

CoDE Minutes

Tuesday, Sept. 24, 2019

12:20-1:30pm

SV105 (FIC Conference Room)

Members Present: Alexa Schumacher (Chair), Rachel Ridgway (PSD), Dave Martin (TAD), Amy Oliver (VPAD), Ken Taira (BUSD), Adina Lerner (LIBD), Jon Gold (KIND - Proxy for Barbara Erfurt), Piper Rooney (ENGD), Caryn Panec (NCBUSD), Barbara Assadi (NCESL), Mike Eberts (LAD), Jonathan Holt (BIOD), Judy Redman (HSD), Cindy Pollack (ADJ), Roger Bowerman (SSD), Sandra Romero (MATH), Johanna Quintanilla (STSD - Proxy for Molly Mercer), Brian McDonald (CESL).

Members Not Present: Molly Mercer (STSD).

Resources: Francien Rohrbacher (C&I), Zohara Kaye (Guild), Caroline Hallam (OER/LIBD), Eric Hanson (Dean), Suzy Semerdzhyan (NCESL), Julie Gamberg (DEFDC), KC Camp (DSPS), Nahal Ghodousi (Counseling), Carmen Houhannisyan (ASGCC), Jocelyn Perez (ASGCC), Cecilia Nicolas Javier (KIND), Lauren Lampietti (ITS), Samantha Garagliano (LAD).

I. Call to Order at 12:21pm

II. Comments from the audience on agenda items only - None

III. Approval of Minutes – Sept. 24, 2019

a. (MTA: Rooney/Eberts) – Approved, Bowerman Abstention.

IV. Coordinator's Report

• **@ONE DE Certification: September 30th and October 7th 2019 - Full!**

- **2020 Session Dates TBA:** <https://tinyurl.com/DE-Certification>
- Julie Gamberg will lead IOTL Sessions in the spring 2020 term.
- Encourage colleagues to take Free Self-Paced “Intro to Teaching with Canvas” before IOTL! <https://catalog.onlinenetworkofeducators.org/courses/intro2canvas-sp2>

• **UPDATED “GCC Canvas Sample Course Shell” - On Canvas Commons!**

- New DE Website Icon under DE Faculty Center
- Website: <https://tinyurl.com/DE-Fac-Center>

• **UPDATED GCC DE Resource Shell!**

- Announcements/Reminders will come from Shell
- Reduces emails from DE Listserv - Achievable in Shell
- DE Certified Faculty received GCC email invite to join Shell
- Self-Enroll Code is available on the DE Faculty Website
- The hope is that All DE Faculty, Chairs/Admin will be in this Shell!

- **Committee on Canvas Tools! Enroll Now! Join the Conversation**
 - Interested faculty (DE and non-DE) were sent an Invite to join
 - DE Certified Faculty were sent an email invite to self-enroll
 - Email de@glendale.edu if you would like to be added!
 - Self-Enroll Code will be available in the GCC DE Resource Shell

- **New Main Canvas Administration Contact (Connie Retired July 25, 2019)**
 - **Daniele Ingrao**
dingrao@glendale.edu
 (818) 240-1000 x3455
 Moving to FIC: August 19th
 - Hours: M-Th, 2:30-7:30pm
 24/7 Canvas Help: 833-544-3019

- **New Gradebook Implementation – Pushed to January 18th, 2020**
 - Turn on now under Settings>Feature Options
 - Enhanced Interface – easier to scroll/enhanced interface
 - *Will post short video on how to use New Gradebook via the DE Certified Listserv and in the DE Faculty Resource Shell!*
 - *Please see video: <https://community.canvaslms.com/videos/4325-new-gradebook-overview>*

- **VeriCite is Staying until Summer 2020 (No disruption of service)**
 - Reviewing options for next year: UniCheck and Turnitin

- **Name Edit Feature is “On” until Summer 2020. Will Revisit in Fall 2020**
 - Account > Settings > Edit Settings
 - Student can edit Full Name, Display Name, and Sortable Name
 - *Reiterate to Canvas that it is desirable to have edit on for Display Name only – not Full Name!*
 - *Ask participating students their thoughts through a survey.*

