

ANNUAL REPORT

STANDING COMMITTEE OF THE COUNCIL OF RHODE ISLAND COLLEGE

Committee: *Committee on Online Learning (CoOL)*

Prepared by: *Marie F. Beardwood*

Date: *May 31, 2016*

Annual reports should contain the following information:

1. Members of the Committee:

Amy Barlow (F-Library)

Marie F. Beardwood (S-FCTL, Chair)

Pamela J. Christman (replaced by Paul Morris in February, 2016) (Information Services)

George T. Ladd (F-FAS)

Maria Lawrence (F-FSEHD)

Patrice Mettauwer (S-OASIS)

Constance Milbourne (F-SoM)

Mimi Mumm (F-SWRK)

Namita Sarawagi (F-FAS, VPAA designee)

Jeanne Schwager (F-SoN)

Keri Rossi-D'entremont (S-Disability Services)

2. Meeting Dates:

October 8, 2015

November 12, 2015

January 15, 2016

February 11, 2016

March 17, 2016

3. Review of Committee Activities with Discussion of Major Issues
(minutes of meetings to be attached in appendix if available)

Quality Matters:

One of the overarching concerns of this committee is the quality of online course design and the quality of online and hybrid teaching and learning. Currently, there is no method by which faculty or the Faculty Center for Teaching and Learning (FCTL) can evaluate online course design. As such, CoOL needed to identify and recommend a tool to address this need.

The committee investigated and supported the implementation of Quality Matters (QM), a non-profit organization dedicated to quality assurance in online education. The method is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses.

Several committee members piloted the use of this tool. Connie Milbourne and Marie F. Beardwood collaborated on an FCTL-facilitated review of one of Connie's courses. Connie noted that, based on the feedback using the QM rubric, she could strengthen the overall design of her course.

Jeanne Schwager and one other Nursing faculty member piloted a peer review. Similarly, each of these faculty members found areas where their courses could be improved.

Mimi Mumm tried using the tool to review one of her own courses. While she learned some things and made one of her courses stronger, the time investment seemed to outweigh the benefits. Based on Mimi's test, the committee recommends that any review be managed and conducted by the FCTL.

After the initial test, the committee decided to showcase their work and results. In conjunction with the FCTL, workshops were scheduled to demonstrate the tools and its results. While the attendance was less than we would have liked, it was enough to start the conversation about good course design.

The capstone of our efforts occurred on May 12. The College offered a day-long on-site Quality Matters workshop on applying the Quality Matters rubric to online course design. Funding for this was supported through a RIDE Race-to-the-Top Grant (RTTT) awarded to the new Rhode Island College Institute for Early Childhood Institute for Teaching and Learning (ECITL). In addition, the School of Nursing contributed monies. The workshop was coordinated and managed by FCTL.

Nineteen full-time faculty members attended. They included many from the School of Nursing; ECITL; and CoOL members as well as the Acting Director of the FCTL. It must be noted that many faculty commented about changing or improving their course based on what they learned.

Going forward, CoOL, in conjunction with FCTL and ECITL, will continue to advocate for good course design.

Update/Changes to College Website

Some of the challenges to online and hybrid teaching and learning include the preparation of both faculty and students for those delivery modes. CoOL determined that information needs to be added to the College website to better inform students and faculty about the expectations of those teaching and learning models. CoOL has generated that information in the lists below.

Students – for a student to be successful in a hybrid or distance course, s/he needs:
Sufficient time management and other soft skills;
The technical skills;
The computer equipment and sufficient bandwidth.

Faculty – for a faculty member to be successful in a hybrid or distance course, s/he needs:
An understanding of online course design.
Sufficient time management and other soft skills;
The technical skills;
The computer equipment and sufficient bandwidth;

Links

The following links will be a model as the new committee reconsiders our community and its needs.

- URI online learning for [students web pages](#)
- URI info for [faculty](#)
- CCRI distance learning [web pages for students](#)
- CCRI distance learning [web pages for faculty](#)

Scheduling of Hybrid Courses:

The committee is very concerned that the new approach to scheduling hybrid courses does not consider the College’s definitions. The official College definition of “hybrid” is “a course in which a portion of standard classroom instruction is replaced by online learning.”

