CoDE Minutes
Tuesday, Nov. 26, 2019
12:20-1:30pm
SV105 (FIC Conference Room)

Members Present: Alexa Schumacher (Chair), Rachel Ridgway (PSD), Molly Mercer (STSD), Jonathan Holt (BIOD), Amy Oliver (VPAD), Adina Lerner (LIBD), Jon Gold (KIND - Proxy for Barbara Erfurt), Julie Gamberg (ENGD – Proxy for Rosemary Kwa, Cindy Pollack (NCBUSD – Proxy for Caryn Panec), Barbara Assadi (NCESL), Samantha Garagliano (LAD – Proxy for Mike Eberts), Judy Redman (HSD), Cindy Pollack (ADJ), Sandy Somo (SSD – Proxy for Roger Bowerman), Brian McDonald (CESL), and Suzy Semerdzhyan (NCESL), and Simon Mirzayan (BUSD – Proxy for Ken Taira).

Members Not Present: Sandra Romero (MATH) and Dave Martin (TAD).

Resources: Caroline Hallam (OER/LIBD), Eric Hanson (Dean), Carmen Houhannisyan (ASGCC), Jocelyn Perez (ASGCC), and Lauren Lampietti (ITS).

I.   *Call to Order at 12:23pm*

II.   *Comments from the audience on agenda items only* – *None*

III.   **Approval of Minutes – Oct. 22, 2019**
   a. *Approval with change of* dropping the "C" from the last name of Caroline Hallam
   b. *(MTA: McDonald/Pollack) – Approved Unanimously*

IV.   *Coordinator's Report*

- **@ONE DE Certification: New 2020 Dates Now Posted!**
  - January Session (Full); March Session still has spaces!
  - Register: https://tinyurl.com/DE-Certification

- **GCC DE Resource Shell: Self-Enroll:** https://gcc.instructure.com/enroll/YEARDN
  - Announcements/Reminders will come from Shell/Reduces Emails
  - *Not Getting Announcements? Turn them on under Settings>Notifications*

- **Proctorio Pilot is Underway!**
  - Check the DE Faculty Resource Shell Announcement for details on this tool.
  - Contact DE Coordinator, Alexa (de@glendale.edu), for more information.
    - **We have four faculty using Proctorio right now.**
    - **Will ask for update at the end of this term (pros/cons)**
    - **Will have discussion of Proctorio on next CoDE Agenda to globally implement or stay as a pilot.**
    - **Will create a required/recommendation list for faculty using Proctorio for the Senate to consider adapting.**

- **GCC Unique DE Policies – Handout**
  - o Found in the DE Faculty Resource Shell and attached (p. 12).

- **New Gradebook:** Launch January 2020 - available for activation under Settings>Features. Review: https://community.canvaslms.com/videos/4325-new-gradebook-overview
  - o **Will send Canvas Announcement when global implementation occurs**

- **New Quizzes:** Launch summer 2020 - available for activation under Settings>Features: Review: https://community.canvaslms.com/docs/DOC-12115-new-quizzes-feature-comparison
  - o **Will send Canvas Announcement when global implementation occurs**

- **New Analytics:** Launch March 2020 - available for activation under Settings>Features: Review: https://community.canvaslms.com/docs/DOC-17998-41521003848
  - o **Will send Canvas Announcement when global implementation occurs**

- **Approved DE Addenda List Now Available for CoDE and C&I Reps**
  - o https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/de-policies-procedures
  - o DE Policies and Procedures>Approved Distance Education Addenda List

- **Providing GCC Students with Multiple Pathways to the Learning Center**
  - o Shant Shahoian – Learning Center Director
  - o Discussion on adding an Icon to Sample Course Shell to the Learning Center or add a Navigation Link to Canvas?
  - o Con: Icon to Sample Course Shell less visible/might be deleted
  - o Pro: Navigation link more visible/can be hidden/landing page will go to resources that directly relate to a student using Canvas/distance learning
    - **Motion to add a "Learning Center" Navigation Link in Canvas**
    - *(MTA: Ridgway/McDonald) – Approved Unanimously*

