

Distance Education and Technology Committee Agenda

Tuesday, November 10th , 2020
3:00 p.m.- 4:00 p.m., [Zoom Link](#)

Type of Meeting: Regular
Please Review/Bring: Agenda Packet

Perry Jehlicka, Faculty Co-chair
 Greg Bormann, VPAA Designee
 VACANT – ADMIN Council – Dean
 Alex Parisky, ITS Management
 Mike Wilmes, Learning Management Media Specialist (Ex-Officio)
 Ken Sawicki, ITS Alternative Media Specialist
 Greg Krynen, IMC Representative
 Dr. Scott Lee, AP&P
 John Toth, Faculty Union
 Sheri Langaman, Classified Union
 May Sanicolas, Counseling
 Jim Bowen, Career Tech Ed
 Ken Lee, Rhetoric & Literacy
 Dr. Ariel Tumbaga, Arts & Humanities
 Dr. Scott Lee, Library
 Mary Jacobs, Health & Safety Sciences
 Ken Shahla, Math, Science & Engineering
 Kimberly Barker, Social & Behavioral Sciences
 Barry Green, Kinesiology & Athletics
 Dr. Rona Brynin, Senator At-Large
 Dr. Ed Beyer, Senator At-Large
 Oscar Sanchez, ASO Representative

Items	Action
I. Call to Order	
II. Approval of Agenda	
III. Opening Comments from Co-chairs	
IV. Open Comments from the Public	
V. Approval of Minutes	A. October 27th, 2020 DETC Minutes (attachment)
VI. Discussion Items	A. POCR Update – Perry Jehlicka B. AVC Online Update – Perry Jehlicka/Alex Parisky C. Faculty Training – Perry Jehlicka/ Alex Parisky D. Revision of Training Statement for Senate
VII. Action Items	A. Revised Recommended Training to Faculty Senate
VIII. Adjournment	
NEXT MEETING: 11/24/2020	

DETC Recommendation to Faculty Senate for Faculty Training

At Antelope Valley College (AVC), the Distance Education and Technology Committee (DETC) is committed to supporting faculty in the development of quality distance education and online learning environments. Furthermore, the DETC believes that, prior to teaching distance education courses, faculty should possess a strong understanding and the appropriate skill set necessary to develop an effective learning environment that promotes student success.

Although AVC continues to develop and offer an in-house online teacher training course, the DETC recognizes that faculty are able to acquire the necessary skills for designing a quality online learning environment from sources outside the college. As such, the DETC feels that it would be inappropriate to require faculty to attend in-house training prior to demonstrating competency in online course design if they have already participated in training through other sources.

Option 1

To ensure quality distance education at AVC, the DETC recommends the following:

- Faculty who wish to teach distance education be required to demonstrate competency in course design and delivery before teaching online for AVC.
- Faculty are required to demonstrate competency through the successful submission of a course through AVC's local Peer Online Course Review (POCR) process.

Option 2

To ensure quality distance education at AVC, the DETC recommends the following:

- Faculty complete AVC-Developed Distance Education Training
- Faculty demonstrate having successfully completed training through the following programs:
 - CVC/OEI @one training
 - AVC Distance Education Training
 - Distance Education Training that is based in Canvas
- Those faculty that have been trained by distance education training other than these options may choose to have their course reviewed by AVC Local POCR Group for alignment with the recommended rubric at AVC.
- Faculty that have an approved OEI Exchange approved course may bypass training.

At Antelope Valley College (AVC), the Distance Education and Technology Committee (DETC) is committed to supporting faculty in the development of a quality online learning environment that supports student success. Furthermore, the DETC believes that, prior to teaching distance education courses, faculty should possess a pedagogical understanding of online education and an appropriate skill set necessary to develop an effective student-focused learning environment.

AVC's faculty collective bargaining agreement outlines the college's support of distance education and is designed to ensure faculty have access to resources and training necessary to develop quality online courses that will enhance student retention and success.

Article 17, Section 8 of the collective bargaining agreement specifically addresses faculty competency to teach online. Section 8(a)1 states that

(a) Any bargaining unit member who voluntarily elects to teach a distance education course for the first time and every five years thereafter must:

1. Complete either Academic Senate approved training for Distance Education or Academic Senate approved equivalent training prior to teaching a Distance Education course, or prove to the satisfaction of the Academic Senate prior competence in Distance Education teaching from another institution.

