

Academic Senate Executive Board DE Handbook

Feedback Summary

Feedback/Questions by Page Number

- p. 3 – Acknowledgements
 - Suggest using Task Force or Taskforce, not both. I think Task Force is what charge states.
 - Task Force Members have department names abbreviated while Writing Team does not. They should be written out – “Communication” instead of “COMM”
 - Last sentence of the paragraph below the Task Force Member list seems to be incomplete.
 - After Ginger LeBlanc on the Writing Team list, it should be ‘Behavioral Sciences’, not ‘Science’.
- p. 4 – Introduction
 - ACCJC acronym spelled out accidentally swaps Community and Junior. It should be Accrediting Commission for **Community** and **Junior** Colleges.
 - Is there a citation for Canvas being the required LMS?
 - This page first states that this handbook provides guidance but then states it is establishing DE policies and procedures.
 - The Handbook should explain and support current procedures and best practices, not be “establishing DE policies and procedures”. If any new or changed “policies and procedures” were included, those should be explicitly stated in a summary document so that Senate know what it is voting on.
 - Missing an oxford comma after “California Title 5” in last sentence of 2nd paragraph. Oxford comma had been used in previous sentences.
- p.5 – Regular and Substantive Interaction (RSI)
 - “Failure to meet RSI standards...” sentence should explicitly state “Failure for a college to meet RSI standards...”
 - This page could use an addition. The DE section of the COR has a list of types of RSI with language straight from Title 5.
 - There should be a citation for the three areas that instructors will be measured by. Who will be measuring and how. These are not the same as ACCJC though they may be related. Recommend keeping exactly what ACCJC, Title 5, and ADA list so that there is a specific reference and measure.
 - “Checklist” after “OPI” (last sentence) should be capitalized as it is throughout the handbook
- p.6 - Accessibility
 - “high level published of WCAG” would be Level AAA, currently and could be updated. Is this the expectation? Is “expectation” a requirement and evaluative in nature? The DOJ ruled that ADA compliance was met at Level AA of WCAG. That is what faculty and staff

- should be held to. If faculty are held to a higher standard, all employees should be held to the same and it should probably agreed up in consultation with bargaining units.
- Additionally, The AAA level requires things that could cause real difficulty (e.g., all video needed sign language interpretation, and no timed activities) and how would these expectations be supported?
 - CCA should be consulted about WCAG Level expectation. KCCD District Office has not met level A yet, right?
 - This page cites a quote from Article IV of the contract, but leaves out the beginning of the quote. Omitting "As appropriate,..." from the beginning of the quote changes the meaning a lot. The full quote would be better.
 - 2nd paragraph missing oxford comma after "UDOIT"
 - 3rd paragraph – Is "Standards" in the WCAG title?
 - Last paragraph – CCA acronym has not been defined. Also, "contract" should be added after CCA.
- P.7 – Accessibility Resources
 - 2nd paragraph - Is a colon needed between "Appendix: E"?
 - Underline for "Digital Content" and "Academic Technology" extends into following space.
 - p.8 – DE Class Design - OPI
 - "class" and "shell" are both referenced in the bulleted list, should they both be "class"? Are they being used interchangeably?
 - Last bullet point has period at the end but not of the other bullet points on this page or the next do.
 - P.9 – DE Class Design – OPI (cont'd)
 - First bullet point: perhaps use either "e.g." or "etc."
 - 48 hours for student communication – is this timeframe a requirement or suggestion?
 - After syllabus heading – "contract" after CCA.
 - After syllabus heading – Oxford comma after "software" on second bullet point
 - ASCCC title should be "for" instead "of the California..."
 - Last sentence – perhaps missing "of" between "use" and "AI"
 - P.11 – Student Services
 - Perhaps switching "Health Wellness Services" with "Student Health and Wellness Center (SHWC)"
 - Veterans Resource Center missing s in Veterans
 - P.12 – Canvas Class Prep
 - First paragraph - Perhaps clarification of which CCC website is being reference can be added.
 - 2nd paragraph - perhaps use either "e.g." or "etc."
 - P.13
 - "...instructors must ensure these materials meet accessibility...." – citation for this requirement?

- “In addition, any incorporation of any [LTI] tools within.....” – citation for this requirement?
 - 2nd bullet point – hyphenate “instructor created”
- p.15 – Canvas Class Implementation
 - all full-length classes list Saturday as the start date, but it is understood that is not the official start date. The class schedule says TBA when students register for asynchronous classes, synchronous or hybrid classes that have specific dates. Saying “DE classes officially start...” seems erroneous.
 - After Accessibility Heading – A list of DSPS student is not provided to instructors so we cannot reach out to individual students with accommodations.
- P.16 – Academic Integrity
 - “Providing resources....” Bullet point – perhaps use “e.g.” before BC Tutoring Center since there are other tutoring options on campus.
 - ASCCC title should be “for” instead “of the California...”
- p. 18 - Syllabus
 - Department Chair and their contact information is not typically listed on a syllabus, is it? Is this a new requirement?
 - Important dates are not always available and correct with sufficient time to include in a syllabus
 - After Student Learning Outcomes the acronym “SLO” is used but it is called out as “SLOs” previously
- P.19 – Under Students Services Statements
 - “class relevant” should be hyphenated
- P.20 – Preparation Checklist
 - First sentence needs a period
 - “culturally competent” should be hyphenated
 - “Heading” is capitalized in first bullet point but not in third.
- P.24 – Implementation Checklist
 - First sentence needs a period
 - Under Instructor Responsibilities
 - "Publish Canvas class by **12:00am** on Saturday classes begin"
 - Please ask the union to review the timing requirement (12am) for publishing online classes. I understand that online classes begin on Saturday and in that case, Saturday is considered a working day. However, 12am is clearly outside of standard working hours. I feel the expectation should be to publish the Canvas class within working hours on Saturday.
 - Inconsistent format - 12:00am used here and “a.m.” used elsewhere
 - FERPA acronym first introduced here but not defined.

