

Fall 2020 Emergency Temporary Distance Education Blanket Addendum Request

2. Overview and responsible person information

1. Responsible Person Contact Information

Please provide the name and contact information of the Chief Instructional Officer or Chief Executive Officer of the college or district-level equivalent who is submitting this Emergency Temporary Distance Education Blanket Addendum Request on behalf of the college.

First Name

Angelica

Last Name

Suarez

Title

President

District Name

Coast Community College

College Name

Orange Coast College

Email Address

Asuarez@occ.cccd.edu

Work Phone Number

(If current work number is not operational, please simply provide a mobile or other number at which the responsible person can be reached.)

714-432-5577

Mobile Phone Number

(if one would prefer not to provide a mobile number, please simply provide the work number again)

714-432-5577

3. Requested basic required information

2. Reason for the Emergency Temporary Distance Education Blanket Addendum Request

(Please choose only one - any write in response other than COVID-19 Pandemic requires prior approval of the Executive Vice Chancellor)

COVID-19 Pandemic

3. Term covered by this Emergency Temporary Distance Education Blanket Addendum Request

(Please choose only one)

Fall 2020

4. Anticipated Start Date (MM/DD/YYYY format. In most cases, this should be the start date of the selected term)

08/24/2020

5. Anticipated End Date (MM/DD/YYYY format. in most cases, this should be the end date of the selected term)

12/12/2020

6. Total number of sections whose delivery method will be affected by the COVID19 pandemic and are covered by this request

1116

7. Total number of sections whose delivery method will not be affected

1153

4. Files upload page

8. Upload file containing 1) courses covered by the addendum and 2) courses that will remain face to face for the term of submission. Your file should be named using the following naming convention: District-college-identifier(GI01)_Collegename_term-identifier(GI03)_Term2020_CourseFile - thus a submission for College of Alameda for Fall 2020 would be named 341_Alameda_205_Fall2020_CourseFile.xlsx. A sample of the file format for the submitted courses can be found here: <http://bit.ly/DECourseFile>

[8_1205-Orange Coast College-207-Fall2020-course-file.xlsx](#)

Summary and comparison of courses and students in the Summer 2020 and Fall 2020 terms.

	Summer 2020	Fall 2020
Courses covered by the addendum	218	1116
Courses that will remain face to face	46	563
Number of students served	8574	45612

9. Upload list of any programs, certificates, or degrees in which 50% or more of the courses are delivered via distance education or correspondence education. Your file should be named using the following naming convention: District-college-identifier(GI01)_Collegename_Fall_Term_2020_ProgramFile. A sample of the file format for the submitted programs can be found here: <http://bit.ly/DEProgramFile>

[9_2020-2021_CCCCO_ACCJC_Emergency_Program_DE_Approvals_FINAL_Submitted.xlsx](#)

Provide the total number of programs where 50% or more of the courses are delivered via distance education in the Summer 2020 and Fall 2020 terms.

	Summer 2020	Fall 2020
Programs, certificates, or degrees in which 50% or more of courses are via distance education or correspondence education	All programs: Summer- 41 All programs except locally approved Summer - 25 All programs except non-credit Summer - 41 All program except non-credit and locally approved Summer – 25	All programs Fall – 263 All programs except locally approved Fall –201 All programs except non-credit Fall - 249 All program except non-credit and locally approved Fall – 162

5. Course Approval and Professional Development Plans Page

10. Detail aspects of your course approval plan by completing the following components. This is action for obtaining local approval for all courses included in this addendum by December 30, 2020.

The plan should include, at minimum,

- 1) a summary of the local approval process, including the committees involved,
- 2) the frequency or intended frequency of the committee meetings needed to complete the plan, and
- 3) a schedule for the number of courses that will be approved monthly.

Please provide a short summary (500 words or less) of the process and the committees involved.