V.   Guided Pathways Update from Rachel Ridgway
- Working on meta-majors and aligning with the CVC-OEI project.

VI.   Julie Gamberg – DE Faculty Development Coordinator
- Presented "GADER - Don't Forget to Tell Your Division…!" (p. 13).
- Julie will send out this Reminder to CoDE Listserv
- Covered: Earn GADER in December!; Request a free Computer Camera/Mic; Request a DE Mentor; Submit GADER Completion From Online; New Canvas Features: New Analytics/New Gradebook/Portfolium! Visit: Glendale.edu/gader

VII.   OEI Steering Committee Update from Eric Hanson
- Entering Phase 1 of preparing for the OEI Exchange with IT.
- CVC is up and running with GCC online classes for GCC students only.

VIII. *Call for additional items (for future agendas)*
- Proctorio discussion on global vs pilot implementation (Feb. 25, 2020)
- Portfolium discussion on global implementation (Feb. 25, 2020)

IX. **Approval of Agenda**
(MTA: Lerner/McDonald) – Approved Unanimously

X. **High Priority Items**

1. **Approval of DE Addenda Reviews**
   1. **ENGL 123** (Amarnath Ravva – ENGD – COR: 11/6/17)
   2. **CABOT 285** (Yvette Kayzakian – BUSD – COR: 11/1/2016)
   3. **CABOT 286** (Yvette Kayzakian – BUSD – COR: 11/1/2016)
   4. **CS/IS 240** (Simon Mirzayan – BUSD – COR: 9/17/2019)
   5. **CS/IS 241** (Simon Mirzayan – BUSD – COR: 9/17/2019)
   6. **CS/IS 242** (Simon Mirzayan – BUSD – COR: 9/17/2019)
   7. **CS/IS 243** (Simon Mirzayan – BUSD – COR: 9/17/2019)
   8. **KIN 100** (Yvette Ybarra - KIND – COR: 5/01/2016)
   9. **HIST 132** (Hazel Ramos – SSD – COR: 5/01/2018)
   10. **HIST 140** (Hazel Ramos – SSD – COR: 2/15/2016)
   11. **HIST 141** (Hazel Ramos – SSD – COR: 2/15/2016)
   12. **HIST 141H** (Hazel Ramos – SSD – COR: 4/17/2018)
   13. **Sonali Perera** (MOA 188 – BUSD – COR: 11/19/2019)
   14. **Sonali Perera** (MOA 193 – BUSD – COR: 11/19/2019)
   15. **Sonali Perera** (MOA 194 – BUSD – COR: 11/19/2019)
      - *(MTA: Pollack/McDonald) – Approved Unanimously*

XI. **Old Business**

XII. **New Business**

- Review of SWOT Analysis (p. 4)
- Review of DE Strategic 5-Year Plan (p. 6)

X. **Adjournment**

*Fall 2019 CoDE Meetings***:** September 24, October 22 and November 26
*Spring 2020 CoDE Meetings***:** February 25, March 24, April 28 and May 26

SEE YOU IN FEBRUARY 2020 - HAVE A GREAT HOLIDAY SEASON

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

DE SWOT ANALYSIS – RESULTS!

STRENGTHS:

- Increasing faculty interest in starting to teach DE courses for the first time (8)
- GADER (8)
- Many dedicated DE faculty these days! (7)
- Alexa and Julie! (7)
- DE Certification Course (IOTL) (5)
- Lots of opportunities for professional development (5)
- Alexa and Julie Are Awesome (6)
- OER Support from Library (3)
- Quick responses to questions by email – very helpful! (3)
- Good interaction and communication (2)
- Good option features for feedback (2)
- GADER Workshops (2)
- GADER is Helpful (2)
- Great IOTL Course (1)

WEAKNESSES:

