*January 28, 2025*

1. Call to Order and Attendance

(Note: Attendance is documented based on those individuals who type their name in the chat box.)

1. Acceptance of Agenda

(Note: If there are no updates or edits, the agenda will stand accepted as written.)

1. Approval of Minutes from the November 19, 2024 meeting.

(Note: If there are no corrections, the minutes will stand approved as written.)

1. Reports

* Curriculum, Instruction, and Assessment Office + Digital Learning Innovations: Julia Fuller reports 1) DLI has been working with UITS to launch access to our Inscribe Communities at the course level. In D2L, you may recall that last semester we were talking about how we were piloting the Inscribe Communities with some program coordinators and some faculty who integrated it into their D12 course sections? Now we are ready to make it available so that faculty can investigate it over the course of this semester and determine whether or not they choose to use it this semester, if they like, or if they want to wait until the summer. But the information will be available to them soon. UITS is planning an announcement to go ou in the next few days, so we're finishing up our communications on that and then it will be posted in for faculty to view within D2L announcement area. 2) KSU has made gains in providing our students with accessible, engaging and effective course designs. We've done some data mining and discovered that this calendar year we surpassed 18,180 KSU online hybrid course templates that have effectively gone through and passed a quality course review. So that's exciting news for our KSU community. 3) Faculty are using uHoo Analytics, we've reached 435 active faculty in uHoo Analytics users with 28,542 courses integrated into the uHoo platform. If your faculty are interested in using these data to inform their instructional decisions and to support student success, then please encourage them to take the Introduction to uHoo Course in OwlTrain so that they may also have access to uHoo Analytics.
* UITS: Anushua Poddar reports I'm working with Dr Fuller's team on the Inscribe implementation, and I'm also looking into the new content experience of D2L, which is very different from the classic view. It has a lot of good features. I'm working with it, testing it, looking at it, and I feel it's not ready yet. There are some important features that are missing from it, so I'm going to continue to work on it and plan for a campus roll out once it's ready.
* KSU Library: no report
* Registrar’s Office: no report
* Affordable Learning Georgia: Julia Fuller reports We are reorganizing the ALG team and we have a new instructional designer who's going to be helping with that who’s going to be working with myself and also our faculty fellow and librarian champion. We’re getting organized and making some plans for that. We're also, I know that the librarian champion has been communicating with me that there are faculty who have reached out to her about submission for ALG. The deadline is coming up for that.I believe it’s early March, so if anyone is interested in submitting that, they should reach out to our team for support, if they like, we also have all of that information on the ALG website: Nasrin Dehbozorgi - Faculty Fellow Champion, Femi Jayeola - Librarian Champion, Chelsey Gillilan - Instructional Design Champion, website:  [https://www.kennesaw.edu/open-educational-resources/](%20https://www.kennesaw.edu/open-educational-resources/).
* College Distance Learning Coordinators: no reports
* Other: none

