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

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	Tammy Knott-Silva	X	Sandra Weatherilt				Student Rep:

Guests: Eva Figueroa, Tania Anders ,   Chisa Uyeki

MINUTES – April 14, 2020

AGENDA ITEM	DISCUSSION/COMMENTS
Approval of DLC minutes: 3/10/2020 meeting – assign themes	Approved
Reports:	
Educational Design Committee (EDC) /Curriculum and Instruction Council (C&I) (Carol)	DLC minutes of 10/22, 11/26, and 12/10/19 were approved.
Information Technology Advisory Committee (ITAC) Report (Rich)	Minutes from March 2, 2020 were reviewed and approved Update on IT Response to Campus/Student Needs o Ron Bean gave us an update in recent IT requests for Technology • Faculty – Faculty were I.T's 1st priority • 80-90 plus systems were provided • Staff – 70+ systems were provided • Students – 3rd distribution: 144 machines provided • Ron has ordered close to 100+ more machines for distribution o Excused Withdrawal – Began on April 1st. • 3,000 students applied before the implementation • Pass/No Pass is being discussed o Off-site secure pathways: • VPN – Virtual Private Networks – 600+ faculty/staff have been granted access
Faculty Learning Activities Committee (FLAC) Report (Catherine)	No report. FLAC has not met.

Faculty Center for Learning Technology (FCLT) Report (Michelle and Eva)	Instructional Continuity as supported by FCLT. Between 3/10-4/26 FCLT • Answered 1,760 faculty emails • Spoke via phone to 300 faculty • Presented 12 workshops, reaching more than 1,000 faculty • Processed 75-100 exams • Coordinated with departments, 16 staff units, and external vendors (via 1,200 emails) • Researched 20 external vendor offerings • Implemented 7 new tools Canvasadors – faculty are encouraged to let students know about student-student help with Canvas. • Email: canvasadors@mtsac.edu • Submit a support ticket: Ask a Canvasador! Follow on social media: Facebook	Instagram	Twitter IIIC, IIIA14
Student Report	
DL Amendment Forms	
CISD 11L CISP 11L CNET 50 FASH 62 GEOG 1H GEOG 1L H GEOG 10 HIST 7	Approved Approved with topic correction Approved Return to faculty developer to correct topics Approved with topic correction Approved with topic correction Approved with topic correction Approved with abbreviation correction IIA, IIIC
Discussion	
Academic Senate (AS)	DE Addendum (accessibility) passed in Senate 3/26 Emergency COVID-19 Instruction Resolution. Membership: Non-credit is planning to start online instruction and requested a seat on DLC. DLC voted to increase membership by one faculty to include non-credit faculty, pending Academic Senate approval. Membership form will be resubmitted. IB9
SPOT Recertification	Faculty whose SPOT recertification was due on July 31, 2020, have an extension until December 31, 2020. IB9, IIIC, IIIA14
Instructional Continuity for COVID-19	• Instruction will continue to be offered remotely this Summer. • CCCCO stated that any classes offered online summer and fall are considered DE and must meet guidelines and follow local processes. • The Chancellor's office has stated that, if courses go remotely in the summer, campuses will need to provide DL Amendment Forms for them all by the end of December. Mt SAC faculty and management have concerns about this requirement, as it implies that temporary emergency decisions will be the basis for long-term changes.

	- Meeting presented FOMA: DE Addendum for Fully Online by Mutual Agreement for classes that would not ordinarily be considered for online by faculty. - DLC voted that FOMA checkbox should be recommended to be added to the DL Amendment form. - DLC determined that over 1300-1500 courses may be required for review under this directive. This workload would not be possible to achieve by end of year. DLC requests Academic Senate and Instruction work with the Chancellor's Office to find a feasible way of meeting the deadlines. - AS requested that DLC recommend whether there should be some kind of training required to allow non-SPOT certified faculty to teach summer and/or fall and if so, what we recommend. - DLC recommends four hours of training for non-SPOT certified faculty before teaching in summer and fall. - Two hours should be on Canvas and the other two on Regular and Effective Contact (REC) and Gradebook. - Accessibility should have been included in Canvas training. - See DLC Recommendation below. - Faculty mentors – 104 faculty have volunteered to be faculty mentors. The Request for Help sheet includes 117 entries that include either requests for help, or reports of help that mentored delivered. Faculty mentors have manned several days of office hours. <mark>IB9, IIA, IIIC, IIIA14</mark>
CVC OEI Grant	Grant has been extended until December 31, 2020. Spring Equity CRTL cohort resumed class after two-week pause. Grant administrator update to come April 15. <mark>IIA, IIC, IIIC, IIIA14</mark>
Proctoring Software	Tabled due to lack of time
DOE Regulations	Input for public comment tabled due to lack of time.
AP 4105	Tabled due to lack of time.
Announcements:	

