



**IMPERIAL VALLEY COLLEGE
DISTANCE EDUCATION COMMITTEE AGENDA**

Wednesday, November 12, 2014

1:30 p.m. – Economic & Workforce Development Conference Room (3102)

The function of the Distance Education Committee is to develop and review policies and procedures necessary to the implementation and evaluation of the distance education program at Imperial Valley College.

1. Call to Order & Welcome

2. Consent Agenda

- a. Approval of Minutes for October 8, 2014

M/S (_____/_____) to approve the minutes of the October 8, 2014, regular meetings of the DE Committee, as presented.

3. Action Items

- a. [Course Map Template](#)

M/S (_____/_____) to approve the Course Map Template, as presented.

4. Discussion and Information Items

- a. Blackboard Report – Omar
b. ADA Compliance Report – Paige
c. [DE Course Evaluation Team Report](#)
d. DE Coordinator Report – Gaylla
 i. Position Paper – [DE Faculty Selection Policy](#)
 ii. Position Paper – [Online Course Development Policy](#)
 iii. Position Paper – [Online Addenda Contact Types](#)
 iv. [Committee Membership](#) (PT Faculty Representative)
 v. [State Authorization Policy](#)
 vi. [SDCCD Online Instructor Training](#) (<http://www.sdccdonline.net/faculty/training/>)
 vii. [OEI Update](#) (<http://ccconlineed.org/>)
e. [SDICCCA DE Committee Report](#)
f. [New Policy Proposals](#):
 i. Social Networking Policy
 ii. Anti-Bullying/Harassment Policy

5. Pending Items

- a. DE Newsletter
b. DE Plan and Online Faculty Handbook

6. Next Meeting: Wednesday, December 10, 2014, @ 1:30pm in Room 3102

7. Adjournment

ACTION ITEMS

Action Item 3a:

COURSE MAP TEMPLATE

Developing a map of your new online course is an essential process to identify the core content, processes, and assessments used throughout the course. A course map helps instructors answer the following questions:

1. Does the curriculum adequately cover content?
2. Does the curriculum have redundant instruction?
3. Is the curriculum effective?

When developing your course map, it is recommended that you use one of the following sample templates – choosing the template which best facilitates your discipline.

SAMPLE TEMPLATE #1

Unit 1: Welcome & Introduction (Week 1)

Unit 1 Overview: This unit will cover some of the features that Widgets offer to the office professional and/or home user. Students will be introduced to the online course environment and IVC policies and procedures. Students will also learn more about their online classmates.

Unit 1 Objectives: By the end of this unit, students will be able to:

- Interpret the course syllabus
- Navigate the Blackboard learning environment.
- Understand the College's add and drop policies, procedures and online learning requirements.
- Know more about your fellow online classmates

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
Post to: Introduce Yourself by 11pm EST		Post: Response #1 to Discussion Week 1 by 11pm				Complete: Readings; Set 1 Lectures Post: Response #2 to Discussion Week 1 by 11pm Submit: Assignment 1 by 11pm

Unit 2: Working with Charts (Week 2)

Unit 2 Overview: This unit explores the options to consider when creating a chart. Students will learn how to create a chart and how to edit the chart to add personal touches.

Unit 2 Objectives: By the end of this unit, students will be able to:

- Demonstrate knowledge of worksheet creation, menus, and command structure.
- Identify the appropriate chart type to apply to best illustrate the data desired.
- Produce advance graphic presentations of electronic worksheets.

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
		Read: GW Today Post: Response #1 to Discussion Week 2 by 11pm	Submit by 9am: Assignments 1a, 1b, 1c			Complete: Lectures; Ethics Discussion Post: Response #2 to Discussion Week 2 by 11pm Submit: Assignment 2 by 11pm

SAMPLE TEMPLATE #2

Name of Course:

Today's Date:

Projected Date of Launch:

Learning Objective	Content Presentation	Assignment Given	Student Deliverables Due	Assessment

Inventory of Media Objects:

Media Objects	Accessibility Status	Completion Date (Timeline)	Updates

Notes:

SAMPLE TEMPLATE #3

Module 1 Opens 1/17/12	Working with Etudes - Introductions (30 points) (Accepted until 1/28 for late adds) Tasks: Assignment, Discussion, Quiz	Due 1/23/12 at 11:59 p.m.
Module 2 Opens 1/17/12	Introduction to The Study of History; A Continent of Villages (40 points) Reading Assignment: <i>Out of Many</i> , Chapter 1, Wainwright Chapter Lecture Outline 1; Tasks: Assignment, Discussion, Quiz	Due 1/30/12 at 11:59 p.m.
Module 3 Opens 1/22/12	When Worlds Collide (30 points) Reading Assignment: <i>Out of Many</i> , Chapter 2, <i>American Realities</i> , Chapter 1 Wainwright Chapter Lecture Outline 2; Tasks: Discussion, Quiz	Due 2/6/12 at 11:59 p.m.