That definition is purposefully broad to allow the faculty member as much latitude as possible in scheduling a hybrid course, where that schedule best meets the faculty member’s pedagogy, content delivery needs and other factors.

Additionally, the definition gives the faculty member flexibility in how much that faculty member wishes to conduct class online and how much s/he wishes to meet face-to-face. Faculty new to the hybrid modality may wish to conduct class online at a far lower percentage than a teacher who is well ingrained in the online delivery model. In its initial inaugural report, CoOL recommended that faculty be given the power and the flexibility in that decision. Ultimately, there could be hybrid classes that are run 70%-30% face-to-face-hybrid or vice versa; or some other percentage.

However, it appears that the new scheduling system is going to “mirror” hybrid courses. That “mirroring” assumes that all hybrid courses are taught at a 50%-50% split where half the time is spent online and half the time is spent face-to-face.

CoOL advocates for a “pairing” system of hybrid room assignments rather than a “mirroring.” The key difference is that “mirroring” implies an even split, whereas

“pairing” allows more flexibility. The “pairing” should happen within a department, then within a school. A copy of the proposal CoOL submitted to CAPP is embedded in the minutes below.

CoOL still strongly advocates for pairing and for the flexibility of faculty to determine the proper percentage of online and face-to-face that best meets their teaching style; content delivery and pedagogy.

4. Decisions Approved and Actions Taken
(including specific recommendations of the Committee to Council)

CoOL is particularly concerned with the lack of progress on the development of a college-wide Americans with Disabilities Act policy or notice. While it is acknowledged that we, as an institution receiving federal funds, must comply with the law, the actual practice on campus is inconsistent or even non-existent across all departments and schools, both academic and administrative.

Such a policy would impact every single department on campus, from Admissions to academic departments to Information Services and Development.

CoOL has generated an initial draft and tried to make progress, but was not successful. I cannot emphasize strongly enough that this matter needs Council’s immediate attention. People with disabilities can sue over the lack of access and RIC could certainly be hit with a lawsuit at any time.

I have attached a draft of our efforts.

Embedding Librarians in Blackboard Courses

Amy Barlow requested that librarians be allowed to be embedded in courses to better assist students and faculty during research assignments. Her request was unanimously approved.

5. Specific Recommendations to New Committee

It is the current chair’s opinion that these three items need to be addressed by next year’s committee:

The website needs updating to reflect the College’s growing dependence on hybrid courses.


Continue advocating for strong course design through the use of Quality Matters.

6. Self-evaluation

As with any committee, our biggest challenge was scheduling meetings. We had one meeting where there was no quorum.

Overall, I wish we had made more progress, particularly with the website updates.

Please submit your annual report to the Council Chair, Jeff Blais – jblais@ric.edu

 <p>RHODE ISLAND COLLEGE</p> <p>OFFICIAL POLICY TEMPLATE</p>	<p>Policy on Accessible Technology and Accessible Course Content</p> <p><input type="checkbox"/> NEW POLICY</p>	<p>LINK TO CURRENT POLICY N/A</p>
<p>RESPONSIBLE OFFICE: Disability Services Center</p> <p>POLICY OWNER: Director of Disability Services Academic Affairs Division</p>	<p>ORIGINATOR OF PROPOSED POLICY (OR REVISIONS): Keri Rossi-D'entremont Committee on Online Learning (CoOL)</p> <p>ORIGINATION DATE: TBD</p>	<p>EFFECTIVE DATE: TBD</p> <p>REVISION HISTORY: <i>(if applicable)</i></p>

[Directions for each part are in red font, bracketed, and italicized. Please delete the directions before submitting policy for review.]

[PARTS 1-10 ARE FOR PUBLICATION]

PART 1. RATIONALE

[A brief introduction that sets the context for the policy proposal. It should describe the issue or problem the policy seeks to resolve. It should also provide reference to any statutory, legal, or regulatory basis for the policy, if applicable.]

Rhode Island College is committed to ensuring equal access to information, programs, and activities through its technologies, Web pages, course materials, services and resources for all its constituencies. This policy establishes standards for the accessibility of Web-based information, course materials, and services considered necessary to meet this goal and ensures compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the college’s policy on Equal Opportunity/Affirmative Action, and other applicable and state and federal laws.

