



**ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
AGENDA
March 25, 2014
3:30 p.m. to 4:30 p.m.
L 201**

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE CHAIRS
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. February 25, 2014 Minutes - attachment
5. DISCUSSION ITEMS
 - a. Regular & Effective Contact – Dr. Charlotte Forte-Parnell
 - b. SORT Readiness Tool Report – Priscilla Jenison, Diane Flores-Kagan, Megan Turrill
 - b. Course Outline of Record – College of the Canyons - attachment
6. ACTION ITEMS
 - a. Regular & Effective Contact Policy
7. ANNOUNCEMENTS
8. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.



ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
MINUTES
March 25, 2014
3:30 p.m. to 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

The Distance Education and Technology Committee (DETC) meeting of March 25, 2014, was called to order at 3:32 p.m. by Dr. Nancy Bednar Co-Chair.

2. OPENING COMMENTS FROM THE CHAIRS

- Dr. Nancy Bednar reported she and Dr. Parnell met with James Glapa-Grossklag, Dean, Educational Technology, Learning Resources and Distance Learning Director at College of the Canyons, and Michael Orloff, Educational Project Coordinator, @ONE Instructor, Mt. San Jacinto College. Discussion included distance education and training, Course Outline of Record, and profiling various colleges and their distance education programs.
- Dr. Bednar reported Dr. Parnell requested members think about the Distance Education plan, in preparation of next year. She noted 2014-2015 will mark year 3 of 5 with Blackboard.
- Dr. Bednar reported receiving authorization to explore an archived Blackboard course for online training from San Diego Community College District. Dr. Bednar explained she can upload the program into a shell for consideration as a model for a possible DE training program.
- Dr. Bednar discussed the goal if the creation of a distance education handbook. She referenced the handbook used by Mt. San Jacinto College that outlined various means to become Distance Education certified. She asked members to consider the handbook as a good model for training. If so, she will enlist help to create the handbook. She explained once approved by the union and Senate, the handbook will be a valuable resource for new hires. Dr. Bednar will download the program into a shell, and provide Mr. Mike Wilmes a list of names to enroll for access.
- Dr. Bednar led discussion regarding students who are unable to log into Gmail and/or Blackboard. Discussion was made regarding the creation of learning modules for faculty to use as a resource for online learners. It was suggested students could earn points at the beginning of the semester for completing the modules.
- Dr. Bednar reiterated the necessity to get policies in place, in preparation of the 2016 visit from the Accrediting Commission for Community and Junior Colleges. Dr. Bednar will speak with the new Academic Policies & Procedures Committee Chair regarding addendums, to specify identification of Regular and Effective Contact. She asked members to communicate this to their divisions.

3. OPEN COMMENTS FROM THE PUBLIC

Mr. Mike Wilmes reminded members the Blackboard update will take place this Sunday, March 30, 2014, 1:30 am – 4:30 am. Mr. Wilmes asked members to communicate with faculty to verify the shells are working properly.

4. APPROVAL OF MINUTES

a. March 11, 2014 Minutes – attachment

A motion was made and seconded to approve the minutes of the March 11, 2014 DETC meeting, with corrections.

Motion carried with three (3) abstentions.

5. DISCUSSION ITEMS

- a. Regular & Effective Contact – Dr. Charlotte Forte-Parnell
None.
- b. SORT Readiness Tool Report – Priscilla Jenison, Diane Flores-Kagan, Megan Turrill
None.
- c. Course Outline of Record – College of the Canyons – attachment
Dr. Bednar led discussion regarding the Course Outline of Record for College of the Canyons. She described *The Wall* – a process students must complete prior to enrollment in an online course. Dr. Bednar asked members to review and determine what should be required first in order to educate online students. She explained the process can be strongly recommended for students testing into one (1) or more of the developmental classes. The class must be offered through human development derived from Counseling. She noted although too late for the Fall 2014 catalogue, the goal would be to add it to the Fall 2015 catalogue.

6. ACTION ITEMS

- a. Regular & Effective Contact Policy
A motion was made and seconded to approve the Regular & Effective Contact Policy.

Dr. Bednar led discussion regarding the Regular & Effective Contact Policy discussed at the March 11, 2014 DETC meeting. Slight changes were made – see attachment.

Motion carried to approve the Regular & Effective Contact Policy as amended.

