

DE webinar Q&A

merryl.kravitz@evc.edu 03:02 PM

As we prepare our classes to be approved for online instruction for summer/fall, we realize that some courses & labs are not well suited for this platform. This includes lab that are currently being taught online but would not be offered in this way under ordinary circumstances. Is there a way, in the curriculum process, to get those courses approved for emergency situations only, but not for general instruction? Could the approval somehow be labeled "approval contingent upon emergency conditions"? Thank you.

Brian Sanders 03:04 PM

Our college developed a DE approval type of Fully Online by Mutual Agreement (FOMA) for this type of course. Stay tuned...

Anonymous Attendee 03:03 PM

Is the coding recommendation with the DE waiver be "Emergency Remote Learning" for those courses that faculty do not want to have a permanent DE waiver?

This question has been answered live

merryl.kravitz@evc.edu 03:04 PM

If a program goes over the 50% rules for the purposes of reporting it as an online program, is that a permanent designation? Does it require us to offer the program online in the future? Thanks.

This question has been answered live

Jeff Waller 03:06 PM

Building off of Merryl's question, considering the MIS coding message, it does seem that it is expected that there will be a process that sits next to DE but is temporary and could be different in other ways.

This question has been answered live

Jim Julius 03:08 PM

If we are doing FOMA-type DE approval, does that still mean those courses push programs toward the 50% online threshold?

Cheryl Aschenbach 03:14 PM

Yes, Jim, technically it would

Will Breitbach 03:08 PM

Should we submit all programs or simply programs not previously approved by ACCJC?

Cheryl Aschenbach 03:14 PM

Technically you'll only need to submit those not previously approved, but you are welcome to submit all programs affected to make sure none are overlooked.

Anonymous Attendee 03:08 PM

The challenge of a Fully Online by Mutual Agreement for emergency situations only is that it presumes that this emergency situation ends in fall or even by the end of the AY 2020-2021. We won't know if we can count on that for sometime. Certainly not until sometime in the fall so colleges will need to think about how they would plan for these courses if these circumstances continue, no?

Cheryl Aschenbach 03:37 PM

The conversations and decisions that should happen during the DE approval process should be for DE offerings into the future, not just for summer and fall 2020.

Kelly Douglass 03:09 PM

For the 50% online list.... does that mean for programs that will be that way from now on or just the programs that will be this way during the emergency addendum period (because isn't that likely everything?)

This question has been answered live

Eric Hanson 03:09 PM

I believe the Chancellor's office needs to clearly delineate the difference between Emergency Remote Instruction and Distance Education as defined by the Chancellor's Office. Can we note in our addenda the difference?

This question has been answered live

Jennifer Zellet 03:09 PM

Are the 4 file uploads required for both Summer and Fall requests (e.g. submit a PD plan twice?)

Marty Alvarado 03:11 PM

Yes, and it can be the same plan.

Anonymous Attendee 03:10 PM

What happens if a class is taught over the summer but the faculty doesn't complete local approval by December. The process is in place, but the faculty doesn't follow through?

Cheryl Aschenbach 03:20 PM

If the course is not ultimately approved for DE delivery beyond summer or fall 2020, then the course cannot be offered in a DE format past December 30, 2020. It will not retroactively impact the courses that were already delivered in summer 2020.

Anonymous Attendee 03:10 PM

Professional development is essential...while the technical aspect of remote delivery is important, I am not sure we have sufficient resources or support with curriculum delivery...the pedagogy of remote delivery. Additionally, support to faculty on how to connect with students even an empathetic and equity aspect of remote delivery.

Cheryl Aschenbach 03:38 PM

This is definitely something we will need to continue to address as a system and locally. System partners like the Chancellor's Office, ASCCC, CVC-OEI, @ONE, and more will all play a role in supporting your on-going local efforts.

Belinda Lum 03:10 PM

Bullet two — is highly problematic and seemingly ignores local Collective Bargaining Agreements and Violation of Academic Freedom. Why is this necessary? It seems to create unnecessary workload at the local level.

Cheryl Aschenbach 03:22 PM

The impact of the workload will need to be discussed locally. It does create some workload given the need to take additional courses through the DE approval process and the need to train faculty for DE delivery in the future. However, the alternate was to bypass faculty input and that was not an acceptable option when considering guidance for the system.

Jeff Lamb 03:10 PM

Can we get further clarification about "programs that transition to more than 50%" online? Typically this means that you are planning to purposefully offer 50% or more online. Does this also now include programs that may "accidentally" be more than 50% online in Remote Instruction?

Cheryl Aschenbach 03:22 PM

Yes, Jeff, it does.

Michael Ritterbrown 03:10 PM

Is the Chancellor's office making a distinction between distance education and synchronous remote instruction?

Cheryl Aschenbach 03:22 PM

Synchronous remote instruction is distance education.

Anonymous Attendee 03:11 PM

Thank you to the CCCCO and OEI for supporting centralized tools. Earlier this year, OEI said that after June 30, it would no longer pay for Proctorio. Any chance that this will be re-considered?

This question has been answered live

Laurie Nalepa 03:14 PM

You indicated working with ACCJC to make it easier when a program goes over 50%. Does that mean the Substantive Change process will be streamlined?

Cheryl Aschenbach 03:23 PM

Yes, in collaboration with the Chancellor's Office, ACCJC has agreed to streamline the process in support of these efforts

You 03:15 PM

Is the PLAN for obtaining local approval due on Dec 30th OR do the CLASSES need to be approved by Dec 30th?

Cheryl Aschenbach 03:24 PM

The plan is due with the DE addendum for summer and/or fall; classes need to be taken through the local process (and hopefully approved) by December 30th.

Corey Marvin 03:16 PM

Is the ACCJC program approval of 50% or more online required of any program that had classes offered remotely this semester or only of those programs being regularly offered online from this point forward?

Cheryl Aschenbach 03:41 PM

The list to be submitted with Summer or Fall 2020 DE Blanket Addendums should designate programs that have more than 50% of their courses approved to be offered online, even if that is not the regular intention for the program but may only occur in emergencies when add'l courses are delivered online

Shayla Sivert 03:16 PM

For the list of courses going past the 50% online threshold, should those courses have already gone through our local curriculum approval process? (It will be an ongoing process from now into late fall when we include getting departments together on through approval.)

Cheryl Aschenbach 03:42 PM

It should include those programs impacted by the expected DE approval of the courses listed in the addendum

Jeff Waller 03:16 PM

So then EVERY faculty member must be trained, or else what happens in the eighth week of the semester when the earthquakes hit or the aliens strike and we have to go to remote teaching?

Aisha Lowe 03:44 PM

We recommend local colleges/districts work directly with local faculty to determine training needs and plans/schedules for training.

Sean Thomas 03:16 PM

In other words, we have faculty moving forward now to prepare for Covid interruption. Should we hang on to local DE approvals till next year?

Cheryl Aschenbach 03:26 PM

Sean, to support the DE Blanket Addendum, you should take any courses not already approved for DE but planned for offering (even if only in an emergency) in summer or fall 2020 through your DE approval process this year.

Carol Impara 03:17 PM

By preparation in "the future," are we talking summer? Or fall?

Cheryl Aschenbach 03:43 PM

both..and beyond...ongoing preparation for the possibility of delivering some courses online that haven't already been taught online

Laney Wright 03:17 PM

If a course is listed as "hybrid" where exams are taken on campus, do we need to change those to 100% online for emergency cases?