Rhode Island College has legal obligations under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 to provide academic adjustments to students with documented disabilities. In accordance with state and federal law, it is the policy of Rhode Island College that “no otherwise qualified person with a disability...shall, solely by reason of ...disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.”

Further, Rhode Island College has legal obligations under Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended by the Workforce Investment Act of 1998 (P.L. 105-220), August 7, 1998 which requires that all Web site content be equally accessible to people with disabilities. This applies to Web applications, Web pages and all attached files. It applies to intranet as well as public-facing Web pages.

Currently, there is no formal policy which provides guidance and accountability for faculty and staff about the use and deployment of accessible web pages, accessible technology and accessible course content. As a direct result, there are students with disabilities at Rhode Island College who are unable to access college web content, media and course materials in a timely manner, which is in violation of federal law.

PART 2. SCOPE

[Indicates to whom the policy shall apply. In some cases, a policy may apply only to a limited number of departments or offices, or to a subset of the college (e.g., students, faculty, staff), while others will be of college-wide applicability.]

This policy applies to all college Web pages, course materials, services, and resources used to conduct core college business, academic and instructional activities, and co-curricular activities. It applies to all Rhode Island College departments, offices, faculty, and staff who create, maintain, or require use of web-based information, multimedia, course materials, services or resources to conduct core college business, academic and instructional activities, and co-curricular activities.

PART 3. DEFINITIONS

[Defines, in alphabetical order, any terms that are not readily apparent or that are specific to the policy or related procedures.]

Term	Definition
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Accessibility

The design of products, devices, services, or environments for people with disabilities. (Henry, Shawn Lawton; Abou-Zahra, Shadi; Brewer, Judy (2014). "[The Role of Accessibility in a Universal Web](#)". Proceeding W4A '14 Proceedings of the 11th Web for All Conference Article No. 17. ISBN 978-1-4503-2651-3. Retrieved 2015-3-13.)

People with disabilities can perceive, understand, navigate, and interact with the web-based or technology-based content, and that they can contribute to that content. Accessibility also benefits others, including older people with changing abilities due to aging.

Accessibility encompasses all disabilities that affect access to the Web, including visual, auditory, physical, speech, cognitive and neurological disabilities.

[Adapted from "Web Accessibility Initiative w3.org]

Accommodation (MFB says DOE uses
"Academic Adjustments" Here's the link:
<http://www2.ed.gov/about/offices/list/ocr/504faq.html>
)

... aids, benefits, and services ... must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

[[US Dept of Ed](#) Accessed 2015-3-13]

OR we use this from US Dept of Ed that targets higher ed:

104.44 Academic adjustments.

(a) *Academic requirements.* A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

(b) *Other rules.* A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

(c) *Course examinations.* In its course examinations or other procedures for evaluating students' academic achievement, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the

	<p>course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure).</p> <p>(d) <i>Auxiliary aids.</i> (1) A recipient to which this subpart applies shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.</p> <p>(2) Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.</p> <p style="text-align: right;"><i>[US Dept of Ed Accessed 2015-3-13]</i></p>
Course materials	Textbooks, supplemental handouts, course packs, multimedia, web resources, learning management system content that professors use in a course curriculum and assign to their students.
Disability	A physical or mental impairment that substantially limits one or more major life activities.
Distance Course	A course in which all teaching and learning takes place online. There are no in-person meetings.
Face-to-face	Communication and teaching are conducted in person. There may be web-based or other technology-based components to this type of communication.
Hybrid Course	A course in which a portion of standard classroom instruction is replaced by online learning.
Major Life Activity	Major Life Activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking,

	communicating and working. They also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
Standard Classroom Or Standard Course	A course that meets at a pre-determined time and place, in-person, on a regular schedule throughout the term. The course may include use of online learning management system(s).
Web page	A document hosted on a device that is accessible through the World Wide Web.

