Distance Learning Committee
2018-19

PURPOSE: The purpose of the Distance Learning Committee is to discuss, review, and evaluate distance learning modes of instruction, and recommend and promote best practices and new opportunities for distance learning and teaching.

FUNCTION: The Committee's functions are to:
- evaluate and recommend approval of Distance Learning Course Amendment Forms
- recommend policy changes pertaining to distance learning
- evaluate and promote a variety of effective practices and standards for distance learning
- provide a forum for sharing and collaboration among distance learning faculty by sponsoring informational meetings, discussions, and workshops pertaining to distance learning
- facilitate the implementation and update to the Distance Learning Master Plan
- coordinate with campus committees and other constituencies with regards to distance learning

X	Ron Bean	X	Meghan Chen, co-chair	X	Stacie Nakamatsu	X	Michael Dowdle	X	Edwin Estes
X	Richard Patterson	X	Sandra Weatherilt	X	Hong Guo		Jeanne-Marie Velickovic	X	Carol Impara, , co-chair
	Michelle Newhart	X	Matthew Dawood	X	Catherine McKee	X	Student Reps: Jazmine Heredia, Niko Ibarra		

Guest: Romelia Salinas

MINUTES – November 27, 2018

AGENDA ITEM	DISCUSSION/COMMENTS
ReadSpeaker Demo – Eric Turner and Rick Nguyen	Eric Turner demonstrated ReadSpeaker, a text-to-speech application currently used in the portal and under consideration for use in Canvas. ReadSpeaker can be activated on a course by course basis, but not for specific assignments or weeks. The verbalized text can be downloaded to an mp3 so students can listen on their devices. A concern was raised about the possibility of quiz questions being downloaded and shared. It was pointed out that students can take screen shots of quizzes as well. Eric showed us two ways ReadSpeaker can be activated in a Canvas course. 1. For content pages in the course itself. Activation and use is easy for students and faculty. 2. For attachments such as Word docs, PDFs, or PPTs that are typically downloaded. Activation is more complex for students and faculty and requires creation of a vendor-monitored "library" that faculty and students would upload or download their documents into. Eric will create courses in the test server for volunteers of the DLC to test. 1. *Carol will send Eric email addresses of DLC volunteers so he can add them to the test server.* 2. *The DLC will consider if they recommend the default setting for ReadSpeaker be On or Off. (Faculty can always request that IT change their default settings.)* These items will be discussed at the next DLC meeting on December 11. IIIC

Approval of DLC minutes: 11/13/18 meeting – assign themes	Approved
Educational Design Committee (EDC) /Curriculum and Instruction Council (C&I) (Carol)	DL Oct 9 minutes accepted at 11/13 C&I meeting.
Information Technology Advisory Committee (ITAC) Report (Rich)	No meeting
Faculty Learning Activities Committee (FLAC) Report (Catherine)	No meeting. Next meeting 11/30
Faculty Center for Learning Technology (FCLT) Report (Michelle)	No report
Student Report (Jazmine Heredia, Niko Ibarra)	No report
DL Amendment Forms	
READ 90 (4 year review)	Approved <mark>IIA</mark>
Discussion	
Revised DL Amendment form	**Final review**. The committee approved Table 1 with some word changes, additional example of library resources, and alphabetizing the LAB and FT sections. ***Carol will forward Table 1 to Pedro Suarez for use in the new version of WebCMS.*** <mark>IIIC</mark>
Academic Senate Update	REC Task Force to be voted on November 29. See below.
CVC-OEI Topics	A. **Accessibility checklist** – this was provided at the last meeting. DLC recommends sharing via DL Listserv. B. **CVC-OEI Consortium meeting (November 9, 2018)** 1) Report on Can Innovate Over 5800 registrations; session attendance: Over 3200 1099 unduplicated attendees 90% online; 10% attended thru regional hubs and on campus viewing rooms 107 colleges represented 42% FT, 34% PT faculty, 12% classified, 1% students, admin Keynote from student most visited -340 people in that session Captioned archives available through website 2) New OEI Rubric – DLC looked at this last meeting <mark>IIIC</mark> C. **CCC Training Requirements for DE Faculty** – the DLC examined a spreadsheet from the statewide DE Coordinators website showing the various training requirements for online CCC faculty across the state. Of about 50 respondents, 2 require compliance with the OEI rubric and about 15 require

