

**Santa Monica College
Distance Education Committee**

<http://www.smc.edu/ACG/AcademicSenate/AScommittees/Pages/Distance-Education.aspx>

Agenda

**Thursday, February 27, 2014 @ 11:15–12:30 PM
Senate Conference Room HSS 261**

1. Call to order
2. Action Items
 - a. Approve Minutes of meeting, 12/5/2013
3. Announcements
4. Reports
 - a. Distance Education Update—Julie Yarrish
 - b. CCC CMS Project—Julie Yarrish
 - c. Technology Retreat—Sal Veas
 - d. Instructional Materials Requirements Taskforce
5. Old Business
 - a. Flex Day Spring 2014—Sal Veas
 - b. Course Management System: Pearson Contract Renewal—Julie Yarrish
 - c. Institutional Research Survey Update—Julie Yarrish
 - d. Distance Education Faculty Certification—(Spring 2014) See attachment.
 - e. Accessible Instructional Resources—(Spring 2014)
 - f. Goals, Objectives, Activities Revisited
6. New Business
 - a. Pearson Learning Studio Visit, March 13—Julie Yarrish
 - b. SMC.edu connectivity issues and eCollege/eCompanion access
 - c. From the Committee
7. Adjournment

Next meeting:

Thursday, February 27
Thursday, March 13, 27
Thursday, April 10
Thursday, May 1, 15, 29

Santa Monica College
Distance Education Committee
Minutes of December 5, 2013

Members: Sal Veas (Chair), Julie Yarrish** (Vice-chair), Jamie Cavanaugh*, Dana DelGeorge, Wendi DeMorst, Peggy Kravitz*, Mona Martin*, Walter Meyer*, Judith Remmes*, Saul Rubin, Odemaris Valdivia
**Excused Absence

Interested parties: Fariba Bolandemat*, Tim Cramer, Ellen Cutler, Keith Grazidai*, Peggy Kline*, Laura Manson, Christine Miller*, Pete Morris, Wendy Parise*, Jenny Resnick*, Marilyn Simons*
*Present

The Santa Monica College Distance Education Committee was called to order by Sal Veas at 11:15 a.m.

Approval of Minutes: November 14, 2013: A motion to approve was made by Dana DelGeorge, seconded by Wendi DeMorst, and unanimously passed.

October 31, 2013: Judith Remmes stated that some of the information reported may not have been accurate and requested changes. A motion to approve the changes was made, seconded, and passed.

Chair's Report:

- There will be a faculty/senate retreat.
- There will be a Technology Summit hosted by the Academic Senate on January 30. Details will be forwarded by Jamie.
- Sal stated that there are concerns about the possibility that there could, at some point, be a state wide mandated CMS.

Vice Chair's Report:

- Christine Miller reported on behalf of Julie Yarrish that sometime during the spring semester there would be enhancements to the threaded discussion tool.
- The schedule for training Webinars offered during the winter session will be posted in FAC 101. There will also be an email announcement/invitation.

Ongoing Projects:

- CMS shopping: It was stated that of those students informally surveyed, many were satisfied with and liked Pearson/eCollege.

Committee Members Discussion/Reports:

- There was a brief discussion related to the certification of online faculty. The observation was made that some new faculty have the expectation that certification may be required. The committee was reminded that there is an eCollege teaching readiness course with seats already paid for and the comment made that it is a robust.

New Business:

- There was consensus among committee members that there should be participation in the Spring 2014 Flex Day presentations and a number of subjects put forth. There was a call for proposals.

Adjournment: The meeting was adjourned at 12:35 p.m.

Next Meeting: The next meeting of the Distance Education Committee will be in HSS 261 (Senate Conference Room) 11:15 A.M., Thursday, February 27, 2014

Flex Day Spring 2014

Distance Education Certification: Does my class meet student expectations?

Distance Education resources have been developed to assist faculty in creating DE and hybrid courses that engage students and can support substantive participation. This session will examine SMC faculty course shells that make use of popular and effective course tools.

Presenters: The Distance Education Committee

- Turnitin
- Discussions
- Single sign-on
- Gradebook Sync
- Attendance
- eBooks
- ScreenFlow, etc.
- ?????