Cheryl Aschenbach 03:27 PM

It would be a good idea to consider DE approval for fully online delivery, even if the course is only planned for hybrid delivery and fully online is only utilized in case of emergencies like COVID-19

Anonymous Attendee 03:17 PM

so basically, any approvals from this point forward, must adhere to the standards for distance education and not considered emergency at that point?

Aisha Lowe 03:29 PM

Yes, that is correct, with the caveat that how this is done and for what courses is under local control.

Ninette Dollesin 03:17 PM

If we take a class, either weekly census or daily census, that was originally scheduled with days and times and coded as an on ground class, then change it to an online class without days and times, can these classes still be coded with Instructional Method 02 or 04 (for MIS), and still be coded with a Weekly or Daily Attendance Method? Or do they need to have an Alternative Attendance Method?

Aisha Lowe 03:45 PM

Colleges/Districts are not required to change their MIS coding. We recommend maintaining your current coding, but please reach out to us if that is not feasible.

Anonymous Attendee 03:18 PM

It's my understanding that the deadline to complete @One training to be officially eligible to teach online in Fall 2020 is April 15th. Is this still the case or is it a local decision?

Cheryl Aschenbach 03:29 PM

That is a local decision, as is designation of the type or amount of training required to be considered approved locally for delivery of DE

You 03:18 PM

So instructors having to teach remotely this summer and fall due to the emergency (NOT because they want to) have to adhere to regular and effective contact and also all other DE requirements per Title 5?!

Marty Alvarado 03:19 PM

Yes, the quality of instruction provided in Summer and Fall 2020 should remain the priority across all of our colleges.

Robin Torres 03:18 PM

Who is the contact for MIS reporting questions related to these issues?

Aisha Lowe 03:46 PM

You can contact VC Aisha Lowe at alowe@cccco.edu

Anonymous Attendee 03:19 PM

Just to confirm.. If the courses being offered for Fall and summer that are not already DE approved, they would need to be submitted to be approved for either DE or CE, Correct? The majority of our courses are DE and/or CE approved.. so it would just a couple that need to be approved.

Marty Alvarado 03:20 PM

This is correct.

Anonymous Attendee 03:19 PM

If particular courses are not approved through the local DE but was taught during summer, do the students receive credit for that course?

Marty Alvarado 03:21 PM

Students should absolutely receive credit for courses completed. Colleges will have temporary approval through the blanket addendum request and have through December 30th to approve courses locally.

Dan Keller 03:20 PM

It seems to me that the terms "DE" vs. "remote" often mean "asynchronous" vs. "synchronous." If it is determined locally that there is a place for "synchronous" DE for some courses in some circumstances (provided that regular effective contact is maintained), are there any limitations for that format?

Marty Alvarado 03:23 PM

By definition, distance education is inclusive of both synchronous and asynchronous instruction. There are no limitations for synchronous distance education instruction.

Stephanie 03:20 PM

A question for Brian Sanders: what curriculum system are you now installing?

This question has been answered live

Anonymous Attendee 03:20 PM

Is it expected that all courses that are included on the emergency DE Addendum be approved for DE education in the future?

Cheryl Aschenbach 03:33 PM

Yes, that is the expectation, although final approval for DE won't be determined until your process is completed

Theresa Fleischer Rowland 03:21 PM

Do we have the flexibility to schedule simultaneous online instruction? meaning same time, different place expectations for students?

Cheryl Aschenbach 03:34 PM

That is always a possibility, but it is a form of DE so will need to be included in the DE Blanket addendum and should be taken through your local DE process

Dan Barnett 03:24 PM

Is DE approval per course or per instructor/course?

Aisha Lowe 03:53 PM

Per course

Kristina Allende 03:24 PM

Just to clarify, are you expecting FULL faculty readiness by summer to teach DE? Meaning ALL faculty have been approved by the College to teach DE?

Pam Guerra-Schmidt 03:40 PM

We are waiving the training requirement for faculty teaching during the summer with the expectation that faculty will seek out trainings this spring and during the summer. Since faculty will be required to utilize our learning management system, Canvas, faculty have already been attending the trainings this spring with our DE Coordinator, Kathy Schultz. By fall, faculty teaching online will be expected to have completed the training.

Anonymous Attendee 03:24 PM

Will "mutual agreement" involve faculty from outside the department? I'm concerned about ability of non-tenured faculty to resist pressure from their supervisor.

Pam Guerra-Schmidt 03:44 PM

Since this DE choice is focused on the course rather than the faculty member teaching the course, the goal is to have the conversation between Administration and Academic Senate for these courses. Our faculty contract already has a clause that in order for an individual faculty to teach an online course needs to be mutually agreed upon.

Anonymous Attendee 03:24 PM

I need some clarification about this, listed as one of the file uploads: "list of all courses covered + all courses remaining F2F." "List of all courses covered" means those that need the emergency approval (meaning they're not already approved locally for DE) - correct? And "all courses remaining F2F" are those that we are hoping to offer F2F in summer/fall (if the governor allows)?

Aisha Lowe 03:54 PM

Yes, that is correct.

Katie Datko 03:26 PM

Can colleges differentiate between the types of DE instruction covered by the emergency addendum? We currently have online and hybrid, however we do not have the resources to convert our classes to fully DE and meet Title 5 requirements for asynchronous instruction. Is it possible to create a category of synchronous DE instruction that requires students to attend synchronous course meetings at specific times scheduled in the same manner we would schedule hybrid?

Marty Alvarado 03:43 PM

The definition of distance education includes both synchronous and asynchronous instruction.

Laurie Nalepa 03:27 PM

You mentioned accessibility. How are you getting faculty to step up their efforts here? How are you monitoring that classes meet accessibility standards?

Pam Guerra-Schmidt 03:50 PM

Great question and one we are asking ourselves too! We are looking at holding a course this summer for faculty focused on accessibility, and there are numerous training opportunities statewide and our DE Coordinator is providing this information to faculty. One of the ways that courses are monitored is during the faculty's evaluation process when an online course is reviewed. We are sharing that this is not optional and is required. (Maintaining Title 5 and 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))

Jessica Drawbond 03:27 PM

If synchronous contact is required for a DE course, does the schedule of classes need to list this with the days

and times?

Marty Alvarado 03:27 PM

Yes.

Anonymous Attendee 03:28 PM

Can someone speak to the impact on curriculum specialist staff who are involved in processing the DE approvals? There are definite workload issues impacting staff as well as faculty.

Brian Sanders 03:59 PM

Yes - this is a good point. Thankfully we are moving into summer soon, when schedules lighten. We are also drawing in addition division office staff support to assist with this process as needed. And with federal funding through CARES, if you have to pay some overtime, the funds will be available.

Kathy Scott 03:28 PM

Have colleges discussed the problems with equity that could occur with synchronous/zoom classes given that in some families have one computer they are all trying to share and a possible lack of quiet space for students? This could change over summer, I understand, if the state begins to open up.

Marty Alvarado 03:29 PM

Yes, equity concerns should be at the forefront and colleges should ensure that expectations and schedules for synchronous courses are clearly communicated.