Spring 2020 semester dates –8 meetings –2/25, 3/10, 3/24 (cancelled due to campus pause in instruction), 4/14, 4/28, 5/12, 5/26, 6/9 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.** <mark>Assuring Academic Quality and Institutional Effectiveness Academic Quality</mark> – Engages in continuous, broad based, systematic evaluation and planning
- <mark>IIA. Instructional Programs</mark> – Uses delivery modes, including DL, in support of equity

- <mark>IIB. Library and Learning Support Services</mark> – Provides library and other learning support services to support educational programs, including DL
- <mark>IIC. Student Support Services</mark> – Evaluates and demonstrates that student support services support student learning in various modes, including DL
- <mark>IIIC. Technology Resources</mark> – Provides support in the use of technology
- <mark>IIIA14. Human Resources</mark> – Provides all personnel with appropriate opportunities for continued professional development.

Online Campus Offerings for Summer and Fall 2020
In Response to the COVID-19 Emergency
Distance Learning Committee (DLC) recommendations, April 14, 2020

Background

Temporary Remote Instruction (TRI) *was* the term being used to describe the delivery of course material online in response to an emergency campus closure. The Department of Education, ACCJC, and Chancellor's Office all issued guidelines that allowed some institutional processes to be temporarily bypassed to allow campuses to respond to an emergency. Two bypassed requirements included creating a detailed Distance Education (DE) Addendum to the curriculum process before the course was offered online, and requiring local processes to ensure faculty readiness to teach online.

At a joint meeting hosted by representatives of the CCCCO and ASCCC on Monday, April 13, it was announced that, as of Summer and Fall 2020, there was no more TRI. All online course work would be considered DE (our DL) and therefore would be subject to DE Addendum (our DL Amendment Form) and local training requirements. The local requirement for training to be able to teach DL at Mt. SAC is Skills and Pedagogy for Online Teaching (SPOT). Campuses are required to complete DE Addenda for all courses offered online during summer and fall by December 31, 2020.

An example of a campus response to this issue was presented by Columbia College. In order to ensure only curricula that is appropriate to be taught online in regular situations, and to retain faculty purview over curriculum, Columbia College created an alternative DE Addendum called "FOMA" – Fully Online by Mutual Agreement – whose premise was that these courses would be taught online only in cases of emergency campus closure.

Response to State Requirements

DLC stands by our commitment to maintaining the rigor, thoroughness, and thoughtfulness with which we review DL amendments and with which we train faculty.

In response to this mandate, the DLC met April 14, 2020 and made the following recommendations:

- ***Amend the existing DL Amendment form by adding a "FOMA" (Fully Online by Mutual Agreement) checkbox to the current form***. The DLC recognizes faculty primacy in the matter of course delivery and seeks to ensure that courses which are not appropriate to be taught online because of the content of the course, the materials or equipment necessary to teach, the needs of the student audience for the course, or other reasons, will not be scheduled without mutual agreement between faculty and administrators.

