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| Logo_MtSAC_Blk_Solid_big**Distance Learning Committee**  **2019-20** |

**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

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| **X**  | Ron Bean | **X** | Meghan Chen, co-chair | **X** | Matthew Dawood  | **X** | Michael Dowdle | **X** | Edwin Estes |
| **X** | Hong Guo | **X** | Carol Impara, co-chair | **X** | Catherine McKee | **X** | Stacie Nakamatsu | **X** | Michelle Newhart |
| **X** | Richard Patterson | **X** | Jeanne-Marie Velickovic | **X** | Sandra Weatherilt |  |  |  | Student Rep |

Guests:

## **MINUTES – November 26, 2019**

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| **AGENDA ITEM** | **DISCUSSION/COMMENTS** |
| Approval of DLC minutes: 11/12/19 meeting – assign themes | Approved with corrections |
| **Reports:** |  |
| Educational Design Committee (EDC) /Curriculum and Instruction Council (C&I) (Carol) | Minutes from 10/8 accepted  |
| Information Technology Advisory Committee (ITAC) Report (Rich) | Did not meet |
| Faculty Learning Activities Committee (FLAC) Report (Catherine) | Did not meet |
| Faculty Center for Learning Technology (FCLT) Report (Michelle) | * Online self-paced SPOT recertification Regulations Update training on track to debut in December. FCLT continuing to create other online workshops
* From faculty and department chair feedback, FCLT is planning four in-person SPOT recertification intensives: three back-to-back workshops plus the Regulations Update. To be offered January 17, 23, 31, and Feb 19.
* POD Connect has debuted. FCLT meeting with POD on December 3 to discuss changes and training.
* Multiple kudos to FCLT from faculty and divisions.

IB9, IIIC, IIIA14 |
| Student Report  |  No student report |
| **DL Amendment Forms** |  |
| CISP21HRM 91 | ApprovedApproved IIA, IIIC |
| **Discussion**  |  |
| CVC OEI (California Virtual Campus Online Education Initiative) Resolution Update | The resolution passed Senate Exec and will be moving to Academic Senate Rep Council.IB9, IIA |
| CVC OEI Grant Update – Improving Online CTE Pathways | **Oct 31**: Faculty who passed the POCR review course met to serve as mentors for the faculty interested in OEI Alignment (the POCR club). An invitation to the Alignment kickoff was sent Nov 7.**Nov 18**: OEI Advisory Board meeting. Student-focused webpage shown and discussed. Faculty explored role of Canvas-sadors, got an overview of EAB Navigation, discussed timing of Online Equity course, received overview of OER (42 proposals received, 2 OER mentors created rubric. Faculty will be notified in December).**Nov 19**: OEI Alignment kickoff session was held. 25 SPOT-certified faculty have signed up to indicate interest in OEI Alignment. **Winter and Spring**. Will form faculty cohort for Equity and Culturally Responsive Teaching in the Online Environment course.IB9, IIA, IIC, IIIC, IIIA14 |
| SPOT (Skills and Pedagogy for Online Teaching) recertification | Can faculty use OEI Alignment for SPOT recertification activities?Any faculty member who has completed OEI alignment can use those hours toward recertification. These hours do not include the Regulations Update. The faculty must complete the OEI process, not just be mentored as part of the Improving Online CTE Pathways grant.Meghan and Carol will be meeting with FA in winter to discuss procedures for faculty who have not completed SPOT recertification. The committee discussed what to suggest. There was not a clear consensus.* One suggestion: faculty whose recertification deadline is approaching, but who have not been recertified yet, should not be listed in the Fall 2020 schedule, instead being listed as STAFF. This would prevent online faculty from assuming they are “okay” when they are not. Concerns were that DCs would have to find classes for FT or rehire rights and then rearrange their schedules, creating much confusion.
* Another suggestion: determine repercussions and make more widely known. The schedule discussed was: if faculty miss the recertification deadline, they cannot teach online that year and the next July 31 date becomes their next deadline – but their cycle stays constant (i.e., they have three years left until their next recertification, not four years). If they fail to meet that deadline, then they cannot teach online that year, and they have two years left in the cycle, etc. If faculty go a full four years without recertifying, then they are required to retake SPOT in order to teach online in the future.
* We should incentivize early SPOT recertification. Congratulate them publicly and honor them at FLEX day or by creating badges or other swag.

IB9, IIA, IIIA14 |
| SOSE (Survey of Online Student Engagement) | SOSE is the online version of the CCSSE (Community College Survey of Student Engagement). We have the ability to add 5-6 items to the questionnaire. Think of questions for next meeting. Barbara McNiece-Stallard will visit us.IB9, IIA |
| Calbright Handouts | The Chancellor’s Office shared handouts with the DE Coordinators group regarding Calbright.  |
| **Announcements:** |  |
|  | There will be a December 10 meeting. |

**Fall 2019 semester dates –8 meetings –**8/27, 9/10, 9/24, 10/8, 10/22, 11/12, 11/26, 12/10 as needed **(finals week)**

**DLC Meetings - 2nd and 4th Tuesdays at 1:15 – 2:45 PM in 6-226A**

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
* IIC. 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.

Communication about HRM 91 Work Experience

Students work either a total of 60 hours of unpaid or 75 hours of paid work to earn a unit.  The course can be taken for 1, 2, 3, or 4 units.  If there are different units, they receive a different CRN.  Should the faculty developer create four different DL Amendment forms, one for each unit?  ​As variable units do not result in four different CORs for a course, I don't imagine they will result in four different DL Amendment Forms for a course.  However, I am not the expert on DL Amendment Forms, so perhaps your committee can weigh in.

Related question:  how do we determine how many hours do we assign for the part of Table 2 that asks us to “Estimate a student’s time on task expected for each DL abbreviation activity listed?”  ​I assume that this number must total the number of unpaid or paid hours for each unit.

A 1-unit class should account for 3-4.5 hours per week.  However, the guidelines for Work Experience would require that a student working the unpaid 60-hour job work 4 hours per week, or the student working the paid 75-hour job work 5 hours per week.  So I think those should go into Lab??    ​Yes, Work Experience courses usually have the hours listed under LAB.