The DETC agrees that training, which would demonstrate the knowledge and skills necessary to conform to this section, includes one or more of the following:

- CVC@one training
 - CVC@one offers a rigorous 12-week training program conducted in Canvas that guides teachers in the development of online courses that will align with the Online Education Initiative (OEI) rubric.
- Completion of both AVC Online Teacher Training courses
 - AVC Online Teacher Training Course – Part 1
 - Introduces the basic concepts and pedagogy of online education
 - AVC Online Teacher Training Course – Part 2 (currently being developed)
 - Introduces the skills necessary to design an OEI aligned online course in Canvas
- Comprehensive Distance Education Training approved by the AVC Academic Senate
 - A list of qualifying training should be placed on the Academic Senate Web page.
- Faculty who have an OEI Exchange approved course

Furthermore, Article 17, Section 8(a)4 states that faculty will “Complete institutional training for use of current College Distance Education course management system or equivalent.”

The DETC is in the process of establishing a local Peer Online Course Review (POCR) team (appendix A) and agrees that an online course successfully submitted through the POCR process (appendix B) clearly demonstrates an instructor's competency in the use of Canvas; the current college distance education course management system.

As such, the DETC recommends that faculty process at least one online course through the POCR process where individuals will be trained and supported in the use of Canvas tools for designing, delivering, and managing an online course, and, will subsequently meet the requirement as stated in Section 8(a)4 of the collective bargaining agreement.

Appendix A

Peer Online Course Review

The Peer Online Course Review (POCR) process is a process where a small team evaluates an online course design and provides feedback on how it aligns with a rubric that was established in 2014 by the California Virtual College(CVC)/ Online Education Initiative (OEI). The POCR process is intended to ensure that students “have access to high-quality online courses designed to support student learning and success.” (<https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/>)

Antelope Valley College’s (AVC) Distance Education and Technology Committee (DETC) is in the process of establishing a local POCR team. The POCR team will evaluate online course designs utilizing the AVC Online Course Rubric (Appendix C) and make available the resources to develop quality online courses, and more importantly, provide individual support and training to faculty as needed or desired.

When a course is submitted for review, the POCR team will utilize the AVC Online Course rubric to evaluate how the course aligns with the following four sections of the rubric:

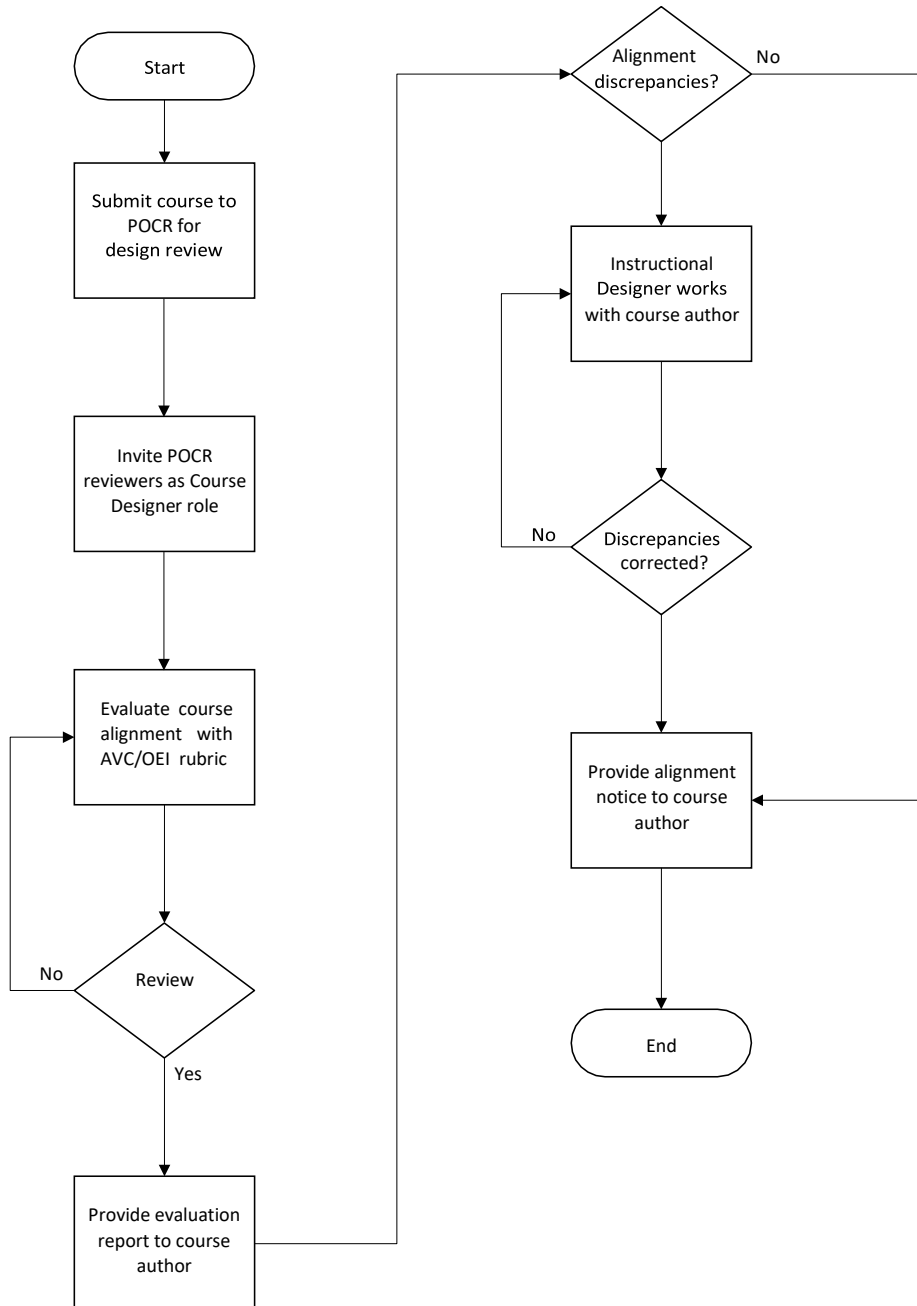
- Section A: Content Presentation
- Section B: Interaction
- Section C: Assessment
- Section D: Accessibility

