



Distance Education Committee MINUTES
October 3, 2025; 1:00 to 2:30 pm (Zoom)

Committee Charge: The Distance Education Committee advises the Vice President of Instruction regarding all modalities of Distance Education offered at the College and identifies methods of access, resources, and support systems that create an inclusive and equitable learning environment and eliminate barriers for all students. The committee functions as a visionary body, as a conduit for information between faculty, administration and students, and as a technology advisory on matters related to distance education. (9/20/2024)

Committee Members Present

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Adler, Dawn | <input checked="" type="checkbox"/> Lewis, Stephanie (Co-Chair) | <input checked="" type="checkbox"/> Pave, Adam |
| <input type="checkbox"/> Al-Husseini, Maha | <input checked="" type="checkbox"/> Lillard, Sheri (Faculty Chair) | <input checked="" type="checkbox"/> Recinos, Jose |
| <input checked="" type="checkbox"/> Coats, Cherishea | <input checked="" type="checkbox"/> Lopez, Maria | <input type="checkbox"/> Sogomonian, Nori |
| <input checked="" type="checkbox"/> Cisneros, Maribel | <input checked="" type="checkbox"/> Navarrete, Jesse | <input type="checkbox"/> Torrez, Michael (F2025 Sabbatical) |
| <input type="checkbox"/> Galindo, Kadir | <input checked="" type="checkbox"/> Parker, Garry | <input type="checkbox"/> Wang, Wei-Chung |

Guests: Anthony Castro

- 1. Call to order:** 1:06 pm
- 2. Approval of the agenda:** The agenda was modified to postpone approval of September 19, 2025 minutes because they were posted approximately 10 minutes before the meeting. The modified agenda was approved (Motion: Adam Pave; Second: Maria Lopez).
- 3. Approval of minutes from 9/19/2025:** Postponed to 10/17/2025

4. DE Certification Cycle - Enforcement Discussion
Background

The committee previously reaffirmed the 3-year DE certification currency requirement. Faculty need to maintain current certification to teach online. Sheri plans to create a flyer communicating this requirement to faculty scheduled to teach online in Spring 2026, advertising refresher trainings.

Refresher Training Schedule

Planned Sessions:

- December 22, 2025 (workday session)
- January 2026 in-service day (no competing sessions)
- January 2026 adjunct orientation (no competing sessions)

Faculty List Status

- Initial review identified over 300 people potentially out of date
- Many are adjunct faculty no longer employed
- HR will provide updated list by mid-November removing inactive employees
- Expected to have better count of currently employed faculty needing training

Certification Options

Faculty can maintain currency through:

1. Taking refresher training (2 hours, focused on RSI and accessibility)
2. Retaking DE Level 1 (full course offered 3x/semester, 2x/summer)
3. Equivalency from another institution (requires approval, primarily for adjunct)

Key Discussion Points

Enforcement Responsibility:

Questions were raised about who is responsible for monitoring and enforcing compliance. Sheri clarified the committee's role:

- This committee sets training standards and schedules.
- Enforcement responsibility rests with supervisors, not faculty (although Deans and Chairs should work together).
- When building schedules, faculty who are out of currency should not be recommended for online courses unless there's opportunity to refresh training before the semester starts.
- Individual faculty members are not responsible for monitoring colleagues' compliance.

Certification Timeline:

The committee discussed managing the transition to enforced compliance:

- List posted at beginning of semester reflects current fall status.
- Faculty trained in 2020-2021 need refresher training.
- July cutoff date will be established and clearly communicated.
- Training completed before that date means certification expires before Spring 2026.
- Flyer will clearly state the cutoff date along with refresher opportunities.
- Communication will go through multiple channels: faculty chairs meetings, divisions, and email.

Training Options and Timing:

Committee members sought clarification on the different pathways for maintaining currency. The refresher training serves faculty who have been trained and are teaching online but need to update their certification. It focuses on current priorities (RSI and accessibility) rather than foundational content covered in the full Level 1 course.

