
MEETING OF THE DISTANCE EDUCATION & ACADEMIC TECHNOLOGY COMMITTEE
— NOTES —
Thursday, December 14, 2017

PRESENT: Robert Chamberlain, Ashlee Lain, Lillian Payn, Krystal Rypien

ABSENT: Jim Eighmey, Marlene Forney, Sherry Goldsmith, Liz Mendoza Linda Morrow, Ed Sprague

GUEST: Lesley Williams

CALL TO ORDER: The December 14, 2017 meeting was not called to order by the Chair Lillian Payn at in Room LL 104 due to lack of quorum. We held a work group session.

ACTION ITEMS:

None due to lack of quorum.

INFORMATION ITEMS:

1. Lesley Williams, TERB Coordinator, asked to attend our meeting regarding DE& ATC input to offer recommendations to rewrite the Course Observation Form. Lesley thanked the members for their suggestions.
2. We shall have 2 Canvas Celebrations/Moving parties in December with refreshments, with a format that is informal and topic stations set up so faculty can go to the station that matches their questions, and can sit with others with the same issues. Members recommended that we offer a Celebration again during break. Also, having a similar session one day a month may also motivate more instructors to come in to seek help. These recommendations will be passed along to the ATRC Staff.
3. The Accessibility Pilot has 16 participants.
4. OEI reported that 113 colleges have adopted Canvas, with one in the entire system that has not.
5. Members were asked to recommend forum topics at the next meeting in February.

MEETINGS: 2:30 – 4:00 pm / 2nd, 4th Thursdays (LL 104)
2/8; 2/22; 3/8; 3/22; 4/12; 4/26; 5/10; 5/24

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

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



INSTRUCTIONAL SERVICES

REV 9/29/17

1
2
3
4
5
6
7
8
9
10
11
12
13

AP 4105
DISTANCE EDUCATION

References:

Title 5 Sections 55200 et seq.

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.1

Consistent with federal regulations pertaining to federal financial aid eligibility, the

Yellow – CCLC recommended changes.

Date SPC Approved: 5/15/2012(Replaces all previous versions of AP 4105.)

MAGENTA — DE & ATCommittee 11/9/17

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.

33 Definition

34
35 Distance education means instruction in which the instructor and student are separated
36 by distance and have regular substantive¹ interaction through the assistance of communication
37 technology, either synchronously or asynchronously.

38 Course Approval

39 Each Proposed or existing courses offered by distance education shall be reviewed and
40 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 course section is designed (type) to be
provided through distance education. ¹ ACCJC Definition

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 Certification

48
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 ○ Student Access to Resources
-

58 ○ Student Services

59 ○ Intervention and Remediation Recommendations

60 ○ 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 of distance education pedagogy
81 workshops training.

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: Faculty 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.
