



**ANTELOPE VALLEY COLLEGE**  
**DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE**  
**AGENDA**  
**April 22, 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. Minutes – April 8, 2014 DETC Meeting – to be provided
5. DISCUSSION ITEMS
  - a. SORT Readiness Tool – attachment
  - b. Faculty Resource Page - Sidekick and other Resources - attachment
6. ACTION ITEMS
  - a. Regular & Effective Contact Policy - attachment
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.



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

1. CALL TO ORDER AND ROLL CALL

The Distance Education & Technology Committee (DETC) meeting of April 22, 2014, was called to order at 3:32 p.m. by Dr. Nancy Bednar and Dr. Charlotte Forte-Parnell, Co-Chairs.

2. OPENING COMMENTS FROM THE CHAIRS

- Dr. Parnell announced an upcoming 2012-13 Annual Distance Education Survey and webinar to explain the survey and how to respond to questions. The webinar is Monday, April 28, 2014, from 1:00 p.m. – 2:00 pm. Dr. Parnell will distribute the information via email.
- Dr. Bednar discussed the Rave Mobile Safety emergency notification system directive prohibiting students from looking at cell phones during an emergency. She noted the mandate negates the efficacy of the warning system. Dr. Bednar asked members to take the issue back to divisions. It was suggested the issue be addressed through the Academic Senate.
- Dr. Bednar presented the Spring 2014 DETC report to the Academic Senate at the April 17, 2014 meeting. She reviewed the DETC goals, and currently being worked and presented the Regular & Effective Contact Policy. Senators made suggestions for revisions to the policy. Dr. Bednar will make the recommended edits and re-submit the policy to the Senate.
- Dr. Bednar will ask Stephen Burns to generate a report to determine how often the AVC Distance Education Online courses page is looked at. Mr. Mike Wilmes will retrieve the information. Dr. Bednar will speak with Dr. Ed Beyer, Senate President to request removal of the page if it isn't needed.

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES

- a. Minutes – April 8, 2014 DETC Meeting – to be provided

*A motion was made and seconded to approve the minutes of the April 8, 2014 Distance Education & Technology Committee meeting with corrections.*

*Motion carried with four (4) abstentions.*

5. DISCUSSION ITEMS

- a. SORT Readiness Tool – attachment

Ms. Priscilla Jenison and Ms. Diane Flores-Kagan updated members on the final SORT Readiness Tool. 55-60 questions were initially considered and the final quiz was reduced to 15 questions. Members agreed the sub-committee did a good job in selecting the final questions, and made some suggestions for language.

Ms. Flores-Kagan will draft the text for each question for final presentation at the May 13, 2014 meeting. If finalized in time, she will send to Ms. Nancy Masters for distribution at that meeting.

- b. Faculty Resource Page - Sidekick and other Resources – attachment

Dr. Bednar will have Steven Burns review the Faculty Resource Page for broken links and corrections.

6. ACTION ITEMS

a. Regular & Effective Contact Policy – attachment

Dr. Bednar led discussion regarding changes recommended made by the Senate to the Regular & Effective Contact Policy. It was determined more research must be made as to the length of time someone must be absent before a substitute could be appointed.

The item was tabled for Discussion and Action at the May 13, 2013 meeting.

7. ANNOUNCEMENTS

8. ADJOURNMENT

The Distance Education & Technology Committee meeting of April 22, 2014 was adjourned at 4:36 p.m. by Dr. Nancy Bednar and Dr. Charlotte Forte-Parnell, Co-Chairs.

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

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*Approved: May 13, 2014 Distance Education & Technology Committee Meeting*

1. My need to take this course is:
  - High-I need it immediately for a degree, job, or other important reason.
  - Moderate-I could take it on campus later or substitute another course.
  - Low-it is a personal interest that could be postponed.

**Response-**Being a self-motivated student is crucial for online courses.

2. Having face to face interaction is:
  - not particularly important to me.
  - somewhat important to me.
  - very important to me.

**Response-**There is a large amount of independence needed on the student's behalf in order to succeed in an online forum. In an online class, it is crucial to communicate with your instructor on a regular basis via email, discussion board, or phone contact.

3. I would classify myself as someone who:
  - often gets things done ahead of time.
  - needs reminding to get things done on time.
  - puts things off until the last minute.