Special Circumstances:

Dr. Stephanie Lewis provided historical context about handling rare situations when critical staffing needs arise. In exceptional cases where courses must be offered and no certified faculty are available, concurrent training has occasionally been arranged, though this is not ideal and should be avoided when possible.

Facilitated Training Format:

A question was raised about automated training delivery. Sheri explained that facilitated trainings carry more weight for equivalency purposes in the current framework, so the committee will continue offering facilitated sessions. This approach could be reconsidered if standards change.

Additional Context

The committee noted that most current faculty were trained during the 2020 pandemic transition. Newer faculty likely received training in graduate school as online instruction has become more prevalent. The refresher training serves an important role for all faculty, including those primarily teaching face-to-face courses.

Compensation is available through standard workday for full-time faculty and professional development pay for adjunct faculty. The goal is ensuring all faculty have current training, providing maximum flexibility for scheduling and emergency preparedness.

5. District DE Committee Updates

Badging System Transition

- **Badger** (previous badging system) is being discontinued
- Archiving process begins next week
- **Accredible** is the new badging system
- Sheri committed to completing Accredible training by end of October

Software Reviews and Demonstrations

Yuja (Accessibility Software):

Cherishea presented information about Yuja as the planned replacement for the current accessibility checker (UDOIT):

- Current UDolt contract runs through the fiscal year
- Earliest implementation for Yuja: summer/fall 2026
- Key features include all UDolt functionality plus additional capabilities
- Works both within Canvas and outside Canvas environment
- Available to all faculty and administrators
- Assists with making documents accessible across departments
- Includes Google plugin and other integration tools
- Addresses upcoming accessibility regulation changes
- Video demonstration link shared for committee review
- Charissa requested feedback on features and potential gaps
- Exploring possibility of concurrent demo in Spring 2026

ReadyGo:

Software for evaluating RSI in online courses; demo being arranged by Charissa.

STEM/Math Accessibility Tools:

Committee discussed ongoing challenges with making mathematical content accessible. Research underway for solutions including:

- **Atomic Jolt** and **Mathype** platforms
- Survey forthcoming to math, science, and related departments to identify specific needs
- Focus on graphs, plots, equations, and formula accessibility
- Addresses current limitations in Canvas LaTeX editor
- Committee expressed strong interest in these tools

PlayPosit Migration:

- Interactive video quizzing tool integrated within Canvas
- Migrating to **WeVideo** platform (acquisition)
- Server migration requires approximately 24 hours downtime
- Scheduled for December 22, 2025
- Email notifications will be sent
- Tool allows embedding quizzing components and resources throughout videos
- Committee discussed strategies for increasing faculty awareness and usage

Accessibility Training Resource, Tech Center Training:

Free accessibility document training currently available:

- Provided by TechConnect
- October and November sessions
- Canvas-based enrollment with account creation
- Covers document accessibility standards and techniques
- Late enrollment accepted
- Link shared in meeting chat

Training Attendance and Engagement Discussion

The committee discussed challenges with training participation during the regular semester:

- Current offerings: alternate Thursdays at 11 AM and 1 PM
- Attendance is significantly higher during Flex Day compared to regular semester sessions
- Faculty scheduling conflicts identified as primary barrier
- Committee members noted conflicts with teaching schedules and office hours

Suggestions for Improvement:

Several strategies proposed to increase engagement:

- Integration into mandatory in-service days where appropriate
- Non-competing sessions during workdays
- Linking training clearly to RSI and accessibility compliance requirements
- Additional timing surveys to identify optimal scheduling
- Clear communication about how specific trainings address compliance needs
- Strategic coordination with professional development planning

Charissa welcomed additional suggestions and indicated openness to trying different approaches to better serve faculty needs.

6. Agenda Item 3: Emergency DE Addendum Development

Origin and Context

During curriculum committee tech review, several courses (particularly standalone labs from technical division) were identified with outdated DE addenda. This initiated discussion about appropriate handling and led to broader conversation about emergency preparedness.