PART 4. STATEMENT OF POLICY

[This part is the actual policy text itself. Neither procedures nor guidelines are to be included in this section. Revisions to an existing policy shall include the text of the existing policy (or section of policy, if the existing policy is lengthy). Proposed new language shall be indicated by underline; language to be deleted shall be indicated by ~~strike through~~. If all language is new, (i.e., an entirely new policy), no underline is necessary. Use the following standard of organization:

Policy Title

- A. Main Section
 - 1. Subsection
 - a. Detail
 - i. Sub-detail]

Accessible Technology and Accessible Course Content

1. Web Pages

- a. New Pages: All new and redesigned web pages, web applications and web content (“web pages”) published by the college, schools, departments, programs, units or professors regardless of rank or status or full- or part-time that are available to students, prospective students, or applicants must comply with the Web Content Accessibility Guidelines 2.0 level AA (“WCAG 2.0 AA”).
- b. Each Rhode Island College web site, including pre-existing pages, must indicate, in plain text, a method of contact for users having trouble accessing content within the site.
- c. Each course site must indicate, in plain text, a method of contact for users having trouble accessing content within the site.
- d. Legacy and Archive Pages: Upon a specific request for access by an individual with a disability, pre-existing pages, legacy pages (i.e., published prior to January 2010) and pages in archive status (e.g., no longer in use but subject to records retention schedules) containing core administrative or academic information, official records, and similar information must be updated to be in compliance with WCAG 2.0 AA or the content must otherwise be made available to the requesting individual in a timely and accessible

manner. Timeliness should be considered in the context of the type of information or service a page provides and generally within ten (10) business days.

- e. For pre-existing pages, if timely access cannot be accomplished, equally effective alternate access must be provided in a timely manner.

2. Library Materials

- a. Students with a disability that limits independent use of a campus library or its databases may seek one-on-one assistance. If the library service desk is busy or the assistance needed will take some time, an appointment may be necessary. On its webpages and in its databases and libguides, the Library will provide contact information to enable students to communicate with someone who is knowledgeable about the Library's accessible alternative format process, and who can respond to basic inquiries related to a particular alternative format that the Library has generated for a specific student with a disability.

3. Instructional Materials

- a. These expectations apply to hybrid and distance courses no matter the delivery method. In addition, they apply to those courses that meet face-to-face, but use the college's learning management system or other delivery system to distribute content electronically, whether that content is required or optional.
- b. All instructional materials and content within hybrid, distance or face-to-face courses created by the college, schools, departments, programs, units or professors regardless of rank or status or full- or part-time must be fully accessible to individuals with disabilities at the same time they are available to any other student enrolled in that program or course. This includes textbooks, supplemental readings, homegrown materials, handouts, electronic files, multimedia, content within Blackboard, Pearson's My Labs, McGraw-Hill's Connect, SafeAssign, and any other required or optional resources or materials used in a course.
- c. Any multimedia files, which include but are not limited to podcasts, movies, YouTube videos or other online video, used for the delivery of course content must be accompanied by transcripts or captioning.
- d. All instructional materials must follow the guidelines for "[strategies for immediate use.](#)"

PART 5. PROCEDURES

[Prescribe a series of steps necessary in order to carry out a policy. Procedures may not be included within the statement of policy (Part 4). In writing procedures, use the outline standard of organization specified in Part 4. Not all policies will incorporate procedures.]

The required policy includes provisions to the following procedures:

Rhode Island College will form an Accessibility Taskforce to conduct a review of the accessibility of its technology and instructional materials and shall ensure that all technology, including websites, instructional materials, online courses, and other electronic and information technology for use by students or prospective students, is accessible. The taskforce will develop a strategic plan and include representation from the Disability Services Center, Faculty Center for Teaching and Learning, User Support Services, Web Communications, Adams Library, the Sherlock Center on Disabilities, CoOL, ATAC,

and faculty representation from the five schools: Faculty of Arts and Sciences, Feinstein School of Education and Human Development, School of Social Work, School of Management, School of Nursing. Further, the task force will ensure that:

- Rhode Island College will only purchase, develop or use technology and instructional materials that do not exclude persons who are deaf, blind or who have other disabilities; and
- Rhode Island College will only purchase, develop or use technology and instructional materials that allow persons who are deaf, blind, or who have other disabilities the equal opportunity to access, use, and avail themselves of such technology or instructional materials in as full, equal, and independent a manner as persons without disabilities.

Pre-Existing Pages

Each college, department, program, unit and professor that controls or operates a web page(s) available to students, prospective students, or applicants will develop and implement a plan to make pre-existing web pages posted since January 2010 comply with WCAG 2.0 AA standards by DATE HERE.