- **ADA Help! (10)**
- **Need help with Design after IOTL course is completed (8)**
- **Instructional design: faculty support to design Canvas shell (6)**
- **Other options (creative ways) to offer materials (5)**
- Offer financial incentives for faculty to convert classes to online and/or hybrid format (3)
- DE faculty need way more training than IOTL + 3 hours/year (2)
- Faculty drop out of IOTL because of firehose approach (1)
- **Need Feedback on GADER Completion (1)**
- Communication with students during the class
- Difference between @ONE and IOTL
- Faculty complete IOTL don't feel prepared to teach online
- IOTL courses geared towards noncredit

OPPORTUNITIES:

- **Mentor more DE faculty to become strong DE (8)**
- **After IOTL, we need help with Design/Peer Mentors? (6)**
- **New Instructional Designer? (Coming soon!) (6)**
- **GADER page could be better organized (3)**
- **Alternative Media Specialist coming (4)**
- **Create flexibility for the working student (4)**
- College of the Canyons has a very robust DE certification process. Can we look at theirs? (2)
- DE/Hybrid non-credit bus GED prep/parent ed classes (and ESL) (2)
- Sciences need DE science courses and labs (2)
- Collect anonymous feedback from IOTL "Students" to improve teacher training (1)
- Expanded Information Competency for DE from library (1)
- Collaboration with Library (1)
- Math – need DE Stats and Math
- Connecting classes with library resources
- We can have Cranium Cafe in different languages if it is passed by GCC Trustees (Article 3(b)).
- Calbright College (115 Community College – Fully Online)

THREATS:

- **Not enough DE staff helping faculty (10)**
- **Misunderstanding of copyright on materials posted online (6)**
- **No compensation for developing online classes (3)**
- WE may have reluctance (minor reassurance) from Admin funding the whole range of DE leadership, e.g. POCR Lead (3)
- Time (3)
- 115th Online CA Community College/Calbright College (3)
- DE Burnout (3)
- Lack of understanding what DE is/does, e.g: is it just a scheduling issue? (2)
- Not enough support to create online classes (2)
- Campus needs better support in DE. Some Departments still think DE is a joke (2)
- Growth of DE can lead to outsourcing faculty (1)
- Getting more faculty in my division to tach an online course (1)
- Lack of faculty completing training-should faculty get release time? (1)

GCC Distance Education 5-Year Plan (Goals/Objectives)

The 8 DE Goals align with the GCC Institutional Master Plan 2018-2023

- **Goal 1: Develop and Promote Principles of Excellence in DE Program Quality**
  - **Completed:**
    - In collaboration with the Guild and Academic Senate, create a DE Instructor Evaluation Form and process to effectively measure the effectiveness of online teaching practices and compliance with DE state regulations, federal laws, and accreditation guidelines.
    - Find representation to sit on CoDE, as a voting member or resource, from the Academic Senate and Open Education Resources (OER), to ensure that these voices are heard when making important decisions.
    - Expand and promote the role of DE Division Mentors to provide individual and small-group mentoring for faculty teaching online or preparing to teach online. Increase awareness of the DE Mentor Program through Division outreach, CoDE Representatives, CVC-OEI/GADER Subcommittee, email, and integration into current DE training and faculty development opportunities.
  - **In Progress:**
    - Encourage all newly hired faculty who will be teaching an online or hybrid course to meet with the DE Coordinator (DEC) and/or DE Faculty Development Coordinator (DEFDC) for review of college expectations and training opportunities.
    - DEC and DEFDC will work closely with Division Chairs to ensure open communication, respect and collaboration of ideas to promote a high-quality distance education program at GCC.
    - Work towards creating 100% online certificates.
    - Work towards creating 100% online transferable degrees.
    - Develop DE Guided Pathway for completing transfer requirements with online courses and other DE guided pathway information for students.
    - Continue growth of online course offerings to meet student and community demands by conducting surveys of students and of the community to learn the wants and needs for online education courses.
    - Continue to work with the Curriculum + Instruction (C&I) Committee to ensure transparency and flow of information between the DE Addendum process and Curriculum Management System, per Title 5 Regulations.
  - **On Agenda:**
    - Ensure that all DE courses are following measurable Student Learning Outcomes (SLOs), as outlined in the Curriculum of Record (COR) and are regularly accessing these outcomes within their DE courses, per state and Curriculum and Instruction (C&I) guidelines.
    - Create and encourage a DE end-of-course survey for all DE students to complete in order to gather data on the effectiveness of course delivery and retention/persistence to make future DE program recommendations.