- "Maintain an up-to-date gradebook in Canvas (e.g., **grade assignments within 48-hours**, default to zero for missing assignments)"
 - Please ask the union if a 48-hour grading expectation is in the contract. It seems unreasonable to expect online faculty to grade assignments within 48 hours and it should not be included as an example of maintaining an up-to-date gradebook.
 - "48 hours" should not be hyphenated.
- P.25
 - 3rd bullet point – missing "to" in between "forums" and "track"
 - "Regularly and effectively ensure at least **three of the following five** communications each week:
 - **Three** class content specific Announcements with RSI
 - Weekly video posts
 - **Comprehensive feedback in Discussions**
 - **Comprehensive feedback on submitted work**
 - **Comprehensive use of Comment boxes (video, audio, or written) or use of rubrics"**
 - Typical in-person classes only meet twice per week, which would mean two opportunities for class specific announcements. This example requires online instructors to send more (three) course specific communications than in-person instructors would do in a face-to-face class. Please ask the union to review this additional workload expectation that would be specific to online faculty.
 - The requirement is to engage in at least 3 of the 5 examples, however, the last three examples can be considered the same if "submitted work" are discussion boards.
 - If weekly assignments are discussion boards, then I do not understand how comprehensive feedback in discussions and comprehensive feedback on submitted work are different. Plus, if comment boxes and/or rubrics are used to provide feedback and/or grade discussion board assignments, then I don't see how that one is any different either. This needs review and clarification since the last three are essentially redundant.
- p.27 –DE Class Modality Definitions

- Where do these definitions come from? Are they the same as Curriculum and Scheduling definitions?
- Perhaps add “contract” after CCA.
- Online Asynchronous
 - "Class takes place online using the internet and a learning management system. There are no scheduled class meetings. All instruction and assignments are set up by the instructor on a learning path and are completed by students on their own time. **Though office hours can be scheduled, no other classwork or meetings can be scheduled at a specific time.** Class instruction is 100% online. Asynchronous classes provide students with an opportunity to complete classwork without attending classes on campus and allow for more flexibility in scheduling and completing assigned work."
 - I have concerns about the phrase "no other classwork... can be scheduled at a specific time". That could be interpreted to suggest that online faculty are not allowed to set scheduled due dates for assignments or exams. I understand the intent is to clarify that asynchronous classes do not have scheduled class meeting times, but the inclusion of "classwork" means it could apply to the scheduling of assignment open dates, close dates, and due dates. I strongly disagree with that definition and believe asynchronous faculty should be allowed to schedule classwork as necessary to follow the course calendar. Please ask the union if the definition in the handbook aligns with contract language.
- P.28 – Appendix A
 - After Fair Use - Perhaps add “contract” after CCA.
- P.29 – Appendix B
 - Mistake in Week 1 Module after Wednesday – First line may need to change “utilitarians” to “utilitarianism” to match other titles.
- P.61 – Appendix C
 - 2nd paragraph – Missing period at the end of the paragraph.
- P.62 – Under “Preparation Instructions” – Jelly should not be capitalized (#2)
- P.63 – Descriptive Links
 - 2nd paragraph – Question mark should be changed to period.
- P.65 – Last paragraph – Switch placing of period after instead of before).
- P.70 – First line should read “RSI requirement”, it should not be plural.
- P.77
 - First bullet point “alternative” spelt incorrectly
 - The Grapes of Wrath is capitalized in one instance and uses quotations as well in another instance on same page
- P.78
 - Title: Student Initiated should be hyphenated

- Missing beginning “ at last bullet point on first list
- P.81
 - “Checklist” after “OPI” should be capitalized as it is throughout the handbook
 - Task Force should be two words
 - First paragraph, second sentence: comma after handbook
- P.83
 - FERPA – E in acronym should be “Educational”

General Feedback/Questions

- Are there union-related faculty evaluation issues we are getting into?
- There are several links in this document. That works online, but if we are going to have a printed version of this document, should there be printed out versions of the links alongside each link so that those who are reading the paper version can access those links?
- If evaluative elements are above legally required compliance, were they agreed upon in consultation with the Union? Senate typically confirms consultation when items may be evaluative in nature or impact faculty workload. If the items are not required or evaluative, the handbook should explicitly state it.
- Nancy Mai served as a CCA rep on the task force last academic year, but was she consulted during the writing process over the summer?