Goals, Objectives, and Activities

- A. Course Management System options; Pearson Learning Studio Contract.
- B. Census Drop Roster and Verification for DE. Substantive participation. No longer the right to fail. Inform faculty of DE and Hybrid options with AR 4320.
- C. Add codes for DE. The impact of wait list on DE. Invite Kiersten Elliott to a DE meeting
- D. Guidelines for Required Instructional Materials. DE and ISC discussion item.
- E. DE Certification: Development & Implementation
- F. Training Options, The Center, PDC, etc. Where does a faculty member begin?
- G. Student Survey, Institutional Research
- H. Honor Signature. Duke University example. Should we develop an option for SMC?

Section 1: Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.

- Syllabus is easily located.
- Syllabus is available in a printer-friendly format.
- Course catalog information is provided: Description, units, prerequisites.
- Instructor contact information is available.
- Instructor office hours are available (online/on-campus).
- Required and supplemental textbooks, readings lists and course materials are listed.
- Learning objectives are clearly stated.
- Course Student Learning Outcomes are stated.
- Course communication instructions/guidelines are stated (i.e. Instructor email guidelines).
- Grading policy is clearly stated.
- Directions are CLEAR and easy to understand for tasks/assignments.
- Academic integrity policy is clearly presented.
- Provides netiquette websites for students as well as a clear policy statement about appropriate behavior in your class. (#9)
- Specific technology requirements are stated (if needed).
- Describes how to access tech support (#11)
- Late and make-up work policy is clearly stated.
- Student support: Course contains extensive information about being an online learner and links to campus resources.
- Provide students information about how they can get help with course content, course mechanics and to access technical assistance. (#11)
- An orientation for the course is offered, online or on campus.
- Information on Student Online Tutorial made for students new to SMC online courses
- Consider creating an FAQ page (#10)
- Include an encouraging and informative welcome message (#15)

Section 2: Course Design and Organization

Course Design and Organization refers to elements of instructional design in an online course. This includes: the structure, instructional strategies, and the overall course set-up or course classroom.

- Course is well-organized and easy to navigate.
- Give clear instructions and participating in units (Borden)
- Provides interesting and relevant unit or assignment titles
- Chunk content into digestible segments for easy reading and loading

- Course structure is clear and understandable.
- Be aware that participants will have different learning styles. Some will learn more easily in groups, while others will excel when working independently. Provide a variety of activity-types allowing for differences in learning styles. (#24)
- Content is made available to students in manageable segments or "chunks" for easy reading and loading
- (e.g. organized by weeks, units, chapters).
- Content is appropriate for student learning of course objectives.
- Course schedule (calendar) is summarized in one place and clearly identifies
- Stagger assignments and tests (#29)
- Give assignment/assessment due dates in advance with sufficient time to complete
- Create and maintain a pattern of assignments overall plan of the course.
- Accessibility issues are addressed: color compliance and screen readability.
- Comply with legal requirements for accessible web design and content, including etextbook content.
- Images are accompanied by text descriptions (Alt text) or captions for images that require a more complex description.
- For assistance, contact Disabled Student Services (Ellen Cutler)
- All links used in the course are accurate and up-to-date.
- use hypertext links to WWW to amplify main points or to provide related supplementary, optional material (B)
- A timeframe is stated for modules, activities, and assessment.
- Follow Copyright regulations including fair use guidelines. For assistance, contact Christine Miller.

Section 3: Aesthetic Design

Aesthetic design refers to the overall appearance of the course and includes visual aspects such as color, typeface, images and other elements key to presenting the course material.

- Color and texture do not overpower the course information.
- Consider accessibility issues when using color and font
- Sufficient contrast between text and background makes information easy to read.
- Design keeps course pages to a comfortable length with white space.
- Images are used in course design to support course content.
- Typeface is easy to read. Documents are created using Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.
- Styles such as titles and headings are used to format the document.
- Data organized in rows and columns are put in a table.
- Spelling and grammar are accurate.
- Employs case studies and problem solving activities
- Utilized off line assignments such as field trips or interview a local expert

- Short video lecture on a specific content item (no more than 5 minute)
- Use of Camtasia or other programs to narrate powerpoint presentations
- Links to audio presentations (NPR) or Ted talks embedded into course material.
- Include self assessment activities
- Note – do we need a section on content presentation and assignments?

