ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
AGENDA
October 14, 2014
3:30 p.m. to 4:30 p.m.
L-201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE CHAIRS

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES
    a. Minutes – September 8, 2014 DETC Meeting (attachment)

5. DISCUSSION ITEMS
    a. Mission and Goals (attachment)
    b. Online Education Initiative - OEI

6. ACTION ITEMS

7. ANNOUNCEMENTS

8. ADJOURNMENT

ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
Minutes
October 14, 2014
3:30 p.m. to 4:30 p.m.
L-201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
   The Distanced Education and Technology Committee (DETC) meeting of October 14, 2014 was called to order at 3:30 p.m. by Dr. Nancy Bednar and Dr. Charlotte Forte-Parnell, Co-Chairs.

   Dr. Bonnie Suderman addressed members at the beginning of the meeting, as she had a conflicting schedule with another meeting to attend.

   Dr. Suderman led discussion regarding online courses and the Americans with Disabilities Act (ADA). Mr. Rick Shaw noted podcasts and PowerPoints with voiceovers must be captioned and are not. He addressed the mandate with IMC staff today. Faculty are responsible to ensure content is ADA compliant, and the district is out of compliance.

   Dr. Suderman explained often campus committees work hard to set compliance standards, but are challenged to ensure the standards are followed. She noted two priorities according to accreditation: 1) SLOs and planning; 2) Distance Education. She charged the committee to look at accessibility and whether AVC is ADA compliant. A prerequisite of online courses is a Regular Effective Contact Policy – without one the college can incur enormous fines. Students from outside the state must be tracked. Dr. Suderman explained faculty must lead the charge, and warned if financial aid is jeopardized the district could be obligated to pay back large amounts of money.

   Dr. Suderman explained the mandate is broader than accessibility, and must include Regular Effective Contact, an attendance policy, etc. She charged the DETC to develop training to cover all aspects. DETC must make the recommendation to the Senate.

2. OPENING COMMENTS FROM THE CHAIRS
   - Dr. Charlotte Forte-Parnell reported that on October 16, 2014, Dr. Parnell, Dr. Nancy Bednar and Angela Shaheen will attend a meeting regarding the Online Education Initiative (OEI) Pilot Course Prioritization. The following is correspondence Dr. Parnell received from Ms. Bonnie Peters, Chief Student Services Officer CCC OEI

     Dear Dr. Parnell,

     Thank you for taking time out of your busy schedules to speak with me last week. As we finalize dates for our possible face-to face or virtual meeting in October to further discuss the OEI Student Readiness pilot; I am writing to you now to discuss the course selection process for the OEI pilot.

     Each college is being asked to prioritize five (5) courses for submission, three (3) of which will then be reviewed for placement within the OEI course exchange. As the identified single point of contact (SPOC) for your college, we ask that within the next two weeks, you begin to work with your faculty to identify courses you believe would be suitable for the OEI

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pilot. We strongly recommend consultation with department/division chairs as appropriate, your distance education committee and your Academic Senate.

Additionally, since your college is involved in the OEI Student Readiness pilot, if possible, please consider submitting courses that you believe are in demand by students who are new to online classes. However, be mindful that your choice of courses must still fit the criteria on the attached list. (See attachment criteria for OEI courses) Additionally, for this first pilot situation, we would like you to consider your strongest online courses.

The Review and Application Process
The course review process is guided by @ONE, the statewide professional development unit. Reviewers will be peers from the CCC system outside of the applicant's college/district. Courses that sufficiently meet course design and quality online teaching standards, available at http://CCCOnlineEd.org under "Professional Development", will be placed in the Spring 2015 pilot. The OEI Instructional Design team will also provide support for any necessary accessibility modifications to ensure compliance with accessibility standards. Attached is the course review rubric, which may prove useful as you and your faculty determine which courses to prioritize. Prior to the submission of a course for OEI consideration, it is required that the faculty member review the OEI standards for course design and effective online teaching, and complete the attached application and self-evaluation. The self-evaluation is a component of the OEI Course Application process. The application link should only be provided to the instructors whose courses have been identified for review. Courses must be submitted electronically via the following link https://www.surveymonkey.com/s/OEI-CourseReview by Oct 8th for review. Also provided in this email is a list of FAQs, which may answer any questions you or your faculty may have with regards to the process.

