

AASC Minutes November 10, 2004

Members Present: Steve Alston, Kent Hanson, Jeff Thomas, Shari Olson, David Christian, Ruth LeTexier, Elizabeth McMahon, Mike Normandin, Sue Olson, Kathy Huschle, Jack Haymond, Dan Willoughby, Wade Selvig, Danie Packard, Dennis Bendickson

Minutes

The committee approved the October minutes.

Review General Education Policy

Mike will arrange a meeting with faculty from both campuses and the deans to review the General Education policy.

Action Item – Mike Normandin will review General Education policy in December.

Web Terminology

Beth and Dan distributed a document identifying various distance/online terms, definitions, and examples. The group approved the common definitions as identified. Beth and Dan will work to create a rubric guideline/checklist for quality online and hybrid course principles (example: Minnesota Online).

Action Item - Jeff and Steve will meet with ISRS schedules to add the correct terminology in the notes section of each course on the schedule.

Assessment

After some discussion the committee determined the faculty liaison between the AASC and the Assessment committee will be the co-chairs of the respective committees. Avis Dyrud mentioned referring to NCTC's core competencies as institutional student learner outcomes and the committee liked that reference. Avis will present the term change to the faculty as a whole. Avis reported NCA looks for two things during the Accreditation visit -

- 1) What do you want students to learn?
- 2) How will you know they have learned that?

Prerequisite Changes

Jeff and Steve have e-mailed a listing of all course prerequisites to faculty for review. These prerequisites will be coded into ISRS for registration purposes. Faculty should forward any corrections back to their Dean. The Deans will prepare/forward a document identifying the prerequisite changes which are simply a numeric change as well as any course that need review/approval by the committee. AASC will review the list for approval at the next meeting.

Common Course Outlines

The committee discussed transferring current/existing courses to the new online common course outline format and then submitting to AASC for review. Ruth distributed a form - checklist for curriculum changes. The group reviewed and approved the form with the following suggested change to the heading "Checklist for Curriculum (new course, existing course or program) changes".

Action Item – Kathy will send e-mail to all faculty regarding converting all old courses to new common course outline form.

Ruth and Beth will review the current curriculum modification form for simplicity.

MN Transfer forms

Kathy distributed a sample MN Transfer Curriculum Course Submission form for Goal Area 3: Natural Sciences. The committee suggested adding the following to the form: documentation

regarding course equivalency to similar courses at 4 year institutions and similar courses at 2 year MnSCU institutions.

Action Item - Kathy will create a form for each of the 10 transfer areas as well as an overview MNTC document for faculty explaining how to complete the MN Transfer Curriculum Course Submission form.

Forms on the Intranet

The committee discussed adding an AASC section to the forms page on the Intranet for easy access to all AASC forms.

Program plan for Northland's evening/weekend Liberal Arts program

The committee discussed the evening/weekend Liberal Arts program. A sub committee will be comprised of faculty from both campuses to define their charge and plan. The sub committee will strategize sharing of resources, marketing, and hours of operation.

Curriculum Review

Action	Course	
Approved	Supervisory Leadership – Certificate 15 cr	Change total program credits to 18 cr as follows: ADMS1116 Business Communications 3 cr BUSN2210 Prin of Management 3 cr MKTG2120 Supervision 3 cr SPCH1103 Interpersonal Communications 3 cr Technical Electives 6 cr
Approved	Manufacturing Technology – AS for CTS	The new Supervisory Leadership certificate will build into the Manufacturing Technology plan.
Approved	HVAC - AAS	Remove CPTR1104 as a prerequisite to the program.
Not Approved	EMTB1102 Basic Exam	Kathy has not been able to connect up with the faculty. Kathy did research the course with the state and other institutions who did not offer any course similar to the proposed EMTB Basic Exam course.

Meetings

December 8, 2004, 9-12noon in EGF

January 12, 2005, has been changed to January 19, 2005, 1-4pm in TRF

Beth McMahon
Dan Willoughby
November, 2004

AASC Discussion of Terms Used to Define Various Distance/ Online Learning Methods:

There are various terms being used by colleges across the country to describe courses that use the Internet for some or all portions of course delivery. Examples of terms that appear commonly are: online, web-enhanced, web-supplemented, internet-assisted, hybrid, and blended. According to definitions found on various college websites there is not a consistent application of these terms for the types of learning activities and expectations for the students. There are, however, some terms that seem to be used more commonly or more consistently than others.

Terms currently in use by NCTC – TRF include the terms Internet-assisted, Internet Course, and Online course. No definitions regarding how these courses differ is provided on the college website. NCTC – EGF does not list information in the schedule re: how the Internet is used in campus-based classes even though many courses include and/or require a significant Internet portion. The college schedules for both campuses should accurately reflect the type of learning experience that is being offered so that students are informed prior to registration of what will be expected of them.

Questions have been raised in the AASC regarding whether or not there should be some type of approval process (or at least administrative notification) for courses that are being planned or developed for some type of alternative delivery. This discussion has been hampered by the fact that the college faculty do not have a common understanding or definition for the various terms being used.

Once there is agreement within NCTC on definitions for courses being delivered via alternative delivery methods, these definitions should be published on the college web site so that students, faculty, and all concerned parties are aware of the delivery mode for NCTC courses. This info should be posted on both the Distance Learning page and on the “semester schedules” page. During the scheduling process for NCTC courses

each semester, information regarding the type of course could be listed in the “notes” section of the schedule.