1. Unfinished Business
2. New Business
   * Coles Online/Hybrid Policy change: Deborah Mixon-Brookshire, Coles Online Programs Director, reports: We would like to change our online hybrid policy document with just a few minor changes, and the biggest are for our exceptions. We have quite a few non lecture courses that we have course identifications for our various disciplines within Coles and they are such as competition courses where they simply have a course so the students can train for competitions, a project lab so students can learn how to use the different IS lab features that they're utilizing, so these are simply just courses that do not contain any lecture or testing or anything of that nature. They would be very difficult and unnecessary to go through QM. There was already some exemptions of these courses, but when the policies were actually created, they did not have all of the numbers associated with it.So we've actually just added the other courses that are just like the courses that were already approved in the exceptions. In addition to that, I want to just change to get the proper lingo instead of using master courses everywhere you see master courses, I would like to change to principal course, just because that's the new lingo that distance learning uses. I don't think I noted there, but everywhere you see master courses we would like to change that to principal course. Then under administrative policies, it says “appeals will be taken to the BBA Online Director”, but our Dean changed that title. I’m now the Coles Online Programs Director, so it's just a minor change just to make that official. Then under requirements for teaching online and hybrid courses under #1, we created very specific to Coles faculty 'because we still use Quality Matters, we would like to add the Coles Mini QM workshop which is instructed by DLI instructional designers. Those are the only changes that we would like to make.
     + Julia Fuller asks: You've limited the 4705 to ISA and I just want to make sure that that was your intention that you don't want to open up 4705 with any of the other prefixes to be a part of the exemption? Then you mentioned a couple of changes that you plan to make that maybe weren't tracked on here right now. So, I think we need a new document with all of those changes tracked that you happen to mention just now, and then I also wanted to ask you about where it says Online Course Facilitation Program. I wasn’t sure what that was, was it an old DLI workshop?
     + Deborah responds: I think that the use of ISA before 4705 was an oversight because it was on their prior and I just left it. Yes, let's just make it 4705 and up there. It says it can be any of the prefixes. The Online Facilitation Program was an old DLI class, and we can remove that cause some of this is dated language. So we can actually update it to what we offer now, which is your Sustainable Course Design and ECFS.
     + Ulli Ingram asks: Deborah, do you know if you can make changes to this document while it's in the teams folder or do you need to e-mail Lindsey a new copy afterwards?
     + Deborah responds: While we're talking, I can definitely see if I can make all of these changes that we just talked about. And I ran this by my Coles Online BBA Committee and I got some of their feedback and then they approved it.
     + Ulli responds: Let us know if you can make edits right now and then we can take a vote at the end of this meeting,