Anonymous Attendee 03:28 PM

Can you provide the regulation citation that says synchronous instruction is acceptable under distance education? I thought DE could not require students to meet at a particular time and would like to correct what seems to be a misunderstanding on my end. Thank you

Marty Alvarado 03:45 PM

Section 55204, Instructor Contact

J Bielanski 03:29 PM

Will this PPT be posted?

Marty Alvarado 03:29 PM

Yes. This PowerPoint will be posted along with a recording of the webinar.

Elena Flacks 03:29 PM

Where will this webinar powerpoint be posted?

Marty Alvarado 03:29 PM

Yes, along with the webinar recording.

J Bielanski 03:29 PM

Is the Columbia DE Handbook available on their web site?

Pam Guerra-Schmidt 03:51 PM

Yes! We do have our DE Handbook and it does need to be updated with our document that was just approved this last Friday.

Sean Thomas 03:29 PM

Thank you. We were planning on using our local process to cover the bulk of the DE addenda next year, as we are now adjusting our addendum slightly. I assumed this is also permissible under the emergency guidelines, but it sounds like you are advising us to move gain all approvals before fall. Please advise.

Marty Alvarado 03:36 PM

We are requiring that all courses included in a blanket approval are locally approved by December 30th. If your college needs to extend beyond this term please reach out to the CO to discuss.

Kevin Ballinger 03:30 PM

I also have a question about synchronous remote instruction. Ed code has this as DE, but should this be revised to a method of face-to-face instruction? Newer technology supports this in more ways than ever before

This question has been answered live

Jean Shankweiler 03:30 PM

Will Columbia be offering the "tough ones" in the summer? Science classes?

Brian Sanders 03:36 PM

We are offering biology, chemistry for allied health, and second-semester chemistry for science majors this summer using Labster and probably also Beyond Labz. In general, our science courses for majors will fall in the FOMA category.

Joy Reynolds 03:30 PM

Will the Chancellor's Office be continuing support of Proctorio, or another online proctoring service after June 30th now? It was my understanding that they Chancellor's support of Proctorio was ending June 30th pre COVID-19.

Marty Alvarado 03:38 PM

We are working to ensure that these resources remain available through December 30th, at minimum.

Jim Julius 03:31 PM

Just a note, the "OPA" course type ended up being changed in the draft DE guidelines to "OFI" - Online with Flexible In-Person requirements

This question has been answered live

Anonymous Attendee 03:31 PM

Can we get the Q&A transcript with the ppt and recording?

Marty Alvarado 03:38 PM

Yes, these will be made available.

Belinda Lum 03:31 PM

Do you have models of process that can be scaled up for large colleges and districts?

Brian Sanders 03:37 PM

We are happy to send the documents we've worked out - the Senate approved list of "medium" expectations for summer. Email request to sandersb@yosemite.edu

Anonymous Attendee 03:32 PM

Would the substantive change also apply to noncredit certificates (ACCJC)?

Brian Sanders 03:58 PM

You should ask the Commission directly about this.

Anonymous Attendee 03:33 PM

What about courses for which we may lose articulation if we add FO DLA's?

Brian Sanders 03:39 PM

The CSU and UC have lifted restrictions on transferring courses with online labs. We are hopeful that this will be a permanent removal of restrictions, but cannot speak for those institutions. See the CCCCO COVID-19 website for CSU and UC guidance memos.

Beraki Woldehaimanot 03:33 PM

Can someone explain what a "less elaborate DE Addendum process" looks like?

Brian Sanders 03:49 PM

Ours used to be very long-winded, with lots of paragraph descriptions to essentially prove to colleagues that a class really COULD be taught online. But the world has changed now - it seems apparent that almost all lecture content and many lab skills can be taught effectively online. So our new form and process will include a more global list of standard online instructional interactions, with brief sentence/paragraph answers to certain questions. For this summer, instead of it all being inside the online curriculum management system, we are providing a simple one-page fillable form and will provide staff support to upload all the answers into the new curriculum online system.

Richard Loucks 03:33 PM

What specifically does 'mutual agreement' mean?

Brian Sanders 03:41 PM

The FOMA type is intended to cover emergencies and ongoing options - permitting the greatest flexibility to faculty without opening the door entirely to the dean's right of assignment. It means that faculty and administrators will talk it through and come to agreement. Under emergency conditions, faculty will obviously agree to shift classes online if it is at all possible to do so. But in subsequent terms, for example an organic chemistry class would only be offered online if the faculty in the area are

supportive. Local practice would dictate who exactly is involved in the 'faculty' definition - individual vs dept.

Anonymous Attendee 03:33 PM

Is PO the same thing as hybrid?

Brian Sanders 03:44 PM

Yes. PO = Partially online. In the past, we've called those Hybrids. But when you think about it, a hybrid is any blend of two or more methods. So PO communicates that some but not all aspects of the course can be offered online. Examples at our campus will include fire academy, EMS courses with required face-to-face testing, nursing courses, (these are all external regulatory requirements) but also for courses like welding, machine tool technology, and other technology dependent lab skills that can't be replicated online.

Anonymous Attendee 03:34 PM

Are you willing to share your revised DE Addendum?

Pam Guerra-Schmidt 03:54 PM

Yes! It will be sent out to faculty later this week. Please send me an email and I will forward the email with the attached DE Addendum. guerraschmidtp@yosemite.edu

Virginia May 03:34 PM

Will the Q&A be posted?

Marty Alvarado 03:39 PM

Yes, we will post the Q&A along with the webinar recording.

Jim Julius 03:35 PM

So if a course does not have DE approval, and in the future an emergency situation requires remote instruction, does that mean all sections of those courses would have to be abandoned?

Brian Sanders 03:51 PM

By achieving prior approval for all courses for any mode of instruction that might be possible, we hope to not have to face this crisis. We'll use FOMA for those courses we don't generally WANT to offer online regularly but that we MIGHT offer online in an emergency.

Anonymous Attendee 03:35 PM

Is it recommended that all faculty start out with Canvas? I noticed the presenter said that it authenticated the students and was a great starting point. However, many of my faculty are saying they are using zoom syncronously so do not need to go through Canvas. Your thoughts?

Aisha Lowe 03:41 PM

It's recommended to work with local faculty to determine what training is needed and where best to start.

Anonymous Attendee 03:35 PM

We have classes that want to complete labs synchronously, can we use OPA? Or is that term only for tests?

Brian Sanders 03:45 PM

My understanding is that OPA or OFA represents a few brief on-campus events, such as tests or orientations, but not for ongoing extensive on campus class meetings. That would be PO-Partially Online

Jim Julius 03:35 PM

Marty, will this Q&A be posted along with the PPT and recording?

Marty Alvarado 03:40 PM

Yes, the Q&A will be posted with the webinar recording.

Anonymous Attendee 03:38 PM

So the reason you want colleges to submit a plan to have courses locally approved for DE by 12/30/20 is simply so we are prepared to continue offering those courses online past 12/30/20, correct?

Marty Alvarado 03:41 PM

The intent is to reinforce the development of contingency plans for continuity of education in the event of emergencies.

Dan Barnett 03:39 PM

What's the difference between "regular effective contact" and "regular substantive interaction"?

Brian Sanders 03:46 PM

One of them is in Title 5. The other is in ACCJC and federal accreditation regulations. They are synonymous in practice with, if I recall correctly, the exception that T5 requires student-student interactions while federal do not. But, since we're under T5, we need to promote those inter-student interactions.