After review of various resources and other college web-sites, these are the suggestions offered:

Term	Definition	Approval needed by ???
Online	<ul style="list-style-type: none"> - Does not meet on campus - All course materials are delivered online - Proctored exams may be required on site 	
Web – Enhanced (Other terms that are similar: “web-supplemented” or “internet-assisted”)	<ul style="list-style-type: none"> - Meets on campus with no reduced seat time - Uses web technology (ie. D2L) to support usual on campus course activities: <ul style="list-style-type: none"> o distribution of papers, announcements, requirements o communication between students and faculty o access to content and dynamic resources 	
Hybrid (Other terms that are similar: “blended”)	<ul style="list-style-type: none"> - Is a blend of face-to-face instruction with online learning that promotes active independent learning - Join the best features of in-class teaching with the best features of online learning - A significant part of the course may be online – classroom seat time is reduced - Type of course dictates how much face-to-face time is appropriate 	
Interactive TV	<ul style="list-style-type: none"> - Does this belong? 	

Sources for information:

North Hennepin Community College
University of Wisconsin – Hybrid project
College of DuPage
Lewis and Clark Community College
Western Carolina University
Florida International University
California State University Long Beach
Judith Boettcher, Author of many distance learning texts

Examples of Web-Enhanced Courses from the College of DuPage:

- A biology instructor places her syllabus online. The course syllabus is accessible 24 hours a day. The instructor never again has to hear the anguished cry, "But I lost my syllabus!" Any syllabus changes can be communicated in class, but made online so that every student has the latest version.
- An accounting instructor uses practice tests and online quizzes. Students may take the ungraded practice tests as many times as they wish. The instructor especially appreciates the time-saving automatic scoring feature for her online quizzes. Students appreciate the immediate feedback which helps them increase their retention of the material.
- A humanities instructor has taken photographs that he would like his class to study. Similar images are not available in the course textbook and he is disappointed that he can only show and discuss a limited number in class. After placing his photographs and commentary online, he finds that students are accessing the images multiple times, at all hours of the day and night. He is now considering expanding his library of images and adding audio commentary to each photograph.
- A sociology instructor creates a page of linked reference to help students find specialized information for their research papers. This page includes links to journal articles, researchers in the field, bibliographies, etc. The instructor also posts lecture notes online so students may review the material in preparation for the in-class final exam.
- A political science instructor adds an online gradebook to accompany her online syllabus and online quizzes. Students can see their assignment and essay scores as soon as the instructor enters them into the system. Online objective question quiz scores are posted to the gradebook automatically which saves the instructor time. (And, as an added benefit, she no longer misplaces quiz papers!)

Examples of Hybrid Courses from various colleges (the approaches are varied):

- A physics instructor shared these comments: *"I tried a double-up (that is copyrighted!) where I scheduled 2 classes on top of each other and met one of them one of the normal days and the other the other. I did this to explore greater space utilization. I was able to cram (?!) at least twice as many students through the same physics lab in the same time that way.*

I also did a double-down arrangement (that is also copyrighted!!!) wherein I split a 24 student class in half and met one of them on M and the other on W (I ended up with 28 students after the split... I'll have to ask a biologist about that phenomena...). Since physics labs are big and expensive to build and operate (compared to lecture spaces), I thought this sizing would allow for the exploration of offering physics in spaces other than physics labs.

Scheduled class meetings were 50/50 for all weeks other than the first and the last. A big part of 'out-of-class time' was to work on their projects. I run a project/problem based curriculum, so much of their OOC time was devoted to team meetings. They also used this time for research and dealing with some of my pesky BlackBoard quizzes and discussion questions."

- From a Nutrition instructor: *"I wanted to get the information material to the students prior to class and let the students do the learning ahead of time. They were required to read content material, write a Reading Log for each chapter or lesson, work through the required portions of the CD-ROM, read the Internet assignment, do the chapter/lesson assignmentsÑall to prepare for class time. These were all MWF classes. We met in person every W and F. Then, on Mondays, I held Open Lab in our Department Computer lab. I was there during that time for students. Towards the end of the semester, we met every MWF."*
- Comments from an English instructor: *"In class students can listen to live lectures, participate in hands on demonstrations of assignments, and receive one-on-one help with assignments. Outside of class students can view Powerpoint lectures, and Producer presentations accompanied by interactive study guides. Students also have access to Instructional videos and discussion board interactions. Assessments and library research can be conducted in or out of class. Students have the option of meeting f2f every class: MWF or they can choose to come to one f2f class M, W or F. The only requirement is that I see them once a week. I have three hybrid ENG102 classes that meet back to back MWF starting at 8-8:50, 9:9:50, and 10-10:50am with an open lab type feel."*
- From a Dental instructor re: a "Head and Neck" anatomy course: *"There are weekly homework assignments, weekly online quizzes, weekly puzzles with vocabulary words, utilization of the self-study course textbook, viewing and working through ADAM Interactive Anatomy "slide shows" I developed which follow the course textbook and help to create a 3-D image of the anatomical structures the students are learning. There are 5 F2F meetings:
Class 1 - Introduction to Course, Course Calendar, Course Requirements, Introduction to WebCT, Introduction to ADAM Interactive Anatomy
Class 2 - Lab activities using skull models, muscle models, TMJ models, tooth models
Class 3 - In-class midterm
Class 4 - In-class review of material using different game formats - Facial Bone Jeopardy, Muscles of Mastication Hollywood Squares, Name That Blood Vessel.....
Class 5 - Final Exam*