



# FOOTHILL COLLEGE DEAC/COOL Meeting

## MINUTES

**Date:** 3/21/12

**Time:** 12:15-1:15 p.m.

**Location:** Chinese Heritage Room (3523)

### Attending

Judy Baker, Hilary Ciment, Brenda Davis, Meredith Heiser, Akemi Ishikawa, Kate Jordahl, Allison Lenkeit-Meezan, Michael Loceff, Joe Ragey, Marcel Samudra, Lisa Verissimo, Anita Whitehill, Mimi Will

### Agenda Items

1. Announcements
  - a. Reminder: Meeting agendas and minutes posted at <http://www.foothill.edu/fga/DEACmtg.php>
  - b. Status report on filling vacant Tech Training Specialist position
2. Report on Hybrid Course Guidelines, Examples, and FAQs
  - a. Final version of Guidelines; approval by Academic Senate 3/12/12
  - b. Need suggestions for how to disseminate effectively
3. Review goals for remainder of the year
  - a. Need to schedule COOL/DEAC meetings in Spring Quarter
  - b. Prioritize and establish action plan
    - i. Accessibility and Copyright in Online courses
    - ii. Social Media and Alternatives to Etudes
    - iii. Review of Online Courses
    - iv. Best practices for online course quality
    - v. Finals for Online classes
4. Accessibility and copyright requirements in online courses
  - a. Review 2011 Senate Resolution
  - b. Suggestions for effective ways to ensure and increase compliance
  - c. Seeking input on possible strategies

### Discussion Detail

1. Announcements
  - a. Reminder: Meeting agendas and minutes posted at <http://www.foothill.edu/fga/DEACmtg.php>  
In an effort to save paper and meeting time, draft versions of agendas and meeting minutes are posted at the above URL for DEAC/COOL Committee members to review and approve.
  - b. Status report on filling vacant Tech Training Specialist position

Agendas and minutes will be archived online through Foothill Global Access  
<http://www.foothill.fhda.edu/fga/DEACmtg.php>

The Tech Training Specialist position has been approved and should be filled by July. Any one interested in serving on the search committee should contact the committee chair, Judy Baker.

2. Report on Hybrid Course Guidelines, Examples, and FAQs
  - a. Final version of Guidelines; approval by Academic Senate 3/12/12  
Although the "Guidelines for Documentation of Hybrid Course Hours" were approved, the draft versions of the "Frequently Asked Questions About Hybrid Hours" and "Faculty Examples of Hybrid Course Hours" will need to be finalized before forwarding for approval by the Academic Senate.
  - b. Need suggestions for how to disseminate effectively  
The committee is looking for ways to raise awareness about the guidelines and ways to encourage voluntary compliance. Although the guidelines have been discussed casually at dean's meetings, it was determined a formal presentation, perhaps with a faculty member as a co-presenter and with sample syllabi with hybrid hours provided by the deans to discuss, would be more effective. In addition to a formal presentation to the deans, suggestions include: formal presentations to the divisions; email soft copies; hard copies in mailboxes; post to FGA site; Academic Senate to disseminate; Tenure Review committees to disseminate; and Etudes Trainers to disseminate. There was concern that not all avenues were appropriate. The information may get lost or overlooked when presented in less topical settings. Discussion of audits arose. There needs to be more awareness of what faculty will need to provide to auditors and a simplified method for faculty to save the information they will need for an audit. A single document download via Etudes, containing all information that may be requested during a "standard" audit would be effective. The committee suggested proposing the idea to Etudes. Audit compliance features could be marketed as a selling point for Etudes services.
1. Review goals for remainder of the year
  - a. Need to schedule COOL/DEAC meetings in Spring Quarter  
The current meeting time of 12:15-1:15 pm will not work for many committee members in the spring. It was suggested that DEAC/COOL meet on alternate Tuesdays to the Curriculum Committee from 2:00-3:30 pm or 1:00-2:00pm. Possible meeting days and times will be proposed via doodle.com
  - b. Prioritize and establish action plan
    - i. Accessibility and Copyright in Online courses
    - ii. Social Media and Alternatives to Etudes
    - iii. Review of Online Courses
    - iv. Best practices for online course quality
    - v. Finals for Online classes

There was enthusiastic discussion around prioritization and concern for addressing pressing topics within the three meeting times of spring quarter. Top priority was voiced in favor of several of the above listed issues. In particular there was support for "review of online courses" with emphasis on peer review and student evaluations. There was also support for "finals for online classes". On campus classes get priority scheduling of finals. Distance Education instructors are not represented on the Scheduling Committee. DEAC/COOL needs a volunteer to attend the Scheduling Committee meetings. "Accessibility and copyright in online courses" was also voiced as a top priority issue to address in the spring. Prioritization remained unresolved. Possible prioritizing of topics will be proposed via doodle.com
2. Accessibility and copyright requirements in online courses
  - a. Review 2011 Senate Resolution

Last year the Academic Senate affirmed their support for accessibility of online courses and materials. What can we do to make this resolution a reality?

- b. Suggestions for effective ways to ensure and increase compliance  
Accessibility will make online courses easier for all learners. How can we make all online courses accessible? Suggestions include: a document with bulleted guidelines on how to meet minimum accessibility requirements (Guidelines are available at <http://www.foothill.edu/fga/accessibility.php>. - Contact Judy Baker if any additional information or edits are needed.); workshops with Jayme Johnson, Web Accessibility Instructor/Training Specialist with the High Tech Center Training Unit for the California Community Colleges (HTCTU); professional development credit if you meet with a FGA trainer to make your course accessible; online schedule identification as an “accessibility compliant” course to not only encourage faculty to comply, but to make students aware of a course’s accessibility; and an appeal to administration to emphasize the need to fund a job position to make online courses accessible, as opposed to having each individual instructor try to make their course compliant. It was agreed that there was a general lack of knowledge about what makes an online course accessible. Some instructors may not be able to make their courses accessible on their own and others will need support and guidance to stay compliant. “Immediate” assistance was stressed as a motivator for faculty to comply. Michael Loceff volunteered to have an “access audit” of his online courses to see what needs to be done, if anything, to make them compliant. He is hoping this will then encourage other faculty to come forward and also have their courses reviewed for compliancy. The faculty need to see that this is a positive and supportive process. We need to show that the community demands that we create a culture of access for all.
- c. Seeking input on possible strategies  
Review the “Possible strategies to gain compliance with accessibility requirements in online courses” document and send feedback on strategies for access and copyright requirements to Judy Baker.

### **Handouts/Documents**

Guidelines for Documentation of Hybrid Course Hours  
DRAFT: Faculty Examples of Hybrid Course Hours  
Accessibility of Online Courses and Materials  
Possible strategies to gain compliance with accessibility requirements in online courses

### **Important Dates**

Next DEAC/COOL Meeting in April (Date TBD – Watch for emails and doodle.com proposals)