



Distance Learning Committee

2021-22

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 and processes pertaining to distance learning
- evaluate and promote a variety of effective practices and standards for distance learning that foster student equity and success
- support sharing and collaboration among distance learning faculty by working with the Faculty Center for Learning Technology, Information Technology, Faculty Professional Development Council, and the Faculty Learning Activities Committee
- facilitate the development of an ongoing Distance Learning Plan
- coordinate with campus committees and other constituencies with regards to distance learning
- support accreditation processes

x	Matthew Dawood	x	Michael Dowdle	x	Luis Echeverria-Newberry	x	L.E. Foisia	x	Hong Guo
x	Mike Hood	x	Carol Impara, co-chair		Tammy Knott-Silva	x	Catherine McKee	x	Stacie Nakamatsu
x	Michelle Newhart	x	Romelia Salinas, co-chair	x	Eric Turner	x	Sandra Weatherilt		Student Rep: Carlos Romero

Guests: Katie Datko, Kelly Rivera

MINUTES – May 10, 2022

AGENDA ITEM	DISCUSSION/COMMENTS
Approval of DLC minutes: assign themes April 26, 2022	Approved
Reports:	
Educational Design Committee (EDC) /Curriculum and Instruction Council (C&I) (Carol)	DLC minutes of March 22 accepted.
Information Technology Advisory Committee (ITAC) Report	No ITAC meeting
Faculty Learning Activities Committee (FLAC) Report (Catherine)	Began to schedule yearly POD (NFS, ACUE, etc.) trainings in Calendar.
Faculty Center for Learning Technology (FCLT) Report (Michelle)	Online Teaching Conference is open for registration. June 29-July 1, in-person in Long Beach, can apply for POD funding/scholarship options (see website). FCLT Services & Planning Survey open till end of week (May 13). Already 234 respondents! Help us provide workshops & resources you need: respond if you haven't, remind colleagues!

	<p>SPOT RECERT Marathon this Friday May 13. Complete recertification in one day (remember due once per 4 years); open to all! Online in Zoom.</p> <ul style="list-style-type: none"> • Regs Update 10am • Elntegrity 11:15am • 5 Tools to be Accessibility Champ 12:30pm • Humanizing Intro 1:45pm <p>(Reminder: self-paced options to meet recert are listed under Featured Trainings in POD Calendar home page)</p>
Student Report	<p>Mountie Mentor 2022 Open to Mt. SAC students, staff, faculty, and administrators. The event will feature a keynote speaker, concurrent workshop sessions for you to choose from, and a closing performance. May 13th – 8:00 am – 1:00 pm – Bldg. 13</p> <p>Meditation Under the Stars Every Tuesday & Wednesday from 3:00 – 3:45 pm in the planetarium.</p> <p>Transfer Achievement Celebration Thursday, June 9, 2022 6:00pm Hilmer Lodge Stadium Sign up by May 15th</p>
DL Amendment Forms	
AMLA 87 ANIM 151 ESL LANG1 ESL LANG2 FIRE 8 MUS 101 VOC ASC01 VOC ASC14 VOC ASC16 VOC ASC51 VOC ASC96	Approved with edits Approved with edits, does not have lab parity, remove final lab exam Approved Approved Approved Approved with corrections, add hours – contact faculty Approved with title correction Approved Approved with topic edit Approved Approved <p><i>These courses were updated and sent to EDC on May 11.</i></p>
Discussion	
Annual Report to Academic Senate	Please see report in OneDrive.
AP 4105	<p>An updated working draft of AP 4105 is in OneDrive. This meeting will continue review of AP 4105.</p> <ul style="list-style-type: none"> • Please note new authentication language, is this okay? • We left off at Regular Substantive Interaction, and will review the last sections. <p><i>The DLC finalized review of the AP and it was sent to C&I. There was substantial discussion of RSI examples and the committee brainstormed language to include for the equity portion.</i></p>
RSI Rubric and Process	Senate Exec has tasked us with revising the REC Rubric and suggesting a process to audit regular substantive interaction in online courses. A workgroup was formed and met twice since the last meeting.

