Distance Learning Executive Committee
Meeting Agenda
November 8, 2016 – 11:30am – 1:00pm; DLC Classroom

Attendees: Charity Bryan, Jordan Cameron, Edward Eanes, Matt Laposata, Justin Cochran, Tom Ball, Rebecca Mattox, Veronica Trammell, Jim Cope, Julie Moore, Traci Redish, Ashley Hoffman,

Distance Learning Executive Committee
• Welcome and Please Update Contact Info (Jim)
  o Check the website for correct information

Affordable Learning Georgia (Tammy)
• Update
  o New textbook transformation grant is out with a deadline December 11. Information will be provided in the KSU inform, and email Tammy Powell if interested in participating.

Distance Learning Center (Jim)
• Web Learners Program phase out
  o There is no longer a Web Learners Program, though students in online degree programs will still get priority registration and fee waivers.
  o The new program should allow us to run reports to be able to track fully-online students starting in Spring 2017 semester.
• MOOCs: [http://moocs.kennesaw.edu/](http://moocs.kennesaw.edu/)
  o Six Sigma Certification
    ▪ In process of developing a certification in Six Sigma with 4 or 5 specializations; each specialization will have 4-5 MOOCs. This is a very high demand area for Coursera and we expect this to be a very successful MOOC.
• Web Accessibility:
  o Two recent court cases against UC Berkley and University of Miami Ohio stress the need for us to provide students with accessible web content (Detailed information provided below).
    ▪ August – UC Berkley
      • Deaf student filed complaint against their MOOCs
      • UC Berkeley answered the complaint but lost the judgment. What concerns us is that they have a lot of the same policies and practices as we do, and they had to make significant changes and pay fines.
    ▪ 31 October – Miami University (Ohio)
      • Blind student filed a complaint and won. This is a much broader case than the Berkley judgment.
• Steps we can take to make our web content more accessible:
  • UITS Software Approval Request form – We can add a check box for accessibility and require faculty/staff to provide accessibility information for all software purchased.
    o Require faculty to ensure materials they require for courses are accessible. Jordan can work with faculty to ensure accessibility of those materials.
  • Procurement - As a part of the procurement process, require that all software/web content be accessible before approved for purchase.
  • Ensure that these rules and regulations apply to both online and traditional courses
• Things to remember:
  o We currently do a good job of meeting the needs of hearing impaired students (transcribing and captioning).
  o We are very vulnerable to suits from blind or visually-impaired students because:
    ▪ Third party materials not accessible.
    ▪ Many documents faculty use are not screen reader compatible.
    ▪ Some library materials are automatically downloaded in a format that does not work with screen readers rather than allowing students to pick HTML or PDF formats that are more accessible.
• What the DLC is Currently Doing in this Area:
  o Researching vendors to provide services to rework materials to make them accessible.
• Provide service to faculty to help them make online course materials accessible.
• Working with the Faculty Senate Distance Learning Advisory Committee to explore ways to make web course web content accessible.

• Concourse Syllabus Template
  o In the process of purchasing the software syllabus template software. Concourse will be embedded in D2L to allow for easy use. Initially a university-wide template will be provided with all of the university required syllabus information provided. This information will be updated by Academic Affairs so that faculty do not have worry about keeping up with most current versions. Colleges and departments will be able to create their own templates to meet accreditation needs.
  o As long as faculty build their syllabus in the template, reports can be run to provide copies of all syllabi for accreditation reports.
  o Syllabi created using the template will automatically be fully accessible.
  o Each college will have designated people to update the templates and who can run reports.

• Large Enrollment General Education Courses Task Force
  o Meeting this semester to explore research on best practices in designing and delivering large enrollment online courses.
  o We will use what we learn this semester to develop the courses by summer, and then offer pilots in the fall. We hope to provide faculty with 3-4 models that they can use to create high quality large enrollment online courses.

• US News & World Report Survey update
  o Thanks for participating in gathering information
  o Next year will be easier to provide the required information as we will be able to track online programs

Technology Resource Updates (Veronica)

• BrightSpace D2L
  o No December downtime this year
  o Are continuing bi-monthly maintenance periods (1st and 3rd Fridays)
  o USG is reviewing the next version available in April
    ▪ April and May to perform testing
    ▪ Live in June

• MediaSpace/Kaltura
  o Kaltura Reach testing update
    ▪ Think we have a product and have a scheduled demo with team this afternoon
    ▪ Working with Jim and Jordan to turn it over to DLC in December for more testing.

• Turnitin
  o Application update December 16, 2016
  o Faculty should not turn on Turnitin until after the break or make any changes to the program
    ▪ For individual assignments, faculty should not check the box
  o Faculty should download any reports they want to keep as they will still be available going forward, but they will not be organized well.