Since mid-March, when the campus went into emergency on-site closure, Orange Coast College, OCC, transformed from a campus with less than 10% online instruction to 100%. Not knowing at the time if this was temporary, the campus slowly settled into a student completion focus using virtual modalities. All campus governance groups swung into action. The Academic Senate resumed regular meetings with topics weekly that included online instruction, training, standards of practice, grading issues and others. The OCC Curriculum Committee, which normally slows down in spring; resumed with weekly meetings to evaluate DE addendum requests, processes for emergency DE, training standards, summer active actions, and fall active actions. Other campus committees, including shared governance, and administrative also swung into action developing protocols to support students virtually including tutoring, counseling, DSPS, library services, emergency laptop loans, faculty computer needs and more. A summary of spring actions that carried into summer and fall offerings:

1. Affirm training standards for virtual instruction - OCC has two levels of training for online/remote instruction. For many years we have mandated a course we call "STLO" (Strategies for Teaching and Learning Online) for all instructors that teach with a hybrid (50% synchronous/50% asynchronous) or fully online/asynchronous instruction. This course continues to be required for summer and fall courses taught in hybrid and fully online. And, in response to COVID closure, we developed an additional training course called "ERT" Emergency Remote Training – this training is designed for fully synchronous online instruction (i.e. ConferZoom or other live remote instruction). Topics for the ERT training include video conferencing technology, virtual space platforms, access, accessibility, and equity.
2. Continued training will take place this summer and into our fall FLEX day in August. STLO classes are happening now with the next two cohorts planned for June 15- July 3 & another July 6- July 25.
3. Curriculum Committee is evaluating all DE offerings in the fall curriculum cycle which includes biweekly meetings. Before the end of October, OCC will have decided which courses will be offered via DE in future semesters. All future virtual classes will have a DE addendum in place prior to spring 2021 offerings. Communication of efforts will be reported out at OCC's weekly Academic Senate meetings.
4. The OCC Accreditation Coordination Committee will review the DE impact on degrees and certificates at their monthly meetings, and make necessary requests to ACCJC for substantive change, if necessary.

The frequency of meetings:

Biweekly

Schedule of the number of courses to be approved on a monthly basis

	Meeting Dates
August 2020 Meeting Dates	Not Applicable
September 2020 Meeting Dates	Curriculum Agenda/Tech Review Meeting Date 1. September 2, 2020 2. September 16, 2020 3. September 30, 2020 Curriculum Voting Meeting Date 1. September 9, 2020 2. September 23, 2020 175 courses for ERT and temporary DE approval.
October 2020 Meeting Dates	Curriculum Agenda/Tech Review Meeting Date 1. October 14, 2020 2. October 28, 2020 Curriculum Voting Meeting Date 1. October 7, 2020 2. October 21, 2020 TBD on course approval
November 2020 Meeting Dates	Curriculum Agenda/Tech Review Meeting Date 1. November 18, 2020 Curriculum Voting Meeting Date 1. November 4, 2020 TBD on course approval
December 2020 Meeting Dates	Curriculum Voting Meeting Date 1. December 2, 2020 TBD on course approval

11. Detail aspects of your professional development approval plan by completing the following components. This is planned action for providing professional development in this addendum by December 31, 2020.

The plan should include, at minimum:

- 1) anticipated training schedules,
- 2) training topics to be covered,
- 3) anticipated number of new classroom faculty trained,
- 4) anticipated number of new counselors trained,
- 5) anticipated number of new librarians trained,
- 6) anticipated number of new classified staff trained, and
- 7) Summary of the process and committees involved.

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Training schedule and topics on a monthly basis

