CoDE Agenda
Tuesday, March 27th, 2018
12:20-1:30pm - FIC Conference Room

I. **Call to Order**
II. **Comments from the audience on agenda items only (2 minutes per speaker)**
III. **Approval of Minutes –** February, 27, 2018
IV. **Coordinator's Report**
   A. *New DE Website (https://www.glendale.edu/online)*
   B. *DE Addendum Video and Sample – Posted!*
   https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/new-de-course-proposal-process
   C. *"Don't Forget to tell your Division"…handout! Thoughts?*
   D. *OEI releases 30 Canvas Shell Courses: Search CCC on Canvas Commons (Also, Canvas Sample Course Shell)*
   E. *Next @One DE Certification April 23rd - Advertise!*
   F. *Update on DE Handbook Taskforce's first meeting on March 13 (Next Meeting April 10 from 9-10am – FIC)*

V. **Call for additional items (for future agendas)**
VI. **Approval of Agenda**
VII. **High Priority Items**
   1. Review and Discuss DE Addenda
   2. Approval of DE Addenda Reviews
     2.1. FIRE 108 (TAD)
     2.2. FIRE 114 (TAD)
     2.3. ART 101 (VPAD)
     2.4. ART 102 (VPAD)
     2.5. ART 133 (VPAD)
     2.6. STDV 101 (STDV)
     2.7. STDV 125 (STDV)
     2.8. SPCH 104 (LAD)
     2.9. ACCTG 150 (BUSD)
     2.10. ACCTG 160 (BUSD)
     2.11. ACCTG 165 (BUSD)
     2.12. ACCTG 250 (BUSD)
     2.13. CSIS 183 (BUSD)
     2.14. CSIS 186 (BUSD)
     2.15. CSIS 151 (BUSD)
     2.16. CSIS 157 (BUSD)

       2.17. CSIS 166 (BUSD)
       2.18. CSIS 180 (BUSD)
       2.19. CSIS 185 (BUSD)
       2.20. ENTRE 101 (BUSD)
       2.21. HIT 193 (BUSD)
       2.22. HIT 197 (BUSD)
       2.23. MOA 185 (BUSD)
       2.24. ASTRO 110 (PSD)
       2.25. ATRO 120 (PSD)
       2.26. SPAN 115 (LAD)
       2.27. MCOMM 120 (LAD)

3. Online and Hybrid Definitions – Redefined
4. No Mandatory Exams/Tests for Online Courses
5. No Mandatory Synchronous Learning for Online Courses
6. DE Standardized Ticket Notes* for Online/Hybrid
7. Organize a Faculty Evaluation Taskforce (Senate/Guild)
8. DE Certification @One – Why Do We Have Training?
9. DE Recertification – Submitting Hours/What is Working?

VIII.   Old Business

A. DE Goals and Vision – Discuss and Brainstorm
B. DE Program Mission Statement – Update
C. DE Program Vision Statement – Add One?
D. Update Distance Education 3 Year Plan – Update

IX.   New Business
X.   Adjournment

CoDE Meetings: *Feb. 27, March 27, April 24, and May 22*

Contact Information of GCC DE Team:
- DE Coordinator: Alexa Schumacher: SV112, de@glendale.edu
- DE Faculty Development Coordinator: Julie Gamberg - SV112, jgamberg@glendale.edu
- Instructional Tech Support Specialist: Connie Lantz - SV107, clantz@glendale.edu
- Assistant Instructional Tech Support Specialist: Daniele Ingrao - SV112, dingrao@glendale.edu

Online and Hybrid Definitions Redefined

What we have already:

Three forms of Distance Education are offered at GCC:

1. Online Courses

The majority of class instruction, assignments, and communications are done online. Online instruction may be delivered **synchronously (in real-time) and/or asynchronously (not in real-time). The Ticket Note will list weekly online synchronous and/or asynchronous instructional activities in which students are required to participate. A Welcome Letter will be emailed to GCC student email accounts 2-5 days prior to the beginning of the semester explaining the procedures of the course.

2. Hybrid Courses

A portion of the class instruction, assignments, and communication are done online and the rest is during on-campus classroom meetings. The online portion of the class instruction may be delivered **synchronously (in real-time) and/or asynchronously (not in real-time). Scheduled dates are provided in the course Ticket Note. Plus, there are weekly online synchronous and/or asynchronous instructional activities in which students are required to participate. A Welcome Letter will be emailed to GCC student email accounts 2-5 days prior to the beginning of the semester explaining the procedures of the course.

3. HyFLEX Courses

HyFLEX courses are similar to a hybrid class but require students to physically attend class only 4-5 times a semester for face-to-face class interactions. Scheduled dates are provided in the course Ticket Note. Plus, there are weekly online **synchronous and/or asynchronous instructional activities in which students are required to participate. A Welcome Letter will be emailed to GCC student email accounts 2-5 days prior to the beginning of the semester explaining the procedures of the course.

Synchronous refers to a learning environment in which everyone takes part at the same time. **Asynchronous** refers to a learning environment in which everyone does not take part at the same time.

Online and Hybrid Definitions Redefined

What other colleges are using:

Online Courses: An Online course is offered 100% online. Students are not required to meet face-to-face for office hours, orientations, homework, exams, and distribution of resource materials or any other course component. An online course shall utilize features of the Learning Management System (LMS), Canvas, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. All course instructions, materials, assignments, and discussions are posted and completed online. Online courses require of the student and instructor the same amount of course work and hours outside of the classroom as traditional courses. Online courses are noted as such in the schedule of classes.