Troy Myers 03:41 PM

I assume mutual agreement for FOMA means between faculty and admin. Do we envision that at the dept level? the senate level? through the curric committee? Surely the dept faculty must be involved. Which faculty must "mutually agree?" Brian how does it happen at Columbia?

Pam Guerra-Schmidt 03:58 PM

This is brand new and our new DE Addendum will be sent out to faculty later this week, so we haven't had the opportunity to try it out. The goal/expectation is between department faculty (we have some courses that do not have full-time faculty) and Academic Senate.

Craig Hayward 03:42 PM

What are the abbreviations for the three types of distance education? Fully Online = FO; Partially Online = PO; and the third is not OPA?

Cheryl Aschenbach 03:48 PM

The third evolved to OFI during DEETAC discussions and finalization of the DE Guidelines this fall. OFI = Online with flexible components (I think)

Cindy Morrin 03:43 PM

Oops, are Work Experience courses covered for DE in an emergency?

Cheryl Aschenbach 03:46 PM

Work experience already has the ability to conduct the required meetings with employers and students via phone or Zoom. See the Alternatives to In-Person Delivery for Cooperative Work Experience document available online. The Chancellor's Office is also working on guidance and clarifications specific to CWEE.

Carole Meagher 03:43 PM

If faculty go through Zoom, it doesn't go through Canvas. How can this demonstrate effective and consistent contact?

Cheryl Aschenbach 03:44 PM

How you document that is determined locally, but many colleges are using Canvas to house interactions between faculty and students and between students as well as to link students to Zoom sessions

You 03:43 PM

Why not just offer DE addendums in the future in case of emergency? This seems like a crazy amount of work to do for "contingency planning" when faculty are struggling right now dealing with remote operations. This is all EXTREMELY disappointing and feels like a huge overreach getting everything approved for DE even when faculty don'

Dulce Delgadillo 03:46 PM

We just started our spring term today since we are on trimesters, do we need to submit a blanket addendum for our spring 2020 courses? Or does the blanket addendum only apply to summer and fall 2020?

Marty Alvarado 03:49 PM

If your college requires a blanket approval then yes, you would need to submit a request for Spring 2020. Please refer to the Guidance Memo ES 20-07 for the Spring 2020 blanked addendum request process.

Anonymous Attendee 03:48 PM

Could we have the actual links to those samples, please? Thanks!

Lisa Beach 03:51 PM

The links should be live in the slides when you're able to download them

Sean Thomas 03:50 PM

What is the timeline for approval of the distance education guidelines that DEETAC put forward in 2019. Is OFI no longer in play?

Joanna Miller 03:54 PM

The Chancellor's Office is evaluating the DE Guidelines. OFI - online with in-person flexible component - is still part of the DE Guidelines. This is not a requirement, but a recommendation to colleges so that our students across the system will know what to expect when they see that designation in the schedule of classes.

kathy 03:52 PM

SBCC got permission to teach all of our non credit through zoom synchronously and using positive attendance so we are not doing the DE piece for them for summer, kathy

Cheryl Aschenbach 03:58 PM

If you're delivering via synchronously via zoom and intend to do that in the future as a back up plan, then you'll need to take those noncredit courses through your DE approval process in the future

Kelly Douglass 03:52 PM

What is the info for Friday session?

Lisa Beach 03:54 PM

12:00 - 1:00 via Zoom ID 964222469

DE webinar Transcript

15:00:43 >>: Good afternoon everyone and thank you for joining us. We will give another minute or so as people are joining. As you are coming on, this is our afternoon webinar around navigating distance education.

15:00:53 The attendees are flooding in. Thank you for your time.

15:00:59 We will give it another minute and get started.

15:01:36 We will go ahead to get started and his folks are coming in thank you for joining us this afternoon for this webinar on navigating distance education.

15:01:59 This is our agenda for the webinar. Restarting with introductions and overview. We will have presentations from our panelists on preparing for distance education and distance education addendums, examples from Columbia College as well as resources and support

15:02:13 . We will take questions throughout the webinar so please use the Q&A button to enter questions you have and we will watch that throughout the webinar and as we transition between speakers.

15:02:37 We will pause it take your questions and address them and panelists may be addressing your questions directly in the Q&A function. Note this webinar is being recorded and will be made available on our COVID-19 response webpage for the Chancellor's office.

15:02:48 I am Aisha Lowe Vice Chancellor of educational services moderating our time together. Are Marlys -- panelist are Marty Alvarado.

15:02:49 [Reading from slide]

15:03:33 We will turn over to executive vice chancellor of educational services and support Marty Alvarado.

15:03:39 >>: Thank you Aisha. Thank you everyone for joining us

15:03:58 . I just wanted to set a little bit of context as we move into this presentation. Very excited about the content that's going to be showed with you today and keep the questions coming. What I wanted to emphasize as we get this kicked off is that we are at a point in time where we are encouraging campuses

15:04:42 to engage in contingency planning, resiliency planning for continuity of education for students in you can find our guidanceis memos on our website along with executive orders and a number of resources available. As you go through the process review local policies and adapting as needed. This is your journey at your campus and look at what you been doing and what policies are in place and whereas we move forward contingency planning across the

15:04:46 system where they may need to be adapted or adjusted to accommodate things.

15:05:11 We encourage you to review resource allocations for distance education support and infrastructure. As we look at what is to come and they need to be online and the need for extended

resources, including telework environment we are in right now and encouraging your campuses to look at resource allocations for the 20-21 school year and look we may need

15:05:16 to augment or just infrastructure.

15:05:35 We encourage you to identify some new interactions or roles that have helped you in this more immediate transition. What resources and engagement and new habits have you begun to build as a system or institution that have been helpful for the conversion to online instruction?

15:05:51 Where it might those need to be more formally instituted within your campus culture? We encourage you to name the impact or change desired as a result of your professional development support. What we hope to see in support is the ongoing

15:06:17 professional development support for faculty and staff as they navigate these transitions and it is helpful as we advocate for additional resources, naming it up front is helpful. And it can help with build a better case moving forward in how we move our resources and whether gaps and we need additional resources.

15:06:41 And part of the angst of this transition is a lot of unknown and regrounding your campus communities in our system at large and priorities and values and making them and at the contingency Corps as a rallying cry is you move forward and find solutions together and reminding one another this is core

15:06:54 value and what we about. Providing support for students and ensuring their pursuit of education is not interrupted. It is it as high-quality as possible in the current environment.

15:07:11 Take some of these in you will hear amazing examples of how this is playing out aunt some of our partner colleges and I will hand it over to Cheryl Aschenbach to walk us through the DE addendum process. Thank you.

15:07:24 >>: The DE addendum can be found on the COVID-19 Chesler's office and to look at the requirements, colleges must submit separate requests.

15:07:24 [Reading from slide]

15:07:48 Reason for the request is COVID-19 was likely in it for file uploads. Those waiting to be covered by the blanket addendum plus any other courses remaining fully face to face.

15:07:56 [Reading from slide]

15:08:11 Number 2. This has been a question for a lot of people and what does it mean to have course approval. Reading number 3.

15:08:27 The communication between ACCJC and our Chancellor's Office will be smoother if we passed the same list along to ACCJC. And plan for ongoing professional development and recognition to transition

15:08:38 more courses into future DE offerings will require additional professional development for our faculty and support staff.