	<ul style="list-style-type: none"> At the first meeting, it was agreed to keep the professor-student and student-student tables, keep the general set up of the form, and revise the language in the instructions. At the second meeting, we finalized the rubric. We discussed the fact that this was a negotiated process and therefore limited our process recommendation to a few bullet points. SPOT recertification seemed like the best entry point. <p><i>This topic was tabled due to lack of time.</i></p>
POCR Team	<p>The POCR Team is pleased to announce we have certified our tenth faculty course as Quality Reviewed under the SEAP Grant. Mt. SAC has a total of 22 Quality Reviewed courses that are aligned to the CVC Course Design Rubric. See screenshot below for complete list of QR Faculty.</p> <p>How can we market Course Alignment and the POCR Process better to the campus?</p> <p><i>This topic was tabled due to lack of time.</i></p>

Spring 2022 semester dates – 8 meetings – as needed (finals week, summer are possible)

DLC Meetings - 2nd and 4th Tuesdays at 1:15 – 2:45 PM online via Zoom

DLC website: <https://www.mtsac.edu/dlc/>

DLC listserv: dlc@mtsac.edu

DLC Accreditation Themes:

- IB9. Assuring Academic Quality and Institutional Effectiveness Academic Quality** – Engages in continuous, broad based, systematic evaluation and planning
- IIA. Instructional Programs** – Uses delivery modes, including DL, in support of equity
- IIB. Library and Learning Support Services** – Provides library and other learning support services to support educational programs, including DL
- IIIC. Student Support Services** – Evaluates and demonstrates that student support services support student learning in various modes, including DL
- IIIC. Technology Resources** – Provides support in the use of technology
- IIIA14. Human Resources** – Provides all personnel with appropriate opportunities for continued professional development.

















Mt. San Antonio College Faculty Records								
Instructor First Name	Instructor Last Name	C-ID	College Course Name	Institution Course ID	Secondary Institution Course ID	Current Status	Date Aligned	Local Peer Review
Total								Count 22
Hong	Guo	Non-CID	Introduction to Library Research	LIBR 1A		Aligned	04/13/22	
Catherine	McKee	Non-CID	Introduction to Paralegal	PLGL 30		Aligned	04/07/22	
Mariasol	Diaz-Gomez	Non-CID	Introduction to Hospitality	HRM 51		Aligned	03/30/22	
Allison	Holmes	Non-CID	Introduction to the Visual Arts and Art History	AHIS 1		Aligned	03/18/22	
Ryan	Hunt	Non-CID	History of the United States	HIST 1		Aligned	02/17/22	
Todd	Menzing	Non-CID	History of the United States	HIST 1		Aligned	02/17/22	
Kirk	Smith	Non-CID	Introduction to Homeland Security	ADJU 9		Aligned	12/06/21	
Jessica	Moss	SOCI 130	Marriage and the Family	SOC 14		Aligned	11/08/21	
Dafna	Golden	GEOG 110	Elements of Physical Geography	GEOG 1		Aligned	10/26/21	
Monica	Eastridge	ARTH 120	History of Western Art: Renaissance Through Modern	AHIS 5		Aligned	09/15/21	
Louis	Vayo	ECON 201	Principles of Economics - Microeconomics	BUSC 1B		Aligned	08/15/21	
Susan	Chavez	Non-CID	Introduction to Hospitality	HRM 51		Aligned	03/30/21	
Abby	Wood	Non-CID	Advanced Business Law	BUSL 19		Aligned	03/30/21	
Shiloh	Blacksher	PSY 150	Biological Psychology	PSYC 1B		Aligned	11/02/20	
Darius	Bone	AJ 140	Principles of Investigation	ADJU 20		Aligned	11/02/20	
Catherine	McKee	BUS 125	Business Law	BUSL 18		Aligned	11/02/20	
Carol	Impara	NUTR 110	Essentials of Nutrition	NF 25		Aligned	08/19/19	
Jaishri	Mehta	Non-CID	Microcomputer Applications	CISB15		Aligned	09/12/18	
Elizabeth	Lobb	GEOG 110	Elements of Physical Geography	GEOG 1		Aligned	11/13/17	
Elizabeth	Lobb	GEOG 120	Human Geography/Geography	GEOG 2		Aligned	08/28/17	
Michael	Dowdle	PSY 110	Introduction to Psychology	PSYC 1A		Aligned	08/17/17	
Paul	Jefferson	AJ 110	Introduction to Administration of Justice	ADJU-1		Aligned	08/17/17	

Figure 1. Quality Reviewed courses as of April 21, 2022.



Agenda Item Details

Meeting Sep 15, 2022 - Mt. SAC Academic Senate Meeting

Category 4. Action Items

Subject B. AP 4105 Distance Learning

Type

From C&I. Contact [Kristina Allende](#) or [Malcolm Rickard](#) with questions.

Approved with amendments by Exec 06.09.2022. Exec deleted a single sentence shown in red on page 4 of the amended document.