POCR reviewers, who have been trained through the OEI specifically on how to review courses for alignment, will provide an alignment feedback report to the course author. In the areas where a course may not fully align with the rubric, the course author will be provided individual instructional design support and training on how to bring any deficiencies into alignment. Once all deficiencies are corrected, the course is aligned, and the review process comes to an end.

The design of the POCR process is intended to expedite a course review for faculty who are experienced in the use of Canvas, while providing less experienced faculty with individualized design and skills training.

Appendix B

Peer Online Course Review (POCR) Process



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Appendix C

AVC Online Course Rubric			
Section A – Content Presentation	Good	Fair	Poor
1. Course Learning Outcomes are included and easy to access			
2. Objectives are included for each learning module			
3. Course design includes how-to directions (i.e. navigate the course, contact the professor, submit assignments, etc.)			
4. Course navigation is clear and intuitive			
5. Content is chunked into distinct learning units or modules			
6. Access to course content and resources is clear and streamlined			
7. Course includes a variety of modalities (text, audio, video, graphics)			
8. Institutional policies are included and easy to access			
9. Links to student services are included and easy to access			
Section B – Interaction	Good	Fair	Poor
1. Instructor contact information is included and easily available			
2. Instructor has a method or plan to initiate contact prior to or on the first day of class			
3. Instructor has a method or plan to initiate weekly announcements			
4. Clear guidelines for communication with instructor are included and easily available.			
5. Clear guidelines are provided that explain required levels of student participation			
6. Multiple communication methods are used to ensure regular and effective contact			
7. Students have a method to initiate interaction directly with the instructor			
8. Students have a method to initiate interaction directly with other students			
9. Course technology support links are included and easily accessed			
Section C – Assessment	Good	Fair	Poor
1. Assessments appear appropriate to the course content			
2. Multiple assessments are administered throughout the course			
3. Assessments contain clear instructions on how to complete the assessment			
4. Students have opportunities for self-assessment			
Section D – Accessibility	Good	Fair	Poor
1. Content pages and files consistently use heading styles			
2. Lists are created using the bullet or numbered list tool			
3. Underlines are used only to indicate active links			
4. Tables contain header cells and allow screen readers to read in correct order			
5. There is sufficient color contrast between the foreground and background			
6. Images contain alt text that is less than 120 characters			
7. Presentation slides each have a unique title			
8. Presentation graphics have alt text			
9. Videos are accurately closed captioned			
10. Live broadcasts provide means for displaying closed captions			
11. Multi-Media is not set to auto-play			
12. PDFs pass the Adobe Accessibility Check with no substantial errors			
13. Multimedia does not blink or strobe			