* D2L NavBar – Karen Doster-Greenleaf is not present,
  + Ulli Ingram asks: Ulli Ingram asks: Does anybody else have enough knowledge to discuss the changes from the library?
  + Anushua Poddar asks: I have a question though about the changes that were proposed. One was the moving of the class list from communication to under admin tools and.I'm not quite sure what was the rational or thinking behind it, because the class list has always been available for students and I I guess the goal of this whole revision is student centric. So if the class list is going to be moved under admin, which I think Karen and I have gone back and forth a few times. I'm not clear about this adjustment, so I was hoping someone can explain to me.
  + Julia Fuller comments: Well, looking at this document you're showing, they must have changed their mind because I see it listed underneath communication. So I think they must have changed it.
  + Ulli comments: I don't know if we should proceed with a vote on this right now because I was hoping Karen would be here and speak further about this, but I know there is some timeline that UITS needs to roll this out. Anushua, do you know if this launches before summer or before fall?
  + Anushua responds: I was going to work with Karen on this because I really want to get this rolled out soon because during summer D2L is again going to clone a test instance, which means everything that we have done is going to be wiped out and we have to rebuild this a second time I want to avoid that. I just wanted to go live and I think summer courses will be loaded sometime in April. It’ll be great if we can have it available as an option to faculty in spring. They can use it in summer and then make it the default in fall. I really want this to get into production quickly.
  + Ulli asks: Are you comfortable waiting for one month until we can take a vote in the February DLAC meeting?
  + Anushua responds: Yes, one month and then we will take about a week to build it in production that's this whole redesigning it again. It cannot be exported and imported, so we'll need some time cushion for that.
  + Julie Moore comments: Yeah, I was just gonna move that we tabled this piece of business until next meeting.
  + Ulli responds: I know this was delayed that we had not attached this particular document to our e-mail last Tuesday. So we'll table this. We'll reach out to Karen and hope that she'll be here in February. I don't anticipate that we'll vote against it, but we just need to make sure that we have all the information from Karen.
* DLAC Checklist for Reviewing College-Level Digital Learning Policies at KSU:
  + Julia Fuller reports: I wanted to let you know who the Subcommittee was. We have Yvonne Earnshaw, she is on the DLAC Committee representing the Bagwell College. We also had Jason Rodenbeck, who's the assistant director for accessibility, and then Millia Maxfield, she's a senior instructional designer in DL. We got together a couple of times I met with Yvonne. Then we met as a whole committee, and we talked through the items on the checklist and made some revisions and wanted to bring it to this committee to think about and reflect on and provide feedback to the Subcommittee on your thoughts on this, the purpose of which is to guide the colleges as well as the DLAC Committee when creating, revising and reviewing the digital learning policies, such as the one that we just looked at with Coles College. Those policies that are basically all about the course quality and compliance reviews essentially. Colleges could use this as their making revisions just to make sure that they have in place, all of the things that would be expected and maybe even some other pieces that would be very helpful to making their college policy effective. As you know, the DLAC Committee reviews any changes or if there happened to at this point, it doesn't look like there'll be any initial policies coming through, but any reviews that come through, the DLAC Committee would review those, and so this checklist could serve to help when you're reviewing those to make sure that any components that are really critical or recommended are included within those revised set of policies. The notes portion of this document could be helpful in terms of providing any feedback to the colleges or perhaps providing particular notes that could help the Provost office as they're reviewing any revised policies and making a determination as to whether or not they those are accepted and approved to be used. Hopefully you had a chance to read through these. I will say I gave them another glance earlier today, and I wanted to highlight a couple of things on the this list. Let me go ahead and share my screen. You can see here, I went ahead and I highlighted for you here in grey as we were meeting what we thought about is how essential it is for faculty who are creating these policies, or particularly the courses, or even reviewing the courses, to have certain knowledge and expertise. So we drafted a couple of statements here. These two statements in Gray that you see are essentially very similar. That the policy would have in it expectations that anyone responsible for reviewing the courses for regular and substantive interaction should have requisite knowledge or appropriate training of online and hybrid course design facilitation, and similarly, knowledge of appropriate training regarding the compliance policies. And so those we placed up in the required section. But then I wanted you to note that down below there is a statement in the recommended section that aligns with that, but is much more broad and generic. That just recommends that the policy include an expectation for faculty to have training and online instruction before teaching online. And so we wanted to get your feedback in terms of that. As you were looking over these this list, you probably noted that your college has most or all of these already in place. But this one piece about training requirements is not really included in all of the college policies. Coles does have it is you just saw when Deborah was talking. But not everyone does that piece. And so, we wanted to get your thoughts about that particularly and whether or not you think a more specific explanation like what is at the top is better than a general explanation and then where you felt like it should land on this chart. Also you can see I did track a couple of changes here just for clarity. On this particular one about, I thought it was a little bit unclear, so I thought really what we're getting at is that the faculty, you know acknowledges that their course should either have passed a review or the revisions that were recommended should be completed before they actually teach the course. And then just a couple other little track changes for wordsmithing. But I think we should probably open it up to see you know, as you were reviewing this, what questions did you have? What comments? What recommendations do you have? And maybe we can just have a discussion about this so that we can see about revising and moving forward.
  + Ulli Ingram asks: If you if we approve this, this checklist would be on the DLAC website, and then it would be up to the college coordinators to kind of review the checklist before you before they submit a change to the policy?
  + Julia responds: I think that's something that we can make a decision about. I don't believe there's anything in the bylaws that I'm aware of that would, you know, guide us in terms of where this should be located. So, I think that's a decision we can make. I mean, we do have the ability to put files in the team space and then I think that you know the links then can be shared. It could be a situation where maybe only certain people really need access to it and an as needed basis too. I think that's just something that we should discuss and talk about if it, you know, if this is approved to use, you know, how would we disseminate it? Who would it get disseminated to those sorts of things?
  + Julie Moore asks: I have two questions. First, one of your stated objectives for this was to guide folks that are putting together policies. And so if that's going to be the case, it seems to me it needs to be very publicly available and easy to find. Because I know I don't often know in advance that people are doing that necessarily, so anyway, just a thought. Second, is there an expectation for us to go back and revise our policies based on this checklist?
  + Julia responds: My understanding from Anissa is that it could just be moving forward, so when so, once we get something in place, then we can, as you mentioned, let people know that it's there and then if they are making corrections or revisions moving forward, then they could use this to help guide them and you know there may be some colleges that take a look at it and then actually want to make a revision to their policy based on what they see here. That's a possibility too.
  + Julie comments: And I realized I just confounded things. I was thinking about the other checklist we have. I was thinking about the Curriculog checklist. Sorry, my mistake, this doesn't need to be broadly distributed.
  + Ulli Ingram comments: This looks good to me. Are we ready to take a vote today or do people need more time for reviewing this and they we do like you have a timeline on this January versus February?
  + Cristen Dutcher moves for a vote, Jessica Stapleton seconds the motion, the vote passes.
  + Ulli comments: And then maybe, Julia, you and I and Lindsey can talk about where to put this. I do agree, maybe it would be best in a public place in on the website, potentially rather than the teams space, because if I were a college coordinator, I think I would potentially look on the D Lac website, but that's just me personally, but I think that's doable. Lindsay, I think we can edit the website the DLAC website and add a file there.
  + Julia responds: Sure, we can do that. And we also could consider including it in the faculty handbook that the other subcommittee is working on.
* Return to Coles Online/Hybrid Policy Change: Ulli Ingram comments: Lindsey, if you’re able to pull up the link that Deborah has emailed to us, then we can briefly look at those changes to the Coles policy again. So, now it’s updated and highlighted in yellow what the proposed changes are. Again, its just a change to the approved trainings, the name “master course” was replaced with “principal course” and then there’s one list of courses and the exceptions at the bottom. Is there a motion to approve these Coles policy changes?
  + Cristen Dutcher moves to approve, Julie Moore seconds, the vote to approve passes.