7. ANNOUNCEMENTS

8. ADJOURNMENT

The Distance Education and Technology Committee meeting of March 25, 2014, was adjourned at 4:20 p.m. by Dr. Nancy Bednar, Co-Chair.

MEMBERS PRESENT		
Dr. Nancy Bednar	Ron Mummaw	Scott Tuss
Walter Briggs	Ken Sawicki	Megan Turrill, ASO
Diane Flores-Kagan	Rick Shaw	
Priscilla Jenison	Jayne Star	
MEMBERS ABSENT		
Charles Hood	Dr. Scott Lee	Dr. Charlotte Forte-Parnell
Greg Krynen	Dr. Tom O’Neil	John Toth
GUESTS		
Mike Wilmes	Angela Shaheen	

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.



COUNS 070 - Distance Learning and Strategies for Success

Approval Date: 10/31/2013 Effective Term: Fall 2014

Department: COUNSELING

Division: Enrollment Services

Units: 1.00

Grading Option: Pass/No Pass Only

Transferability: Not-Transferable

Course is: AA/AS Degree

Repeatability: Not Repeatable

Contact Hours per Term:

Lecture/Discussion: *18.00*

Associate Degree GE Applicability: No

Recommended Class Size: 30

-Rationale: Counseling class size.

Discipline/Minimum Qualifications:

Counseling

Catalog Description:

Introduces the practical strategies and skills necessary to succeed in distance education. Students will learn how to anticipate, avoid, and/or solve typical problems encountered in the distance learning environments. Familiarity with the Windows operating systems is necessary.

Schedule Description:

Introduces the practical strategies and skills necessary to succeed in

distance education. Students will learn how to anticipate, avoid, and/or solve typical problems encountered in the distance learning environments. Familiarity with the Windows operating systems is necessary.

Student Learning Outcome:

1. Demonstrate proficiency in the skills necessary to succeed in distance learning.

Course Objectives:

1. Evaluate online equipment needs.
2. Demonstrate acceptable netetiquette.
3. Define the terminology/ vocabulary of online courses and the internet.
4. Demonstrate online readiness to take online classes.
5. Examine typical problems encountered in distance learning.
6. Demonstrate competency using various online tools necessary in an online class.

Course Content Outline:

Online equipment needs

1. Hardware
2. Software

Online Communication in the classroom

1. Discussion forms
2. Netiquette
3. E-mail communication guidelines
4. Synchronous Communication
5. Asynchronous Communication
6. E-mail communication guidelines
7. Chat Rooms
8. Wikis

9. Blogs

Terminology/ vocabulary of the online classroom

1. The Internet, world wide web and internet2
2. Online vocabulary
3. Different Online platforms
4. Difference between Hybrid and online
5. Blackboard
6. COC's distance learning website

Online success skills

1. Myths and facts about online learning
2. Expectations of online students
3. Online Readiness
4. Cite electronic references in MLA (modern Language Association) and APA (American Psychological Association) writing styles
5. Internet research
6. Reading and writing skills
7. Testing in an online environment
8. Study skills
9. Test taking skills

Problems with online learning

1. The online classroom
2. The online Community
3. Academic integrity
4. Plagiarism
5. Online cheating
6. Importance of a personalized work space
7. Ideal study environment
8. Working remotely
9. Ergonomics
10. Managing your time
11. Avoiding Procrastination
12. Computer stress
13. Computer problems

Online Tools

1. Search engines
2. Files and folders
3. Taking screen shots
4. Online groups
5. Online help/tutoring
6. Blackboard help

Methods of Instruction:

Lecture , Distance Education: Discussion and Collaborative group work.

Methods of Evaluation:

Exams/Tests/Quizzes

Skill Demonstrations

Typical Assignments:

Reading:

1. Read assigned chapters in the textbook.
2. Supplemental reading (read assigned articles and documents from assigned websites).

Writing, Problem Solving or Performance:

1. Write a 2-page paper about a topic related to Distance Education. Reference helpful websites and cite your sources. Please use at least one internet site, one magazine/ journal article or a book.

Examples of topics for your paper

Taking notes on internet material

Completing online group projects
Completing online assignments
Plagiarism
Electronic cheating
Contact with online instructors
Tutoring for online classes

2. Please read the Late Paper and determine who is most responsible for Kim failing Psychology 101. Rank the characters in order of their responsibility for Kim's failing grade in Psychology 101. Give a different score to each character. Explain your rank for 1 (most responsible) and rank 6 (least responsible).