Hybrid Courses: A Hybrid course is offered 11%-99% online with online content and/or activities. Teaching is a combination of face-to-face meetings and online. A Hybrid course can utilize features of the Learning Management System (LMS), Canvas, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. The course can be offered during regularly scheduled class times or with online components that replace some of the regularly scheduled class meetings. The instructor will give the face-to-face orientation and in-class exams as stated in their syllabus. Hybrid courses are noted as such in the schedule of classes.

Web-Enhanced Courses: A web-enhanced course is *not* a distance education course and is offered as a face-to-face class while utilizing the web or a Learning Management System (LMS), Canvas, 10% or less of the time for resource materials, instruction, the course syllabus, and the uploading of assignments only. Classes must meet as scheduled on-campus. No in-class time can be substituted for time spent on the LMS or online. Any required use of technology will be stated in the course syllabus.

1. LA Southwest C: Hybrid (1%-50%), Online (100%)
2. Venture CC: Hybrid (1%-99%), Online (100%) – OEI Pilot
3. C of Redwoods: Hybrid (1%-99%), Online (100%) – OEI Pilot
4. PCC: Hybrid (1%-99%), Online (100%) – OEI Process
5. SDCCD: Hybrid (50%-99%), Online (100%)
6. Clovis CC: PCC: Hybrid (1%-99%), Online (100%)
7. Southwestern CC: Hybrid (1%-99%), Online (100%)
8. Cuesta: Hybrid (51%-99%), Online (100%)

Regular and Effective Contact

Instructors need to make certain that there are measures for instructor-initiated effective regular authentic contact incorporated into online and hybrid course design and delivery.

Title 5 - § 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: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and student." In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student.

Regular, effective and authentic contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status. Lack of activity in the course, such as in the LMS or third-party websites, indicates a lack of regular and effective contact. **Therefore DE courses cannot be offered in a self- paced format.**

WHAT THIS MEANS FOR DISTANCE EDUCATION:
Interaction in the distance education classroom must take place in four ways every week:

1. Instructor-Student 2. Student-Student 3. Student-Content 4. Student-Interface
The following are examples of how to implement weekly interaction in the distance education classroom:

Instructor-Student Examples:
• Personalized feedback
• Interactions in discussion boards
• Chat/IM
• Synchronous Sessions / Videoconferencing
• Flipped Classroom Instruction
Student-Student Examples:
• Messaging via the LMS
• Discussion boards
• Chat/IM
• Synchronous/Asynchronous Document Editing
• Collaborative projects: group blogs, wikis
Student-Content Examples:
• Modules on the LMS
• Lectures (recorded/streaming)
• Podcasts/webinars/screencasts
• Videoconferencing/CCCConfer
• Discussion boards
Student-Interface Examples (within Canvas):
• Computer hardware
• Internet browsers
• Software applications
• Modules on the LMS
• Discussion boards

Standardized DE Ticket Notes

Note: HYBRID CLASS— For information on what is required of you when taking an online course visit: http://glendale.edu/online. **Face-to-face classes will convene on x from x to x. Real-time (synchronous) learning is required on x from x to x.** Students must review the instructor generated Welcome Letter via GCC email and complete the Course Check-In Assignment described in the Welcome Letter by Sunday at 11:59pm to not be dropped from the course. Students should possess basic computer skills and have access to the Internet, either from home or from the computer labs on-campus. This course requires reading, writing, engaging in frequent online activities, and weekly assignment deadlines. Instructor: xxx; xxx@glendale.edu; (818) 240-1000 x. XXXX.

Note: ONLINE CLASS— For information on what is required of you when taking an online course visit: http://glendale.edu/online. **No face-to-face time is required for this fully online class.** Students must review the instructor generated Welcome Letter via GCC email and complete the Course Check-In Assignment described in the Welcome Letter by Sunday at 11:59pm to not be dropped from the course. Students should possess basic computer skills and have access to the Internet, either from home or from the computer labs on-campus. This course requires reading, writing, engaging in frequent online activities, and weekly assignment deadlines. Instructor: xxx; xxx@glendale.edu; (818) 240-1000 x. XXXX.

DE Certified Training - What Other Colleges are Doing

- Ventura Community College (VCCCD): Online Teacher Training - 4 weeks
- College of the Canyons (CoC): Online Instructor Certification program - 4 weeks
- American River College: Full semester in-house training – 16 weeks
- Orange Coast College: In-house 40 hour training based on @One - 4 weeks
- Pasadena CC: 4 – 40 hour @One training courses (120 hours) - 16 weeks
- Coastline College: Teaching Online in Canvas – 4 weeks
- L.A. CC: @One Training and DE Pedagogy = 40+ hours - 4 weeks
- Grossmont College: Based on @One Training - 6 weeks
- LA Southwest College: 2 @One courses - 80 hours/8 weeks
- Ventura CC: @One training at 40 hours - 4 weeks
- Clovis CC: Accepts @One training of 40 hours/No in-house - 4 weeks
- Cabrillo CC: 2 @One courses – 80 hours - 8 weeks
- Fresno City College: Based on @One Training - 6 weeks