**Response-** Online courses typically take more time and devotion on the student's behalf. There is a larger time commitment than a face to face class as far as reading and time management is concerned. If you are not keeping up with your online course, you are much less likely to succeed.

4. Classroom discussion is:
  - rarely helpful to me.
  - sometimes helpful to me.
  - almost always helpful to me.

**Response-**Being a self-motivated student is crucial for online programs. There is a large amount of independence needed on the student's behalf in order to succeed in an online forum. You need to reach out to your classmates and instructors if you do not understand a concept. Antelope Valley College has a Learning Center that offers tutoring . You can call the Learning Center Front Desk: 661.722.6300, extension 6458, or go to <http://www.avc.edu/student-services/lc/contact.html> to find more information.

5. When an instructor hands out directions for an assignment, I prefer:
  - figuring out the instructions myself.
  - trying to follow the directions on my own, then asking for help as needed.

- having the instructions explained to me.

**Response:** You will be responsible for reading directions and understanding them on your own in an online course. You might want to take a course on reading comprehension before taking an online course.

6. I need my instructors to constantly remind me of due dates and assignments:

- rarely.
- sometimes.
- often.

**Response:** Being a self-motivated student is crucial for online programs. Many instructors do not take late work in an online forum or in a traditional class. It is crucial to develop time management tools to succeed in school.

7. Considering my professional and personal schedule, the amount of time I have to work on an online course is:

- more than for a campus course.
- the same as for a class on campus.
- less than for a class on campus.

**Response:** Online courses typically take more time and devotion on the student's behalf. There is a larger time commitment than a face to face class as far as reading and time management is concerned.

8. When I am asked to use email, computers, processing software such as Microsoft Word, internet browsing, or other new technologies presented to me:

- I look forward to learning new skills.
- I feel apprehensive, but try anyway.
- I put it off or try to avoid it.

**Response:** You should enroll in OT101-Beginning Computer Keyboarding or CA 103-Intro to Microcomputers before signing up for an online course. All of your work will be completed on a computer in an online course. Be prepared to spend numerous hours a week on the computer. Another good class to enroll in is CA111-Word Processing-Microsoft Word.

9. In terms of computer experience, I consider myself:

- a computer whiz.
- capable of figuring things out.
- a novice.

**Response:** Please enroll in CA221-Computer Concepts and Applied Business or OT102-Intro. to Computer Keyboarding.

10. As a reader, I would classify myself as:

- Good-I usually understand the text without help.
- Average-I sometimes need help to understand the text.
- Below average-I often need help to understand the text.

**Response:** You will be responsible for reading directions and understanding them on your own in an online class. You might want to take a Reading course on reading comprehension to increase your reading comprehension before taking an online course. You may need to reach out to your classmates and instructors if you don't understand a concept. Antelope Valley College has a Learning Center that offers tutoring. You can call the Learning Center Front Desk: 661.722.6300, extension 6458, or go to <http://www.avc.edu/student-services/lc/contact.html> to find more information.

11. If I have to go to campus to take exams or complete work:

- I have difficulty getting to campus, even in the evenings and on weekends.
- I may miss some lab assignments or exam deadlines if campus labs are not open evenings and weekends.
- I can go to campus anytime.

**Response:** In an online class, it is crucial to communicate with your instructor on a regular basis.

12. I expect online instructors to be available:

- by email or other modes of communication occasionally.
- by email or at least once or twice a week.
- 24/7 by email as well as in an on-campus office.

**Response:** In an online course, it is crucial to communicate with your instructor on a regular basis. Online class formats are similar to an email. If you do not like to use emails, you might not enjoy online course work. If you are unfamiliar with email, you might want to sign up for OT101-Beginning Computer Keyboarding or CA221-Computer Concepts and Applied Business

13. I expect each online class I take to be:

- challenging in its approach and learning system.
- varied in its offerings of approaches.
- exactly the same as other online classes.

**Response:** If you do not have a regular place to work online with a functioning computer you might want to wait to take an online course. There will be key programs that you might have to install on your computer to be able to participate in the class. Please take CA103 – Intro to Microcomputers or CA221-Computer Concepts and Applied Business or CA111-Word Processing-Microsoft Word

14. If you are a student with a disability, do you know whom to contact for an accommodation?

- Yes
- No
- Unsure

**Response:** For information on services and accommodations available to students with disabilities, please contact the Office for Students with Disabilities (OSD) Phone number: 661-722-6360 extension 6161 or 6162.

