



Form 1: Presentation Checklist

Distance Education Committee Proposal

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Date: 4/15/2024

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Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (not the instructions) to the Academic Affairs chair by his or her specified deadline. Please note: If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as N/A. Use as many pages as necessary.

PROPOSAL OVERVIEW

The 2023–26 CBA directs a work group to create of "a standalone committee or a branch of an existing committee" within one year of the agreement's ratification in order to (1.) to advise faculty members on best practices in distance education and (2.) to design a processes and procedures for approving Distance Education Major Overhaul Grants (see CBA 8.5.b.4).

The Distance Education Major Overhaul Work Group hereby proposes the establishment of a Distance Education Committee in accordance with the 2023–26 CBA's charge Appendix A sets forth the committee proposal. Appendix B documents best practices in online course reviews. Appendix C details the process and criteria for major overhaul grants. Appendix D is a revision of the online course development form that incorporates major overhaul grants.

TYPE OF AGENDA ITEM

- Information Item (requires approval of AA Chair)
Action Item
Information and committee feedback
Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
Procedure—new
Identify suggested location in GPM:
Policy—revision (Attach current policy with proposed changes illustrated with track changes)
Policy—new
Identify suggested location in GPM:
New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
Other: Committee proposal

BUDGET

Has minimal budget impact

INSTRUCTIONAL REQUIREMENTS

Requires creation of committee to review stipends and grants based on CBA, requirements for distance education stipends and grant, and federal and accreditation standards

OPERATIONAL NEEDS, CURRENT AND FUTURE

Does not require additional staffing in the short term

STUDENT IMPACT

Students will receive a more consistent experience in online courses, encounter accessible tools, and several opportunities for interaction with other students and the instructor.

ANTICIPATED IMPLEMENTATION TIMELINE

May 2024 - First and Second Reading at Academic Affairs

June 2024 - Consult with Faculty Forum, CAFE, and eLearning on committee membership

Summer 2024 - eLearning to pilot some processes

Fall 2024 - Distance Education Committee begins reviewing stipend and overhaul requests

Appendix A. Distance Education Committee Proposal

Background

The 2023-2026 Collective Bargaining Agreement Between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum (hereafter “CBA”) calls for the establishment of “a Distance Education work group (which may take the form of a standalone committee or a branch of an existing committee, such as the Teaching and Learning Committee)” within one year of the agreement

- To advise on best practices in distance education
- To recommend “faculty applications for Distance Education Major Overhaul Grants to the Vice President of Academic Affairs for approval” (CBA 8.5.b.4)

Accordingly, a Distance Education Major Overhaul Workgroup was created in AY 2023–2024, which included the following membership:

- Jacob Agatucci, Transfer faculty member
- Sarah Baron, Transfer/CTE faculty member and Faculty Forum Executive Committee (FFEC) Representative
- Christina Grijalva, CTE faculty member and FFEC Representative
- Theresa Harper, eLearning Instructional Designer
- Kristine Roshau, Director eLearning/Academic Technology
- Tony Russell, Instructional Dean

Charge

The Distance Education Major Overhaul Workgroup proposes the creation of a **Distance Education Committee** with the following charge:

The Distance Education Committee reviews courses submitted for both Distance Education Development Stipends and Major Overhaul Grants to ensure that they incorporate a range of digital media, include student-to-student and student-to-faculty interaction, and meet COCC accessibility guidelines. For Major Overhaul Grants, the committee completes initial and final reviews (i.e., before the overhaul and after the overhaul). Support may include assistance with using the LMS effectively, creating opportunities for feedback and interaction, designing accessible courses with all learners in mind, and meeting quality review standards for distance education courses.* The committee works with faculty members through final approval, whereupon the it forwards the grant request to the Vice President of Academic Affairs (VPAA) for signature.

Committee Classification

Because the Distance Education Committee provides guidance and recommendations to specific College entities, it is proposed that it be classified as an **advisory committee**. Because the committee is specified by the

* The key provisions of the proposed charge were guided by the CBA. See Sections 8.5.b.3, 8.5.b.4, and 8.5.h.

CBA and because the scope of its responsibilities lie more broadly within Academic Affairs rather than to a particular policy committee, it is proposed that it be a **standalone committee** within Academic Affairs.