- **Goal 2: Develop and Promote Principles of Excellence in DE Course Quality**
  - **Completed:**
    - Promote the CVC-OEI Course Design Rubric and provide faculty-training for use as

a best practice for excellence.

- Continue to promote and improve the Introduction to Online Teaching and Learning (IOTL) in-house online pedagogy/course design training requirement to become DE certified at GCC. Offer more sections, if warranted, to ensure that all faculty interested in becoming DE certified at GCC have the opportunity to do so free of charge.
- In collaboration with the Academic Senate, create a DE Course Compliance Checklist review process with the Academic Senate approved CVC-OEI Course Design Rubric to ensure that DE courses are meeting the minimum DE state (Title 5) regulations, federal laws (ADA/508/FERPA) and accreditation guidelines in preparation for Accreditation, Program Review, and Department of Education visits, audits, and/or reviews.

- o **In Progress:**
    - Hire a full-time Instructional Designer to aid in the goal of increased quality within DE course design as supported by the CVC-OEI Course Design Rubric and other recognized state regulations, federal laws, accreditation guidelines, and effective DE practices.
    - Hire an Alternative Media Specialist and/or individual that can assist with Canvas technical support, with knowledge of universal course design, accessibility issues and solutions, and training support on pedagogy through the support of the CVC-OEI Course Design Rubric if desired.
    - Hire/Contract for expert help for faculty with creating accessible (ADA/508) courses and content by the adoption of "Ally by Blackboard" software and/or a trained accessibility expert. Work closely with Disabled Students Programs and Services (DSPS), Student Support Services, and Information Technology Services (ITS) to ensure compliance and regulatory updates and integration into online courses.

- o **On Agenda:**
    - In consultation with the Guild, broaden initial DE certification training requirements to 6-12 weeks so accessibility, course design, equity, regular and substantive interaction, and other pertinent pedagogy can be explored past the introduction to online teaching and learning course that covers only the 'basics' of teaching in the online environment.

- **Goal 3: Expand DE growth and DE faculty Participation Opportunities**
    - o **Completed:**
        - Research and implement an attendance accounting process to bring non-credit courses into the distance education department for growth and faculty opportunities.
    - o **In Progress:**
        - Plan and create a Peer Online Course Review (POCR) program for and with faculty to participate in the local review of online courses in preparation to participate in the Consortium.
        - Seek funding for greater incentives to encourage faculty to submit their courses to the CVC-OEI Design Academy and to create a "CVC-OEI Ready Online Course" to run in the exchange. Offer stipend pay, instructional tools or software, banked units, first right of refusal, sabbaticals, reduced course load or greater units for a

DE course, TAs to help with grading difference with F2F classes, higher pay rate, etc.

- Provide incentives for DE faculty to become POCRs and aid in the facilitation of DE course compliance checks and/or mentor other faculty in teaching online or preparing to teach online – offer stipend pay, instructional tools or software, banked units, etc.
  - o **On Agenda:**
    - In collaboration with administration, offer a stipend/banked units/release time to a DE Certified faculty member to create a distance education "Master Shell" – CVC-OEI Aligned/Design Academy Approved course– to be used as a base for other DE Faculty that wish to teach the class online and/or enter the Design Academy for CVC-OEI Exchange approval.

