DE COMMITTEE MEETING MINUTES
September 20, 2021 via Zoom 1:00 – 2:30 pm

Member attendance:

<table>
<thead>
<tr>
<th>Present</th>
<th>Name</th>
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<tbody>
<tr>
<td>x</td>
<td>Andy Bloom</td>
<td>o</td>
<td>Sarah Cooper</td>
<td>x</td>
<td>Jennifer Harper</td>
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<td>x</td>
<td>Robin Kurotori</td>
<td>x</td>
<td>Alison Kuehner</td>
<td>x</td>
<td>Teresa Massimo</td>
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<td>x</td>
<td>Liz Pannell</td>
<td>o</td>
<td>Monica Cappiello</td>
<td>x</td>
<td>William Wong</td>
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</tbody>
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Others in attendance:
Ghada Al-Masri, Andrew LaManque, Mariah Garza, Kyle Livie, Quan Nguyen, Robert Steinberg, Melissa Vang, Jacqlyn Vetter, Mary Wilhelm-Chapin.

Meeting called to order at 1:03 pm. Documents are available online on the Distance Education Committee website.

Agenda

2. Review of the DE Committee Responsibilities (Informational)
   a. Robin explained the general responsibilities of the committee as “Serve the college by promoting a quality distance education program through approval of policies and procedures affecting online curriculum development, course design, accessibility of digital content, and effective online pedagogy in alignment with local, state, and federal guidelines.”
   b. There were no questions from the group. It was suggested that we develop a Distance Education Handbook that would include a Mission or Vision Statement. This will be a future project.
3. Consent Agenda (Action)
   a. Motion to approve the May 10, 2021 DE Committee meeting minutes and the DE Addenda Approval for September 2021 was made by Andy Bloom and seconded by Teresa Massimo. Motion carried with two abstentions (Liz Pannell and William Wong).
4. Proposed New Policies / Procedures (Informational)
   a. Merging Canvas Course Shells – Guidance. Mary Wilhelm-Chapin explained the process for merging course sections into a single shell, a practice that has been happening but there is no process in place. The guidance lays out the process for faculty to request a course merge.
      i. Mary explained that when course shells are merged, we are allowing students to see students from other sections, which is concerning due to FERPA (privacy) laws. In order to merge shells, it needs to be set up so that students may only “see” those in their section. The instructor will be able to see all students in a single grades section but students will only be able to interact with those registered in the same section as they are.
ii. When sections are merged, the instructor will appear in the People tab multiple times because they are populated into each of the sections. The recommendation is to hide the People Tab in the parent shell and their Office Hour shells.

iii. It was not clear what happens in discussions and whether or not all students were combined into one discussion forum. It was unclear if instructors would need to create groups in discussions and assign students by sections into groups. It was not clear how the students would see the instructor in this instance. Further exploration is needed.

b. Deleting Canvas Course Shells – Annual Process. Mary explained that although there is no immediate lack of space in Canvas, she would like to plan ahead. In the event that Ohlone needed more server space or needed to pay for server space, a plan will be in place. Ohlone is at a point where we no longer need to keep Canvas shells from years past and instructors are asking for shells to be deleted. This plan would establish an annual purge of course shells that are 4 years or older.

i. The committee asked if faculty need to opt in for course deletion or does it happen automatically on a specific schedule.
   1. Kyle asked if the process was in line with AP/BP policies on keeping records. We will need to check the current policies and procedures.
   2. It was suggested that faculty opt in rather than opt out. Access to old shells is helpful for writing letters of recommendation for students, especially since this is not an institutional request due to space limitations.
   3. William suggested we consider a 7-year rule which is consistent with storing records like tax returns.
   4. It was asked if we knew how much space was currently being used. Quan indicated that we still have space but looking down the road, it would be a good idea to prepare. He indicated that faculty should keep course shells in Canvas as back up. Each user can download his/her own course by going to Settings and “Export Course Content” then save the download on their machine.
   5. Point of clarification was made that faculty would need to ask to have their courses deleted or may “opt in” to have it automatically deleted.

ii. Liz suggested we also consider including Canvas Studio. Mary agreed, indicating that storing, creating, and sharing media takes up a lot of space. She recommended we begin looking at other media services since the CCCCO will stop paying for Canvas Studio on July 1, 2022.

iii. From the student perspective, would they be able to finish a course if they got an incomplete in a course? Quan indicated that they could be given access to complete specific items but if the course was opened, it would be open to all students.

