

**Distance Education (DE) Committee
Academic Senate Meeting Report – November 17th, 2017**

Submitted by Kate Sims, Co-Chair

The current committee membership includes:

- Leanne Urasaki, Co-Chair
- Kate Sims, Co-Chair
- Carrie Butler (BEaT)
- Donnalyn Kalei (SSCI)
- Kuulei Kanahale (HUM)
- Cheryl Puntil (NURS)

We met on November 2nd, 2017. Meetings are conducted through Google Hangouts.

Our focus for this year is to prepare for accreditation by formalizing our DE policies and practices; we understand DE will be an area of particular scrutiny by the accrediting team next fall. Some practices/Policies that we need to formalize:

1. How do we define what we mean by a hybrid class?
2. How do DCs / departments decide which instructors can teach online and which classes should be taught online?
3. What are our practices for ensuring that online classes provide equal learning opportunities for students as face-to-face classes?
4. How do we ensure that online classes are accessible to students with disabilities? That the student registered for the class is the student who is doing the work? That there is adequate interaction between the student and the instructor to qualify as a DE class (and not a correspondence course)?

The D.E. Committee put together the following document regarding these issues. (See below.) Goal is to present to Academic Senate for discussion at the December meeting. Committee reviewed and provided feedback by Thursday, 11/9. Kate will present ideas at DC meeting on 11/14 for initial feedback.

Description of Online Course Scheduling and Quality Practices

→How the College decides which courses it offers online:

Departmental faculty decides which courses will be taught online given the course objectives and learning needs of students. Departments document their rationale for their decision-making. Decisions are made collaboratively, based on discipline expertise.

→How the College decides which instructors teach online:

Department Chairs ensure instructors selected to teach online are adequately trained and prepared to teach effectively. New online instructors meet one of the following requirements:

- a) they have completed substantial training (for example, taken the Online Course Development Program) with the Instructional Technology Support Office
- b) they have completed substantial training at another college (as evidenced by a certificate and evaluation of a previously taught course)

→How the College ensures quality, and compliance with national and accreditation requirements, in online courses:

- a) Instructors complete an [Online Course Compliance Form](#) for each class, each semester, documenting their adherence to expectations in the areas of rigor, instructor-student contact, accessibility and authenticity. Online instructors who do not meet these standards will work with the Instructional Technology Support Office to improve their courses. If improvements are not made, the course will not be offered again until improvements are adequately completed.
- b) Instructors give access to online courses to a supervisor, including a department chair or designee, as determined by the department chair.
- c) The first time a course is offered by a new online instructor, it is evaluated.