• New Training Room – R2 building Marietta Campus
  o Going online spring semester
  o R2 will be for students
  o Moving H201 to B building for faculty training

Library Resources Updates (Ashley Hoffman)

• EBSCO Curriculum Builder for D2L
  https://www.ebscohost.com/discovery/customization/curriculum-builder

• Allows faculty to search directly from their editing pages:
  o Keeps instances of broken links and accessibility issues to a minimum
  o Can also add outside materials as well, not just library

• Faculty will be able to link to the whole text, or click on link and go to the landing page for the materials.
• Faculty can also determine if students have completed the readings as assigned.
Ongoing Projects

- Testing Center (Darrin)

Faculty Senate Distance Learning Advisory Committee

- Current Activity (Hussein Abaza)
- Items presented to the FSEC and Senate (Hussein Abaza)
  - Jim met with them and presented the court cases on accessibility. Future meetings will continue to explore ways to make course content more accessible.

Other Matters

- How to collect data from a single assessment across several sections? (Edward Eanes)
  - Veronica can give information on the options
- New SAS reports to collect data for online majors vs on-campus majors? (Tom Ball)
- The Unconference update (Jordan)
  - Need to get opinions on the date
  - February 24 is the only Friday available
  - May go to a Monday in April instead
  - About 15 people want to work on the committee for the conference
- College/Unit/Library Updates – Good Things Going with Distance Learning (Everyone)
  - Jordan Accessibility Workshops
    - 4th of four accessibility workshops on the Marietta campus tomorrow (November 10)
    - The Kennesaw campus and webinar will be later in the month
    - Three colleges have asked to have the workshops (all 4) presented in their college to try to get more people through the training
  - HSS – Launching three large enrollment courses in the spring

Reminders

Notes on Two Recent Court Cases

University of California Berkeley (Deaf Student):

What they had in place:
• Page 6 – UC Berkeley has a web accessibility similar to ours.
• Page 7 – UC Berkeley’s policy states that they will “Develop, purchase and/or acquire, to the extent feasible, hardware and software products that are accessible to people with disabilities.
• Page 7 – UC Berkeley has a Web Accessibility Services team that works to “ensure that UC Berkeley websites and products are accessible . . . “

Why the ruling went against Berkeley despite the above efforts:

• Page 8 -- Despite their policy and efforts to support faculty and staff, “UC Berkeley has not ensured compliance with its policy.”
• Page 8 -- “UC Berkeley has not met the goal of its own policy requiring it “to seek[] to deploy information technology that has been designed, developed, or procured to be accessible to people with disabilities.”
• Page 8-9 -- “UC Berkeley has not established that making its online content accessible would result in a fundamental alteration or undue administrative and financial burdens.

Steps UC Berkeley must take to resolve the complaint:

• Page 9 – “Develop a system to monitor compliance with technical standards adopted . . . “
• Page 9 – “Pay compensatory damages.”

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Miami University (Miami of Ohio) (Blind Student):

The Complaint and some Definitions:

• Page 2 – “Miami (1) uses technologies that are inaccessible to qualified individuals with disabilities; and (2) failed to ensure that qualified individuals with disabilities can access Miami’s curricular and co-curricular materials on an equal basis with individuals who do not have disabilities.
• Page 4 – Definition: "Instructional support application" means a software application, whether used in a single course, by a department, by a college or by a school, or across Miami (i.e., Universitywide), which Miami makes available to students, and which is designed and dedicated to the purpose of collecting or delivering course content or assignments, or assessing student performance. An instructional support application is peripheral to a learning management system and is not necessarily used alongside a learning management system. Instructional support applications are either "nonstandalone," because they contain supplementary digital content provided (either directly or through third parties) by the publishers of texts and booklength course materials, or "standalone," because they do not contain such content. Examples of instructional support applications include: Turnitin, LearnSmart, MyStatLab, Vista Higher Learning, Sapling, and WebAssign.”

What Miami Agreed to Do within 2-6 Months:

• Page 6 – Make sure all new and redeveloped web content conforms to the World Wide Web Consortium’s (“W3C”) Web Content Accessibility Guidelines (“WCAG”) 2.0.
• Page 6 – Provide a plan to, within 18 months, update all old web content to meet the WCAG standards.
• Page 9 – “Within two months . . . designate a Web Accessibility Coordinator for Miami’s web content.”
• Page 9 – Migrate to a LMS (Canvas) that conforms to WCAG 2.0 AA.
• Page 10 – Before purchasing a new LMS or any standalone instructional support application, make sure it conforms to WCAG 2.0 AA.
- Page 10 – “In selecting texts and book-length course materials, including ital applications or content provided by the publishers of such te urse materials, Miami will consider the availability of materials in electronic formats, such as EPUB3, DAISY, WCAG 2.0 AA, the W3C’s Web accessibility Initiative Accessible Rich Internet Applications Suite.”
- Page 21 – “provide mandatory accessible technology training to all:
  - employees responsible for writing or publishing content to Miami’s websites.
  - Employees responsible for procurement of educational or digital technology;”
- Page 23 – “faculty and their administrative assistants.”