Committee Membership

It is proposed that the committee will be composed of three members:

1. A representative from eLearning (chair, two year)
2. A representative from CAFÉ (two year)
3. A representative from the Faculty Forum (two year)

This representation, while small, represents the principal interests of the groups involved in distance learning support and connects committee members the groups to which tasks or questions may be directed.

Responsibilities of Committee Chair

- Establishing culture and process norms
- Coordinating timelines and workflows
- Delegating training and evaluation to eLearning or Disability Services staff members
- Maintaining N-Drive workspace
- Approving initial and final reviews for Distance Education Course Development Request Forms based on the findings of the committee

Responsibilities of Committee Members

- Preparing for and participating in meetings and reviews actively
- Learning about the technologies, supports, standards, and trainings that support faculty members and students
- Representing the interests of their constituencies and keeping them informed of proceedings and recommendations
- Working with the other members of the committee to reach a consensus

Procedures

Deliberation, recommendation, and approvals

For procedures on deliberation, recommendation, and approvals, consult the [Distance Education Major Overhaul Grant Process and Criteria document](#).

Voting and Quorum

All committee members are voting members, and **quorum** will be defined as “the majority of voting members.” When voting on recommendation to the VPAA, there must be a majority of voting members or quorum present to proceed. Votes will be counted by Yeas and Nays. In order for a recommendation to pass the majority of quorum in attendance must vote Yea, thus preserving the need for at least two-thirds approval.

Appendix B. COCC Best Practices in Distance Education

Access this document online by going to the following link:

[COCC-Best-Practices-for-Distance-Education.docx](#)

Appendix C. Distance Education Major Overhaul Grant Process and Criteria

When faculty members make major modifications to previously taught distance education courses, they may submit a Distance Education Major Overhaul Grant request to the Office of the Vice President of Academic Affairs (VPAA).^{*} While distance education stipends and major overhaul grants share a common application, the timeline, work, and review processes of the overhaul grant require additional preparation.

Application

To request a major overhaul grant, applicants will fill out a Distance Education Course Development Request Form. The applicant and their department chair will sign the form and submit it to the Office of the VPAA. Forms must be submitted a minimum of two (2) contracted terms before the course to be updated will be taught.

Course review

Initial review. The VPAA Office forwards requests to the Distance Education Committee for initial review. The two-term interval allocates time for the committee to perform an initial review (pre-overhaul) as well as to provide instructional design support during the overhaul. Since college policy dictates that faculty members remain current in course content, instructional methods, and computer literacy, the committee will look for projects that make comprehensive and thorough adjustments beyond those expectations.[†]

Meets criteria. The committee will review applications case by case for review, but generally, major overhauls are driven by a significant change that necessitates revision to how a course is delivered. For example,

- Extensive curricular changes mandated by external forces, like state boards and transfer councils or accrediting bodies
- Comprehensive program or course outcomes changes approved by the Curriculum Committee
- Modifications to program delivery (e.g., a move to *concept-based* or *competency-based* instruction from another structure)

Changes to course delivery include

- Course structure and organization, like assignment sequences or outcomes associated with course units
- Learning materials, such as recordings of presentations or lectures, learning modules, student-to-student interactions, designing student training for using specialized software, and assignments
- Assessment and evaluation, like exams, rubrics, feedback opportunities
- Digital accessibility, such as improving course and document readability for all learners, ease of use for audio and video resources, or course navigation

Does not meet criteria. The following examples do not meet major overhaul criteria for scope and exigency:

^{*} The Distance Education Major Overhaul grant was introduced in the 2023–2026 Faculty Collective Bargaining Agreement. Cross reference Articles 8.5, Sections (b), (f), and (h).

[†] For General Responsibilities of All Instructors, see *General Policy Manual G-34-4*.

