MEETING OF THE DISTANCE EDUCATION & ACADEMIC TECHNOLOGY COMMITTEE
— MINUTES —
Thursday, November 9, 2017

Approved

PRESENT: Robert Chamberlain, Jim Eighmey, Marlene Forney, Sherry Goldsmith,
Ashlee Lain, Liz Mendoza Linda Morrow, Lillian Payn, Krystal Rypien,
Ed Sprague

CALL TO ORDER: The November 9, 2017 meeting was called to order by the Chair Lillian Payn at
2:35 p.m. in Room LL 104.

MINUTES: The October 26 minutes were approved as read.

ACTION ITEMS:

1. We planned a Canvas Moving Party, to have an open house, simple refreshments, a festive
   atmosphere.
   When: Wednesday, December 6 from 9 - 11 am & Thursday, December 7 from noon to 2 pm
   Where: LL 109
   Attendees will get a "Quick Start Guide" and Light Refreshments.
   Faculty can attend either or both sessions, drop in to ask a question, or have a short consult
   with our staff. Time to work on your Canvas class while staff is on standby to help as needed.
   (Invitation attached.)

2. We discussed the Distance Ed Course Evaluation. The members considered that the
   Worksheet in the TERB forms section online was sufficient, even though the checklist was not
   turned in as part of the Report.

3. Most of our time was spent on revising AP4105, which was requested by the Faculty Senate on
   Monday. *(Draft attached.)*

INFORMATION ITEMS:

1. Debrief status of ADA Compliance Workgroup and the pilot ATRC is initiating. A call went out
   this week for volunteers. The plan is attached.
2. Members brainstormed some tech ideas for forums and roundtables, and were asked to think
   about topics for our next 12/14 meeting.

MEETINGS: 2:30 – 4:00 pm / 2nd, 4th Thursdays (LL 104)
12/14 *(We shall meet the last week because it is no longer "finals week".)*

Important Links: http://www2.palomar.edu/pages/academic-technology-committee/

ADJOURNMENT: The meeting was adjourned at 4:00 pm.

Come join us for a

CANVAS CELEBRATION

and a Happy New Year!

Save the Dates!

Wednesday, December 6th from 9 am to 11 am
Thursday, December 7th from 12 pm to 2 pm

Drop in during our
Open House Canvas Celebration.

Attendees will receive a
"Quick Start Guide", Coffee, and Cookies!

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2
3
4   **AP 4105**
DISTANCE EDUCATION

5
6   References:
7   Title 5 Sections 55200 et seq.
8   34 Code of Federal Regulations Part 602.17 (U.S. Department of Education
9   regulations on the Integrity of Federal Student Financial Aid Programs under Title
10   IV of the Higher Education Act of 1965, as amended);
11   ACCJC Accreditation Standard II.A.1
12
13   Consistent with federal regulations pertaining to federal financial aid eligibility, the

14 District must authenticate or verify that the student who registers in a distance education
15 or correspondence education courses is the same student who participates in and
16 completes the course or program and receives the academic credit. The District will
17 provide to each student at the time of registration, a statement of the process in place to
18 protect student privacy. and estimated additional student charges associated with
19 verification of student identity, if any.
20
21 The Vice President for Instruction District shall utilize one or more of these methods to
22 authenticate or verify the students' identity:
23
24 • secure credentialing/login and password;
25 • proctored examinations; or
26 • new or other technologies and practices that are effective in verifying student
27   identification.
28
29 The Vice President for Instruction District shall establish procedures for providing a
30 statement of the process in place to protect student privacy and estimated additional
31 student charges associated with verification of student identity, if any, to each student at
32 the time of registration.

Definition
Distance education means instruction in which the instructor and student are separated
by distance and have regular substantive [1]interaction through the assistance of communication
technology, either synchronously or asynchronously.

