

Districtwide Distance Education Steering Committee (DDESC)

Meeting Notes

Monday, April 1, 2024

12:00-1:30

Via Zoom

Members: Aileen Gum, Anne Gloag, Angela Romero, Brian Weston, Brian Palimiter, Cara Smulevitz, Chris Rodgers, Claudia Tornsaufer, Denise Maduli-Williams, Devika Chhabra, Desiree Payne, Donna Eyestone, Ingrid Greenberg, Iris Lowe, Katie Palacios, Kelly Spoon, Kimberly Lacher, Liesl Boswell, Mary Kingsley, Maureen Curry, Michelle Gray, Peter Haro, Peter Tea, Poppy Fitch, Rechelle Mojica, Robbi Ewell, Russ English, Sandra Pesce, Sarah Dunn, Stephanie Johnson Shipman, Trenton Tidwell, and Tucker Grimshaw

**Meeting Notes**

The group reviewed the meeting notes for February 5, 2024

**Online Faculty Certification Program**

Brian introduced the 2024-2025 Online Faculty Certification Program (OFCP) revamp which is planned to launch this July. DDESC members can review the current 2023-2024 OFCP syllabus from our website. He welcomed feedback from the group and plans to share updates with VPIs and deans. He added that Liesl has been working hard on the OFCP program updates and revisions and she provided her overview demonstration.

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Liesl explained that the new OFCP will be offered in two parts and are offered with a camping theme. The first part is *Camp Canvas Basics* and should take about 5 hours to complete; it is very basic and covers issues like “How do we use Canvas?” and “How do we navigate Canvas?” The second part is *Camp Teaching and Learning* and will take about 15 hours to complete. Instructors will be able to learn about accessibility, what accessibility is and how we apply it to online learning. We're going to look at course design as well as assessments and grading. The course will be facilitated and we have included some time markers and a final assignment. The final assignment is going to be a development shell, this is where all the hands-on activity is going to be provided and introduced. After every module in the *Camp Canvas Basics* all faculty will be prompted to delve into their development course and they'll be able to complete the activities in their own course.

In *Camp Canvas Basic* we start with an orientation and the cohort will move within a structured timeline with deadlines. We no longer will have a point system. Every module will have an orientation containing definitions. We will define what the development shell is and use it as the sandbox. We are making sure that we're building a teaching vocabulary from the start. Instructors will experience two different roles, the teacher role and the student role.

We understand that instructors are taking the course from different levels of expertise and experience, so we have provided different tracks. We have added chili-tracks, a *mild track* and a *spicy track*. The *mild track* is what is needed to get started. Then for those that come in with more experience, we provided an additional *spicy track* where we give them more options. We are making sure that we're creating individualized learning opportunities for all of our learners.

In the development shell we provide a hands-on activity list of what needs to be done. We added fun content, comparing building a course to making a cake. Just like baking a cake you need you milk, butter, sugar, and eggs. In course design there is always core ingredients that you need in order to build a successful course. We use the *course design rubric* as that guide.

The new OFCP offers both mild and spicy level tracks. If instructors choose to get extra spicy we introduce the Peralta Equity Rubric. With all modules we provide references and resources. Liesl understands that when faculty start course design it can be very challenging and she is hoping to build designing confidence with *Camp Canvas Basics*. After Part One, learning about the basics of how to set up a course and navigation, we move instructors on to *Camp Teaching and Learning;* there we build on the camping theme and introduce teaching survival skills. We bring our students on a hike, that is what *Camp Teaching and Learning* is about where we go out into the wilderness and we start asking instructors to apply what they’ve learned. Some of the basic things that we cover are accessibility, student-to-student and student-to-faculty interaction, and assessments. We use the camp counselors to mark assignments as ‘done’ as well just to help with keeping organized. This is a facilitated course offered in cohorts so that we can build that learning community. The next is *setting the scene* of online learning where we dive into federal and state regulations, course design, equity, and the DE Handbook. We have 3 assignments per week, we call them *trail markers*. We start with the weekly warm up, designed to have our learners respond and get them warmed up for our first *trail marker*. For example: How was your welcome? and How do you want to welcome students in your own course? Then we move to revisit their course while we build-in the online the CVC OEI course rubric. Liesl would also like online faculty mentors to provide examples. It would really be nice to have examples from each of the colleges represented.