	Training Dates	Training Topics
August 2020 Training Dates	August (TBD and applied toward FLEX if requested)	<p>STLO: For many years we have mandated a course we call "STLO" (Strategies for Teaching and Learning Online) for all instructors that teach with a hybrid synchronous/50% asynchronous) or fully online/asynchronous instruction. This course continues to be required for summer and fall courses taught in hybrid and fully online. In preparation for Summer and Fall 2020 in which courses taught online or in hybrid modality will be more heavily scheduled, we are planning a series of workshops to enable faculty to train on the pedagogy and technology to support online courses. This is our regular Academic Senate approved Strategies for Teaching and Learning Online (STLO) self-paced online course which is estimated to take 15 -18 weeks to complete. • Topics include Course Design, Interaction, Collaborative Learning, methods of regular and effective contact, accessibility, and Assessment. ERT: In response to COVID closure we developed an additional training course called Emergency Remote Training – this training is designed for fully synchronous online instruction (ConferZoom or other live remote instruction). For training syllabus developed by Professor Dr. Ar Hanlon - self-paced online workshop is designed for faculty, full-time and part-time, who wish to teach under the conditions of the Emergency Remote Teaching process established by the Academic Senate. It is required to teach synchronous online instruction in lieu of completing the Strategies for Teaching and Learning Online training. Topics include video conferencing technology, virtual communication platforms, access, accessibility, and equity.</p> <p>Objectives: • Increase your competency in the use of video conferencing tools by providing informational resources related to the functionality of each tool. • Improve your ability to use virtual communication applications to provide your syllabus, contact information, and other resources to students. • Elucidate issues related to student's technology barriers and provide information and resources that can share with them • Describe the requirements for ADA compliant documents and virtual content and provide you with the skills necessary to meet the requirement. • Present data on the effect of virtual remote teaching on the performance of vulnerable students and provide you with evidence-based practices to mitigate negative factors. Other: In addition to the above described ERT and STLO</p>

		<p>courses our Instructional Innovation Center on campus has considerable web-based classes. the college being closed, the campus began a s of workshops and within a week we were offic closed and moved the training into recorded se In addition, we have a staff of I.T. professionals assisted our staff move to remote desktop and \ For more faculty resources, please visit: http://www.orangecoastcollege.edu/about_occ/staff-resource/iic/Pages/default.aspx for our res site.</p>
<p>September 2020 Training Dates</p>	<p>Note: More sessions will be added based on demand – our sign up process is at: http://www.orangecoastcollege.edu/about_occ/faculty-staff-resource/iic/Pages/Online-Teaching.aspx</p>	<p>STLO: For many years we have mandated a course we call "STLO" (Strategies for Teaching and Learning Online) for all instructors that teach with a hybrid synchronous/50% asynchronous) or fully online/asynchronous instruction. This course continues to be required for summer and fall courses taught in hybrid and fully online. In preparation for Summer and Fall 2020 in which courses taught online or in hybrid modality will be more heavily scheduled, we are planning a series of workshops enable faculty to train on the pedagogy and technology to support online courses. This is our regular Academic Senate approved Strategies for Teaching and Learning Online (STLO) self-paced online course which is estimated to take 15 -18 to complete. • Topics include Course Design, Interaction, Collaborative Learning, methods of regular and effective contact, accessibility, and Assessment. ERT: In response to COVID closure developed an additional training course called Emergency Remote Training – this training is designed for fully synchronous online instruction (ConferZoom or other live remote instruction). For training syllabus developed by Professor Dr. Ar Hanlon - self-paced online workshop is designed for faculty, full-time and part-time, who wish to teach under the conditions of the Emergency Remote Teaching process established by the Academic Senate. It is required to teach synchronous online instruction in lieu of completing the Strategies for Teaching and Learning Online training. Topics include video conferencing technology, virtual platforms, access, accessibility, and equity. Objectives: • Increase your competency in the use of video conferencing tools by providing information resources related to the functionality of each tool. • Improve your ability to use virtual communication applications to provide your syllabus, contact information, and other resources to students. • Elucidate issues related to student's technology barriers and provide information and resources that can share with them • Describe the requirements for ADA compliant documents and virtual content and provide you with the skills necessary to meet this requirement. • Present data on the effect of virtual remote teaching on the performance of vulnerable students and provide you with evidence-based practices to mitigate negative factors. Other: In addition to the above described ERT and STLO courses our Instructional Innovation Center on campus has considerable web-based classes. the college being closed, the campus began a s</p>