- **Goal 4: Enhance DE Professional Development Opportunities**
  - o **Completed:**
    - Offer Glendale Annual DE Recertification (GADER) hours, stipends, banked-units or another incentive to encourage a self-evaluation using the CVC-OEI Course Design Rubric, engaging in Peer Online Couse Review (POCR) training, and/or providing course peer feedback for DE Certified faculty using the CVC-OEI Course Design Rubric.
    - Offer a greater quantity of workshops and training schedule, utilizing the DE faculty talent on the GCC campus, to facilitate training for faculty on incorporating technology tools and best practices to enhance teaching effectiveness.
    - Create a set of training sessions on how to decrease the performance gap between face-to-face and online courses through effective course design, engagement with equity, and using regular and substantive contact in the online teaching environment, while meeting DE state regulations, federal laws, and accreditation guidelines.
    - Increase online, asynchronous training and workshops for adjuncts and full-time faculty that are unable to attend face-to-face DE training, but wish to engage in an active community of practice with other DE certified faculty at GCC.
  - o **In Progress:**
    - Continue to provide existing training and expand as appropriate to meet the needs of faculty; for example, Community of Practice synchronous and asynchronous learning sessions, a "Tech-Fest" or full-day, 6-hour workshop of integrating the CVC-OEI Rubric into an online course design.

- **Goal 5: Maximize the use of Canvas capabilities to improve the quality of our Online offerings**
  - o **In Progress:**
    - Create a set of CVC-OEI endorsed LTI links in the navigation bar within Canvas to increase students' access and decrease the performance gap between face-to-face and online courses through effective course design and regular and substantive contact in the online teaching environment.
    - Once adopted, integrate NetTutor, Cranium Café, SmarterMeasure/Quest, NameCoach, Notebowl and Proctorio (or other available products offered by the CVC-OEI) into Canvas Course Shells (along with VeriCite) and promote its use with all GCC students, DE or in-person, to encourage equity and access.

- Stay updated with Canvas upgrades and changes to prepare for new training needs. Beta test new releases and implement changes that would be in the best interest of faculty and utilization of the Canvas system.
- Greater promotion amongst GCC faculty to use Canvas as vehicle to communicate with all GCC students, disseminate course materials, syllabi, Gradebook transparency, email contact, students collaboration, and student support services in order to create a one-stop-shop location for all GCC students to utilize as a hub – therefore, making it easier to encourage the use of an early alert system and gather data to improve all classes and programs on the GCC campus.
  - o **On Agenda:**
    - Encourage the hiring (through a stipend or banked units) of Canvas Open Education Resources (OER) Division Experts to create level and content specific Canvas Repositories for all faculty, but specifically, DE certified faculty, that are utilizing the customized GCC Canvas Sample Course Shell to design their DE courses. This would encourage student equity and faculty to use OER materials vetted for quality by the OER Division Expert to ensure DE state regulations, federal laws, and accreditation guidelines.

- **Goal 6: Collaborate to Expand Student Support Services for DE Students**
  - o **In Progress:**
    - Collaborate with Student Services to integrate a DE component and SmarterMeasure/Quest into a New Student Orientation so all students, especially nontraditional and returning, are exposed to DE at GCC and are ready to take a DE class before registration.
    - In anticipation of meeting the needs of CVC-OEI students across the state of CA, and to offer more support to DE GCC students, more students support services are needed, such as the following CVC-OEI endorsed products (Note: other products can be used): NetTutor within Canvas for all students to access online tutoring, Cranium Café for online counseling and financial aid support, SmarterMeasure/Quest for online student learning readiness assessment, and Proctorio to accommodate Proctored Online Courses and offer online exam proctoring for all DE faculty and students. Note: GCC already has VeriCite within Canvas for plagiarism detection.
  - o **On Agenda:**
    - Continue to encourage the Online Reference Librarian access with 24/7 library chat service as well as offering other library support services, such as library research guides embedded in Canvas and/or an online library orientation.
    - Consult with Student Services, IT, and community colleges within the state about Best Practices in relation to automatic Welcome Notifications from IT, as well as Best Practices for Instructor-Generated Welcome Letters.

- **Goal 7: Collaborate with ITS to Improve Technology Infrastructure, Resources, and Support for Coordination and Continuous Improvement**
  - o **Completed:**
    - Establish a GCC distance education budget to provide online course tools, software, hardware, conference reimbursement, workshops, mentors, and special projects, specifically needed for GCC and the growth of the DE program.
    - Streamline the process of entering DE Addenda into the Curriculum Management

System directly and hire a student worker to manually enter paper-versions of past DE Addenda to bring our electronic records up-to-date for easy access during accreditation and department of education reviews.