Course Approval
Each Proposed or existing courses offered by distance education shall be reviewed and
approved separately by the Curriculum Committee. Separate approval by the Curriculum Committee is
mandatory if any portion of the instruction in a course or a couse section is designed deisgned(typo) to be
provided through distance education. [1] ACCJC Definition

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44 The review and approval of new and existing courses offered through distance
45 education shall follow the curriculum approval procedures outlined in AP 4020 titled
46 Program and Curriculum Development.
47
48 Certification
49 When approving courses to be offered through distance education, the Curriculum
50 Committee will certify the following:
51
52 • **Course Quality Standards:** The same standards of course quality are applied
       to
53   the courses offered through distance education as are applied to traditional
54   classroom courses. Areas that are part of the Distance Education Review
          process
55   include, but are not limited to:
56
57   o Student Access to Resources

58   o Student Services
59   o Intervention and Remediation Recommendations
60   o Test Security
61   • **Course Quality Determinations:** Determinations and judgments about Distance Education course quality will be according to Curriculum Committee criteria and procedures.
62   the
63   quality of the course offered through distance education are made with the full
64   involvement of the Curriculum Committee. The same standards of course quality
65   are applied to distance education courses as are applied to traditional face to
66   face classroom courses.
66
67   • **Instructor Contact:** Each section of the course that is delivered through
68   distance education will include regular effective contact between instructor and
69   students that is equivalent to traditionally-delivered classes (based on the Carnegie unit).
70
71   • **Accessibility Standards:** Electronic course materials, e-textbooks, websites, and course packs technology or digital resources must be in compliance with the Americans with Disabilities Act, section 508 of the Rehabilitation Act of 1973, and Web Content Accessibility Guidelines (WCAG). Accessible to individuals with disabilities.
75
76   Validation of Faculty preparedness of faculty to teach online may be validated and determined in one or more of the following ways:
78
79   • Evidence of successful completion of the Faculty Senate-approved "Online
80   Preparedness Training at Palomar" series distance education pedagogy
81   workshops training. f
82
83   • Evidence of coursework, certificates, and/or degrees that focus on online teaching
84   which were completed at other accredited higher education institutions.
85
86   • Evidence of a successful evaluation of having taught the proposed course adhering
87   to the criteria approved by the Faculty Senate with the "Online Best Practices
88   Checklist"

    Duration of Approval
90   All courses offered through distance education approved under this procedure will
91   continue to be in effect unless there are substantive changes of the course outline.
93
94   Office of Primary Responsibility: Faculty Senate and Instruction Office

ACCESSIBLE COURSE DELIVERY PILOT

— **Draft Proposal / Nov 3, 2017** —

The ADA Compliance Work Group recommends developing a plan to ensure compliance with ADA and Section 508 for our online courses.

The Work Group discussed other successful programs at colleges and universities. The following proposal is a plan for a pilot, since pilots have been very practical for tutoring, proctoring and migrating to the new Canvas LMS over the past couple of years.

WHAT: Accessible Course Delivery Pilot

OUTCOME OF PILOT: Plan to evaluate our online classes for accessibility that encourages faculty to develop/revise courses that comply with ADA/Section 508. Identify procedures and staffing to support faculty.

WHEN: Spring, 2018

HOW: 4 Phases

Faculty volunteers will be invited to participate in Dec, 2017. Volunteers will submit a Canvas course that is published or almost published.

PRE-PHASE: Lillian Payn will give a short orientation to the pilot as to its purpose, which is to facilitate compliance with ADA/Section 508.

PHASE 1a: Tera Lisicky will walk through single focus solutions, such as Images and/or Headings, etc. to reduce the overwhelming breadth of compliance.

PHASE 1b: Tera will run the course through Wave (WebAim) or equivalent validator and will follow up with helping the faculty member with course revisions so the course is approved.

PHASE 2: Sherry Goldsmith agreed to coordinate DRC students to sit with faculty as the student navigates the course content with assistive software/hardware solutions. The faculty member will make note of challenges that the student has so these can be addressed.

PHASE 3: Tera will assist the faculty member make revisions noted in Phase 1 and 2, as well as other issues that she observes that are not in compliance with ADA and Section 508. Using a Best Practices Rubric such as that implemented by OEI, would standardize the process.

PHASE 4: Faulty will be surveyed as to the ease of this pilot, what they got out of it, and if they can work more independently to publish accessible courses in the future, and to estimate the extent they need Instructional Design and technical staff assistance with compliance.