		<p>of workshops and within a week we were officially closed and moved the training into recorded sessions. In addition, we have a staff of I.T. professionals who assisted our staff move to remote desktop and video conferencing. For more faculty resources, please visit: http://www.orangecoastcollege.edu/about_occ/faculty-staff-resource/iic/Pages/default.aspx for our resource site.</p>
<p>October 2020 Training Dates</p>	<p>Note: More sessions will be added based on demand – our sign up process is at: http://www.orangecoastcollege.edu/about_occ/faculty-staff-resource/iic/Pages/Online-Teaching.aspx</p>	<p>STLO: For many years we have mandated a course we call "STLO" (Strategies for Teaching and Learning Online) for all instructors that teach with a hybrid (synchronous/50% asynchronous) or fully online/asynchronous instruction. This course continues to be required for summer and fall courses taught in hybrid and fully online. In preparation for Summer and Fall 2020 in which courses taught online or in hybrid modality will be more heavily scheduled, we are planning a series of workshops to enable faculty to train on the pedagogy and technology to support online courses. This is our regular Academic Senate approved Strategies for Teaching and Learning Online (STLO) self-paced online course which is estimated to take 15 -18 weeks to complete. • Topics include Course Design, Interaction, Collaborative Learning, methods of regular and effective contact, accessibility, and Assessment. ERT: In response to COVID closure we developed an additional training course called Emergency Remote Training – this training is designed for fully synchronous online instruction (Zoom or other live remote instruction). For training syllabus developed by Professor Dr. Ar Hanlon - self-paced online workshop is designed for faculty, full-time and part-time, who wish to teach under the conditions of the Emergency Remote Teaching process established by the Academic Senate. It is required to teach synchronous online instruction in lieu of completing the Strategies for Teaching and Learning Online training. Topics include video conferencing technology, virtual learning platforms, access, accessibility, and equity. Objectives: • Increase your competency in the use of video conferencing tools by providing informational resources related to the functionality of each tool. • Improve your ability to use virtual communication applications to provide your syllabus, contact information, and other resources to students. • Elucidate issues related to student's technology barriers and provide information and resources you can share with them • Describe the requirements for ADA compliant documents and virtual content and provide you with the skills necessary to meet the requirements. • Present data on the effect of virtual remote teaching on the performance of vulnerable students and provide you with evidence-based practices to mitigate negative factors. Other: In addition to the above described ERT and STLO courses our Instructional Innovation Center on campus has considerable web-based classes. Since the college being closed, the campus began a series of workshops and within a week we were officially closed and moved the training into recorded sessions. In addition, we have a staff of I.T. professionals</p>

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<p>November 2020 Training Dates</p>	<p>Note: More sessions will be added based on demand – our sign up process is at: http://www.orangecoastcollege.edu/about_occ/faculty-staff-resource/iic/Pages/Online-Teaching.aspx</p>	<p>STLO: For many years we have mandated a course we call "STLO" (Strategies for Teaching and Learning Online) for all instructors that teach with a hybrid (synchronous/50% asynchronous) or fully online/asynchronous instruction. This course continues to be required for summer and fall courses taught in hybrid and fully online. In preparation for Summer and Fall 2020 in which courses taught online or in hybrid modality will be more heavily scheduled, we are planning a series of workshops to enable faculty to train on the pedagogy and technology to support online courses. This is our regular Academic Senate approved Strategies for Teaching and Learning Online (STLO) self-paced online course which is estimated to take 15 -18 hours to complete. • Topics include Course Design, Interaction, Collaborative Learning, methods of regular and effective contact, accessibility, and Assessment. ERT: In response to COVID closure we developed an additional training course called Emergency Remote Training – this training is designed for fully synchronous online instruction (ConferZoom or other live remote instruction). For training syllabus developed by Professor Dr. Ar Hanlon - self-paced online workshop is designed for faculty, full-time and part-time, who wish to teach under the conditions of the Emergency Remote Teaching process established by the Academic Senate. It is required to teach synchronous online instruction in lieu of completing the Strategies for Teaching and Learning Online training. Topics include video conferencing technology, virtual learning platforms, access, accessibility, and equity. Objectives: • Increase your competency in the use of video conferencing tools by providing information resources related to the functionality of each tool. • Improve your ability to use virtual communication applications to provide your syllabus, contact information, and other resources to students. • Elucidate issues related to student's technology barriers and provide information and resources that can share with them • Describe the requirements for ADA compliant documents and virtual content and provide you with the skills necessary to meet the requirement. • Present data on the effect of virtual remote teaching on the performance of vulnerable students and provide you with evidence-based practices to mitigate negative factors. Other: In addition to the above described ERT and STLO courses our Instructional Innovation Center on campus has considerable web-based classes. In addition, the college being closed, the campus began a series of workshops and within a week we were officially closed and moved the training into recorded sessions. In addition, we have a staff of I.T. professionals who assisted our staff move to remote desktop and \ For more faculty resources, please visit: http://www.orangecoastcollege.edu/about_occ/</p>

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Anticipated number of new classroom faculty trained in the Summer 2020 term.

