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EDUCATIONAL POLICIES COMMITTEE
Minutes
Tuesday SEPTEMBER 27, 2011; in Swenson Hall of Geosciences, conference room (#103)

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<u>Members in attendance</u>: Tim Bloser, Greg Domski, Rob Elfline, Ann Ericson, Liesl Fowler, Bob Haak, Ellen Hay, Taddy Kalas, Kristi Nabhan-Warren, Rowen, Schussheim-Anderson, Mike Wolf

<u>Others Present</u>: Gail Parsons

The meeting was called to order at 4:30 p.m. by Committee Chair Mike Wolf.
I. Minutes from September 20, 2011 meeting:
> Motion to approve: Tim Bloser   seconded: Greg Domski
> All Approved

II. Old Business:
December 14, 2010
> Further Discussion to be noted on future Agenda:
> - What is the actual charge of the EPC Committee
> - Are the EPC guidelines being met
> - Constitutional responsibility of faculty to be in charge of curriculum
> - Proactive behavior /not reactive
> - Certificate Programs
> - Concern with new instructor course syllabus development

==**On-line course discussion:**==
==**The information below has been compiled from EPC meetings:**==
==**November 30, 2010, April 5, 12, 26, May 3, August 30, September 6, 2011. Sept. 13, Sept.20, Sept 27**==

Additional Discussion: at candidate presentation of Dean, a question was presented to the Dean Candidates regarding blended learning courses as it applies to current Augustana faculty teaching Augustana students. Concern with moving forward on this topic.

Considerations:
- Define blended learning, distance learning, on-line learning, self propelled & propose policy
- Distinguishing on-line, blended, distance learning, self-propelled from traditional courses
- Is there recommendation to move forward from the Board
- Is "time" of the utmost to approve or not approve on-line courses
- What are the reasons for on-line courses
- Do online courses effect and meet the Mission of Augustana/ what are we delivering as an institution/how will on-line courses effect image, character and perception of Augustana
- Will online courses enhance learning
- Propose policy implemented before offering on-line courses
- Are on-line courses being considered for summer courses (only)
- Should on-line courses be offered to upper class students only
- Will all courses be required to come through governance
- Are current Augustana courses approved for on-line without going through governance
- Are courses being currently taught at Augustana that would meet criteria of blended, on-line or distance learning courses
- Financial issues, approval, paper work and needs for on-line courses (State, Federal, institution)- who is responsible to file required forms
- Requirements to advertise online course in state and other states

- What has research shown of "Best Practices"
- Will ITS be capable of committing to on-line courses / Technical considerations

- It was noted many on-line courses are large lecture oriented courses
- In the effective practices for online courses, how are suffixes approved
- Will certain courses be considered off limits for online
- What is the criteria of the Online model:
    Was class size considered?   Were lecture courses noted?
    Were lab courses included?   What courses were not included in model?
- Need to define online for catalog purposes
- Cost for online course
    If course cost reduced, how many students will be required for course to be offered-to
    pay instructor and cost of registering course with state
- Would course be completed by August 1 for grades (summer courses)
- Could Blended Course initiative be an enhancement to teaching method –
  Not time away from student
- What is the institutional effective practices
- Will courses be entirely delivered online
- Recommend a feasibility study
- Possibility of combining with International course offerings online

Faculty Considerations
- Is faculty committee aware of this move/ Are Peers/Aspirants promoting on-line courses?
- Will this be considered for current courses or new courses
- Issues with contact hours and faculty load / suggest required contact hours and definition of contact hours
- Concern with definition of contact time (personal, webcam, internet, etc)
  Important that student/faculty contact time be maintained
  What % of course can be outside of the classroom
- Will other institutions be team teaching with Augustana on-line
- Possibilities of integrating courses with other institutions
- Email backlog for student not on campus to contact professor with questions
- How many sessions of class will be required face to face
- How will learning outcome be qualified
- In classroom, Professors view students for well being, and concerns are forwarded to Dean of Students
- Number of students needed to cover cost of online course
- Catalog policy to be considered for online courses-would this course be included in the 9 credit limit
- Exam requirements
- How will course be evaluated for consideration of continuing online
- How will course quality be controlled
- Will Departments be required to review and evaluate blended learning courses
- Will textbooks be required
- Is outside video and reading to be considered class time
- Will instruction videos be updated
- How will course time be monitored
- Require courses meet as scheduled not including outside videos and reading material

Student Considerations
- Concern with certification of student identity issues and security
- Is there intention to make these courses available to non Augustana students
- Synchronized time offered for student contact
- What are student reviews of on-line courses
- How is the quality of student learning measured
- The value of face to face interaction in the classroom
- Student accessibility with professor and college resources
- Will student be prepared for next sequence of courses

- What is perspective of student regarding on-line, blended courses
- Currently, Augustana accepts courses for transfer from other colleges offering on-line courses
- Request student input of online course in evaluation

(It was noted, all of the objectives are not independent and must be considered within a feasibility study and the courses meet Augustana practices and mission.)