- **Ally Canvas Accessibility Tool (<https://tinyurl.com/gcc-ally>) is “On”!**
 - Email Notification and Global Announcement in Canvas was sent July 31.
 - *Self-paced and instructor-led Faculty training will be coming soon.*
 - *Send Global Canvas Notification to Students on how to use Ally.*
 - *Email Faculty to inform that a Notification to Students was sent.*
 - *Will post short video on how to use Ally via the DE Certified Listserv and in the DE Faculty Resource Shell!*
 - *Short Ally video for Canvas students users:*
 - https://www.youtube.com/watch?time_continue=1&v=ByB6kawQg8k

- **Peer Online Course Reviewer (POCR) Training – Worth 45hrs of Flex/GADER!**
 - [11/4/19-12/7/19: http://catalog.onlinenetworkofeducators.org/courses/19fa-pocr-5](http://catalog.onlinenetworkofeducators.org/courses/19fa-pocr-5)
 - [11/18/19-12/21/19: http://catalog.onlinenetworkofeducators.org/courses/19fa-pocr-6](http://catalog.onlinenetworkofeducators.org/courses/19fa-pocr-6)

- **Release Time Opportunity for the OEI Design Academy!**
 - Accepting Application for Fall 2020 Now (Fall 2019 and Spring 2020 - Full!)
 - GCC OEI Website: <https://tinyurl.com/gcc-cvc-oei>
 - Design Academy: <https://tinyurl.com/de-design-academy-opportunity>
 - Submit a DE Course to the DA: <https://tinyurl.com/GCC-POCR>
 - **Note:** *DE faculty can submit to the DA without RT/Stipend Anytime!*
 - **Design Academy Information Meeting:**
<https://app.smartsheet.com/b/form/5a7a635b88d845ada33ed1da661c136f>
- **Hyperlink added to DE Ticket Notes in Online Schedule!**
 - Main DE Website: <http://glendale.edu/online> website
 - Redesigned homepage – check it out!
- **Updated DE Website Homepage: www.glendale.edu/online**
 - Added: Online Counseling/Quest Online Readiness Tutorials
 - DE Faculty Center moved to Staff/Faculty link (bottom page)
 - Streamlined DE Faculty Center – Push all into DE Faculty Resource Shell
- **Call to Pilot Proctorio (proctoring software) in your Online/Hybrid DE Course!**
 - It is now possible to integrate Proctorio into one course only
 - Faculty member would receive training from Proctorio
 - Use Proctorio for a term and then report back to CoDE!
 - Email Alexa (de@glendale.edu) for more details and Proctorio Contact
 - *Call for volunteers to pilot. Will post on Committee on Canvas Tools and DE Faculty Resource Shell.*
 - *Volunteers will work with Proctorio Rep and be trained before pilot.*
 - *Must mention use of Proctorio in Ticket Note, Syllabus and Welcome Letter – including needing video/audio to use Tool.*
 - *Look at Language used at other colleges to be consistent.*
- **Approved DE Addenda List Now Available for CoDE and C&I Reps**
 - <https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/de-policies-procedures>
 - DE Policies and Procedures>[Approved Distance Education Addenda List](#)
- **Cranium Café (used for Counseling) to be Integrated into Canvas**
 - Will be in red side-panel like Commons and the Help Icons
 - Date of implementation – Nahal Goudousi
 - Online counseling: <http://glendale.edu/onlinecounseling>
 - Soon to be offered for Non-credit. Not currently considered for SI.
 - Excellent online screen sharing, FERPA/ADA Compliant
 - Soon to be available within Canvas as a LTI and/or Icon
 - (Accreditation Standard II.C.1)
- **Office of Research & Planning** has requested that CoDE review Accreditation Standards and to document Standards in meeting minutes, if applicable (**see p. 7**). (Accreditation Standard I.C.5).