- The plan should prioritize pages that are most used or of most importance to students, prospective students, or applicants.
- The plan should be posted on the department, program, unit, or professor's website and updated as implementation proceeds.

Pre-Existing Course Content

The college, schools, departments, programs, units or professors regardless of rank or status or full- or part-time using pre-existing instructional materials and online courses created or used since January 2010 will develop and implement a plan to make them accessible in compliance with WCAG 2.0 AA by DATE HERE.

Procedure for Accessible Textbooks: E-Text and Audio Books

Students, who are registered with the Disability Services Center and who have documented disabilities or certain mobility impairments, may request their course texts in audio, electronic or other alternative format.

Students must purchase a physical copy of each book (proof of purchase is required) and fill out an [E-text and Audio Book Request Form](#) for all materials requested in alternative format according to "[How to request E-text and/or audio books](#)".

Students must also sign an  [Agreement on Use of Alternatively Formatted Course Materials](#), which asks students to:

- Allow RIC to release limited "directory" information to publishers or related agencies to facilitate the request for the materials, and
- Agree to NOT share, copy, or reproduce the alternatively formatted materials.

If the requested alternatively formatted course materials are unavailable from the publishers or other resources, the Student may request that RIC convert (via digital scanning) the text to an electronic format for him/her. This requires the Student to:

- Allow RIC to remove and replace the book's binding with the understanding that RIC assumes no responsibility for damage to the book that may occur during this process, and
- Acknowledge that the altered book may or may not be bought back by the RIC (or another) bookstore.

Because it can take more than **2 weeks** to receive the requested materials from publishers and/or via the on-campus scanning process, the student must **make these requests to the Disability Services Center as early as possible.**

In order to ensure timely delivery of an e-text or audiobook request instructors and their associated academic departments, must provide the Campus Bookstore with the information about their textbook selection for a specific course **at least 4 weeks before the course begins.**

Other Technology for Effective Communication

- Rhode Island College must ensure that any new technology it makes available to students, prospective students or applicants, including web applications, hardware, software, telecommunications, and multimedia is accessible, if such new technology is commercially available and its purchase does not result in undue financial and administrative burdens or a fundamental alteration. If a product is available and meets some, but not all, of the relevant accessibility provisions of WCAG 2.0 AA, the product that best meets the standard must be procured.
- Rhode Island College will develop and implement a process to ensure electronic and information technology purchased by the college is accessible, including:
 - a. Language in all technology contracts requiring contractors to warrant their compliance with WCAG 2.0 AA, to provide accessibility testing results and written documentation verifying accessibility, to promptly respond to and resolve accessibility complaints, and to indemnify and hold the University harmless in the event of claims arising from inaccessibility.
 - b. A process for determining whether providing effective communication in the College's electronic and information technology would result in undue financial and administrative burdens or a fundamental alteration.
 - c. Procedures for providing equally effective alternate access for technology acquisitions that are approved for exception (see below).
 - d. Milestones and timelines.

Technical Assistance, Exceptions, and Monitoring

- The Disability Services Center, User Support Services, the Faculty Center for Teaching and Learning, and Adams Library will provide resources, information and assistance to programs on plan development and implementation, as well as on achieving accessibility of web pages, instructional materials, and other technology.
- When compliance is not technically possible, would require a fundamental alteration, or would result in undue financial and administrative burdens, exceptions to the policy

may be granted by an appropriate official. Requests for exceptions must be in writing. Whenever an exception is granted, the College must develop a plan to provide equally effective alternate access to the information or service of the technology to students, prospective students, and applicants.