Action:
- Recommend EPC has voice in conversation about definition and creation of blended, distance, on-line courses
- Survey faculty
- Request EPC members submit questions to Mark Vincent to prepare survey
- Survey results of peer institutions offering on-line, blended, distance courses
- Seek information regarding issues of current on-line, blended or distance learning courses at other institutions
- Request faculty input that have been involved in distance, on-line or blended courses
- Request current courses being considered for on-line development be approved with consideration for methodology, student contact defined and content of course changes and moved through normal governance for approval
- EPC Committee will draft a statement for recommendation to Senate regarding Online courses at Augustana
- EPC Chair will notify Senate, a policy from EPC will be submitted regarding online courses (Policy was not submitted , Discussion to be continued next fall 2011-2012)

On-Line discussion: instructors offer on-line course environment and information.
Jon Clauss, Mark Salisbury, Jon Delaney, Robert Tallitsch
- Presented a study of 10 Best Practices for Beginning Online Teaching
- Course proposals are being prepared for EPC approval
- Is the infrastructure currently capable to offer online courses (concern with bandwidth overload)
- Develop online course criteria
- Construct a metric or rubric template for online course development
- Offer examples to educators how to meet criteria for online course approval
- Opportunity for students to complete course sequences and graduate on time
- The new use of the SRI has online course assessment indicated on form
- Create online support community
- Existing online at Augustana: email, moodle, lectures online, videos online, outside of class
- Type of online course development – Hybrid or online summer course
- Develop a survey to see if there is a demand for course
- Department has limited resources with fulfilling current courses needed for accounting major
- Develop fundamentals of accounting course for non accounting or business majors
- Course is existing approved course
- Student would learn about setting up their own business practice
- Current professor in Business Administration department has expertise in technical security and has done online courses at another institution
- Would like to offer course end of July early August
- Professor available to teach summer course

Professor John Delaney, Chair of Accounting Dept., was present to update EPC Committee on proposed on-line, blended course ACCT 200 for summer 2010-2011.
- Course not taught – lack of interest for summer
- Course developed for non accounting majors and is currently in catalog
- Accounting department would like to consider offering to Augustana students as a pilot course for spring term 2011-2012
- Market students interested in being small-business owners

- Course to continue as a 3-credit course
- On-Line, Blended course suggestions:
  Meet with professor once weekly for 10 weeks at designated times; all exams proctored;
  Guest speakers require student attendance; On-Line chat designated times; Videos;
  Exams will be criteria to assess course

Dr. Robert Tallitsch was present to discuss and answer questions of his use of Blended Learning for BIOL 358 – Neuroanatomy.

Dr. Tallitsch was approached by Dean Jeff Abernathy to develop a blended learning course.
- Course selected for blended learning upper course division / BIOL 358
- All lectures recorded / students reviewed recorded videos and reading material before class time
- Students at first did not like the process of outside required video review time
- Weekly quiz to review students understanding of video material
- Students did better on exams compared to previous years
- Students approved to continue blended learning
- Class time was spent on questions & answers of reviewed reading/video material
- Dr. Tallitsch felt time spent with student proved more efficient
  Students had more time to process information and were able to review
  Video material repeatedly if needed
- Text required for course
- Helps to develop student academic maturity and study skills
- Instructor Office hours increased
- Time reviewing material for lecture considered for in class time
- Instructor noted drawbacks:
  Less Student interaction
  More time required for course preparation / must think about answering
    student questions to answer on video, visual aids, help items
  Would not approve of blended course development for underclass students
- Instructor evaluation:
  Prior years / students had more questions
  Students in blended course were able to recognize outlying data
    compared to previous teaching method
  Classroom time averaged 45 minutes
- Will use Blended Learning method for course again during 2011-2012

Action: EPC Committee Chair will ask Stephen Klien, and Ryan White
        to visit for further discussion of the use of on-line course offerings

September 13, 2011 New Business
    B.Blended learning and on-line course discussion. Drs. Stephen Klein and Ryan White,   guests

Stephen Klien, department of Communication Studies, offered information and responded to questions regarding his instruction and development of course, Communication, Politics and Citizenship COMM 211, as a part of the blended learning initiative. This course is a gateway to Communication major and a Gen. Ed. course.
- Students review online videos and take a quiz before class
- Concepts from video are discussed and reinforced in class
- Class time is more flexible and able to break into small groups; videos, Moodle and Power Point are added learning tools
- Text book is used for additional information
- Pedagogy is developed by the instructor to communicate to their class
- Involves online face to face components
- Students use contact time productively in active learning sessions

- Students increase time on task
- Consideration of contact hours:
  Individual appointments
  Outside lectures
  Student to student involvement

Additional information of online courses supported by Ryan White, Director of Vocational Reflection.