15. What is the current speed of your Internet connection?

- Cable or DSL
- Dial-up
- Unsure

**Response:** The length of time for uploading pages or viewing your class will be increased with dial-up internet. You might want to see if you can increase your connection to a cable or DSL. Check with your internet provider to see what connection you have.

Hi All,

I sent out a link to the Sidekick site on April 9<sup>th</sup>:

[Sidekick](#)

I thought I'd include a brief summary of these resources.



3C Media Solutions is the educational media distribution source for video content, podcasts, streaming services, and event coverage for the 112 campuses of the California Community Colleges System.

3C Media Solutions technology benefits the faculty, staff and students at California Community Colleges as it provides them with relevant and necessary information at a time when budgetary constraints are limiting their access to information.

- Educational and professional development programs
- Conference Solutions
- Webcasting
- Web streaming
- Production support
- Video recordings



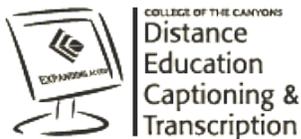
This innovative program provides California community college faculty and staff tools for training and networking as well as online resources so you can learn how to use technology to inspire student learning and success.

Although courses begin and end on specific dates, the work is done asynchronously. That is, you can participate based on your own schedule as long as you complete assignments by their due dates. Do check the dates listed with each course description to make sure it fits into your schedule. Examples of past courses below:

- [Introduction to Teaching with Blackboard 9.1 \(SU14\)](#)  
7/7/14 - 8/1/14
- [Designing Effective Online Assessments \(SU14\)](#)  
7/7/14 - 8/1/14
- [Creating Accessible Online Courses \(SU14\)](#)  
7/7/14 - 8/1/14
- [Building Online Community with Social Media \(SU14\)](#)  
7/7/14 - 8/1/14
- [Introduction to Online Teaching and Learning \(SU142\)](#)  
7/7/14 - 8/1/14
- [Introduction to Online Teaching and Learning \(SU141\) Full](#)  
7/7/14 - 8/1/14



The Alternate Text Production Center creates alternate media products for students who require print and electronic Braille, electronic text files, or tactile graphics. With our state-of-the-art technologies, we can provide timely delivery of the tools our students need to succeed. Here at Santa Monica College we use ATPC as one of a number of good sources for alternate media for our students. We regularly order electronic text files of college textbooks and occasionally order textbooks in Braille.



The Distance Education Captioning and Transcription grant enables the California Community Colleges to enhance access and inspire learning for students utilizing distance education. The funding provided by this great resource supports captioning and transcription for online courses, hybrid courses, telecourses and even live classes that utilize web-based content delivery.

Again, we use this services every semester for our captioning needs. First we seek permission to copy and caption the video material and then we apply for specific video files to be transcribed by a captioning vendor and take the transcribed text into a program to encode the captioning onto a newly authored DVD.



CCC Confer provides high quality Web conferencing technology tools and lecture capture services to support students, faculty and staff in collaborative online environments. With this ADA-compliant resource, communication via the Internet or

phone brings inspiring ideas together to ensure the continued success of the California Community Colleges system and our students.

This service has been used on our campus when web conferencing is needed.



I was informed over the phone that the grant for this service ends June 30<sup>th</sup> and will not be re-newed.



The High Tech Center Training Unit provides free year-round training to California community college faculty and staff in the use of technology to promote meaningful learning for students with disabilities. Santa Monica College's High Tech Training Center faculty members have taken numerous training sessions from the High Tech Center Training Unit in Cupertino and always find the training valuable.

Best regards,

Tom Peters  
High Tech Training Center  
Santa Monica College  
310-434-8706

## 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~~ **any** reason, an email or class posting, the same as for traditional instruction, ~~should~~ **will** be sent. As is the case for in-person instruction, if the offline time results in ~~an lengthy~~ **an** absence longer than 5 days, ~~the dean will be notified,~~ **the dean will be notified,** and a substitute instructor ~~should be sought~~ **will be provided by the administration,** 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 resources to initiate and maintain contact with students:

- 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.