- The College will periodically conduct audits of websites, instructional materials, and other technology used by colleges, departments, programs, units and professors, inform them of the results, and initiate remedial action for accessibility problems identified.
- Formal evaluation of hybrid and/or online course design will include specific standards that address Accessibility and Usability.
- *Equally Effective Alternate Access*: “Equally effective alternate access” to electronic and information technology for persons with disabilities is based on (1) timeliness of delivery, (2) accuracy of translation, and (3) delivery in a manner and medium appropriate to the disability of the person. Such alternate(s), to be equally effective, are not required to produce the identical result or level of achievement for disabled and non-disabled persons, but must afford disabled persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person’s needs.
- *Fundamental Alteration*: A change to a university program or service may constitute a fundamental alteration if it alters the essential purpose of the program or service or any of its components. In situations where a fundamental alteration can be documented, equally effective alternate access must still be provided.
- *Undue Financial and Administrative Burdens*: Undue financial and administrative burdens are created when a proposed course of action causes significant difficulty or expense. Because an institution must consider all resources available when reviewing claims of undue financial and administrative burdens, the decision to invoke undue financial and administrative burdens should be carefully weighed and sufficiently documented. In situations where undue financial and administrative burdens can be documented, equally effective alternate access must still be provided.

PART 6. GUIDELINES

[Provide recommendations and advice that allow some discretion or leeway in interpretation, implementation, or use. They often reflect best current practices. Guidelines may not be included within the statement of policy (Part 4). In writing guidelines, use the outline standard of organization specified in Part 4. Not all policies will incorporate guidelines.]

- Rhode Island College e-mail addresses will be the official form of communication to initiate any accessibility request. Personal e-mail addresses of faculty (including adjunct faculty), staff and students will not be used in such requests under any circumstances.
- All requests for video and audio captioning or transcriptioning will be handled by User Support Services through the work order system.
- All requests for Alternative Course Texts will be handled by the Disability Services Center per the procedures listed in Part 5.
- All requests to revise web content will be handled by the owner/administration of the web page in consultation with Web Communications.

- Faculty will be responsible for ensuring accessible supplemental course materials (e.g. in-class handouts, articles, PowerPoint presentations, and homegrown materials). The Disability Services Center will provide consultation to faculty as needed.

PART 7. RESPONSIBILITIES

[Summarizes the responsibilities of all parties and offices named in the policy. Any official identified should be indicated by title, not name.]

Responsible Official	List of Responsibilities
Director of Disability Services	<ol style="list-style-type: none"> 1. Respond to requests for assistance in evaluating the accessibility status of course content or other materials. 2. Respond to inquiries regarding the non-compliance of web-based and other electronic material. 3. Act as a consultant to other departments to ensure ADA compliance.
Coordinator of Disability Services	<p>In the absence of the Director of Disability Services:</p> <ol style="list-style-type: none"> 1. Respond to requests for assistance in evaluating the accessibility status of course content or other materials. 2. Respond to inquiries regarding the non-compliance of web-based and other electronic material. 3. Act as a consultant to other departments to ensure ADA compliance.
Information Services Technician of Disability Services	<p>In the absence of the Director of Disability Services and in the absence of the Coordinator of Disability Services:</p> <ol style="list-style-type: none"> 1. Respond to requests for assistance in evaluating the accessibility status of course content or other materials. 2. Respond to inquiries regarding the non-compliance of web-based and other electronic material. 3. Act as a consultant to other departments to ensure ADA compliance.
FCTL	<ol style="list-style-type: none"> 1. In conducting professional development with faculty, ensure ADA standards are an integral part of course design. 2. Ensure that ADA standards and compliance are integral parts of any pedagogical conversation that involves tool selection and use.
Library	<ol style="list-style-type: none"> 1. Ensure all new web content meets ADA standards. 2. Ensure all existing web content meets ADA standards.
User Support Services	<ol style="list-style-type: none"> 1. In conducting professional development with faculty, whether one-on-one or in a formal session, ensure ADA standards are communicated clearly as part of routine Blackboard and other support. 2. Provide professional development on:

	<ol style="list-style-type: none"> a. Creating transcripts. b. Making PowerPoint and other presentations ADA compliant. c. Adding captions to existing media. d. Other topics as deemed necessary. <ol style="list-style-type: none"> 3. Ensure all new web content meets ADA standards. 4. Ensure all existing web content meets ADA standards.
Department Chairs	<ol style="list-style-type: none"> 1. Ensure new or revised courses, programs and majors have academic adjustments well-integrated into all electronic content.
Instructors	<ol style="list-style-type: none"> 1. Ensure all content used within a course meets ADA standards.
Campus Bookstore	<ol style="list-style-type: none"> 1. Ensure all multimedia, course packs and primary and supplemental materials purchased for courses meet ADA standards.
Office of Web Communication	<ol style="list-style-type: none"> 1. Ensure all new web content meets ADA standards. 2. Ensure all existing web content meets ADA standards.
Graduate and Undergraduate Curriculum Committee	<ol style="list-style-type: none"> 1. Ensure new or revised courses, programs and majors have academic adjustments well-integrated into all electronic content.