DISCUSSION/INFORMATION ITEMS

Discussion/Information Item 4c:

New Online Courses Approved During Fall 2014					
Course #	Course Title	Instructor	Degree	Online Addendum	
1	ENGL 110	Composition & Reading	Kevin Howell	Transfer Degree	OK
2	ENGL 110	Composition & Reading	Robert Baukholt	Transfer Degree	OK
3	FIRE 103	Building Construction for Fire Protection	Alfredo Estrada	Associate Degree	OK

Discussion/Information Item 4d(i):

IT IS HEREBY RECOMMENDED that the Academic Senate approve the following policy regarding faculty selection for online course development:

- Faculty requesting development of an online course must be currently employed by IVC.
- Faculty requesting development of an online course must have first taught the course in the traditional face-to-face format at IVC before being approved to develop an online version of the course.
- Faculty requesting development of an online course must get approval from their Department Chair and their Division Dean, as well as notify other FT/PT faculty within their department of their intent to develop the online course.
- Exceptions to this policy must be approved by the Vice President of Academic Services, the Academic Senate President, and the DE Coordinator.

IT IS FURTHER RECOMMENDED that step 1 in the IVC Online course Development Policy be revised as follows:

1. Obtain approval to develop an online or hybrid course from Department Chair and Division Dean, as well as notify the other FT/PT faculty within your department of your intent to develop the online course.

Discussion/Information Item 4d(ii):

IT IS HEREBY RECOMMENDED that the Academic Senate approve the following changes in the IVC Online Course Development Policy:

1. Obtain approval to develop an online or hybrid course from your dean, division chair, and/or department chair.
2. Contact the DE Coordinator, Gaylla Finnell, at gaylla.finnell@imperial.edu or ext. 6511 to be placed on the course development schedule. In addition, the DE Coordinator will assist in the processing of an online addendum, if needed, through CurricUNET. All courses taught online must have an online addendum approved through the Curriculum Committee.
3. Prior to teaching online at IVC, instructors must complete three courses through @ONE Training (Introduction to Online Teaching and Learning, Introduction to Teaching with Blackboard, and Creating Accessible Online Courses). Copies of the Certificates of Completion must be forwarded to the DE Coordinator upon completion of the training.
4. After completion of the first three introductory @ONE courses, faculty are required to complete two (2) additional @ONE courses (Building Online Community with Social Media and Designing Effective Online Assessment). These courses must be completed within two (2) years of completing the first three courses.
5. No later than six (6) weeks prior to the start of priority registration, develop at least 50% of your online course for review and approval through the Distance Education Committee. Contact the DE Coordinator as soon as you have the course ready for review to schedule your course evaluation. The DE Committee evaluation team will need access to your course, a copy of your Course Map, and a copy of your Course Syllabus.
6. All courses must meet the accessibility requirements of Section 508.

IT IS FURTHER RECOMMENDED that the above policy changes become effective on the day following the approval of the Academic Senate. Faculty already approved to teach online under the previous online course development policy will be grandfathered in and allowed to continue the development of their online course(s) under the previous policy.

Discussion/Information Item 4d(iii):

IT IS HEREBY RECOMMENDED that the Curriculum Committee, with the assistance of the DE Coordinator, review and approve revisions to the current course online addenda as needed to insure that online course contact types are correctly listed and in compliance with the IVC Regular and Effective Contact Policy.

IT IS FURTHER RECOMMENDED that, at a minimum, all online course addenda list the following contact types:

- Orientation at start of course — Once.
- Announcements/Bulletin Boards — Weekly.
- Chat Rooms — Weekly or as needed
- Discussion Boards — Weekly or as needed
- Email Communications — As needed
- Online Group Collaboration — As needed
- Face-to-Face Meetings — As needed
- Podcasts — As needed
- Virtual Office Hours — Weekly
- Other — As needed to meet course objectives

Discussion/Information Item 4d(iv):

IT IS HEREBY RECOMMENDED that the Academic Senate add a PT Faculty Representative to the voting membership of the Distance Education Committee.