As before, I will follow up this email with a phone call to further answer any questions our concerns you may have regarding this process. In the interim, please feel free to email or call me. Again congratulations on being selected as one of the pilot colleges of the OEI.

Bonnie Peters
Chief Student Services Officer CCC Online Education Initiative

- Dr. Bednar reviewed her syllabus and explained how to reformat for ADA compliance.

- Dr. Bednar reported distributing an email to online instructors asking how many emails are received from students trying to crash courses. She stated the topic needs discussion and policy. The item will consider an automated response at the October 28, 2014 meeting.

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8. ADJOURNMENT
   The Distance Education and Technology Committee meeting was adjourned at 4:30 p.m. by Dr. Nancy Bednar and Dr. Charlotte Forte-Parnell. The meeting held quorum at beginning, but did not remain throughout the meeting.

MEMBERS PRESENT		
Dr. Nancy Bednar	Candice Martin	Dr. Bonnie Suderman
Dr. Charlotte Forte-Parnell	Ron Mummaw	Jayme Star
Diane Flores Kagan	Angela Shaheen	John Toth
Dr. Scott Lee	Rick Shaw	Tristan Schnidereit
MEMBERS ABSENT		
Dr. Tom O'Neil	Ken Sawicki	Scott Tuss
GUESTS/EX-OFFICIO		
Greg Krynen		

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ANTELOPE VALLEY COLLEGE

DETC Proposed Mission Statement and Goals 2014-2015

Mission Statement

The Distance Education and Technology Committee's mission is three-fold: first, to assist in the planning and implementation of Technology Mediated Instruction (TMI) used by instructors and staff in the preparation and delivery of educational materials; second, to provide guidance and recommendations in the pedagogical development and technology in both traditional and distance education courses; and third, to facilitate compliance with accreditation issues involving distance education.

Goals

Goals Left over from the 2013-2014 Academic Year

Goal #1: Guided by Strategic Goals 1c and 1e, gain approval for the proposed Regular and Effective Contact with Students Policy sent to the Academic Senate at the end of the 2013-2014 academic year.

Goal #2: Guided by Strategic Goals 1c and 1e, collaborate with ITS and other content providers to improve or replace the SORT student readiness tool on the AVC Online page.

Immediate Goals (Current Year)

Goal #1: Guided by Strategic Goals 1c and 1e, collaborate with ITS in identifying and addressing instructional technology issues in the faculty offices, classrooms and the computer labs, including: computers, projection and audio systems, podcasts, and phones (2011-2012 Senate Resolution on Faculty Technology Rights).

Goal #2: Guided by Strategic Goals 1c and 1e, create a uniform attendance policy for online courses [ACCJC requires a uniform attendance policy for online classes] for approval by the Academic Senate and the college by the end of the 2014-2015 academic year.

Goal #3: Guided by Strategic Goals 1c and 1e, create a document with Recommended Policies and Procedures for Distance Education Classes and a Faculty Handbook for Distance Education for approval by the Academic Senate and the college by the end of the 2013-2014 academic year.

Goal # 4: Guided by Strategic Goals 1c and 1e, create a Distance Education Master Plan that articulates immediate goals and goals for the next five years to enhance Distance Education. This plan will be coordinated with the AVC Educational Master Plan.

Goal #5: Guided by Strategic Goals 1c and 1e, help facilitate AVC's participation in the new California Community Colleges Online Education Initiative [http://ccconlineed.org/]

Short-Term Goals (2-3 Years)

Goal #6: Guided by Strategic Goals 1c and 1e, work with the Accreditation Steering Committee to ensure that AVC's online and hybrid courses and programs are in compliance with the Guide to Evaluating Distance Education and Correspondence Education published by the ACCJC and Title 5 of the California Education Code. Any recommendations from the Accreditation Steering Committee will be incorporated into the Faculty Handbook for Distance Education.

Goal #7: Guided by Strategic Goals 1c and 1e, recommend that the Faculty Professional Development Committee develop a program for faculty using the CMS for the first time, whether in a fully online or hybrid class.

Long-Term Goal (3-5 years)

Goal #8: Guided by Strategic Goals 1c and 1e, improve retention and success in online courses at AVC.