[AP_4105_draft 5.24.22_amended06.09.22.pdf \(141 KB\)](#)



[AP_4105_draft 5.24.22.pdf \(141 KB\)](#)

AP 4105 Distance Learning

References:

Title 5 Sections 53200, 55005, 55200, 55202, 55204, 55206, 55370 et seq.; Distance Education Guidelines, 2011 Omnibus Version (CCCCO); Code of Federal Regulations, Title 34, Education Sections 600, 602 and 668; Americans with Disabilities Act and Section 508 of the Rehabilitation Act, and the Higher Education Opportunity Act (HEOA) of 2008.

Definition

~~A distance learning (DL) course is a course that has regularly scheduled replacement of seat time and is published accordingly in the Mt. San Antonio College (Mt. SAC) Schedule. Distance learning is hereby defined as instruction in which the professor and student are separated by distance and interact through the assistance of communication technology. Distance learning courses include online courses and hybrid courses. For local purposes, the following terms are used: online, hybrid, and traditional courses. Online courses have no required on-campus meetings. Hybrid courses require at least one on- or off-campus event attendance. Traditional courses have no seat time replaced with online tasks.~~

“Distance education” means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. Distance education, also known as distance learning here at Mt. SAC, uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

At Mt. San Antonio College, a distance learning (DL) course is a course that has regularly scheduled replacement of seat time and is published accordingly in the Mt. SAC Schedule.

For local purposes, the following terms are defined as follows:

- In-person courses: A course with no seat time replaced with online instruction.
- Online: A course in which 100% of instruction takes place online with no mandatory face-to-face meetings or campus visits. Online courses can meet synchronously or asynchronously.
- Hybrid: A course that provides instruction both online and face-to-face with at least one mandatory in-person meeting. Mandatory meetings are regularly scheduled, and students are informed of mandatory meetings in the schedule of classes.
- Synchronous instruction: An online course in which instruction takes place in real-time, online meetings during regularly scheduled times.
- Asynchronous instruction: An online course in which no set class meeting times are required.

Course Approval

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes. Distance learning

~~courses shall contain the same content, rigor, and course quality as traditional courses and must meet all state and federal requirements. Each proposed or existing course offered through distance learning shall be reviewed and approved separately by the Distance Learning Committee (DLC). Separate approval is mandatory, according to Title 5, Sections 55378 and 55206, if any portion of the instruction in a course or a course section is designed to be replaced through distance learning.~~

~~Review Process for Course Approval~~

~~All distance learning courses approved under this procedure will continue to be in effect unless there are changes to the traditional Course Outline of Record (COR).~~

The review and approval of new and existing distance learning courses shall follow Mt. SAC's curriculum approval procedures including the completion and approval of an addendum to the Course Outline of Record (COR) called the Distance Learning Course Amendment Form. ~~The Distance Learning Course Amendment Form addendum must address the following:~~

- ~~• How course outcomes will be achieved in a distance education mode;~~
- ~~• How the portion of instruction delivered via distance education provides regular substantive interaction between instructors and students, and among students when applicable; and~~
- ~~• How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.~~

~~Departments shall review DL courses when traditional courses are modified or submitted for four-year COR review and submit a DL Course Amendment Form to the DLC. A DL Course Amendment Form must be submitted when changes are made to the traditional COR in the following areas: course ID, course title, units and hours, topical outlines, and methods of delivery.~~

Departments may designate a course Fully Online by Mutual Agreement (FOMA) on the DL Amendment Form, in which case the course is to be offered online only in the event of an emergency. FOMA courses cannot be offered during regular, non-emergency situations.

~~Review Process for Program Approval~~

Distance Learning Faculty Certification

Faculty must be certified to teach distance learning courses by satisfactorily completing the Skills and Pedagogy for Online Teaching (SPOT) process or equivalent as approved by Academic Senate and established by the College, prior to being scheduled to teach a distance learning course. SPOT or the equivalent certification is designed to help faculty create DL courses that demonstrate best practices for course design and equity, and meet state and federal regulations for accessibility and regular substantive interaction.

Scheduling of Distance Learning Courses

Distance learning courses shall be listed in the Mt. SAC Schedule of Classes in the same manner as in-person traditional courses. ~~., with any required on-campus meetings and other required components prominently displayed to students. Once scheduled, faculty should have access to course development areas in the learning management system as soon as the next term schedule is finalized to allow for faculty preparation of the online course materials. Faculty will only be scheduled to teach a DL course after successful completion of SPOT. If the course is offered in a distance education format, the Schedule of Classes must include the following information:~~

- 1) All online and in-person synchronous meeting days/dates and times
- 2) Any required asynchronous in-person activities
- 3) Any required technology platforms, devices and applications
- 4) Any test or assessment proctoring requirements.