- **Sept. 5, 2019 1:40-3:10 p.m., LB225 - Motion 2019-32:** The Academic Senate approves the creation of a local Peer Online Course Review (POCR) subcommittee of CoDE to support instructors who wish to align their online section of a course(s) to the Online Education Initiative (OEI) Rubric in order for the course(s) to be cross-listed in the statewide Exchange.
 - To become a Certified POCR Campus and run Local POCR Review Process, the Lead POCR Reviewer and Peer Reviewer/ACE (can be the Instructional Designer) will need to review and align 3 Online Courses to submit to the OEI for approved “Norming” and stamp of approval to become a Certified POCR Campus. Volunteers will be needed! Stay tuned.

V. Guided Pathways Update from Rachel Ridgway

- *Creation of a FIC workgroup to create an online orientation.*
- *Volunteers will be needed and more information to come.*

VI. Julie Gamberg – DE Faculty Development Coordinator

a. GADER Annual Due Dates + New Submission Form

- *New GADER Workshop Dates and GADER Submission Form posted on glendale.edu/gader – online and face to face available!*
- *Can*Innovate Conference in the FIC! Friday, Oct. 25th from 9-1pm.*
- *DE Community of Practice Shell now called “Fully Online GADER”*
- *GADER due: March 15th soft deadline, June 30th hard deadline.*
- *Three DE Mentors available – Request Form Available.*
 - (Accreditation Standard II.C.3)

b. Online Teaching Conference and Certification/Recertification (Bowerman)

- *Motion to investigate attending conferences at OTC to supplement IOTL training and initial certification”*
 - (MTA: Bowerman/Gold) – *Approved, Lerner Opposed.*

VII. OEI Steering Committee Update from Eric Hanson

- *OEI did not meet during the summer – more information to come during the October 22, 2019 CoDE meeting.*

VIII. Call for additional items (for future agendas) - None

IX. Approval of Agenda

- a. (MTA: Ridgway/Rooney) – *Approved, Bowerman Opposed.*

X. High Priority Items

Approval of DE Addenda Reviews

1. **ANTHR 48** (Robyn Fishman – SSD – COR 3/27/2019)
2. **ANTHR 101** (Robyn Fishman – SSD – COR 10/10/2018)
3. **ANTHR 104** (Robyn Fishman – SSD – COR 10/10/2018)
4. **ANTHR 105** (Robyn Fishman – SSD – COR 10/10/2018)
5. **ANTHR 150** (Robyn Fishman – SSD – COR 5/22/2019)
6. **CHLDV 133** (Robyn Fishman – SSD – COR 10/10/2018)