PART 8. CONTACTS

[Includes the office or position (not individual's name) to contact for policy clarification or other information about the policy.]

Subject	Office or Position	Telephone Number	Email
Policy Clarification	Director, Disability Services	(401) 456-2776 TTY (via RI Relay) 711	krossi@ric.edu
Assistance with making course or other materials accessible	User Support Services	(401) 456-8803	helpdesk@ric.edu

PART 9. POLICY ENFORCEMENT

[This part or portions thereof may not be applicable to all policy proposals.]

Violation(s)	<i>[This describes what constitutes a violation of the policy.]</i> Failure to abide by provisions specified in Part 4.
Potential consequences	<i>[This may describe an outright sanction (e.g., loss of privileges, imposition of fines, restrictions on participation in certain activities) or it may indicate more general consequences (e.g., a desired outcome may not be achieved in a timely manner).]</i> Penalties for uncorrected violations may lead to a cutoff of federal funding.

Where to report violations	<i>[Normally, this will be the Responsible Office or Policy Owner]</i> Director of Disability Services (401) 456-2776 TTY (via RI Relay) 711
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PART 10. FORMS/TEMPLATES/REFERENCE DOCUMENTS

[Any forms or templates associated with this policy. Also, a list of any related documents, including Rhode Island College policy documents and any external legal or regulatory documents that provide additional information about the policy and that should be published along with the policy. Provide live web links (hyperlinks) to documents where possible. Any reference that is hyperlinked elsewhere within the policy need not be included here.]

Form, Template, or Document

[PARTS 11-16 ARE GERMANE ONLY TO THE POLICY FORMULATION PROCESS. THESE PORTIONS WILL NOT BE PUBLISHED, ALTHOUGH THEY WILL REMAIN ON PERMANENT FILE IN THE OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING. THESE PARTS ARE NOT CONFIDENTIAL AND MAY BE VIEWED UPON REQUEST.]

PART 11. FISCAL CONSIDERATIONS

[Indicates an estimate of costs, savings, or revenue generation, if any, that would result from implementation of the policy. Estimates should be made for the period of initial implementation as well as for ongoing periods. The cost center responsible for any policy requiring funding should also be identified.]

	DIRECT FISCAL EFFECTS (COSTS/SAVINGS/ REVENUE GENERATED)	COST CENTER(S) FOR DIRECT FISCAL EFFECT(S)	INDIRECT FISCAL EFFECTS (COSTS/SAVINGS/ REVENUE GENERATED)	COST CENTER(S) FOR INDIRECT FISCAL EFFECT(S)
Initial Implementation				
Ongoing				

PART 12. EFFECTIVE DATE

[The date on which the policy is to become effective. If the policy is to become effective in stages, it should be indicated here. Any sunset provision should also be indicated here.]

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PART 13. REVIEW CYCLE

[All policies are subject to review at least once every five years; however, if a review date is sooner than five years, it should be indicated here. Nothing shall preclude earlier review should circumstances warrant.]

Five years from date of approval.

PART 14. DISSEMINATION

[All approved policies will be posted on the college web. This section should indicate if there are any additional notices required.]

Email notification to all faculty from the VPAA.

PART 15. ATTACHMENT(S)

[Any additional document(s), such as sources consulted, that are germane to the policy approval process, but not to the published policy itself.]