iv. Action items for eCampus
   1. Continue to work on the wording and will explore the policies on records retention
2. Include opt in language
3. Consider expanding this to include video

c. Three-Year Post MQT Certification Renewal to Teach Online. Robin explained that our first MQT graduates completed training in June 2020. The contract language stipulates that the “certification” to teach online is good for three years. This means that beginning June 2022, faculty will have a year to renew their certification to teach online. It will be important to ensure that faculty update their skills as laws change and this will be a way to ensure faculty are aware of the changes.
   i. The proposal includes a list of courses offered by @ONE and locally through Ohlone. It also includes an option for completion of an asynchronous Canvas course designed by eCampus (MQT 2.0) that would include recent updates to accessibility, Canvas, and regular and substantive interaction requirements. In addition to completing a training course, the proposal for renewal recommends a demonstration of proficiency to ensure the application of theory to practice.
      1. It was pointed out that the courses in the @ONE catalog have been updated and the list is out of date.
   ii. The proposal also includes options for recognizing faculty that go above and beyond through identification with a local gold, silver or bronze label.
   iii. Mary asked if the committee felt that all faculty needed to keep their certification updated, even if they are only teaching online in an emergency.
      1. Robin explained that Title 5 and accreditation require faculty teaching through distance education be trained. Addenda for all courses taught via distance learning is required. Minimum criteria must be met even in the event of an emergency.
   iv. Alison was in support of the proposal. She asked how distance education is being defined.
      1. Robin indicated that we had to use the federal definition of being separated in time or location.
   v. When faculty make a huge effort to be badged, it doesn’t pay off in enrollment. It would be great to have MyOhlone identify those courses and instructors who have achieved the “gold standard.” Badged courses are difficult to find. It would be nice to reward faculty for their work.
      1. Robin agreed and explained that Mary is working with IT to get badged courses represented. Also in progress is a webpage that recognizes our faculty who have badged courses and what students have to say about these courses.
      2. William expressed concern about faculty who are excellent teachers but challenged by technology.
         a. Robin indicated that the quality reviewed badging process is for fully online, asynchronous courses. It is a voluntary process. She also indicated that eCampus is available to assist all faculty improve their comfort with online technology.
         b. In the interest of time, Robin asked that committee members email her any questions. She will send a reminder prior to the
October meeting to once again review the document. The proposal will need to go through shared governance with an anticipated approval in Spring, 2022. Ghada and Andrew were asked to give feedback from a Deans’ perspective.

5. DECO Update (Informational). The Federal Distance Education definitions changed effective July 1, 2021. These changes have resulted in changes to Title 5 in order to align with federal guidelines.
   a. They clarified that the instructor of a course is the person hired to teach the course and the person that meets the minimum qualifications for that subject matter. This will be most important for faculty who rely solely on publisher materials for content and assessment. There must evidence of an instructor in the course.
   b. Regular effective contact in Title 5 will change to regular and substantive interaction to align with federal definitions. Regular (pertains to frequent as per the DE addendum) and substantive (around the content) interaction between instructor (the person hired to teach the course) and the student.
   c. To clarify, publisher material is a great supplement but there must be instructor-initiated interaction and instructor content in the course.
   d. AP 4105 will need to be revised to include the new definition for DE, new definition of instructor, and change REC to RSI.
      i. Changes to Title 5 will go to Board of Governors in November for a final vote. Expected to pass
   e. Addendum may need to be revised as well. May need to include how all SLOs will be met via distance learning, not just those that are challenging. Accessibility will also need to be reviewed to explain how course design and all course materials are accessible to every student, including those with disabilities. Since Ohlone does not have oversight on every course, we cannot certify that all sections are accessible. Requires further discussion.

6. 2021-2022 DE Committee Goals (Informational). Robin presented a planning document identifying the strategic plan items that are specific to DE in hopes of aligning DE Goals with Strategic Plan. The document will be reviewed and discussed during the October meeting.

7. Chair’s Report – There was no time to discuss the items on the chair’s report so these items will be carried over to the October agenda.

Meeting adjourned at 2:33 pm.

Notes graciously taken by Jacqlyn Vetter.
### List of Course Addenda in the Approval Queue – Approved via Consent Agenda

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME (link to Addendum)</th>
<th>FORMAT</th>
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<tbody>
<tr>
<td>HLTH-109</td>
<td>Nutrition</td>
<td>Fully Online and Hybrid</td>
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<tr>
<td>ART-114</td>
<td>Introduction to Digital Painting and Drawing</td>
<td>Fully Online and Hybrid</td>
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<tr>
<td>ENVS-112</td>
<td>Environmental Racism and Social Justice</td>
<td>Fully Online and Hybrid</td>
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<tr>
<td>MATH-103</td>
<td>Introduction to Linear Algebra</td>
<td>Hybrid and FOEO</td>
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<tr>
<td>MUS-112A</td>
<td>Introduction to Music Technology</td>
<td>Fully Online and Hybrid</td>
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<td>MUS-352B</td>
<td>Advanced Jazz/Rock Combos</td>
<td>FOEO</td>
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<tr>
<td>MUS-370</td>
<td>Symphonic Band</td>
<td>FOEO</td>
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