Brian acknowledged that there's been a lot of work on the course and he really appreciates the progress to date. He hopes the theme can help instructors enjoy the journey as they're learning some new tools and techniques along the way. Currently, OFCP is rated at about 20 hours to complete. Liesel has broken that apart into two courses. The first part is five hours and that is the *Canvas Accessibility*, which is going to be required before you're able to complete the online teaching portion or part two which is the 15-hour course. We received a lot of requests from faculty for a short course, especially as some are only teaching web-enhanced courses. This will give them a track and separates the LMS system from the main OFCP course. The OFCP will be offered the first 2 weeks of every month.

Brian asked the group for their input. If there's anything that needs to be corrected or updated, please let us know. We are going to be working on the final touches this month into May and then launch of the *Canvas Accessibility* course in June to give folks that are interested in getting into that first cohort in July time to complete the Part One first requirement. We will be badging both components so as faculty complete the *Canvas Accessibility* and then complete the online teaching portion, they will earn a badge that they’ll be able to show across the district or also as they teach in other colleges.

Chris questioned the district’s last-minute hiring process that requires faculty to complete OFCP in a shorter timeframe. Brian said he would look into considerations. He could possibly share the schedule for the entire 2024-2025 year so deans could work that into the hiring. The *Canvas Accessibilit*y or *Camp Canvas Basics* will be open-entry so instructors will be able to complete that at any point; however, the facilitated course or *Camp Teaching and Learning* will be a scheduled offering once a month. Brian will bring awareness of the changes to the deans and VPIs. Brian added that we are still working on the refresh course, that project will start after the new OFCP launch in July.

**DE Handbook**

We are updating the DE handbook. Brian asked members to review the handbook and provide feedback. Brian shared the following links:

DE Handbook:

<https://sdccd0-my.sharepoint.com/:w:/g/personal/bweston_sdccd_edu/ETSii-BWk-JPuVVsoFuG8p4BoSO-MiBcv4WdMV2HHcbhWA?e=k4uN6K>

Syllabus: <https://sdccd0-my.sharepoint.com/:w:/g/personal/bweston_sdccd_edu/Ea3dRE0FKbRPik5up7dpZSQBY_jg74s3AnYSEwTXjk04FA?e=H09QAb>

Online Learning Pathways are upgrading/updating some core components in the Distance Education Handbook. The handbook is reviewed every year and updates are provided as necessary. This year we focused on student authentication. Brian thanked Student Services and their work on registration fraud and how to authentically assess students to make sure that they are attending the course. We are also addressing AI in the syllabi. The SPOT course was added to make sure that information is included. The handbook is currently a word document, but will be eventually be moved to a Canvas course. Hoping to have a multi-mode offering of the Handbook.

**POCR Update**

We are working on getting the three courses in alignment for SDCCD. Brian thanked Liesl, the Online Faculty Mentors, the POCR Leads and all that participated in helping develop and review the courses that will help us get certified. We are hoping to still be on track for a spring timeline. We look forward to receiving data about increased *success rates* in POCR courses from other colleges and districts that have implemented POCR.

**ACCJC**

We have been working on an ACCJC substantive change. They modified what the peramiters for what a substantive change is. Now a student is considered a *distance education student* if they take just one DE course. At SDCCD that is over 50% of our students which warrants a substantive change proposal be submitted. The updated rules are expected to impact most CCC.

**3C Media**

3C Media captioning got the CCC Tech Center update approved. Faculty can now use 3CMedia to caption their projects. This is a helpful tool that's been delayed due to the switching of providers from College of the Canyons to Palomar.

**Single Sign On**

We will be transitioning to Single-Sign-On this summer in Canvas. We will be changing from logging in with the 10-digit ID to logging in with SDCCD email and password. Rechelle added her concern that she has received returned emails from students who have a special character like an apostrophe in their names. Victor asked Rechelle to send her that example so he could address the issue.

**Announcements:**

* [CCC Online Teaching Conference](https://onlineteachingconference.org/) Registration is now open for the June 26 conference.

**Next Meeting:**  *May 6, 2024*

*Respectfully submitted: Mary Kingsley, SDOLP*