15:08:50 When we talk about the DE addendum and local approval of all courses by December 2020, that is establishing a contingency

15:09:20 both plan and contingency for courses. It does not mean we have to have all courses approved for DE addendum. That is a local decision in a course by course evaluation collaboration may between your faculty and staff. Or if it goes through DE addendum to be approved like this or other continuant reasons, maybe required of faculty be taught at any or every point in the future.

15:09:37 It has to be a local decision and some colleges and as you see with examples from Columbia in a moment are establishing clear language in their DE addendum and around approval and some courses are approved for regular ongoing DE offering while others

15:09:45 are approved for DE offerings only in emergency or contingent situations and with the approval of all involved with administration and faculty.

15:10:19 And it is still -- with the course is intended to be taught DE or not and taken it to the DE process and whether it should be approved for DE condition it only be in terms of an emergency, important for faculty to engage in that and way there courses may be taken into a distance education environment. How do we do this in the semester and arrest?

15:10:36 Giving colleges of plan to work through processes and not have blanket addendum that is exclusive to administration only and is not inclusive of conversations that happen with our sin and curriculum committees and faculty. We know it has been a frustrating requirement for

15:10:52 some but it is meant to honor local process and input of all faculty and administration. Right now we're talking the potential to be online in the future because of COVID-19 but we know from recent past there are other reasons

15:11:09 why we may need to be distance education environment and that may depend on where we are in the state and what is happening but more recent events with like fire and snow and wind and unplanned outages. In those cases if we have a plan now to have courses

15:11:23 that maybe are offered in online or distance education environment only in those situations, then and the delivery of your courses and all of your programs can be unaffected ideally.

15:11:47 To help you through some transitions the Senate continues to offer resources for faculty, and administrators alike. Were offered a large variety of webinars including some small group discipline specific discussions which bring faculty in the sciences, performing arts, DTE trades, online public speaking

15:12:14 together to discuss challenges they are facing in making this rapid transition but ongoing transition in some cases or the potential for ongoing distance education instruction. Discuss challenges and and solutions of best practices. Larger webinars are for larger audiences with Q&A but about governance in these distance times.

15:12:41 Remote teaching overall and continuing discipline specific -- there's a full list and we just finished our first two with our friends and the new set of offerings starts today and runs through April 24 and we expect to have at the close of the semester.

15:12:55 You can visit the event page under professional development series on our site to find recorded webinars from the past and particularly, larger group and not discipline specific. And CVC-OEI and

15:13:16 CVC-OEI and at one have incredible resources during the initial transition and the ongoing support of faculty and students transitioning online and if you have not visited CVC.edu please do and if you haven't sit faculty or visited the

15:13:31 online network of educators a.org @ONE the training support redoing is incredible and a resource for our system and a wealth of information for us.

15:13:38 Do we want to take questions?

15:13:56 >>: Thank you Marty and Cheryl. We have questions coming up in the Q&A. I will start with one that has come up a few different times. Can we please talk about the distinction between emergency remote instruction and this is education?

15:14:01 >>: I am happy to jump in. To kick it off from our perspective at the Chancellor's Office

15:14:24 . As we are preparing to issue guidance on potential blanket addendum for summer and fall, we were reminded by ACCJC that for accreditation purposes there only two alternative methods of instruction. Distance education and correspondence education.

15:14:46 While we understand there's a tremendous amount of grace provided in the Spring transition, moving forward, there is no technical difference between remote instruction and distance education. All instruction provided distance education must abide by the title 5 regulations governing distance education.

15:15:22 Colleges need to ensure that the quality and fidelity and requirement clear as specified in those regulations are being adhered to. While we hope most colleges are doing all they can during Spring to ensure compliance with distance education regulations, we have a little more flexibility as we had disruption and education but moving forward we have to emphasize that your delivery either needs to be distance education govern

15:15:32 by the title 5 regulation or correspondence education which will come out this week.

15:15:49 >>: If I can add, Marty, we worked hard as a system to set high standards of what it means to deliver distance education and support students in that environment. That means in the future any courses that are preferred distance education even if it's only in an emergency situation we expect faculty be

15:15:59 trained and well supported and prepared to do that we know that's a heavy lift for our colleges and our individual faculty members. That is where you hear more about resources

15:16:23 from DECO and processes and going back to Marty's mention of what resources do we need to go locally? What resources do you need to identify to help support faculty? What professional support is needed but what personnel positions do you need in the ramp-up or preparation for summer and fall and future

15:16:50 semesters or only contingent situations or in an ongoing support of distance education and faculty of students. That is all part of your consideration. In no way does temporary offering even though we know it is DE and we survived with not as high quality we had this semester but that's not what we expect in the future.

15:17:12 >>: Following back upon that because a few people ask what does that mean in terms of MIS coding and is there an emergency flag there in the MIS coding for classes that they don't want permanently designated as DE going forward?

15:17:23 >>: The answer is no. There is no new data element our new flag for anything regarding remote instruction. We will not be capturing that. It is not recognized

15:17:39 for accreditation standards. What we are doing is trying to ensure we are working with all of your campuses regarding your MIS data in your MIS submission.

15:17:56 The direction for MIS data submissions are in the memo on the addenda and if there are challenges, then you are welcome to reach out to us and we will work with you to make sure it accommodate your needs for your campus moving forward.

15:18:11 What I want to say around this because I have seen a few questions that have surfaced around compliance and what are consequences if not every course gets approved or if there are hiccups moving forward? Stay in contact

15:18:26 with us. We are here to support you. We are here to ensure you have what you need in order to move this forward and we are working with you as you try to navigate these difficult processes and substantial work load. We recognize this is a left.

15:18:45 I encourage you to remain in contact with us and our goal is not to catch anyone or penalize folks or make this any harder than it needs to be. We are here to support you as you try to navigate this with your campus and in support of your students.

15:18:57 >>: Do keep your questions going. We will continue on to our next section with Brian and Pam and continue to track your questions.

15:19:10 >>: Good afternoon. Nice to have a chance to talk with you about the approach one college is taking in light everything that is going on right now. We decided to take things for.

15:19:30 At Columbia College we have an opportunity and recognize this is an opportunity we been part of the OEI since early adopters and using OEI resources we increased our online offerings. We have been doing a lot of work with Guided Pathways as you all have.

15:19:42 We have been looking at the menu of options and menu of courses and reducing our course count to remove courses that are not viable for us and reduced our number of program awards by 19%

15:20:00 . That is lower the collection of courses that need to be approved through distance education. Where at opportunity of installing a new curriculum system this summer. It includes uploading all course information out of the old system and validating that on a course by course basis.

15:20:05 We are in the position of touching every class this summer anyway. Further, in

15:20:22 the fall we been having conversations about having a class to online and it seems it is always a rush. We added a new mode of synchronous broadcast video classes and realized the class as we wanted had not been approved and we are tired of being in a rush all of the time and always

15:20:24 behind the eight ball.

15:20:55 Our recent discussions have been let's get ahead of the curve and consider DE approvals for all different curriculum options beforehand as part of that five year secular review. We are changing things around and we have come to this crisis and taken this whole get it done approach has trust in our faculty and growth mindset that students and faculty could be successful in this environment.

15:20:56 Compared

15:21:15 to the OEI we been working on a training on is low level of expectation and looking at the summer and thinking ahead to the Chancellor's Office in the accreditation commission and asking us to push for high quality approvals and effectiveness. What does it mean to take it up to a medium level of effectiveness over the summer?