The 2020 pandemic experience, when hundreds of courses required rapid emergency addenda development, highlighted the value of advance preparation. Creating emergency addenda in advance would prevent rushed responses during actual emergencies (wildfires, pandemics, etc.).

Statement of Support

The committee reviewed a draft statement supporting implementation of both standard and emergency DE addenda. This statement would accompany the proposal to curriculum committee.

Statement Content:

- Courses should submit either standard or emergency DE addendum
- Courses not submitting either type must provide compelling reason
- **Compelling reason definition** (refined after committee discussion):
Must be supported by documentation from: discipline's accrediting body, professional organization, advisory board, articulation officer, or articulated institutions

Discussion:

Committee members requested clearer definition of "compelling reason" to provide adequate guidance. The documentation requirement was incorporated directly into the statement to clarify expectations.

Motion: Maria Lopez moved to approve statement; Adam Pave seconded; approved unanimously.

Emergency DE Addendum Structure

Sheri created draft by modifying the previously approved standard DE addendum:

- Yellow highlighting = new/modified language for emergency version
- Blue text = questions for committee consideration
- Unhighlighted text = approved standard addendum language

Three Course Options:

Option 1: Course Will Not Be Offered Online Under Any Circumstances

This option includes explicit language about potential consequences:

- Course cannot be delivered if in-person instruction disrupted
- Not meeting minimum instructional hours may result in:
 - Loss of apportionment
 - Invalidation of course credit
 - Compliance issues
- Designated for exceptional cases only
- Requires supporting documentation from external authoritative sources

Committee discussed the importance of clear consequences to ensure appropriate use of this designation.

Option 2: Emergency Online Delivery (Primary Focus)

- Course may transition during officially declared emergency (wildfire, pandemic)
- Faculty specify methods for temporary online delivery
- Language emphasizes emergency-only application
- Provides framework for thoughtful advance planning

Option 3: Standard DE Addendum Already Exists

Courses with approved standard DE addenda do not need emergency version, as they already have authorization for online delivery.

Key Discussion Points

Appropriate Use and Scope:

Committee discussed balancing flexibility with appropriate constraints. The language should discourage inappropriate use while maintaining legitimate emergency preparedness. Committee members noted the distinction between short-term emergency continuation (potentially a few weeks) versus full-semester online delivery, emphasizing that emergency provisions don't necessarily require 16-week online capability.

Timeline Considerations:

Committee explored how emergency addenda function across different scenarios:

- Mid-semester emergencies: Emergency addendum enables course continuation to avoid students losing credit
- Subsequent semesters: If emergency continues, course can continue online OR discipline can choose not to offer if inappropriate for extended online delivery
- Emphasis on mid-semester obligation to complete courses so students receive appropriate credit

Mandate Scenarios:

Discussion addressed situations where external requirements (state directives, accrediting agency mandates) might necessitate online delivery despite institutional preferences.

Committee acknowledged that emergency situations might enable rapid addendum creation when needed, but emphasized that advance preparation prevents inadequate rushed responses.

Sheri noted she will consult with curriculum committee and administration about processes for rapid approval when external mandates require immediate action.

Lab/Clinical Activities Section - Revised

Integration Approach:

Rather than separate questions at document end, committee approved integrating emergency lab delivery questions directly with existing lab hours question:

- If course has lab: "Describe specifically how the lab or clinical activities will be **delivered online** in an emergency situation to accommodate the course objectives and SLOs"
- Added requirement to consult curriculum co-chair and articulation officer if modifications to objectives/SLOs necessary
- Language refined based on committee feedback for clarity

Committee agreed this integration provides better flow and clearer context.

Motion: Maribel Cisneros moved to approve emergency addendum; Jesse Navarrette seconded; approved unanimously.