7. **CHLDV 135** (Robyn Fishman – SSD – COR 10/10/2018)
8. **CHLDV 138** (Robyn Fishman – SSD – COR 11/28/2018)
9. **CHLDV 140** (Robyn Fishman – SSD – COR 3/19/2019)
10. **CHLDV 141** (Robyn Fishman – SSD – COR 5/22/2019)
11. **CHLDV 142** (Robyn Fishman – SSD – COR 11/28/2018)
12. **CHLDV 154** (Robyn Fishman – SSD – COR 3/19/2019)
13. **CHLDV 156** (Robyn Fishman – SSD – COR 5/22/2019)
14. **CHLDV 160** (Robyn Fishman – SSD – COR 5/22/2019)
15. **ECON 101** (Robyn Fishman – SSD – COR 6/18/2019)
16. **ECON 102** (Robyn Fishman – SSD – COR 2/27/2019)
17. **ECON 102 H** (Robyn Fishman – SSD – COR 2/16/2016)
18. **ETHS 102** (Robyn Fishman – SSD – COR 2/27/2019)
19. **ETH S 110** (Robyn Fishman – SSD – COR 2/27/2019)
20. **ETH S 121** (Robyn Fishman – SSD – COR 2/27/2019)
21. **ETH S 123** (Robyn Fishman – SSD – COR 2/27/2019)
22. **ETH S 124** (Robyn Fishman – SSD – COR 6/18/2019)
23. **ETH S 125** (Robyn Fishman – SSD – COR 4/24/2019)
24. **ETH S 164** (Robyn Fishman – SSD – COR 9/26/2018)
25. **GEOG 110** (Robyn Fishman – SSD – COR 11/28/2018)
26. **GEOG 160** (Robyn Fishman – SSD – COR 3/22/2019)
27. **HIST 48** (Robyn Fishman – SSD – COR 3/27/2019)
28. **HIST 103** (Robyn Fishman – SSD – COR 9/26/2018)
29. **HIST 104** (Robyn Fishman – SSD – COR 9/26/2018)
30. **HIST 105** (Robyn Fishman – SSD – COR 9/26/2018)
31. **HIST 113** (Robyn Fishman – SSD – COR 11/28/2018)
32. **HIST 119** (Robyn Fishman – SSD – COR 11/20/2018)
33. **HIST 120** (Robyn Fishman – SSD – COR 9/20/2018)
34. **HIST 131** (Robyn Fishman – SSD – COR 10/24/2018)
35. **HIST 133** (Robyn Fishman – SSD – COR 11/20/2018)
36. **HIST 133 H** (Robyn Fishman – SSD – COR 11/20/2018)
37. **PHILO 101** (Robyn Fishman – SSD – COR 3/19/2019)
38. **PHILO 115** (Robyn Fishman – SSD – COR 5/2/2018)
39. **PHILO 116** (Robyn Fishman – SSD – COR 10/24/2018)
40. **PHILO 118** (Robyn Fishman – SSD – COR 10/24/2018)
41. **PHILO 120** (Robyn Fishman – SSD – COR 5/22/2019)
42. **POLS 48** (Robyn Fishman – SSD – COR 3/27/2019)
43. **POLS 108** (Robyn Fishman – SSD – COR 10/10/2018)
44. **POLS 110** (Robyn Fishman – SSD – COR 9/1/2018)
45. **POLS 111** (Robyn Fishman – SSD – COR 9/1/2018)
46. **POLS 112** (Robyn Fishman – SSD – COR 11/20/2018)
47. **PSYCH 101** (Robyn Fishman – SSD – COR 10/10/2018)
48. **PSYCH 101 H** (Robyn Fishman – SSD – COR 10/10/2018)
49. **PSYCH 103** (Robyn Fishman – SSD – COR 10/10/2018)
50. **PSYCH 104** (Robyn Fishman – SSD – COR 10/10/2018)
51. **PSYCH 106** (Robyn Fishman – SSD – COR 10/10/2018)
52. **PSYCH 110** (Robyn Fishman – SSD – COR 10/10/2018)

- 53. **PSYCH 113** (Robyn Fishman – SSD – COR 2/27/2019)
- 54. **PSYCH 115** (Robyn Fishman – SSD – COR 10/10/2018)
- 55. **PSYCH 131** (Robyn Fishman – SSD – COR 10/10/2018)
- 56. **PSYCH 150** (Robyn Fishman – SSD – COR 10/10/2018)
- 57. **PSYCH 203** (Robyn Fishman – SSD – COR 10/10/2018)
- 58. **SOC 48** (Robyn Fishman – SSD – COR 3/20/2019)
- 59. **SOC 102** (Robyn Fishman – SSD – COR 3/27/2019)
- 60. **STDV 100** (Anahit Boduryan – STSD – COR 6/12/19)
- 61. **NCESL 40** (Suzy Semerdzhyan – NCESLD – COR 10/1/15)
- 62. **MATH 136** (Sandra Romero – MATHD – COR 4/11/2018)
- 63. **MATH 30** (Sandra Romero – MATHD – COR 2/19/2019)
- 64. **MATH 30+** (Sandra Romero – MATHD – COR 2/19/2019)
- 65. **MATH 15** (Sandra Romero – MATHD – COR 4/16/2019)
- 66. **MATH 90** (Sandra Romero – MATHD – COR 2/19/2019)
- 67. **MATH 90+** (Sandra Romero – MATHD – COR 2/19/2019)
- 68. **MATH 100** (Sandra Romero – MATHD – COR 3/01/2018)
 - *(MTA: Bowerman/Rooney) – Approved Unanimously*
 - *DE Addenda reminder: DE Addendum must be submitted after a COR is approved by C&I. A DE Addendum cannot be approved if the COR has expired or is near expiring. CoDE Rep should work with C&I Rep to discuss approved CORs and if a DE Addendum is needed.*
 - (Accreditation Standard II.A.1)