299

Anticipated number of new classroom faculty trained in the Fall 2020 term.

169

Anticipated number of new counselors trained in the Summer 2020 term.

59

Anticipated number of new counselors faculty trained in the Fall 2020 term.

59

Anticipated number of new librarians trained in the Summer 2020 term.

11

Anticipated number of new librarians trained in the Fall 2020 term.

11

Anticipated number of new classified staff trained in the Summer 2020 term.

150

Anticipated number of new classified staff trained in the Fall 2020 term.

150

Summary of the process and the committees involved.

Details of Professional Development Plan – Preparation for Fall 2020

1. Anticipated training schedules:

OCC has two levels of training for online/remote instruction. (See #2 below). The courses mentioned below were offered in April, May, and June and will continue to be offered this summer in preparation for fall courses taught in remote fashion. In addition, we have created recorded lessons on various topics (described below) that are posted and available.

- The STLO course will last only 3 weeks and will require an introductory synchronous meeting, and a closing synchronous meeting. The courses will be limited to not more than 25 students per teacher. Other than the 2 synchronous meetings, the course will be self-paced.
- Course Dates available this spring and summer using two master trainer instructors (additional sections may be added however the capacity of these is 250):

April 13 – May 1 (completed)

May 4 – May 22 (completed)

May 25 – June 12 (completed)

June 15 – July 3

July 6 – July 24

August (TBD and applied toward FLEX if requested)

Note – more sessions will be added based on demand – our sign up process is at:

http://www.orangecoastcollege.edu/about_occ/faculty-staff-resource/iic/Pages/Online-Teaching.aspx

2. Training Topics:

STLO:

For many years we have mandated a course we call "STLO" (Strategies for Teaching and Learning Online) for all instructors that teach with a hybrid (50% synchronous/50% asynchronous) or fully online/asynchronous instruction. This course continues to be required for summer and fall courses taught in hybrid and fully online. In preparation for Summer and Fall 2020 in which courses taught fully online or in hybrid modality will be more heavily scheduled, we are planning a series of workshops to enable faculty to train on the pedagogy and technology to support online courses. This is our regular Academic Senate approved Strategies of Teaching and Learning Online (STLO) self-paced online course which is estimated to take 15 -18 hours to complete.

- Topics include Course Design, Interaction, Collaborative Learning, methods of regular and effective contact,

accessibility, and Assessment.

ERT:

In response to COVID closure, we developed an additional training course called "ERT" Emergency Remote Training – this training is designed for fully synchronous online instruction (i.e. ConferZoom or other live remote instruction).

From the training syllabus developed by Professor Dr. Anna Hanlon - self-paced online workshop is designed for faculty, full-time and part-time, who wish to teach under the conditions of the Emergency Remote Teaching process established by the Academic Senate. It is required to teach synchronous online instruction in lieu of completing the Strategies for Teaching and Learning Online training. Topics include video conferencing technology, virtual space platforms, access, accessibility, and equity.

Objectives:

- Increase your competency in the use of video conferencing tools by providing information and resources related to the functionality of each tool.
- Improve your ability to use virtual communication applications to provide your syllabus, contact information, and other resources to students.
- Elucidate issues related to student's technology barriers and provide information and resources you can share with them
- Describe the requirement for ADA compliant documents and virtual content and provide you with the skills necessary to meet the requirement.
- Present data on the effect of virtual remote teaching on the performance of vulnerable students and provide you with evidence-based practices to mitigate negative factors.

Other:

In addition to the above described ERT and STLO courses our Instructional Innovation Center on campus has considerable web-based classes. Prior to the college being closed, the campus began a series of workshops and within a week we were officially closed and moved the training into recorded sessions. In addition, we have a staff of I.T. professionals that assisted our staff move to remote desktop and VDI.