15:21:29 If we get there, what kind of corequisite through mediation is that going to take for our faculty so they can bring the courses up to speed while instructing them in building the ship as we sail across the ocean?

15:21:44 The reminder is and Cheryl mention Ehrlich we have been doing a great job with distance education with online instruction for a long time now and we are fall ahead of where the CSUs and UCs are.

15:22:06 In light of these precursor conditions, we saw this is an academic and professional matter as Cheryl mentioned and I work with are Senate President and others in the faculty and challenged at them with this: What does medium look like for the summer? How can

15:22:34 we develop a plan to implement higher level of D e-Approval over the summer? Can we provide funding for the chair and funding for the DE coordinator to do preparatory work over the summer and have faculty siphons so should we work party to bring the Curriculum Committee together for an all hands on deck work? We finalize the tough classes in the fall and by the

15:22:52 end of summer not only classes offered in the fall would be approved but 90% or so of our overall courses would be approved whatever it DE might work in the future. Your questions earlier about different kinds of approval and what it might be. Pam will talk about the. One she will hit on

15:23:08 is mutual agreement style for some classes that may not want to be blanket approved and always be offered when the Dean feels like it the right of assignment but through mutual agreement some higher important classes.

15:23:24 >>: Good afternoon everyone. Thank you Brian. A resounding yes to faculty taken off challenge that has been offered to us

15:23:52 whether we want it or not. As we move from remote instruction which we hear is not recognized to quality online instruction, we have been doing a lot of work. Thanks your Academic Senate, our Curriculum Committee led by Mike Torres, our distance education by Kathy Scholes and a fairly quick turnaround time to get the work done.

15:24:18 We had an Ad Hoc Committee of nine faculty that quickly got together and began discussing the summer online expectations. We put together 4 different drafts to our Academic Senate this last Friday and we are happy to announce it was approved by Senate and we get out the information to faculty teaching this summer.

15:24:43 In the draft we did note we are in pandemic crisis mode. We also recognizing that many of our faculty are branded online teaching and many faculty chose not to get training because a flesh and face-to-face setting and they know many course content for our courses a better taught in a face-to-face situation

15:25:05 . We encourage faculty to seek out as many professional growth opportunities as they possibly can. With all of this and looking at the document we are always keeping in the forefront our students and supporting their academic journey and emphasizing quality education as we move forward.

15:25:25 How do we define medium? As we step it up from our Spring semester, faculty in a very short period of time and when they were notified moving to remote or online teaching and doing that. During the summer we want to take it up a notch. We created a

15:25:49 document that was approved by Academic Senate. We are happy to share that document. We noted it is important to establish consistency for our students in the way we do this is by creating 100% of our faculty will utilize Canvas as a launching point and to authenticate their students which is part of our accreditation.

15:26:04 We use Canvas to capture regular and effective contact between instructor and students and between students and students. It is a title 5 requirement with a very strong emphasis on continuing to improve the training on

15:26:11 accessibility and that is maintaining title 5 and the requirements of the Americans With Disabilities Act.

15:26:35 We are going to support multiple delivery methods for conveying content. As of Brian noted we have several faculty that had OEI aligned modules and some of our faculty have been using modules and Zoom lectures and annotated PowerPoint lectures and published content and other forms of selected

15:26:56 by faculty including in this document we separate from online expectations set our correspondence courses expectations because our college teaches courses at our local prison. It was not the goal of

15:27:04 our college have correspondence courses because our strength has been having faculty at the prison with face-to-face classes with the inmates.

15:27:14 The actual prison will be responsible for having identity verification so the be inmate ID on all of the assignments. The part on the faculty is they are

15:27:27 expected to load packets, of course, materials and assignments and need to prepare the packets according to a timeline set up so we can get them delivered weekly. And we are asking

15:27:32 faculty to give feedback to our students in a timely manner.

15:27:55 Thank you to our state Academic Senate leaders and the State Chancellor's Office and everybody who has been working diligently. Our state Academic Senate leaders did pass a resolution this Spring that has new DE definitions which the link is noted.

15:28:13 These definitions include fully online format or choice known as 100% online. Partially online, also known as hybrid and online with in person proctored assessments. Our college also added two other

15:28:31 areas and fully online with mutual agreement and this was set up as Brian noted so we have ongoing conversations between faculty and administration whenever we are not in a crisis emergency situation so we

15:28:42 really can't mutually agree upon a course that is or is going to be taught fully online or in hybrid situation.

15:28:54 We added correspondence education modality and cover that for our student inmates also.

15:29:09 Our Curriculum Committee is going to be incredibly busy this summer. My hats off to Mike Torah and his whole entire team in the work they will be doing. They have been working on developing a

15:29:28 plan and their plan is have DE addendum on all courses so we are prepared for all different types of situations whether it is pandemic, power outages, fire, snow, etc. The looking at tiered approach for the courses in the fall

15:29:34 . With a tiered approach looking at fall courses as being the highest priority on that tier.

15:29:51 We will take the tough ones and move those into the fall so we have more time for in-depth conversations. Faculty will be receiving an email this week letting them know they will have the opportunity to complete the new DE form

15:30:02 . It is a fillable form and as we transition from curricular net to illumine Mike is throwing out the carrot to faculty that you complete this DE form

15:30:24 now will have a lot less work now then you are when you move into the fall semester were a lot more paperwork will be expected. Our goal once we get everything approved is we only need to complete DE approvals for new courses. What a great place that would be for all of us.

15:30:41 This was noted earlier the course or caution is to identify which words can be fully online as it is reportable to the state. Thank you.

15:30:44 >>: Thank you very much Brian and Pam.

15:30:56 Now some questions. We had a number of questions come up around programs that will now be shifting to more than 50% online. Questions about whether or not that is a permanent change. Questions about whether or

15:31:19 not that only needs to apply to programs that were not already designated as such. And questions about whether or not that designation has to first go through local approval before colleges identified that program as now 50% or more online.

15:31:26 >>: What if our panelists like to respond to that?

15:31:34 >>: This is Marty. I will jump in. I do not want to speak for ACCJC or local processes. What I will

15:31:46 say is that it is a substantive change and request for substantive change approval. My understanding is that would be permanent and I do not believe this

15:31:53 requires for colleges to offer particular programs in a particular format. That is still a local approval.

15:32:07 What we can do is request additional information from ACCJC regarding some of these questions because I want to make sure you get the right answers from the people who are responsible for this.

15:32:23 >>: Cheryl, handed over to you. You have something you wanted to add?

15:32:31 >>: In pans next to last slide you mentioned the type of DE definitions. She used OPA and they're on

15:32:53 your screen and those were the proposed definitions from the DE guidelines in the Spring 2019. Based on feedback from the sun and other groups, DEETAC continue define those guidelines and the title is different but luckily how we use it is up to us.

15:33:15 I want to point out that the reference to correspondence education, many of our colleges are either have been engaged in correspondence education or needing to engage in correspondence education. Right now because we not can go into some of our environments like the incarcerated institutions and deliver instruction face to face.

15:33:26 The Chancellor's Office is working on guidance and the guidance should be out this week. Thank you.

15:33:47 >>: Thank you, shall. Panelists we have a number of questions coming up in the Q&A. Are there any questions that panelists want to address live after the segment? If not we can keep going.