- **In Progress:**
  - Stay well-informed of both state directions and CA accreditation changes in online education, continue to actively engage with district distance education committees, the Chancellor's office, Distance Education Coordinator Organization, and assess the impact on GCC and inform management and Academic Senate of directions that should be taken.
  - Advocate on behalf of CoDE for technology tools, software, training to support faculty to more easily produce vibrant, quality, interactive courses.
  - Obtain campus licensees in software that would directly help in the creation of quality online materials and course design within Canvas for DE classes, such as: Snagit, Canva, Camtasia, Softchalk, GoReact, VoiceThread, Relay, or other recognized effective applications.
- **On Agenda:**
  - Creation or access to a green-screen, a recording studio for private and quiet video voice recording and editing booth (including: soundproofing, a table for demos, document camera, computer for screen capture, high-quality microphones, white-board, etc.) for the creation of high-quality videos to increase 'humanization' and social presence in the online classroom environment.
  - Work with the Director of Communications and Community Relations to increase online course enrollment at GCC through a guided pathway, CVC-OEI participation, streamlined registering and comprehensive student support. Create a free promotional "sampler" course with snippets of different instructor lectures (e.g. "New School Minute").

- **Goal 8: Meet all Requirements of Participation in the CVC-OEI Cohort**
  - **In Progress:**
    - GCC agrees that, in its role, as a member of the Consortium, it will perform all of its duties, responsibilities and obligations that are incorporated within the four appendices in the CVC-OEI Consortium - Master Agreement California Community Colleges.
    - GCC commits to achieving, within two (2) academic years, an initial target of aligning at least 20% of the College's existing annual online section inventory to the CVC-OEI Course Design Rubric using the CVC-OEI Peer Online Course Review process.
    - Of this 20% section inventory, as pedagogically appropriate, incorporate CVC-OEI technologies and support services, such as: online student readiness (with diagnostic), online counseling, online tutoring, and online proctoring services.

Don't Forget to Tell your Division…!
(Reminders from CoDE: Nov. 26, 2019)

- **@ONE DE Certification: New 2020 Dates Now Posted!**
    - January Session (Full); March Session still has spaces!
    - Register: https://tinyurl.com/DE-Certification

- **GCC DE Resource Shell: Self-Enroll:** https://gcc.instructure.com/enroll/YEARDN
    - Announcements/Reminders will come from Shell/Reduces Emails
    - *Not Getting Announcements? Turn them on under Settings>Notifications*

- **Proctorio Pilot is Underway!**
    - Check the DE Faculty Resource Shell Announcement for details on this tool.
    - Contact DE Coordinator, Alexa (de@glendale.edu), for more information.
    - Proctorio Discussion at CoDE (2/25/20) globally implement/stay pilot?

- **GCC Unique DE Policies – Handout**
    - Found in the DE Faculty Resource Shell

- **New Gradebook:** Launch January 2020 - available for activation under Settings>Features: https://community.canvaslms.com/videos/4325-new-gradebook-overview

- **New Quizzes:** Launch mid-2020 - available for activation under Settings>Features: https://community.canvaslms.com/docs/DOC-12115-new-quizzes-feature-comparison

- **New Analytics:** Launch March 2020 - available for activation under Settings>Features: https://community.canvaslms.com/docs/DOC-17998-41521003848

- **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

- **Providing GCC Students with Multiple Pathways to the Learning Center**
    - Motion to add a "Learning Center" Navigation Link in Canvas

- *Julie Gamberg – DE Faculty Development Coordinator*
    - Presented "GADER - Don't Forget to Tell Your Division…!"

HAVE A WONDERFUL FALL 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

GCC Unique DE Policies!

CREEATE A WELCOME LETTER (PRE-COURSE CONTACT)

CREATE A WELCOME LETTER and send it to your students' GCC email (through Canvas Inbox and PeopleSoft) and post it as an Announcement 2-5 days before the class begins! This Letter will explain how to log into Canvas and how to complete the Check-In Assignment that establishes 'first day' attendance in a DE course.