	an @ONE course or have implemented @ONE training in their schools. 8 have no campus-mandated training yet. The rest, including Mt. SAC, have campus-designed training. It was noted that there is probably self-selection bias in the respondents.
	➢ The DLC discussed the recently-passed ASCCC resolution "encouraging" the adoption of the OEI rubric. It was noted that the OEI rubric was not yet well disseminated and that adoption would considerably slow online certification due to its complexity and length. At this point, the DLC recommends keeping SPOT as Mt. SAC's online certification program.
	➢ The DLC also discussed @ONE's training programs at other colleges. @ONE does not keep track of which colleges have adopted its training, nor does it monitor how the training is implemented. While we accept "badges" from @ONE directly, the DLC did not approve wholesale acceptance of other colleges' training even if that training had @ONE titles. Currently the number of faculty applying for SPOT certification with other college training is small. The Assistant DL Coordinator will determine equivalent SPOT-level certification on a case by case basis.
	D. **OEI Augmentation Funding** – handouts & discussion The OEI handout describes a funding opportunity to promote online industry-valued credentials or continued education. See pertinent quotes below. The DLC noted the inclusion of *deploying the OEI Peer Online Course Review process locally* as a "Chancellor's Office priority." Reviewing a course for inclusion in the OEI requires a vast time commitment (see DE coordinator discussion). The process requires 3-4 faculty per course. Reviewers must by POCR (Peer Online Course Review) certified by @ONE, which is not currently offering new POCR training. If POCR training recommences, it seems important to offer stipends to faculty participating in the review process. Another DE coordinator mentioned that they were using Guided Pathways money to provide stipends for reviewers. The DL Coordinators will keep in touch with @ONE to determine if there will be further POCR training. If this starts again, the DLC can discuss next steps. The DLC also discussed the importance of on-boarding students. The new student hub may be very helpful for this.
SPOT Review	This semester, 42 faculty enrolled in SPOT. Of those, 12 were from HSS, 9 from Tech and Health, 7 from Business, 6 from Natural Sciences, 3 each from Arts and Student Services, and one each from Kinesiology and Library. Three faculty have completed SPOT, and 8 are currently being revised. Two were certified via @ONE. SPOT is closing for the semester at the end of the week and the level of submissions has increased.
Accreditation Themes	Tabled due to lack of time
Announcements:	

DLC Accreditation Themes:
- <mark>IIA. Instructional Programs</mark> – Uses delivery modes, including DL, in support of equity
- <mark>IIIC. Technology Resources</mark> – Provides support in the use of technology

Agenda -
Nov 29, 2018 - Mt. SAC Academic Senate Meeting
      Category - 2. Consent Agenda
      Subject - B. Distance Learning Regular & Effective Task Force Appointments (2019-2020)
      Type - Action (Consent)

The following individuals have been appointed by the President of the Senate, consistent with the Senate Constitution, to this task force.

The charge of the task force is to review relevant federal and state laws and regulations as well as accreditation standards on regular and effective contact, or its substantial equivalent, for distance learning courses taught at Mt. SAC. The task force should provide recommendations on how regular and effective contact should be defined on the campus and provide recommendations on any required changes to existing Board Policies and Administrative Procedures (specifically AP 4105) so as to memorialize that definition and recommendations.

Task Force Chair: Carol Impara, DL Coordinator

Task Force Members:

- Catherine McKee, Assistant DL Coordinator
- Terri Beam, Chemistry
- Hong Guo, Library
- Mike Dowdle, Psychology
- Ed Estes, Real Estate
- Dionne Loera-Ramirez, English
- Hansel Alvarez, English
- Jason McFaul, English

Augmentation Funding for Online Education Fact Sheet
- "Grants will be made directly to either colleges or districts.
- "Grant money can go toward the development of online curriculum itself or toward shared services that support the effort to expand online programming.
- Key paragraph: "Grant-funded activities should align with Chancellor's Office priorities such as: Supporting guided pathways online; re-envisioning student on-boarding into online programs, including development of processes that can be replicated across districts to recognize credit for prior learning…; clear linkage of coursework or learning activities to industry credentials and employment; deploying the OEI Peer Online Course Review process locally; focus on developing processes or solutions that can be replicated in the future by other districts; planning for sustainability of activities once the grant funds have been exhausted; and sharing information or content developed through the Vision Resource Center.