AA-T / AS-T / C-ID Courses Identified for Initial OEI Pilot Implementation

The following courses have been recommended by the OEI Steering Committee as high demand Associate Degree for Transfer (AA-T / AS-T) courses for inclusion in the initial phases of the Online Education Initiative pilot implementation for Spring 2015, Summer 2015, and Fall 2015. The list was developed based on C-ID approval status, inclusion in AA-T / AS-T degrees, student demand data, and course fulfillment of transfer area requirements.

C-ID Courses for Initial OEI Pilot Implementation:

AJ 110	Introduction to Criminal Justice
ANTH 120	Introduction to Cultural Anthropology
CDEV 100	Child Growth and Development
COMM 150	Intercultural Communication
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
ENGL 100	College Composition
GEOG 120	Introduction to Human Geography
GEOL 100	Physical Geology
HIST 130	United States History to 1877
HIST 140	United States History from 1865
MATH 110	Introduction to Statistics
PHIL 100	Introduction to Philosophy
POLS 110	Introduction to American Government and Politics
PSY 110	Introductory Psychology
PSY 200	Introduction to Research Methods in Psychology
PSY 205B	Introduction to Research Methods in Psychology (With Lab)
SOCI 110	Introduction to Sociology
SOCI 120	Introduction to Research Methods

For More Information

Pilot colleges seeking more information about the course submission and review process are encouraged to contact their lead OEI administrator for more information:

Online Readiness Pilot: Bonnie Peters (petersbonnie@fhda.edu)
Online Tutoring Pilot: Jory Hadsell (hadselljory@fhda.edu)
Full Launch Pilot: John Makevich (makevichjohn@fhda.edu)

Online Education Initiative (OEI) Course Review Application

In order for a course to be offered as a part of the OEI, it must conform to established standards that have been implemented to ensure that the course design, approach to instruction, and level of accessibility establish a quality learning environment that conforms to existing regulations. In addition, faculty wishing to teach this course as part of the OEI must demonstrate proficiency in online instruction, including knowledge of current and appropriate online teaching pedagogy, a clear understanding of online assessment tools, and mastery of the course management system.

Prior to the submission of a course for OEI consideration, it is required that the faculty member review the OEI standards for course design and effective online teaching, and complete the following application and self-evaluation. The self-evaluation is a component of the OEI Course Application process.

Name	
E-Mail	
College	
Course Name & Number	
Course C-ID Designation	
Are course prerequisites, if any, consistent with those required by C-ID?	YES ☐ NO ☐
	If "NO" is selected above, please explain:
Years teaching fully online courses	
Years teaching submitted course	
Online teaching certifications received – please indicate where and when received	
Course Management System	
Reviewers will need course access as students in order to review courses. Ideally, access will be provided to an environment in which faculty-student interaction in a public forum can be observed. Please indicate below who should be contacted to arrange course access.	
Contact Name	
Contact E-Mail	
Contact Phone	

	Course Design Rubric for the Online Education Initiative	Standards for Quality Online Teaching Rubric
Explanation:	Consists of 4 components. The Course Design Rubric focuses on how the course establishes a quality learning environment that demonstrates best practices for online teaching and learning.	Consists of 5 components. These components are designed to align with the Course Design Rubric for the Online Education Initiative, but require instructors to reflect on *why* specific tools, strategies, or resources are included.
A. Course Design	Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.	This component addresses faculty understanding of course design, including the distinctions between hybrid and fully online delivery. Faculty are asked to consider not only which resources and tools they have used, but also why these tools are useful and appropriate for the course.
B. Interaction and Collaboration	Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.	In addition to course design that facilitates interaction and collaboration, the instructor plays a major role in setting expectations, developing a collaborative learning environment, and responding to student work and needs. This component focuses on the behavior and tools instructors will use to create online presence and foster online community in their classroom.

	Course Design Rubric for the Online Education Initiative	Standards for Quality Online Teaching Rubric
C. Assessment	Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.	While the course design focuses on the use and development of assessment tools in the course, this component focuses on the instructor's rationale for the alignment between their objectives, resources, activities and assessments. Instructors are asked to reflect on why they are using particular assessments, and they are asked to explain how they collect and use data from formative and summative assessments to enhance student success or redesign elements of the course for more effective instruction.
D. Learner Support	Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.	While course design focuses on the resources made available to students, this component focuses on how the needs of diverse students are addressed and supported by the instructor, including the instructor's awareness of diverse needs and ability to provide accessible resources.
E. Professional Development		The technology supporting distance education is developing rapidly. This component addresses the professional practices and peer support the instructor has developed to remain current, both in their CMS and in the field of distance education.