Implementation Timeline

- Standard DE addendum: Second read Monday, October 7th (expected to pass)
- Emergency addendum: May require full first and second read process (completion by late October)
- Both will be active in Meta curriculum system for Spring 2026
- Envisioned implementation: Meta checkbox for DE addendum leads to two options (standard or emergency)

7. Accessibility Implementation

ACMM Program Application

Sheri requested Andy Chang submit SBVC for the **ACMM program** (State Accessibility Center through community colleges):

- Program provides external audit and implementation support
 - Assessment-based approach focused on improvement guidance
 - Many other community colleges have participated successfully
 - Free program
 - If approved, support would likely begin Spring 2026
 - Will complement internal accessibility efforts
 - April 24, 2026 deadline means overlapping timelines, requiring continued independent work
- Letitia expressed strong support for pursuing this opportunity.

Communication and Timeline Development

Immediate Action:

Academic Senate overview presentation: October 15th

Postponed to Next Meeting (October 17th):

- Comprehensive timeline development
- Faculty support strategy
- Communication plan

8. RSI Policy Progress

Participatory Governance Pathway

Completed Steps:

- DE Committee approval: September 19th
- Accreditation Committee: Information item, positive reception
- Academic Senate: October 2nd - Vote of support received

Upcoming Steps:

- Faculty Chairs: Next week
- College Council: Following week
- President's Executive Council: End of October
- Expected completion of collegial consultation process by end of October

ACCJC Compliance Timeline - Important Update

Recent ACCJC liaison meeting (participants: Jeremiah, Letitia, others) provided critical timeline information.

Key Details

- ACCJC course sampling: **Spring 2027**
- Sample size: 15-50 courses randomly selected
- Compliance threshold: Minimum 85% must meet "initial level" on ACCJC rubric
- ACCJC will use their official rubric for evaluation (confirmation of assessment approach)
- Initial level = first tier on four-level rubric
- Rubric available in committee shared folder

Implications:

- Letitia's Spring 2026 internal deadline remains appropriate
- Additional year (Spring 2026-Spring 2027) available for continued refinement before official sampling
- Committee's previous work (April draft) already demonstrates strong alignment with rubric requirements

RSI Self-Reflection Form - Postponed for Review

Current Status:

- Draft based on April 2025 version
- Modified to align with ACCJC rubric information
- Blue comments indicate questions for committee consideration
- Yellow highlighting shows proposed language modifications
- Posted in shared folder for advance review

Postponed to October 17:

- Final form approval
 - Dissemination strategy determination
 - Faculty support approach (distribution vs. interactive sessions)
 - Integration with broader communication/timeline plan
- Committee member access to shared drive being updated as needed.

Timeline and Next Steps

Before Next Meeting (October 17)

1. Committee members review RSI self-reflection form with modifications
2. Shared drive access updates completed
3. October 15: Academic Senate accessibility overview presentation
4. Next week: Faculty Chairs presentation - RSI policy
5. Following week: College Council - RSI policy
6. Sheri completes Accredible badging training by end of October

October 17 Meeting Agenda

1. Approve September 19th minutes (7 pages from Wei-Chung)
2. Finalize RSI self-reflection form (action item)
3. Develop accessibility timeline and faculty support/communication plan

Ongoing Development

- ACMM program application response monitoring
- Yuja demonstration scheduling (potential Spring 2026)
- Math/STEM accessibility survey distribution
- Refresher training communication materials and flyer development
- Emergency DE addendum curriculum committee process

Major Milestones

- **Mid-November 2025:** Updated faculty training compliance list from HR
- **December 22, 2025:** Refresher training session / PlayPosit migration
- **January 2026:** In-service and adjunct orientation refresher trainings
- **Spring 2026:** Standard and emergency DE addenda active in Meta / Internal accessibility and RSI preparation deadline
- **April 24, 2026:** Federal accessibility compliance deadline
- **Spring 2027:** ACCJC course sampling for RSI compliance (15-50 courses, 85% minimum compliance threshold)

Meeting adjourned: 2:24 pm