  The DLC also wishes to follow state and federal guidelines, which require that DE Addenda (our DL Amendment form) demonstrate how course objectives will be met, how Regular and Effective Contact (REC) will be met, and how accessibility requirements will be met. The current DL Amendment form succinctly fulfills those requirements.
  - Courses that already have been approved via the DL amendment process are, obviously, good to go and no additional forms should be submitted.
  - Faculty may submit DL Amendment forms for courses that they would like to offer online during any regular session.
  - Faculty should choose FOMA if they have determined it is only appropriate to offer their courses online during emergency campus closures but not at other times. If FOMA is checked on the DL Amendment form, that course will not be offered online during non-emergency periods. If faculty want to make that course a regularly available online course in the future—they would have to submit a DL Amendment form without the checkbox checked.
  - The increase in workload for both discipline faculty and the DLC is tremendous. Potentially, the DLC would be responsible for reviewing >1,500 courses before the end of December if both summer and fall are offered under these circumstances. There are simply not enough hours in a work day for DLC to cover this many courses.
  - **ACTION ITEM:** In order to streamline the DL Amendment process, WebCMS DL process should be updated to include all required components, including a FOMA checkbox. Time-saving features should be incorporated within this online form, including auto-populating lecture and lab topical outlines, and including Help sections for calculating contact hours correctly.
  - **ACTION ITEM:** The DLC recommends that Academic Senate convene a faculty group to plan how to best train for, oversee the creation of, and make recommendations for approval for these DL Amendment forms. Additional support for faculty mentors, and additional reassigned time should be requested to support the increase in workload.

- ***Offer and commence FOMA Readiness training for online course delivery in lieu of SPOT certification***. SPOT certification provides a thorough grounding in online course design and delivery, and should remain in place for faculty who wish to teach online regularly. Faculty benefit from the one-on-one attention of SPOT reviewers who give them detailed and specific feedback. Unfortunately, there are not enough SPOT reviewers for every faculty member who will teach remotely this summer and fall, and faculty who do not plan to continue to teach online (outside FOMA circumstances) should not be required to complete it. The DLC asserts that a baseline level of training required before summer and fall courses would fulfill the local process requirements for faculty who are not SPOT-certified.

- o **ACTION ITEM:** Faculty who are teaching remotely summer and fall and who are not SPOT-certified would be required to attend four hours of "FOMA Readiness" training.
- The DLC identified areas of need, including: 2 hours Canvas readiness; Regular & Effective Contact; and assessments/using the Gradebook.
- If faculty have already taken the FCLT "Introduction to Canvas" course, or the "Remote Basics for Canvas" during the two-week instructional hiatus, they have fulfilled 2-hours of the FOMA Readiness training.
- If faculty have already taken FCLT "New Gradebook" or other REC training, they have fulfilled that requirement.
- FCLT will continue to offer support after training, and DLC will reach out to Faculty Mentors to ask for their continued training support as well.

- o **ACTION ITEM:** With District consent, the FCLT will create both synchronous (Zoom) and asynchronous online methods to fulfill these requirements for faculty who have not taken these trainings.
- The District is urged to note the importance of FCLT to our entire online program and to increase personnel capacity appropriately.
- The DLC reviewed the offerings of @ONE, the training arm of the CVC OEI. This group sets best practices and has been used as a model for many of our trainings. These online trainings are usually moderated and there are limits to how many faculty they can serve at once; currently they are booked through May. DLC made the following recommendations to substitute for training at Mt. SAC.
- Either the @ONE IOTL (Introduction to Online Teaching and Learning) or the OTD (Online Teaching and Design) certificates are accepted in lieu of SPOT. (Faculty only need to do one.)
- Any of the following would be accepted in lieu of FOMA Readiness training: the @ONE Introduction to Course Design (part A of OTD), the @ONE Interaction segment (part B of OTD), the @ONE Assessments segment (part C of OTD), or the @ONE Introduction to Teaching with Canvas.

- ***Communicate campus concerns persistently and boldly to the Chancellor's Office and ASCCC.*** The DLC implies no criticism of any Mt. SAC entity when we observe that the Chancellor's office and ASCCC may not have considered the negative impact that these requirements will place on our large and varied campus. For the large majority of our classes, remote teaching is only occurring due to a state of emergency. For some classes, remaining as an online offering will be a benefit to students and the program, but not for all. To pretend that we should follow the "business as usual" set of regulations is extremely frustrating in its narrow interpretation and ultimately threatens to drown our student-centered approach in bureaucratic processes that do not lead to sustainable actions. We humbly urge our Instruction Office and AS to consistently communicate our real concerns with these cumbersome deadlines.

Respectfully,

Carol Impara
Distance Learning Faculty Coordinator