For more faculty resources, please visit: http://www.orangecoastcollege.edu/about_occ/faculty-staff-resource/iic/Pages/default.aspx for our resource site.

Recorded Sessions:

Creating Short Videos- Use them in Canvas, or email, or anywhere. How to make fast, easy videos with captioning using the software provided by OCC and your camera. ConferZoom Recording

Canvas Basics-If you have never logged into Canvas, or just don't know your way around, come learn how it works. ConferZoom Recording

Exams and Quizzes-Publisher's provided test banks or ones you create can be used as a quiz or test and proctored by software available today.

ConferZoom Recording

Grading Assignments-Create an assignment and grade it so the students always know where they stand. If we have time, we can talk about Speed Grader. ConferZoom Recording (Delayed)

Discussion & Groups in Canvas -Engage your students with each other at large or in small groups inside Canvas. Come learn how. ConferZoom Recording

Online Conferencing-Outside of Canvas, or inside, come learn how to step up a conference and invite your students to attend class in person as a webinar. ConferZoom Recording

ConferZoom-Participant-Guide

Guide for Members and Hosts

3. Anticipated number of new classroom faculty trained:

Since the beginning of the campus closure, there have been approximately 200 faculty enrolled in the full STLO course and an additional 200 enrolled in the ERT training. For summer and fall 2020 – 100% of faculty assigned to teach remotely will either have been STLO or ERT trained. We have three full time staff trained in Canvas and remote technologies at our help desk, one faculty online coordinator released to assist with training; and we hired a retired faculty member to conduct STLO classes.

Included in our attachments (STLO Grad List as of June 2020 file) is a list of all faculty enrollments and completion status for the STLO and ERT classes.

- In the months of May and June OCC the cart below indicates the enrollments and certificates:

May Enrolled Completed

STLO 70 49

ERT 229 62

June

STLO 59 16

ERT 110 80

- Note – since these classes are self-paced; we continually monitor and provide assistance to those "in progress."

- In addition, we monitor the activity of our enrollments in our faculty exchange group called "Canvas Café" and the activity on our short-term videos:

Canvas Cafe 233

Short Term Videos 712

4. Anticipated number of new counseling faculty trained:

All Counselors (100%) have been trained to work from home buy using remotely through phone, Cranium Café, Zoom, ConferZoom, Skype and email appointments.

5. Anticipated number of new librarian faculty trained:

All Librarians (100%) have been trained to work by using live chat and the following resources for our faculty and students:

- Sign up for an online Library Workshop
- Set up a research appointment with a librarian
- Getting started with research in the Library (support during COVID-19)

6. Number of new classified staff trained

Staff have been taking advantage of training provided by our Instructional Innovation Center (#2 above), Lynda.com, or via Cornerstone with topics such as ConferZoom and the full range of training at the Vison Resource Center. In addition, all staff will have training on fall FLEX day; the Friday prior to the Fall 2020 semester beginning. Finally, we have instituted Cornerstone to document and monitor the progress of training. These reservations are viewed by their direct report managers and become a component of regular annual evaluations.

7. Summary of Committee Processes:

Since mid-March, when the campus went into emergency on-site closure OCC transformed from a campus with less than 10% online instruction to 100%. Not knowing at the time if this was temporary the campus slowly settled in to a student completion focus using virtual modalities. All campus governance groups swung into action. The Academic Senate resumed regular meetings with topics weekly that included online instruction, training, standards of practice, grading issues and others. The OCC Curriculum Committee, which normally slows down in spring; came back in full steam with weekly meetings to evaluate DE addendum requests, processes for emergency DE, training standards, summer active actions, and fall active actions. Other campus committees, including shared governance, and administrative also swung into action developing protocols to support student virtually including tutoring, counseling, DSPS, library services, emergency laptop loans, faculty computer needs and more. A summary of spring actions that carried into summer and fall offerings:

1. Affirm training standards for virtual instruction - OCC has two levels of training for online/remote instruction. For many years we have mandated a course we call "STLO" (Strategies for Teaching and Learning Online) for all instructors that teach with a hybrid (50% synchronous/50% asynchronous) or fully online/asynchronous instruction. This course continues to be required for summer and fall courses taught in hybrid and fully online. And, in response to COVID closure, we developed an additional training course called "ERT" Emergency Remote Training – this training is designed for fully synchronous online instruction (i.e. ConferZoom or other live remote instruction). Topics for the ERT training include video conferencing technology, virtual space platforms, access, accessibility, and equity.