Authentication of Students in Distance Learning Courses

Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. Accepted practices for authentication include user ID and password authentication to access the student portal or Learning Management System (LMS), or by use of Mt. SAC e-mail address. Any Online courses activity that results in a grade in a DL course will be conducted through the Mt. SAC server-authenticated methods Learning Management System (LMS. Publisher materials may also be included used as long as the publisher materials require a unique login and are accessed through the Mt. SAC LMS authenticated methods and meet federal and state guidelines for accessibility and regular substantive interaction.

Privacy of Students in Distance Learning Courses

Students have a right to privacy in online classes.

- Synchronous classes will not require that students keep their cameras on, with exceptions including: presentations with audio, video, and/or skills demonstration requirements; course safety needs; certification or accreditation requirements; and proctored exams. Disciplines with essential audio and visual requirements will give adequate notice to students (in the syllabus and/or orientation) and clearly identify situations in which video will be required. Use of proctoring software requires disclosure in the Schedule of Classes.
- Students should give permission to be recorded. Recordings should be set using Speaker View and recordings should be uploaded to the LMS course shell, never the web. Recording links should not be emailed.

Enrollment and Attendance in Distance Learning Courses

Students will register and enroll in distance learning courses in the same manner as in-person traditional courses, but attendance will be determined through contact with professors in the first week of the term.

Faculty will drop, as a No-Show, any student who has not actively participated in the course or has not completed the faculty-determined check-in activity. Faculty members have discretion to establish any date between the official start of the term and the third day of the term. The No-Show date and check-in activity must be explicitly defined by each faculty member in the syllabus and within the LMS, preferably as part of an orientation module and/or pre-semester announcement. Examples of participation and check-in activities include posting in discussion forums, completing a syllabus quiz, updating a profile, or any other meaningful activity that requires the students to engage. Simply logging into the LMS will not count as academic engagement.

~~Professors determine the method and timing of the first contact with students to verify enrollment rosters in each course.~~

~~Additionally, Professors will drop students from DL courses for lack of active participation for a period equal to 20% of the length of the course duration. Active participation may include e-mailing the professor, writing in discussion forums, submitting assignments, taking quizzes and/or exams, or other interactive class activities. Logging into the learning management system does not constitute active participation. The “Last Day of Attendance” counted in the online classroom is the last day of class participation (active engagement) by the student.~~

Active engagement is defined as:

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial or webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution; or
- Interacting with an instructor about academic matters; and

Active engagement is not:

- Living in institutional housing;
- Participating in the institution's meal plan;
- Logging into an online class or tutorial without any further participation; or
- Participating in academic counseling or advisement.

~~Regular and Effective Contact~~ Substantive Interaction in Distance Learning Courses

~~Title 5 Sections 55204 and 53200 require “regular and effective contact” between the professor and student in all distance learning courses. Interaction in the distance~~

student-interface. Each course or portion of a course that is delivered through distance learning will include regular and effective contact between professor and students. Regular and effective contact is validated through both the choice of delivery methods and the frequency of using the delivery methods. All distance learning professors at Mt. SAC will implement a variety of frequent and timely interactions to establish communication with and among students, deliver information to students, and provide regular and effective contact. The following best practices are suggestions for achieving these interactions:

1. Best practices for Establishing Regular and Effective, Professor Initiated Communication:

- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the professor. Establish guidelines for frequency of contact that are the same as in the face-to-face course. The number of professor contact hours per week that would be available to students in the traditional course will also be available, in asynchronous and/or synchronous mode, to distance education students.
- Declare response time for student questions and assignment feedback (e.g., 24-48 hours).
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus.
- Clarify important dates, such as the assignment and assessment deadlines, not only in the beginning but also throughout the course.

2. Best Practices for Ensuring Ongoing Regular and Effective Contact:

- Assign and monitor daily or weekly assignments and projects that will promote collaboration among students.
- Pose questions in the discussion boards which encourage critical thinking skills and promote interaction among all course participants.
- Participate regularly in discussion activities with students and ensure that discussions remain on topic.
- Monitor student engagement to ensure that students participate with depth.
 - Include means for varied types of interaction in the course design.
- Maintain an active presence in the discussion boards, chat rooms, and other interactive forums.
- Give frequent and substantive feedback throughout the course.