- Revising references to or readings in the course due to a new textbook adoption or a new textbook edition
- Refreshing, rejuvenating, or revitalizing content to maintain relevancy or currency, such as
 - Units, files, readings, rubrics, or topics to keep information current
 - Updating examples, prompts, or problems to keep them fresh
 - Graphics, statistics, facts, or figures based on most recent data
- Largely aesthetic changes, such as adapting a course to fit a program template
- Legally required changes, such as ADA accessibility
- Receiving a major overhaul grant award, reverting back to a previous iteration of the course, and then applying for a new major overhaul grant award

Overhaul support. Once the Distance Education Committee provides initial review approval, the major overhaul review period begins. Committee members will

- Connect applicants with resources for completing the proposed overhaul
- Provide a quality review using best practice standards (see [COCC Best Practices](#))
- Assist in setting manageable timelines, answering questions, and connecting faculty members to COCC staff members with distance learning expertise

Final review. Once the overhauled course is taught, the Distance Education Committee will

- Review the course and certify the proposed work has been completed
- Verify that the course meets best practices standards related to COCC general policies, accreditation standards, and federal requirements (e.g., meaningful interaction, assessment and engagement, and digital accessibility)
- Indicate approval on the applicant's Distance Education Course Development Request Form, which serves as its recommendation to the VPAA

If the planned distance education course is not ultimately taught, department chairs and instructional deans will work with the VPAA to find a resolution.

Compensation

With the approval of the committee and VPAA, applicants are compensated at a rate of \$200 per credit hour of the course.

Note: Because Distance Education Development Stipends 1 or 2 involve teaching at the College for the first time or teaching a course for the first time, a Distance Education Major Overhaul Grant may not be awarded for a course at the same time a stipend is awarded.

Appendix D. Revised Distance Education Course Development Request

Distance education course development request

Complete one form for each course and each instructor.

Instructor and Course Information

Instructor name: _____

ID number: _____

Date: _____

Request Type
(Select one):

<input type="checkbox"/> <u>Distance Education Development Stipend 1</u> Faculty member teaching a distance education course for first time ever at COCC \$400/weekly contact hour	<input type="checkbox"/> <u>Distance Education Development Stipend 2</u> Faculty member has taught a distance education course before, but is teaching a new-to-them distance education course \$300/weekly contact hour	<input type="checkbox"/> <u>Distance Education Major Overhaul Grant</u> Faculty member making major changes to previously-taught distance education course (see Link to Process and Criteria) \$200/weekly contact hour
Submit form to department chair at least one (1) week prior to start of term. Department chair submits form to VPAA at least four (4) days prior to start of term.		Submit form a minimum of two (2) contracted terms before the updated course will be taught.

Online Training Certificate Complete? Yes No (Note: To qualify for a stipend or grant, applicants must have either completed the Online Teaching Certification successfully or obtained an exemption from it.)

Course Term: _____

Class CRN: _____

Course Credits: _____

Course Subject: _____

Course Number: _____

Class Delivery Method: Online Remote Remote-Online Hybrid

	Type:	Number of weekly contact hours (see CourseLeaf):
Course work completed on the following weekly contact hours:	<input type="checkbox"/> Lecture	
	<input type="checkbox"/> Lab	
	<input type="checkbox"/> Lec/Lab	

How does this course apply to degrees/certificates (choose up to 2 most important options)?

- Foundational requirement for AAOT
- General Education/Disciplines Studies option for AAOT
- Related Instruction option for certificates or AAS degrees
- Required course for CTE certificate or degree Program name: _____
- Option for fulfilling a requirement for CTE certificate or degree Program name: _____

Elective

Answer only one of the following questions, selecting the one that best fits your situation:

1. If this course is not currently being offered online or remote by COCC, how would it benefit our students to have this as an online option?
2. If this course is currently being offered online or remote by another instructor, how would it benefit our students to have this new version of the course offered online?
3. If a major overhaul is being requested, explain why the work needed on the course exceeds the level of course maintenance expected as part of your primary assignment (see [request criteria](#)). Describe which aspects of the course will be changed.

Department Chair:

1. How often do you think this course will be taught online by this instructor in the next 2 years?
2. Explain the need for this new course in your planned schedule for the next 2 years. (new courses only)

By signing below, I acknowledge that the stipend or grant will be paid after the course is taught and the course must incorporate a range of digital media, include student-to-student and student-to-faculty interaction [per CBA 8.5.(a)], and also meet COCC accessibility guidelines.

Submission signatures and dates

Instructor _____ Date _____

Department Chair _____ Date _____

Approval signatures and dates

Distance Education Committee _____ Date _____ Approved:
 No
 Yes

Vice President of Academic Affairs _____ Date _____ Approved:
 No
 Yes

Section Reviewed	
Request type:	
Instructional mode:	
OTC certification:	

Stipend eligible:	
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