2. Continued training will take place this summer and into our fall FLEX day in August. STLO classes are happening now with the next two cohorts planned for June 15- July 3 & another July 6- July 25.

3. The OCC Accreditation Coordination Committee will review the DE impact on degrees and certificates at their monthly meetings, and make necessary request to ACCJC for substantive change if necessary. The professional development activities will be used for documenting quality standards for the campus in ACCJC reporting.

6. Additional Information about Professional Development

12. Please provide the top three professional development topics your Faculty, Counselors, and Classified Staff feel are the most valuable.

1. ERT – Our emergency remote training class. This short term class gives the "zoom" type faculty much needed information on how to conduct live remote classes.
2. STLO – Prior to closing this class would have 10-15 completers per year. We now have hundreds of full and part time faculty. This is a comprehensive class for teaching and learning online and is helping our faculty make online instruction better.
3. ConferZoom Training Modules- This and other modules available via Corner Cornerstone has been extremely helpful for all staff, managers and faculty. Has been a life saver for all of us.

7. Submission Received

Thank you for completing the Fall 2020 term Emergency Temporary Distance Education Blanket Addendum request. You will be contacted within five business days with a response to your request.

8. Administration Review Page

1. Name of the reviewer

Kevin Lovelace

2. Reviewer's email address

klovelace@cccco.edu

3. Was the submission approved?

yes

Note to college on what they need to provide to complete application:

The following are missing distance education course file components

	The number of Distance Education sections per course are missing	Submission of Distance Education sections per course does not match the total provided in the requested basic required information listed in section two of the questionnaire.	The submitted Distance Education Addendum seems to be missing the number of students that possibly enroll in the distance education sections identified.may	It seems that the number of Distance Education courses does not match the total provided in the requested basic required information listed in section two of the questionnaire.	No missing components
1					
2					
3					
4					
5					

The following are missing face-to-face course file components

	Submission of Face-to-Face section per course seems to be missing from the attached Distance Education Addendum. :	Submission of Face-to-Face section per course does not match the total provided in the requested basic required information listed in section two of the questionnaire.:	The number of students that may possibly enroll in the Face-to-Face sections have not been identified in the attached Distance Education Addendum. :	The number of students that may possibly enroll in the Face-to-Face sections does not match the total provided in the requested basic required information listed in section two of the questionnaire. :	No missing components:
1					
2					
3					
4					
5					

The following are missing course approval plan file components

	The provided summary seems to be missing a clear description of the process and committees involved:	The provided summary seems to be missing a clear description of the process :	The provided summary seems to be missing the committees involved :	The course approval plan file seems to be missing the frequency of meetings, can you please identify :	The number of courses to be approved on a monthly basis seem to be missing from the course approval plan file :	No missing components:
1						
2						
3						
4						
5						
6						

The following are missing distance education program file components

	Please submit a complete list of any programs, certificates, or degrees in which 50% or more of courses use distance education or correspondence education modalities. involved:	The distance and correspondence education file are missing data elements. :	No missing components:
1			
2			
3			

The following are missing professional development plan file components

	The training document is missing a clear anticipated training schedule :	The training document does not detail the number of faculty and counselors that will be trained :	The training document does not detail the number of staff that will be trained :	The training document is missing a clear outline of topics covered during each training :	No missing components:
1					
2					
3					
4					
5					

Date submission was returned to the college.

4. This approved submission for the course approval plan meets one of the following conditions:

Please select one to reflect this submission.

Average submission

Provide comments related to the course approval plan.

The summary provides a clear description of the process and committees involved.

5. This approved submission for the professional development plan meets one of the following conditions:

Please select one to reflect this submission.

Average submission

Provide comments related to the professional development plan.

The training document provides a clear anticipated training schedule.

6. Date submission was approved.

06/25/2020

9. Not approved, more information requested

Request for additional information sent to the college.

10. Approved

Approval message sent to college.