15:33:54 >>: This is Marty. I will jump in. There were a few questions around technology and how long

15:34:06 technology will be available. Right now we are evaluating all of the technology investments that have been made through June 30th and doing our best to ensure that all of those will continue through the end of December.

15:34:18 Stay tuned. We are working as hard as we can to ensure we have the resources to continue to have all of these resources available for you and the technology resources.

15:34:30 I have seen a lot of questions around the PowerPoint. Will be posted? Yes. Along with the recording of the webinar to be posted to our webpage and attendees will receive information on that as well.

15:34:39 And it look like there are a number of questions were the Columbia College team around the resources and they have and how will this

15:34:50 information be available on your website in your handbook and things like that? Brian and Pam can you speak to that will quickly?

15:35:08 >>: We were speaking and not reading questions at the time. We will address as many as we can in writing while other people go on. We will take any residual questions at the end.

15:35:10 >>: Thank you.

15:35:20 >>: We are going to continue to this last section. I will hand it over to Joanna and Lisa.

15:35:26 >>: Hello everyone and thank you for having us here today.

15:35:54 Our portion is to describe a little bit of the process of developing the current title 5 regulations surrounding distance education and talk a little bit about distance education guidelines. I will touch on that item that Cheryl mentioned as well. But when you hear DEETAC this is a distance education and Educational Technology Advisory Committee.

15:36:06 This committee advises the Chancellor's Office on matters of distance education and technology. We wanted to show you so you can see the membership is. We

15:36:18 have all of these constituency groups from around the State of California and they include CIOs CEOs, head of SIS campuses as well as ASCCC

15:36:41 and student academic senates as well. you see everything in between. Including the CCC DE coroners organization which has membership.

15:36:50 the point of the slide is when we go back to contingency group is getting input from around the state.

15:37:10 DEETAC was the primary body that worked on the title 5 revisions which I will review. Revisions to.

15:37:10 [Reading from slide]

15:37:23 These have been approved and in the state law since last February of 1 year ago.

15:37:35 Now we are finalizing the distance education guidelines. The guidelines will accompany these title 5 revisions.

15:37:46 Lisa, would you like to discuss the sections that pertain to the revisions it on these pertaining to separate course approval?

15:38:03 >>: Sure. Hopefully my Internet is stable to do that. On 55204 instructor contact is regular effective contact between instructor and students and among students

15:38:13 and the part at the end was highlighted because moving forward as Marty mentioned earlier were talking about making sure

15:38:21 anything that we are coding or talking about distance education now for summer and fall of

15:38:27 that it is consistent with all of the guidelines.

15:38:34 In 55206 which is separate course approval and this is a major

15:38:43 topic of this webinar as we are trying to determine locally how each of us is going to go about

15:38:56 finding ways to have separate course approval during this time when we are moving so many courses from face to face to distance education and what that process is going to look

15:39:05 like for the district. In 55206, we talked about the fact

15:39:17 that in our distance education addenda that we note how course outcomes will be achieved in distance education and how our regular and effective

15:39:24 contact would be happening and how ADA requirements would B.

15:40:02 -- be met. We did provide a draft of the distance education guidelines that DEETAC has been working on and you will find it in the Vision Resource Center if you look under connect in the Vision Resource Center. Lisa, this is why want to add the clarification on the earlier slide

15:40:32 >>: We include a fully online 100% online and partially online which is known as regularly scheduled for in person environments on campuses where we designate them. The third category that was referenced that evolved was online in

15:40:49 flexible component and the reason the abbreviation was changed from in person to emphasis on flexible was of that this meant if a faculty believes they have to have some sort of in person component

15:41:02 that the component would be arranged in a flexible way so instructing faculty's approval on a

15:41:13 place like Santa Rosa College could be the.

15:41:13 [Microphone interference]

15:41:30 It could be convenient to the student in terms of location but giving them a range of time so we do not set has to be today at 5:00 it could be between Monday at 8:00 a.m. or something like that. That was the minor correction

15:41:48 because this has been a change that had been made since the 2019 posting

15:42:02 We were suggesting that the changes to title 5 pull down to the three elements which are specified how your outcomes will be achieved in a distance education

15:42:08 mode and specifying how the portion of instruction delivered through.

15:42:08 [Reading from slide]

15:42:22 Among students was a key change.

15:42:40 DEETAC wanted to highlight how important Americans With Disabilities Act and complying with this regulation is. It is not just requirement for title 5 and government but the right thing to do.

15:42:50 This was included, specifically, in the title 5.

15:43:16 We wanted to ask a few contingency questions about moving your courses from link it course approval and temporary approval in the Spring into what would now be consistent permanent local course approval according to title 5. Lisa, did you

15:43:24 want to talk about the difference in some districts between emergency and permanent?

15:43:32 >>: I don't know I can speak to what individual districts are going to be doing. In the conversations we have

15:43:44 had, we have noted the fact that even amongst the people we have been chatting with, there are different interpretations of

15:43:54 how they were going to go about creating a distance education addenda that addressed the fact that some of these approvals will be for emergency circumstances only

15:44:07 which is what Cheryl talked about. Some people might be creating entirely new distance education forms that would be used specifically for these emergency circumstances only and other people

15:44:19 might just add a checkbox to a current form that says "by the way were approving this only for emergency circumstances."

15:44:27 I believe this goes back to a local process decision, a local Curriculum Committee decision

15:44:32 and it could be handled correctly either way.

15:44:37 >>: Thank you.

15:44:53 We wanted to offer a few different approaches. Some other questions we might ask Curriculum Committee chairs is

15:45:11 whether the local plan for moving all of these courses to be offered online under the blanket emergency addendum, what was the plan? How will replanning to make course approvals? This is a lot to do during a short amount of time.

15:45:11 Would your Curriculum Committee consider

15:45:26 batches of badge course approvals? The courses that are in the same discipline or courses with the like outcomes? Would there be another way to consider

15:45:34 it be separate course approvals that the Curriculum Committee could consider them in a more expedited way?

15:45:51 And one thing we might consider is whether curriculum and self we need some kind of primer on set, of course, approval? Even though we in distance education think of separate course approval as the biggest

15:46:05 thing in a Curriculum Committee and approved in the regular courses and this is the DE addendum

15:46:10 . One thing we thought and I'm sure Cheryl that ASCCC.

15:46:10 [Microphone interference]

15:46:21 Additional consideration or a little bit of training.

15:46:38 We want to provide a few samples and these are available to you. Santa Barbara City College has

15:46:52 recently approved a new document that says timelines like Columbia did where it says by this
15:47:00 date, we will have the courses for summer 1 and by the state courses for summer 2 and by this date the fall.

15:47:13 There was not a specification I saw the curricula committee was going to meet over the summer like Columbia is. And these three other addendums, Southwestern recently

15:47:25 updated theirs to include title 5 as has Modesto and Taft. These are updated

15:47:36 DE addendum so if you wanted, you could use those and any college can use those as samples for guides.

15:47:45 This slide included some of the course policies on regular effective contact.

15:47:58 We recently had a question about whether or not a course could be considered -- could make this transition under the DE addendum planning to use only synchronous instruction? Cannot handle

15:48:07 some things that Pam mentioned which was authentication through Canvas

15:48:18 or documenting regular effective contact. But one of the things we would do in these circumstances is refer

15:48:30 faculty and the curriculum committees to their local process and local policies on distance education. Lisa, anything to add?