Section 4: Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different ways to interact and collaborate in the online environment.

- Student participation requirements/expectations are clearly stated.
- Contact students 1-2 weeks before the start of the course. (#1)(Provide information on how to enter the class, textbook information, workload, standards etc.)
- Require students to login and participate in an introductory activity by the 3rd day of the session and with substantive participation throughout the course (see AR---).
- Stay present. Let your students see that you are in the class often- model the commitment that you expect from them (consider checking into the class 4 days per week) (#2)
- Provide a virtual Office Space which allows students to ask questions. Post virtual office (for example, “Post your comments in the virtual office and I will respond within 24 hours.” Or “I will be online on Tues. and Thursday from 12-1) (#5)
- Instructor provides announcements/reminders.
- Instructor email response time is clearly stated.
- Reply to email as stated in your response policy, ideally within 24-48 hours. (#7)
- Regular feedback about student performance is provided in a timely manner throughout the course (example: discussion board posts, assignments, quizzes, etc.).
- Course promotes an active discussion area which encourages students to reply to each other.
- encourage learners to critique each others work (B)
- following discussion activity in a threaded discussion, ask students to summarize the interaction and conclusions (B)
- encourages students in threaded discussion to respond to peer responses in addition to the initial question. (B)
- Contact is initiated with students in a variety of ways: (Select all that apply.)
- Post course information as soon as the shell is available in the course administration section. (#6)
- formulate thoughtful questions that elicit critical thinking (threaded discussion chats, journal assignments) (B)
- Employs a collaborative learning activity (for example, ask students to jointly create an assignment using the doc sharing tool) (B)

- Announcements
- Phone conversations
- Participation in discussion board
- Chat sessions or virtual meetings
- Email
- Voice enabled messages
- CCCConfer
- Use SMC email for all email interactions
- Participation in online group collaboration projects
- Face-to-face meetings (review sessions, scheduled meetings)
- Communication/collaboration tools used in the course:
 - Journals
 - Group work
 - Email
 - Chat room
 - Discussion board
 - Whiteboard
 - Student presentations
 - other

Section 5: Effective use of Technology

Effective Use of Course Technology refers to the successful integration of technology into the online course and its use in a variety of formats that help students to achieve course goals and objectives.

- Course makes effective use of online instructional tools.
- Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).
- Audio materials (mp3, wav, etc.) are accompanied by a transcript.
- Videos and screencasts are closed-captioned.
- Presentations are created using design templates found in the software and incorporate the above practices.
- Computer-simulated demonstrations are used to convey information.
- Social media tools (such as, Twitter, Facebook, Flickr) are used.
- What tools are used in the course? (Select all that apply)
 - Email
 - Chat
 - Journals
 - Calendar
 - Gradebook
 - Video/DVD

- Graphics/Images
- Wikis
- Image Database
- Blogs
- Animations
- Whiteboard
- Audio
- Survey
- Podcasts
- Quiz tool
- Glossary
- presentations/portfolios

Section 6: Assessment /Evaluation

The assessment category focuses on the ways in which the student is evaluated toward achieving the student learning outcomes and the quality, type, structure, and security of the assessments used.

- Assessments are used throughout the course (e.g. not just one final exam).
- Utilize a variety of measures to assess student learning and performance, beyond just exams and a paper (EG journal entries, discussion posts, research projects, practice quizzes)
- Anti-plagiarism software is used for written assignments.(e.g. Turn-it-in)
- Sample assignments are provided to illustrate instructor expectations.
- Detailed instructions and tips for completing assignments are provided.
- Appropriate security measures are enabled when computer testing, such as:
 - Time limitations are placed on exams given online.
 - Use examguard
 - Exams are password protected.
 - Exams are proctored in a supervised environment if exams are given face to face.
 - Exams are composed of question pools where possible to ensure online students have equivalent but different online tests.
 - Questions on exams are seen one at a time.
 - Students cannot backtrack.

Section 7: Accessibility