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ABSENT Ken Sawicki, ITS Alternative Media Specialist *ABSENT*
Greg Krynen, IMC Representative (P)
Dr. Scott Lee, AP&P *ABSENT*
John Toth, Faculty Union (P)
Sheri Langaman, Classified Union (P)
May Sanicolas, Counseling (P)
Jim Bowen, Career Tech Ed (P)
Ken Lee, Rhetoric & Literacy (P)
Dr. Ariel Tumbaga, Arts & Humanities (P)
Dr. Scott Lee, Library *ABSENT*
Mary Jacobs, Health & Safety Sciences (P)
Ken Shahla, Math, Science & Engineering *ABSENT*
Kimberly Barker, Social & Behavioral Sciences (P)
Barry Green, Kinesiology & Athletics (P)
Dr. Rona Brynin, Senator At-Large (P)
Dr. Ed Beyer, Senator At-Large (P)
Oscar Sanchez, ASO Representative (P)



Items	Action
I. Call to Order	3:04 pm
II. Approval of Agenda	Approved - unanimous
III. Opening Comments from Co-chairs	Perry - The CDC is updating the things offered to faculty, resources, updated class lists of the @one training. When he gets it, he'll send it to everyone. He will hopefully receive it this week. Scheduled to meet on 11/24, week of Thanksgiving. Do all members want to meet? He will ask again at the end of the meeting. Dean Bormann suggested we wait to see what the Senate says before we decide to meet again before Thanksgiving.
IV. Open Comments from the Public	None.
V. Approval of Minutes	A. October 27th, 2020 DETC Minutes (attachment) - approved, 2 abstentions
VI. Discussion Items	<p>A. POCR Update – Perry Jehlicka: getting ready for the next meeting, asking for agenda items. Not all of our POCR group members are on the mailing list, Perry will send info to them. To answer questions about POCR. Our POCR group needs to schedule another meeting to build a plan and reach out to faculty willing to have their classes reviewed. We should have 4-5 classes submitted for this first run, but we only need 3. Does Friday afternoon still work for everyone to meet? 3:15 pm.</p> <p>B. AVC Online Update – Perry Jehlicka/Alex Parisky: Dr. Beyer and Perry are working on a shell and build it into the Google doc for the web designer to use. This will be up as soon as possible, as it could potentially help our faculty and students a great deal.</p> <p>C. Faculty Training – Perry Jehlicka/ Alex Parisky: It's all going good for now, they've been getting good sized groups.</p> <p>D. Revision of Training Statement for Senate: The Senate wants more detail and a combo of option 1 & 2 for faculty. They would like it back for their next meeting and discuss it further. Re-wording the requirements was discussed.</p>



The Senate is leaning on the DETC for recommendations, all inquiries should come through DETC.

Would any training be accepted, even if it's not Canvas based? May need to be specific on which trainings will be accepted, if outside of AVC. Would Blackboard training be accepted? It shouldn't be, as it no longer applies to what AVC does. Kim - could we go online and find a list of 5-6 options that we would accept that faculty could choose from to give them the feeling of options? Dr. Beyer - I don't think it should be our responsibility to find the trainings for them. We should have the faculty come to us and ask if XX training will work. Then DETC can go look it up and decide how to recommend to the Senate.

Perry - Van Rider had thought maybe DETC could come up with a form to give to faculty so they can tell if XX training will be accepted? That's something we could give them later on in the process. Canvas is very different from other platforms, so it should be Canvas specific. Kim - maybe list suggested online training options for faculty on their website? Perry - the easiest place for them to go, if working at AVC, is the AVC training. Ken Lee - Are we looking for some kind of equivalency? Perry - We want to give faculty options, if they don't want to do @one or AVC's training. Greg Krynen - if you're proficient in Blackboard, Canvas should be easy to figure out and understand. Perry - as far as an instructor building a course, it's very different. Dr. Tumbaga - Are we contractually obligated to use Canvas? Perry - Yes. As long as they are good at teaching online, why should where they got training matter?

Wording and redundancies were discussed in the Training statement. Keeping it aligned with the contract wording is very important, but we don't want any loopholes and we want it to be very clear. This can't be seen as a requirement, but should be strongly recommended. Lots of people should be excited about this and should want to improve. We've had lots of excitement and interest so far. Idea that "for those that want to go further, take your course to the POCR group."

Next section talks about POCR reviewers and explains their training and qualifications. Dr. Beyer - the POCR team is not in a position to approve. Only to provide feedback and recommendations to changes of the course design.



	The flowchart and rubric was also discussed. These were approved a few years ago. No further discussion is needed.
VII. Action Items	A. Revised Recommended Training to Faculty Senate: approved, unanimous.
VIII. Adjournment	<u>4:19 pm</u>
NEXT MEETING: 11/24/2020	