Other:

Required
Materials
Examples:

Book 1

Author: Stacey
Barrett, Catrina
Poe and Carrie
Spagnola-Doyle

Publication
Date: 2012

Edition: 2
Ed.

Title:Power Up
A Practical
Student's
Guide to Online
Learning

Publisher:Pearson

Other:

Data storage
element (disk,

external drive,
etc.)

Course Preparation:

Prerequisite(s): None

Co-Requisite(s): None

Recommended: None

Distance Learning Addendum

A. Delivery Methods

100% Online

If Other Methods selected, describe here

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode? Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library requests; textbook supplements.

The methods of instruction will be adapted by providing weekly lecture material to be posted on the course website; self-directed research on topics relevant to course content which may supplement the text; online resources linked to the course web page that link students to course materials [such as "COC Distance Education Website" "Netiquette", or "Online Learning.net"]; weekly assignments that utilize student to student and student to instructor collaboration on real-time and delayed discussion spaces [see examples below]; specific written assignments that make use of email as well as electronic quizzes and exams. An example of student work to be assigned might be the following: (1) "Read the material in the textbook on "Readiness for Online Learning". Take all five-competency skill assessments in the textbook, and take the "Learning Style Assessment" on the University Learning Center website. Evaluate

your own readiness for online learning. Write a 250 word thread discussing what did you learn about yourself? What are the areas that you need assistance with? What is your learning style? Include your leaning style code.

C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.? Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

The instructor will prepare an orientation letter which provides information about the course content and assignments, as well computer system requirements so that students can evaluate if it is appropriate for them to take the course as an online class. The orientation letter will be available to students no later than one week prior to the scheduled beginning of the class. The instructor will respond to student e-mails and other inquiries promptly. For example, if students are required to submit homework or take online quizzes weekly, a prompt reply might be within two days so that students have sufficient time to have their inquiry answered and be able to complete the assignment. The instructor will use email or discussion board postings to contact students who are not participating in required discussion board forums or who are not providing adequate answers. The communication should include suggestions on how the student can communicate more effectively on the discussion boards. Instructor will participate in discussion board topics to help stimulate thinking about all aspects of the topic. The instructor will maintain electronic records containing all emails received from and sent to students, as well as any other online correspondence sent to students or posted as announcements on the course management system. The instructor may also maintain records regarding discussion boards, group and individual meetings, telephone contact, non-electronic correspondence, or other activities. This information will be maintained by the instructor in the permanent record of the course, along with the documentation for the assessment and assignment of grades. The holding period for correspondence will correspond with the College's holding period requirements for grade assignment documentation. The purpose of this requirement is to document the level of regular effective contact between instructor and students throughout the duration of the course. The instructor may offer online virtual office hours or online chat rooms. The instructor will provide students with campus voice mail and mailbox drop information.

D. Describe how you will promote and monitor effective student-to-student contact.

The course will promote student-to-student contact by requiring the completion of assignments that ask for student collaboration and/or problem solving on topics relevant to the course [see example below]. To monitor this interaction, the instructor will either have assignments written or recorded on a discussion site or require that evidence of the collaboration be sent directly to

him or her by email. The following assignment might be given as means to facilitate contact: "Discuss why good time management skills are an important factor in being successful in online learning. Take the time management assessment and determine what areas may need improvement. Describe your strategies for managing your time more effectively." After you have posted your response, respond to another student's post.

E. Describe and give examples of how student learning will be evaluated.

Student learning will be evaluated by weekly quizzes, reading exercises, and writing assignments. The instructor will measure learning by assessing the degree to which learning objectives for each unit have been reached and demonstrated by the above methods. Learning objectives are offered for each chapter of the text used in the course and may be supplemented by the instructor as well. An example of an assessment method might be a reading exercise that asks students to explain Netiquette and give examples of the appropriate way to send e-mails, chat on line and post on the discussion boards. Ideally, as a function of completing the assignment, the student will have a thorough knowledge of the concept and therefore be able to not only explain it, but also engage in higher learning skills.