3. Methods of Establishing Regular and Effective Contact:

- Course announcements (e.g., videos, weekly summary, weekly review, textbook readings)
- Personalized feedback on assignments

- ~~Interactive discussion boards (e.g., question and answer forums)~~
- ~~Videoconferencing (e.g., Skype, CCC Confer)~~
- ~~Collaborative projects (e.g., group blogs, group discussions, wikis)~~
- ~~Professor-created lessons and documents~~
- ~~Professor-created modules or lectures (e.g., recordings, streaming videos, slides with audio narration, podcasts, webinars, screencasts)~~
- ~~Emails, private messaging, and chat sessions~~

Any portion of a course conducted through distance education must include regular substantive interaction between the instructor(s) and students, (and among students if described in the distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. An instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency:

- 1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- 2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.
- 3) The instructor will notify students if the instructor will be out of contact beyond what is described in the syllabus and/or course documents. This notification will include when students can expect regular substantive interaction to resume.

Substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion. Professor-student interaction employs a variety of contact methods on a predictable and scheduled basis and includes at least two of the following.

- 1) Providing direct instruction (examples include but are not limited to holding synchronous class meetings, providing instructor-created recordings, or creating introductions to educational resources);
- 2) Assessing or providing substantive feedback on a student's coursework (examples include but are not limited to individualized comments and embedded rubrics);
- 3) Providing information or responding to questions about the content of a course or competency (examples include but are not limited to regular

- announcements, Q&A forums, and responding to student communications in a timely manner);
- 4) Facilitating a group discussion regarding the content of a course or competency (examples include but are not limited to a threaded discussion forum or video break-out room); or,
 - 5) Other instructional activities approved by the ACCJC.

Students should be given the opportunity to interact with other students at least the same as an in-person counterpart. Student-to-student opportunities include but are not limited to threaded discussion forums and other asynchronous interaction tools; group projects and presentations; peer reviews; collaborative documents and other tools for knowledge-building and sharing; and synchronous online interactions.

Accessibility in Distance Learning Courses

Each course that is delivered through distance learning must comply with ADA federal accessibility requirements and state and local policies. All course content delivered via distance learning must be accessible to all persons including those with disabilities regardless of ability. Accessibility principles apply based on the format of the content and apply to all content without specific requests for accommodations. All activities and instructional media course content that is electronically distributed shall be accessible, including but not limited to content provided in the LMS, through announcements, email, and in documents attached or embedded in these locations. Content that requires accessibility review include:

- Accurately captioned Media including video and audio;
- Transcribed audio files Text including headings and links;
- Non-text Objects (including images, tables, and charts) that have alternative text;
- Use of color Design elements including color contrast and spacing;
- Readable course materials using effective font, color contrast, and spacing. Color is not the only method used to convey meaning-
- Meaningful hyperlink text-
- Documents that are created in such a way that screen reading software is able to "read" them (i.e. styles are used; column header rows in tables are specified)-
- Navigation elements;
- Accessible Synchronous communication;
- Prescribed accommodations that are followed for other graded course activities.

Mt. San Antonio College provides tools and services to support the accessibility of course materials. By proposing a distance education course, the faculty author and department chair agree that the course will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 section 55205).

Equity in Distance Learning Courses

Mt. SAC acknowledges equity gaps for some disproportionately impacted student populations have historically been larger for DL course sections compared to in-person classes. The college takes institutional responsibility for closing equity gaps and committing resources to supply equity-minded provision of online technologies, academic support, student services and orientations, professional development and training, and updated data to inform decision-making.

Consistent with the college mission, online courses should provide an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals.

Support for Distance Learning Students

To ensure support for DL students comparable to traditional students attending in-person classes, services should be available in an online mode. Services include, but are not limited to, counseling, library resources and library reference services, tutoring, textbook purchase or rental, fee payment, the College's IT help desk, LMS help, and support for basic needs. Faculty shall include links to Mt. SAC student and technology resources in each online class as part of the syllabus, orientation module, and/or announcement.

Support for Distance Learning Faculty

Mt. SAC will support Distance Learning faculty needs for quality and equitable online teaching practices, including but not limited to, instructional design; accessibility review and update; campus-purchased tools and equipment; professional development.

Evaluation of Distance Learning Faculty

Student evaluations and classroom visitation evaluations of distance learning faculty shall be conducted per the Faculty Agreement. ~~Prior to conducting a distance learning classroom visitation, evaluators should review that course's Distance Learning Course Amendment Form and Course Outline of Record (COR). This ensures that the faculty member is teaching to the COR and is utilizing the methods of delivery approved and listed in the Distance Learning Course Amendment Form, although not all methods need to be utilized..~~ Evaluators ~~should~~ **shall** be SPOT certified or the equivalent.

Revised: May 2008

Revised: April 2012

Reviewed: May 14, 2013

Reviewed: December 6, 2014

Reviewed: June 9, 2015

Revised: September 28, 2016

Revised: May 2022