ONLINE TEACHING AND LEARNING COMMITTEE MEETING

🏠 Location: 70-173

🗓 Date: 10/11/2023

⏱ Time: 10-11am

Present: Nancy Boskin-Mullen, Elisabeth Burke, Tate Hurvitz, Adelle Roe, Bonnie Yoshida (via Zoom), Virginia Young, Tim Cliffe

MINUTES

I. Agenda approved

II. Minutes approved

III. RSI Policy Revision

Adelle explained that Regular and Substantive Interaction (RSI) refers to a regulatory requirement in U.S. higher education which mandates consistent and meaningful engagement between instructors and students in online learning environments. This interaction, which must be academically focused and initiated by instructors, differentiates self-paced courses and instructor-led online courses, impacting federal financial aid eligibility for institutions. Our district then develops its own Regular and Substantive Interaction (RSI) documents to establish clear, localized guidelines and protocols that are—hopefully—useful to instructors. Our last iteration of our district RSI policy needed updating, and Adelle volunteered to do so. As she tried to work on it, she realized that because it had been cobbled together over many years (2011, 2018, 2020), it no longer captured a clear narrative or structure. For those reasons, she researched and then started a new draft. This new draft of a GCCCD Policy on Regular and Substantive Interaction in Online Courses went through an initial review process with Bri Brown (Cuyamaca's DE Coordinator), Dawn Heuft, and Amber Toland Perry (Dawn's counterpart at Cuyamaca).

On the online version of the document that was sent out the week prior to this meeting, Felicia asked about the interchangeable use of online and distance education. Adelle explained that as a campus we are attempting to shift language to online education, but that distance education is used within ed code, so any references to legal mandates in the document reference the phrase "distance education." Within the context of this document, they are actually interchangeable. There were no suggestions for changing the draft. Adelle explained that the next step for the document will be going to Cuyamaca's OTLC.

IV. HyFlex in Addendum

Adelle shared that maintaining reference to HyFlex in the DE Addendum remains a point of contention among stakeholders at both colleges, and that there will need to be a districtwide discussion of revising the addendum, including representatives from Curriculum and Online/Distance Education at both colleges. This conversation is on hold, as the

stakeholders (including Jane Gazale, Dee Aceves, Bri Brown, and Jessica Hurtado Soto) have agreed to wait on a definitive answer regarding HyFlex coding from the district. Tate agreed to follow up on a firm coding answer.

V.   Accessibility Push during Disability Awareness Month

Adelle asked that everyone in the room promote the Ten-Day Accessibility Challenge, a series of short 2-5 minute videos that will be sent to faculty Monday-Friday for two weeks starting on October 16 via GC Canvas Resources. The goal is to raise our overall Ally Accessibility score as a campus. She also mentioned that she presented Ally at Chairs and Coordinators. Tate commented that it was generally well received.

VI.   OTLC Direction

Adelle reported that since the semester began, she has not received requested input from the committee on agenda items, the Online Education AUP, the committee charge, the RSI policy document, or additional online persistence strategies; there were also no workgroup volunteers for the OE Plan or handbook. She suggested we might want to cancel our next meeting. Suggestions were made to instead use the time to discuss best practices or work on the handbook as a group.

Adelle thanked Elisabeth for successfully facilitating the first HyFlex session of OTLC.

Meeting adjourned at 11:00.