POST THE "CHECK-IN" ASSIGNMENT (DE DROP POLICY)

HAVE STUDENTS COMPLETE THE "CHECK-IN ASSIGNMENT" that is listed in the Welcome Letter by Thursday night (4-8 week classes) or Sunday night (10-16 week classes) of the first week. If not completed, the student can be dropped the next day. For late add students, allow until Census to complete the Check-In Assignment before dropping through PeopleSoft.

DON'T GET DROPPED! (DE ATTENDANCE POLICY)

DON'T GET DROPPED! Students cannot miss more than two weeks' worth of assignments (online class) **OR** one weeks' worth of assignments *and* one weeks' worth of live lecture (hybrid class). The course Syllabus should entail what constitutes two weeks' worth (online) or one weeks' worth (hybrid) of online assignments to not be dropped. Attendance or Participation is never measured by 'logging-in' or time spent in Canvas.

OFFICE HOURS! (SYNCHRONOUS OFFICE HOUR POLICY)

SET-UP SYNCHRONOUS ONLINE OFFICE HOURS! All DE instructors must-have weekly online synchronous office hours, even if the course is Hybrid. Please inform students of the day/time of these hours and the tool to be used – i.e., Chat, ConferZoom, Skype Chat, etc. in the Welcome Letter and Syllabus.

STAY IN THE DE LOOP! (DE FACULTY RESOURCE SHELL)

DE FACULTY RESOURCE SHELL! This is your one-stop for all DE information at GCC! This Shell will be your companion as you teach DE and want to expand your DE knowledge. You are in this Shell now! Please accept the Invite and look around. Turn on your Notifications so you don't miss any Announcements pushed out by GCC DE Leadership!

If you have any questions or concerns, please contact the DE Coordinator, Alexa Schumacher, at de@glendale.edu

GADER – Don't Forget to Tell Your Division…

Earn GADER in December
- Face-to-face workshop: Assessing your Assessments: Effective practices in outcome-based assessments (Tech: Canvas rubrics), Samantha Garagliano**, December 4, 2019 (Wednesday) 12:30 - 1:30 PM, SV 105**
- Face-to-face DE Community of Practice: Give one, get one: Our Community of Practice sessions will be a chance to share and explore effective practices in online teaching, as well as discuss emerging pedagogy and technology, and troubleshoot and support one another. Breakfast will be offered, and email RSVP is appreciated to defacdev@glendale.edu. **Friday, December 13, 2019, 9:30 - 11:30 AM, SV 105**
- **GCC Fully Online GADER.** GCC is proud of our Fully Online GADER Canvas course shell. **You may** self-enroll by clicking here**, and you are welcome to earn some or all of your GADER fully online.**

Camera/Microphone Requests
- Do you want to make videos for your students or use ConferZoom, but you don't have a camera or a mic on your PC? Please email defacdev@glendale.edu to arrange for a camera/mic for your use.

Mentor Requests Now Being Accepted for Winter and Spring
- Want to reduce stress and increase success in your online classes? Would you like to get that much needed one-on-one help preparing for your spring classes? Consider participating in the DE Mentorship Program. Receive one-on-one help from a highly trained DE instructor this winter and spring, and get three hours of GADER. Apply here: https://forms.gle/cJ8b3hvmYKm3nXj16

New Canvas Features
- New Analytics: Demonstrated at CoDE
- New Gradebook: https://youtu.be/_DJUu6yBtxc
- Portfolium: Self-enroll course: https://training.instructure.com/courses/2647816

Submit GADER Online – Get a Flex Form in Your Mailbox
- **Once you have completed your GADER, please submit online using this form**.
- Like Flex, GADER may be accepted until June 30, 2020; however, you will not have an opportunity to resubmit if there are any problems if your GADER is submitted past the March 15 deadline. If you do intend to accrue GADER after March 15, 2020, please submit **this form** online detailing your plans, by March 15, 2020. If validated GADER hours aren't submitted by June 30, 2020, the appropriate Dean will reassign the instructor's DE classes to a DE instructor with current DE certification.