A complete copy of the adopted criteria can being employed during the pilot phase of OEI implementation be found at http://ccconlineed.org/documents/category/6-professional-development-workgroup. These criteria will be the basis for course review during the OEI Pilot Consortium Course. Your feedback on the review process is welcome. Please forward any questions, comments, or concerns to Michelle Pilati at mpilati@riohondo.edu.

Minimum weighted scores in each of the 4 components are required for a course to be offered. Both the answers to the self-assessment and online course review will be considered when scoring each criteria. In addition, inclusion of a component with content related to the Online Education Initiative is required.

When it is deemed appropriate, the instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues. The review process will be greatly facilitated by addressing known course issues in advance of the review.

Self-Assessment Questions to be completed by applicant:

A: Course Design

1. Explain your approach to online teaching and how you utilize best practices for online teaching within your discipline. *You may wish to consider why student success in an important issue in distance education and how you address the issue through explicit policies and procedures, as well as campus resources available to support student success.*

2. Discuss your ability to use a range of technologies—both within and outside of your Course Management System (CMS)—that effectively support student learning and engagement. *You may wish to consider the variety of tools you use to meet content demands of your course and various learning styles of your students). What tools have you adopted? Why? In what way or ways is content presented to students? Have efforts been made to break material down into manageable segments? Which tools within the CMS do you currently use?*

3. Are students encouraged and/or required to use additional software?
   a. YES   NO
   b. If yes, how is access to this software facilitated?

B: Interaction and Collaboration

1. How do you plan, design, and incorporate active learning, participation, and collaboration. *You may wish to consider how the activities in your class help students meet unit objectives, how you will establish trust and a sense of community in your course, how you support collaboration and interaction, how you will foster rich and robust discussion, and how you incorporate regular and effective contact. Where do student find contact information for the instructor? What guidelines for communication, if any, are provided?*

2. Explain how you establish and maintain communication with your students to promote student success. *You may wish to discuss the forms of communication that are regularly used in the course and how they promote success. Are guidelines for required levels of student participation clearly stated? How frequently – and promptly – will the faculty contact students?*

3. Explain how you scaffold student success through clear policies and feedback. *You may wish to consider how you set expectations through how the course goals and objectives are communicated to students, the provision of grading rubrics, course policies, and regular feedback.*

4. Explain how you model fair use, copyright, and other intellectual property regulations within your course, and how you guide your students toward legal, ethical, and safe technology use. *You may wish to consider your campus academic integrity policy, acceptable use policy, netiquette and/or FERPA guidelines). Is information regarding institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) clearly labeled and easy to find?*

C: Assessment

1. Discuss how you use both formative and summative assessments that help your students achieve course objectives. *You may wish to consider the connection between your formative and summative assessments, grading rubrics, and direct alignment between your assessment and your objectives. How often are students assessed and what forms of assessment are employed? What forms of self-assessment, if any, are used?*

2. Explain how you use course tools, statistics, and assessment feedback to gauge the effectiveness of your teaching and modify content accordingly. *You may wish to consider how you use feedback from quizzes, tracking data, and surveys to monitor student participation and success, and to modify course content or activities when appropriate. How is feedback from students regarding course design and course content solicited?*

D: Learner Support

1. Explain the process you use to ensure your course material is accessible and that you are meeting the needs of students who request accommodation. *You may wish to consider what measures have been take to ensure that the course is accessible. Are you aware of any accessibility issues that need to be addressed? How are varied learner needs and interests addressed in the design of the course? What measures have been taken to ensure that all students are appropriately engaged with the course content? How are students made aware of institutional policies, contacts, and procedures for supporting learners with disabilities?*

2. Explain your ability to arrange media and content for student success and progression through the learning unit and course. Specifically, what content, resources, and activities are included in your learning units? How do you explain to students how they should proceed through each learning unit and the course as a whole? *You may want to describe how your course site navigation, your learning unit introduction, course orientation, and/or your course calendar provide support to guide students both in their progression through the course and in locating resources for additional assistance, such as tutoring and DSPS accommodations.*

