effective contact](#).
 - (2) Gradebook is optional although strongly recommended to enter grades.
 - d) Required Census Reporting & verification of enrollment
2. Canvas is required to deliver quality accessible content.
 - a) To support multiple delivery methods for conveying content which could be accomplished synchronously and/or asynchronously in the online modality.
 - b) To comply with all Title 5 and requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)
 - c) To provide closed captioning on all required videos through the 3cMedia/DECT
 - d) To ensure all content is accessible and to provide multiple alternative formats through the LTI Ally.

B. Faculty Training

1. Faculty are expected to have completed or be enrolled in:
 - a) Introduction to Teaching With Canvas
 - b) Introduction to Online Teaching and Learning
 - c) Creating Accessible Course Content
2. Faculty can also take advantage of the following training/professional development opportunities:
 - a) Spring/Summer Canvas Course Sequence
 - b) [@ONE Courses](#)
 - c) [Summer Instructional Design Days](#)
 - d) [Course Preparation Webinar Series](#)
3. Faculty resources are located in the [Canvas Toolbox](#)

Types of Regular Effective Contact

It is required by Title 5 that there be regular and effective contact in all online instructions. Therefore, it is a best practice for faculty to have contact with the instructor at least once per week in at least one of the following four ways in order to established regular and effective/substantive contact:

1. Instructor-Student
2. Student-Student
3. Student-Content
4. Student-Interface

Instructor-Student Examples:

1. Course announcements
2. Messaging via the LMS
3. Personalized feedback
4. Discussion boards
5. Phone/voicemail
6. Personalized feedback (within 7-10 days)
7. Synchronous contact in a chat/instant messenger
8. Instructor response to student work in progress
9. Synchronous video-conferencing
10. Regular, weekly, virtual office hours
11. Flipped Classroom Content Instruction
12. Face-to-face informal meetings on-campus
13. Twitter feeds/social media interaction
14. Graded discussion boards within Canvas
15. Email contact (24-48 hours, M-F, response)
16. Orientation materials/welcome letter/welcome video
17. Weekly announcements in Canvas/written or video
18. Instructor created Podcasts/webinars/screencasts
19. Telephone/texting/voicemail/USPS mail/Q&A board
20. Peer review group collaboration grading/evaluating

Student-Student Examples:

1. Messaging via the LMS
2. Chat/IM
3. Collaborative projects: group blogs, wikis
4. Discussion boards with content/videos/media
5. Synchronous contact in a chat room/instant messenger
6. Synchronous contact through web-conferencing
7. Synchronous or Asynchronous document editing
8. Participation in online group collaboration projects
9. Participation in online collaboration with wikis/blogs

Student-Content Examples:

1. Modules on the LMS

2. Lectures (recorded/streaming)
3. Podcasts/webinars/screencasts
4. Videoconferencing/CCCConfer/zoom
5. Discussion boards with content/videos/media
6. PowerPoint/Prezi type presentations
7. Online quizzes/exams/tests/midterm/final

Student-Interface Examples:

1. Computer hardware
2. Internet browsers
3. Software applications
4. Modules on the LMS
5. Discussion boards

Best Practices of Regular Effective Contact Related to Student-Centered Pedagogy

Creating courses with the needs of the online student in mind is a best practice of distance education.

1. Begin class with a Welcome Letter introducing yourself as the instructor and giving important informational links to your students. The standard template can be personalized to fit the faculty's needs for their course.
2. Begin class with the Distance Education orientation video provided by DE in the first module of your class .
3. Begin class with instructor guided introductions, Canvas tutorial and Online Readiness Assessment.
4. Design weekly assignments and projects that promote collaboration among students.
5. Pose questions in the discussion boards which encourage critical thinking skills, promote interaction among all participants and engage students with course content material.
6. Participate regularly in discussion activities with students to ensure that the discussion remains on topic and monitor student activity to ensure that students participate fully.
7. Create a specific method or forum for questions regarding course assignments.
8. Ask students for feedback about the course on a regular basis and revise content as needed.
9. Include means for varied types of interaction in the course design with formative and summative assessments.
10. Establish guidelines of contact that are the same as in a face-to-face classroom. For example, if the f2f class meets for three hours a week as a 3 unit class, then the online class should have three hours of synchronous or asynchronous instructor content and contact on a weekly basis.
11. Declare response time for students questions and assignment feedback in hour form. (i.e. 24 hours, 48 hours etc.)
12. Maintain an active presence, participating during the beginning weeks of the course.
13. Give frequent and substantive feedback throughout the class which helps students engage with class material.
14. Give clear expectations for interactions specified in the syllabus regarding frequency of all contact initiated by the instructor.
15. Explain course policy regarding student initiated contact and where to post questions and assignments in the LMS.

16. Clarify important dates such as, assignments and assessment deadlines in the beginning of the class as well as continually throughout the class.

DEAC Recommendation:

It is recommended by DEAC that these expectations be made explicitly clear to faculty to ensure that the college stays in compliance with all Title V, Ed Code, ASCCC, ACCJC, ADA/508 and Title IV Financial Aid laws. Training will continue to be provided to support the faculty with moving to synchronous or asynchronous online teaching.