15:48:35 >>: No. These are great resources from the field and these colleges

15:48:44 have allowed us to link to their resources and if you have questions about them, you can ask those colleges directly.

15:48:51 >>: The next slide is years.

15:48:56 >>: I wanted to mention the fact that if you're

15:49:04 not familiar with CCC DECO, we are an organization that is completely voluntary. A support organization to help the community provide

15:49:09 resources and we have monthly online meetings.

15:49:18 We have 200 members and we are focused on distance education issues.

15:49:33 One of the things we do because we post quite a few resources to the DE all Listserv and if you -- not on the Listserv ask your local department to do that. We

15:49:43 do surveys and offer results of surveys and have annual retreat of the Online Teaching Conference we hope to find out in the next week or so whether the only teaching conference

15:49:48 is going to happen in person or online or be postponed. Stay tuned for that.

15:49:59 Our next online meeting is happening on Friday. I wanted to mention the fact that as I'm watching all of these amazing questions in the Q&A, I do not have

15:50:09 all the answers to all of the great questions. We are hoping that this Friday to gather any questions that we were not able to answer

15:50:21 here today and see if we can find answer to those and maybe twist somebody's arm to come and talk to us that day and help us answer more of these questions.

15:50:24 We hope to provide resources.

15:50:44 >>: Thank you so much. We do have 10 minutes left to address some of these questions that are coming through. Thank you all for submitting your questions.

15:50:57 I will ask the panelists to turn their attention to the Q&A and let me know any questions you want to address. I will start with one that has come up. What are the implications

15:51:12 here for non-credit courses? Do we have any guidance or non-credit courses as they are navigating this DE process?

15:51:28 >>: Non-credit courses are addressed in the DE guidelines but that was written before the current emergency. I don't have anything to add.

15:51:41 >>: I will add they are courses and courses go through our Curriculum Committee and are critical committee determines whether they can be taught online. I don't think there has to be something different and separate about it. The apportionment

15:51:53 rules for online distance education are a huge mess and that is something Marty is going to fix force. Right, Marty? [laughter]

15:51:56 >>: Right on top of that.

15:52:08 It has been brought to our attention and as it relates to non-credit. We are taking a look at all of those pieces and as Lisa indicated, we will take all of these questions.

15:52:20 We won't get to answer all of them in detail but we will take all of them and figuring out how to make sure we are communicating responses on these as well.

15:52:29 >>: A reminder the conversations are happening in the Vision Resource Center as well. Be sure to find the community that would make

15:52:43 sense for your question because I have seen answers posted there from the Chancellor's Office.

15:52:48 >>: Thank you, Lisa. That is correct.

15:52:53 >>: One perspective on the accreditation and 50% level.

15:53:04 Just for may cause perspective and having served on a few teams I don't want to speak for the commission that in conversation I have come away with the understanding that what they're trying to sure is our institution

15:53:17 has in place the characteristics and opportunities for students for external services online services that are sufficient that the students can be successful. They're

15:53:33 not really trying to go through and approve every single one of our degrees and certificates although they have maintained a listing of those. But it comes down to change is your institution qualified and prepared to properly support students?

15:53:36 What I'm looking at my institution is two possible changes and

15:53:54 one is that now we put somebody courses online, there is a possibility that 100% of the classes are available online. Even that availability thing in my conversations with commissions is not the criteria but the intentionality

15:54:05 that if we are going to go to the community and market you can come to Columbia college and get a fully online degree, that is the next

15:54:12 trigger in the commission approval. The other trigger

15:54:18 we are looking at for a substantive change is correspondence education. We went from face to face institution inside the

15:54:27 prison and our last safe visit we said we do not need to worry about correspondence education sections because we do not do that but suddenly we do.

15:54:34 Speaking with the commission President, she is offering us a way to get through the short

15:54:47 run through a simple process but if we maintain this modality on going and it's worth our time to put in substantive change so we are fully approved through the commission.

15:54:56 And their permission that grant approval for ongoing.

15:54:58 >>: Thank you, Brian. That was really

15:55:13 helpful. We will follow up with ACCJC and they reached out to us today to ensure we knew they are open to and interested in the questions that surfaced from this webinar and will do their best to be responsive to them.

15:55:34 There has been a number questions around the MIS data and issues that Brian and Columbia College has surfaced as well. When your data systems is linked to your communications to students and if I don't convert my

15:55:40 course MIS information online than the information that goes out to students will be incorrect. That is where I encourage you to reach out to our office

15:55:52 . Our team is available and will work with you on an alternative submission for its submission to ensure you can effectively communicate with students because that is the number 1 priority. We will

15:56:06 adjust on the back end but reach out to us and in particular our colleague John Hess on the webinar. They will be

15:56:12 able to help you with an alternative course file submission.

15:56:26 >>: I see a question about synchronous instruction. Somehow that being potentially, different at our institution we are looking at video-based synchronous lectures

15:56:45 as ongoing mode of instruction for some of our classes and trying to reach people in our community. That is at a distance and it falls under distance education definitions and needs to be approved and for colleges courses under the new headings will put under fully online because the lectures are

15:56:51 delivered through online modality and we use Canvas as a shell to house the rest of the resources.

15:57:07 There is an apportionment guideline regulation that says if we teach a course online, generally, independent study course and Marty will fix the funding on that when, too. [laughter]

15:57:29 For the other courses that are taught synchronously we can do apportionment under current regulations and we need to be careful. Curriculum Committee is not approving our fund accounting method. Those are two different worlds.

15:57:33 >>: For instruction, one of the things we talked about and for the guidelines is a recommendation

15:57:50 that if you're offering synchronous instruction, you make a note of that either in your schedule of classes and/or in the course syllabus to make sure that students understand upfront

15:58:03 they're signing up for a course that requires of them to be available at a particular time. I will add a note that currently and you probably been reading the same articles that if we are being reminded that students

15:58:15 right now have different obligations of for their time, they might have had one month ago when they signed up or started taking these classes that they are in right now.

15:58:29 We probably cannot assume that a student that was available on Tuesdays and Thursdays at 1:00 still is. They may have a different job or kids at home.

15:58:42 >>: Brian, you may be unmute. I want to piggyback on what was being shared. There were a number of

15:59:03 questions in the Q&A around this issue or this perception that synchronous instruction was not distance education. I want to reference title 5 regulations. It was showed in the previous slide 55204 within

15:59:17 spec to instructor contact any portion of the course conducted through distance education includes regular effective contact between instructor and student and among students either it synchronously or asynchronously.

15:59:27 Either mode is approved for distance education. Both fall under that definition.

15:59:48 >>: And to that point about availability and synchronous assignment of classes is that not everyone has access to Internet for that period of time if you do hour and a half or three hour. Encompasses

16:00:00 -- just a consideration before scheduling these.

16:00:09 >>: I want to be mindful of time. We have one minute left. As Marty has said, we will take a look at all

16:00:20 of your questions and respond to all of your questions. We do not have time to address all other questions live while on the webinar. We hope this has been helpful and

16:00:41 useful information and we will work to look through all other questions and get responses out. Any final comments from any of our panelists?

16:00:45 Thank you for joining us this afternoon and we will follow up in your questions and feel free to reach