3. Describe the capabilities of your CMS in terms of facilitating accommodations for students with disabilities. *Please consider the tools available in your CMS, such as features for allowing individual students to have extended time on quizzes and exams, different number of attempts allowed, support for alternate assignments, etc. Describe your ability to independently configure and enable them, as opposed to any settings that might require assistance from the CMS system administrator. Identify any features or settings that must be enabled for the entire roster as opposed to an individual student.*

E: Professional Development

1. Discuss the professional development opportunities in which you participate to stay current in distance education and your content area. *You may wish to consider on-campus workshops and training, conferences, and groups or organizations to which you belong.*

Standard 1

The instructor knows and understands current effective practices for online teaching that support student success, and can apply that knowledge to the design and implementation of his/her course.

- ❑ The instructor can cogently discuss barriers to and support of student success within the online environment.
- ❑ The syllabus and/or course materials include explicit policies and procedures, such as a communication policy, that address and support regular and effective contact;
- ❑ The instructor incorporates tools and/or strategies to assess student readiness.

Standard 2

The instructor effectively uses a range of technologies tools--both within and outside of the Learning Management System--that support student learning and engagement.

- ❑ The instructor incorporates tools that meet the content demands of the course;
- ❑ The instructor uses a variety of tools for communicating with students, delivering content, assessing student learning, and analyzing effective teaching;
- ❑ The instructor incorporates a variety of tools that meet the various learning needs of his/her students.

Standard 3

The instructor knows and understands the value of active learning, participation, and collaboration within the online classroom, and applies this knowledge to the design of his/her course.

- ❑ The instructor incorporates a variety of tools that support interaction and community;
- ❑ The instructor promotes active learning through collaborative activities;
- ❑ The instructor facilitates and monitors appropriate student-student interactions;
- ❑ The instructor fosters an environment that welcomes and engages each individual learner.

Standard 4

The instructor knows and understands the importance of teacher-student communication, and applies this knowledge in various ways within the course.

- ❑ The instructor uses a variety of tools for contacting students;
- ❑ The instructor models and facilitates appropriate communication;
- ❑ The instructor sets clear expectations through course policies and well-written assignments with rubrics;
- ❑ The instructor provides timely and useful feedback.

Standard 5

The instructor knows, understands, and facilitates legal, ethical, and safe technology use.

- ❑ The instructor knows and follows guidelines for fair use, copyright, and acceptable use;
- ❑ The content, grading, and feedback comply with FERPA guidelines;
- ❑ The instructor discusses and incorporates Netiquette within the course.

Standard 6

The instructor knows and understands the implications of the Americans with Disabilities Act and section 508 of the Federal Rehabilitation Act, and ensures that course material is accessible.

- ❑ The instructor provides a link to campus services, and/or discusses available services with the course;
- ❑ The instructor includes accessible material, including multi-media;
- ❑ The instructor is aware of accessibility issues with the LMS.

Standard 7

The instructor designs and utilizes a variety of formative and summative assessments to help students achieve the course learning objectives.

- ❑ The instructor includes clear learning outcomes and explains the connection between these outcomes, course content, and assessments;
- ❑ The instructor uses a variety of assessments appropriate to the objectives;
- ❑ The instructor includes formative feedback and/or grading rubrics to help students achieve the learning objectives;
- ❑ The instructor includes opportunities for self-assessment.

Standard 8

The instructor knows and understands methods for collecting data regarding student learning, and uses this data to modify teaching and course content.

- ❑ The instructor uses course tools and tracking data to monitor student participation and performance;
- ❑ The instructor uses feedback from quizzes and assignments to modify content delivery and/or activities.

Standard 9

The instructor participates in ongoing professional development.

- ❑ The instructor attends workshops and/or conferences to stay current in distance education trends, theories, and tools;
- ❑ The instructor belongs to professional organizations or groups to maintain subject-matter expertise.

Standard 10

The instructor is able to arrange media and content that supports student learning, success, and progression through the course.

- ❑ The instructor explains to students how they should proceed through the course;
- ❑ The instructor appropriately and effectively uses tools within the LMS;
- ❑ The instructor can create and modify content within the LMS.