F. Describe the college resources that will be required by you and your students in each of the following areas:

1. Facilities (e.g. classroom for orientation sessions, exams, etc.)

No classroom is required- course is 100% online. Students will be able to access existing on-ground support services

2. Technology (e.g. software, hardware, technical support, etc.)

Students and instructors must have regular access to computers with Internet connections, up-to-date web browsers, and word processing programs, as well to email services. Such computers are readily available through College of the Canyons' computer labs as well as through the public library system. Technical support should be provided to students who encounter difficulties with the course management system; currently such support is provided through the TLC. The instructor must have access to a course management system (such as Blackboard) to facilitate distributing materials (syllabus, course calendar, handouts), setting up class assignments and message boards, and communicating with students (email, announcements, grade book). Technical support to instructors should be provided through Computer Support Services.

3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)

Students will be able to access existing on ground student support services, online tutoring and TLC during both daytime and evening hours. In special circumstances, TLC resources may also be utilized to proctor exams for students who receive permission from the instructor to take an exam outside of scheduled exam time. DSP&S resources may be needed to determine Section 508 compliance of course materials and delivery systems.

G. Technologies used for instruction:

Multimedia (streaming video, audio)

Flash

Timed Responses

Third-party software

Images (jpeg, gif, etc.)

How will you ensure that instruction is accessible to students with disabilities?

Publisher-provided modules may be used in conjunction with the CMS. These modules are primarily based upon content found in the textbook. These modules will be reviewed by DSP&S or such other COC administrative staff deemed qualified to determine Section 508 compliance. Any noncompliance issues noted will be discussed with the publisher providing the modules to determine an appropriate course of action. This may include changing the module itself or providing the information in an alternate format that is Section 508 compliant. If the noncompliance issue cannot be satisfactorily resolved, then the component of the module giving rise to the noncompliance will be removed from the course content. Students who may have difficulty with online evaluative activities may contact the instructor and request alternative activities. For example, homework may be submitted paper-based rather than online, or chapter quizzes may be proctored in the TLC and taken as paper-based quizzes rather than online. PowerPoint slides and graphic web pages will be converted to formats compatible with text-reading software or will be provided in alternate formats that are Section 508 compliant. Flash-based content used in the course will be provided in alternate formats that are Section 508 compliant.

Antelope Valley College
Regular and Effective Contact Policy for Online Instruction

Background: In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all distance education (hereafter, DE) courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session."

Relevant Ed Code includes the following.

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2. NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.

55204. Instructor Contact.

*In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

AVC Policy

All DE courses at AVC, whether hybrid or fully online, will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Opportunities that relate to the content of the course should include those in which students interact with instructors, instructors interact with students, and students interact with each other. Providing students with an open-ended question forum or discussion post venue, even if required, does not constitute the entirety of effective instructor-initiated interaction. In addition to open-ended question forums, faculty are encouraged to utilize Course Management System (CMS, eg, Blackboard) facilitated blogs and journals, AVC email, and collaboration chat tools to engage instructor and student interaction. Implementing social media and other community-building actions into course activities (e.g. VoiceThread, Twitter, Facebook, etc.) can also be used to facilitate interaction, as can field trips and seminars.
- **Frequency:** DE Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact should replicate the time commitments of face-to-face instruction, although the exact pattern will vary by course and by instructor. Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course. It is noted that online instruction may require alternate duty hours than in-person instruction; some online classes, for example, “meet” during weekend hours, as that is when working students more often are available.
- **Establishing expectations and managing unexpected instructor absence:** Instructor availability and synchronous and/or asynchronous class meeting times will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason, an email or class posting, the same as for traditional instruction, should be sent. As is the case for in-person instruction, if the offline time results in a lengthy absence, a substitute instructor should be sought who can assist students while the instructor is unavailable, or alternate arrangements made to cover missed instruction.

Type of Contact: Regarding the type of contact that will exist in all AVC DE courses, instructors should use a mix of the following resources to initiate and maintain contact with students, such as but not limited to:

- threaded discussion forums within the course management system;
- AVC email;

- AVC voice mail;
- weekly announcements in the Course Management System;
- field trips, seminars, or other in-person activities;
- timely feedback for student work.

Suggestions:

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. This says contact happens “through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.” Also, CCCConfer, video conferencing, podcasts, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System.
- It is suggested that instructors have a threaded discussion that is set aside for general questions about the course, and that instructors may wish to have weekly or other timely, question and answer sessions available to students. This may be accomplished through virtual office hours.

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.