- online course may include live sessions with live students
- Components of online courses: use of chat board, flexibility and diversity, response threads, video comments
- Consider size of class
- How to translate current course to online course
- Offer to students a different learning tool
- Consider a pilot online course

Suggested consideration:
Online course instructor reviewed by administration, in accordance with appropriate established regulations and guidelines.

III. New Business
A.   Consent Agenda for GenEd material: none

B.   Calendar approval for summer 2012 and academic year 2013-14
        Motion to approve: Ellen Hay   seconded: Ann Ericson
        All Approved

C.   Service-Learning designation for EDUC 263 (Jamaican Internship)
        Discussion:
        - Require a statement that clearly demonstrates need for service from organization
        - It appears there is more focus on the benefits to Augustana
        - A clear understanding of the benefit Augustana will offer the organization
        Motion to approve: Ellen Hay   seconded: Taddy Kalas
        All Approved

D.   Policy statement on Blended Learning & On-line courses (discussion & resolution?)
        Continued discussion:
        Action:
        Create a philosophical statement regarding blended learning and on-line courses at Augustana. Each EPC committee member has been requested to submit a philosophical statement to the EPC Chair for the September 27th meeting.
        Discussion:
        - Proposed statements submitted by EPC members:
        1.   The Educational Policies Committee encourages technological innovation both inside and outside the classroom in order to enhance student performance while maintaining the student-faculty personal contact that sets Augustana apart from other institutions. We encourage Blended-Learning attempts while discouraging the abuse of such a pedagogy in order to lessen the workload of the students and / or the professor. On-line learning courses are strictly prohibited, as they are not in compliance with the goals of the college at this time.

        2.   The educational Policy Committee (EPC) proposes that delivery of instruction at Augustana College should not occur through the On-Line / Distance-Learning format during the normal academic year. Regardless of whether or not On-Line / Distance-Learning is possible at Augustana (with respect to appropriate tuition cost and use of equipment & ITS

staff) or whether some studies show that it is possible to deliver quality instruction using this format, it is the unanimous opinion of members of EPC that it is not in the best interest of the College to offer On-Line / Distance-Learning courses at this time. This mode of instruction is not in keeping with the culture or mission of the College, which places great emphasis on developing the mind, body and spirit of our students through personal, face-to-face relationships with instructors, coaches and ministry staff. Nevertheless, EPC encourages attempts to enhance the learning experience through novel means such as Blended-Learning pedagogies. By whatever means instruction occurs, EPC strongly recommends that faculty continue to emphasize face-to-face interactions with students as the central method of instruction.

3.   Augustana College values and encourages pedagogies that utilize unmediated, human interaction as the primary mode of instruction. At the same time, the College respects the academic freedom of its instructors to choose and implement pedagogies that most effectively achieve their instructional goals. Furthermore, the faculty of Augustana College recognize that technological developments have changed the way human beings interact, that current and future generations of students will make use of these developments, and that instruction making use of technology-mediated interactions may be efficacious and beneficial for student learning.

The faculty of Augustana College support innovative pedagogies (e.g. blended learning) in which the majority of faculty-student and student-student interaction takes place in a synchronous manner and is unmediated. The faculty of Augustana College do not endorse long-distance, largely asynchronous instructional methods (e.g., correspondence courses) in which there is little / no human interaction or in which the majority of student-faculty, and student-student interaction is mediated by technology (e.g., computer chats/Skype/Facetime).

4.   As a Liberal Arts residential College we have a long history of face-to-face interaction with our students. In order to maintain our history and integrity, we must continue to emphasize the face-to-face contact with our students

Discussion:
- Consideration of on-line for summer
- What audience is intended for these courses
- Consider on-line courses at level of 200 or below
- Limit 9 credits of distance education as stated in catalog (would include Augustana on-line and transfer credits)
- EPC set standard for on-line courses
- Indicate course is on-line in course description
- Will Augustana degree-seeking students be the only students accepted in these courses?

Action: Request EPC members consider the information discussed and blend the concerns for a philosophical or policy statement to be submitted to Senate.

E.   Contract minors (we have contract majors; should we have contract minors?)
See: Home > Academics > Registrar > Forms
http://www.augustana.edu/Documents/registrar/Contract_Major_Check_List.pdf

Discussion:
- Follow contract major requirements as noted in catalog
- Credits will be required as stated in completion of a minor
- Must have support of Minor Advisor
- Possibly add a 1-cr Reflective paper component (see Geology Dept. minor)

Move to next meeting

F.   Staffing of course issues (What credentials are needed in order to teach courses at Augie?)
        Move to next meeting

G.   Discussion of Handbook description of EPC functions (See Old Business Dec. 14, 2010)
        Move to next meeting.

Motion to adjourn meeting 5:30 p.m.: Everyone left the room

Next Meeting: 4:30 p.m., October 4, 2011
Swenson Hall of Geosciences, conference room (#103)