1. Announcements

* Next DLAC Executive Committee meeting; February 11, 2025
* Next DLAC General Committee meeting: February 25, 2025

Meeting schedules with links, agendas, and minutes can be found on the DLAC website: https://dlac.kennesaw.edu

1. Adjournment

Attendance

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Area** | **Attendance** | **Voting Status** |
| Yvonne Earnshaw | BCOE | X | Voting |
| Julie Moore | BCOE | X | Voting |
| Deborah Mixon-Brookshire | COLES | X | Voting |
| Cristen Dutcher | COLES | X | Voting |
| Christopher Welty | CACM |  | Voting |
| Hussein Abaza | CACM |  | Voting |
| Zhigang Li | CCSE | X | Voting |
| Svetlana Peltsverger | CCSE |  | Voting |
| Joy Brookshire | CSM | X | Voting |
| Pengcheng Xiao | CSM |  | Voting |
| Jessica Stephenson | COTA | X | Voting |
| Peter Fielding | COTA | X | Voting |
| Brian Etheridge | KSU JOURNEY |  | Voting |
| Uli Ingram | RCHSS | X | Voting |
| Kris DuRocher | RCHSS | X | Voting |
| Turaj Ashuri | SPCEET |  | Voting |
| Greg Wiles | SPCEET | X | Voting |
| Kandice Porter | WCHHS | X | Voting |
| Mia Oberlton | WCHHS | X | Voting |
| Anissa Vega | Academic Affairs |  | Non-voting |
| Brichaya Shah | DLI |  | Non-voting |
| Julia Fuller | DLI | X | Non-voting |
| Karen Doster-Greenleaf | Library |  | Non-voting |
| Danielle Herrington | Registrar’s Office |  | Non-voting |
| Anushua Poddar | UITS | X | Non-voting |
| Nasrin Dehbozorgi | Academic Affairs |  | Non-voting |
| Arvin Johnson | Chairs’ & Directors’ Assembly |  | Non-voting |

Guests: From DLI: Iarra Miller, Holly Sedys, Kathryn Morgan, Marcus Green, Sarah Cooper, Milya Maxfield, Garima Banerjee, Ashley Moore