IT IS FURTHER RECOMMENDED that the PT Faculty Representative have experience in distance education.

Discussion/Information Item 4d(v):

IT IS HEREBY RECOMMENDED that the following action be taken to establish compliance with the Department of Education regulations on State Authorization:

- IVC cease the development of new online courses by faculty residing outside the State of California;
- IVC investigate the feasibility of processing requests for State Authorization in states where current employees who reside out-of-state live; and
- The DE Committee develop a proposed State Authorization policy for submission to the Academic Senate for processing and approval through share governance prior to the Department of Education's July 1, 2015, compliance deadline.

Discussion/Information Item 4e:

College or District	2011-2012 Online Sections	2011-2012 Unduplicated Headcount	2011-2012 Online FTES	2011-2012 Percentage of Total FTES	Fall 2012 DE Sections	Spring 2013 DE Sections	Fall 2013 DE Sections	Spring 2014 DE Sections		
SD City	348	7,814	1,263	13.0%	170	152				
Cuyamaca	177	2,322	628	12.0%	82	94	94	106		
Grossmont	304	3,835	917	7.5%	138	165	152	188		
Imperial Valley	141	2,696	345	5.9%	12	2	32	27		
Mesa College	487	9,841	1,545	10.6%	206	259				
MiraCosta	482	8,140	1,478	16.2%	245	241	268	263		
Miramar	326	7,377	1,200	17.0%	132	143				
Palomar	465	7,800	1,445	8.1%	217	244	254	271		
SD Contin Ed.	33	1,036	74	1.0%	26	29	32	27		
Southwestern	520	8,992	1,558	12.0%	228	214	263	264		
	3,283	59,853	10,453		1,456	1,543				
College or District	2009-10 DE FTES	2009-10 DE as % of total FTES	2010-11 DE FTES	2010-11 DE as % of total FTES	2011-12 DE FTES	2011-12 DE as % of total FTE	2012-13 DE FTES	2012-13 DE as % of total FTES	2013-14 DE FTES	2013-14 DE as % of total FTES
SD City	1,605.9	14.40%	1,712.8	14.70%	1,343.8	13.50%	1,307.2	14.40%		
Cuyamaca	820.7	15.00%	991.3	17.03%	616.8	12.11%	575.0	12.57%	1654	14.6%
Grossmont	1,489.4	10.31%	1,231.2	9.33%	916.8	7.35%	789.5	6.70%	888.06	7.3%
Imperial Valley	67.7	0.87%	180.8	2.32%	345.1	5.88%	32.5	0.55%	661.86	3.1%
Mesa	1,797.0	11.80%	2,120.8	12.80%	1,673.9	11.20%	1,613.1	10.90%		
MiraCosta	1,089.4	12.63%	1,362.6	14.75%	1,477.8	16.21%	1,633.2	17.10%	1776	17.3%
Miramar	1,378.0	22.00%	1,573.2	22.40%	1,337.1	20.30%	1,108.3	17.60%		
Palomar	1,458.0	7.80%	1,481.0	8.10%	1,445.0	8.10%	1,386.0	8.10%	1471	8.6%
SD Contin Ed.										
Southwestern	1,245.0	7.70%	1,461.0	9.20%	1,834.0	12.40%	1,769.0	12.00%	1300	11%
	10,951.1	11.40%	12,114.8	12.40%	10,990.3	12.10%	10,213.8	11.62%		

Discussion/Information Item 4f:

Social Networking Policy: Course information of any kind (materials, pictures, events, etc.), including information from clinical and work sites, cannot be shared or discussed on any social network or electronic account outside of those required by the instructor for class participation. Violation of this policy could result in expulsion from the college.

Anti-Bullying/Harassment Policy

It is the policy of *Imperial Valley College* to provide a safe environment for its employees and students. This policy is intended to protect employees and students from bullying and/or aggressive behavior. Bullying is defined as repeated, abusive conduct that causes intentional physical or emotional harm to the target and often involves an imbalance of power between the bully and the victim, which may involve a gesture or a written, verbal, social, graphic, or physical act.

***Cyberbullying:** Using digital means such as the Internet, social media, cell phones, or other electronic devices to bully someone.