XI. Old Business

XII. New Business

- **Integrating Library Workshops Resources into DE Classes (Zohara Kaye)**
 - Short demo regarding adding Library resources to a Canvas shell
 - More to come at the next CoDE Meeting about Library Resources!
 - (Accreditation Standard II.C.3)
- **DE Addenda Form – 2 Adds Recommended for Compliance**
 - How Student Outcomes are Achieved/Questions (**see p. 8**)
 - Add Required Instructional Materials/Questions (**see p. 9**)
 - Moved to Old Business for October 22, CoDE Agenda

X. Adjournment at 12:30pm

Fall 2020 CoDE Meetings: September 24, October 22 and November 26

WELCOME BACK TO CODE AND THE FALL 2019 TERM!
 DE Coordinator: Alexa Schumacher: de@glendale.edu
 DE Faculty Development Coordinator: Julie Gamberg - defdc@glendale.edu
 Assistant Support Instructional Specialist: Daniele Ingrao – dingrao@glendal.edu

ACCJC Standards for **CoDE**:

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Title 5 CA Education Code § 55206. Separate Course Approval.

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required.

In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

(a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

Check the statements below to acknowledge the how course outcomes will be achieved in a Distance Education course.

1. The content identified in the course outline on record can be presented effectively in this proposed Distance Education course as a comparable traditional course.
2. A student can achieve the same goals and objectives identified in the course outline on record in this proposed Distance Education course as a comparable traditional course.
3. The same assignments in the course outline on record can be completed by the student and manually (not auto) graded by the instructor in this proposed Distance Education course as a comparable traditional course.
4. The same testing and student accountability can be achieved in this proposed Distance Education course as a comparable traditional course.
5. The instructor can achieve the same content rigor in this proposed Distance Education course as a comparable traditional course.

Title 5 CA Education Code § 59400. Required Instructional Materials.

(a) The governing board of a district may, consistent with the provisions of this subchapter, require students to provide instructional materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district.

(b) Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.

(c) Where instructional materials are available to a student temporarily through a license or access fee, **the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years.** The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

(d) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional materials required for a credit or noncredit course.

Check the statements below to acknowledge the “Required Instructional Materials” Title 5 Guideline in a Distance Education course.

1. If a student is required to purchase online instructional materials as part of this proposed Distance Education course, the required instructional materials will not be used or designed for administrative purposes, class management, course management, or supervision.
2. If a student is required to purchase online instructional materials as part of this proposed Distance Education course, the student will be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years.

Don't Forget to Tell your Division...!

(Reminders from CoDE: Sept. 24, 2019)

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 - Website: <https://tinyurl.com/DE-Fac-Center>
- **GCC DE Resource Shell: Self-Enroll: <https://gcc.instructure.com/enroll/YEARDN>**
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- **Ally Canvas Accessibility Tool (<https://tinyurl.com/gcc-ally>) is “On”!**
 - Email Notification and Global Announcement in Canvas was sent July 31.
- **Updated DE Website Homepage: www.glendale.edu/online**
 - DE Faculty Center moved to [Staff/Faculty](#) link (bottom page)
- **Guided Pathways Update from Rachel Ridgway**
 - *Creation of a FIC workgroup to create an online orientation for new GCC students – volunteers will be needed (email de@glendale.edu).*
- **Julie Gamberg – DE Faculty Development Coordinator**
 - *New GADER Workshops, both Online/face-to-face!: glendale.edu/gader*
 - *You can now submit your GADER online: <https://forms.gle/8zsMS2g2BkryzsGt5>*
 - *Can*Innovate Conference in the FIC! Friday, Oct. 25th from 9-1pm.*
 - *DE Community of Practice Shell now called “Fully Online GADER”*
 - *Self-Enroll Code: <https://gcc.instructure.com/enroll/G4YB8W>*
 - *GADER due: March 15th soft deadline, June 30th hard deadline.*
 - *Three DE Mentors available: <https://forms.gle/8zsMS2g2BkryzsGt5>*

HAVE A WONDERFUL FALL TERM!

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Assistant Support Instructional Specialist: Daniele Ingrao – dingrao@glendal.edu