PART 16. APPROVALS REQUIRED

Name of Policy

Level	Action Step	Title, Name & Signature	Date yyyy/mm/dd
Chair or Director of Department or Office or Unit Manager	Policy Originator drafts proposal, gains approval from Chair/ Director/Unit Manager, and forwards to IR&P	<i>name & title:</i>	
		<i>signature:</i>	
Office of Institutional Research & Planning	Certifies that the proposal is in proper form, the correct type of governance instrument, and does not conflict with collective bargaining or other legal barriers; forwards to next level	<i>title & name:</i>	
		<i>signature:</i>	
Dean/Assistant Vice President/ Vice President	Reviews proposal; makes recommendations; forwards to next level. (If VP provides recommendations in this step, the proposal shall be presented directly to PEC)	<i>name & title:</i>	
		<i>signature:</i>	
Vice President	If Dean or AVP provided recommendations in previous step, the proposal is forwarded to the appropriate VP	<i>name & title:</i>	
		<i>signature:</i>	

Level	Action Step	Title, Name & Signature	Date yyyy/mm/dd
PEC Initial Review	Appropriate VP presents the proposal to PEC for discussion	<i>name & title:</i>	
		<i>signature on behalf of PEC:</i>	
Council Executive Committee	Consultation	<i>name & title:</i>	
		<i>signature on behalf of Council Ex-Com:</i>	
Campus Review and Comment	14-day circulation, IR&P collects and analyzes comments; makes feedback-based recommendations to PEC	<i>name & title:</i>	
		<i>signature</i>	
P.E.C. Final Review	Deliberates, makes final recommendation to President	<i>name & title:</i>	
		<i>signature on behalf of PEC:</i>	
Council of Rhode Island College	<input type="checkbox"/> Informational only – President’s Report <input type="checkbox"/> Endorsement sought	<i>Signature on behalf of Council:</i>	
President	Final Action	<i>signature:</i>	
College web	Publication	<i>verified by IRP:</i>	
Board of Education	If necessary, part of President’s Report	<i>President’s initials:</i>	

CoOL Agenda and Minutes - October 8, 2015

In attendance: Maria Lawrence, Susan McAllister, Amy Barlow, Pam Christman, George Ladd, MFB, Namita Sarawagi, Jeanne Schwager, Keri Rossi, Constance Milbourne.

Agenda

- Introductions, welcome
- Review last year’s accomplishments
- Prioritize our work for the upcoming year

- Elect chair

Minutes

- Introductions, welcome
- Review last year's accomplishments by looking at year-end report to council.
- Prioritize our work for the upcoming year
 - Develop recommendations to ensure excellence in distance and hybrid courses as well as all online components in all courses, including those courses that are f2f as well as hybrid or distance. Those recommendations may include but not be limited to: some type of vetting of courses, ADA guidelines for faculty, evaluation (with a nod to union stuff), peer review, hiring criteria, process by which a course is designated hybrid or distance, t and p, classroom observations, use existing contractual language to support these new policies, chairs play a role, use Quality Matters. Adjuncts, too. How are online interactions, assignments, writing, etc. components being assessed?
 - ADA requirements for classes. How do we plan to meet the requirements? As requested? Or on an as-needed basis? or full UDL design all the time? W3C vs 508. Possibly set minimum standards.
 - Keri reported that she has taken CoOL's draft of the accessibility policy to PEC. PEC has taken it under advisement. It may coordinate and collaborate with other state institutions to create a state-wide policy. CoOL can consider its job done on this topic.
 - Quality Matters may be a way to address some of the above. CoOL will support a series of workshops in conjunction with FCTL. Self review (mimi mumm), peer (Jeanne Schwager and

one other faculty member from Nursing), FCTL-facilitated (MFB and Constance Milbourne).

- Elect chair - Marie F. Beardwood was elected.
- Miscellaneous – send SharePoint link to new members and add them in (MFB to do).

Respectfully submitted,
Marie F. Beardwood
Minute-taker!

CoOL Agenda

11/12/2015

2. Identify recording secretary.
3. Introductions, again.
4. Approval of last minutes.
5. Spring 2016 FCTL Quality Matters workshops: Mimi is unable to facilitate a workshop on using QM to conduct a self-review. Any volunteers to look at his/her own course through the lens of the QM rubric? Need a refresher on QM? Click [here](#)! Determine goals for the workshop. Set dates.
 - Mimi will reconsider doing a self-review, concentrating on one specific area of need. She will let us know. She will look at it over semester break.
 - Connie and MFB will work together to do an FCTL/faculty review.
 - Connie will also ask a colleague to conduct a self-review.
 - Workshop series for spring 2016
 - Focus ADA – Maria Lawrence; Keri and Jack. Sue Dell? MFB will work on this.
 - Nancy Oppenlander? (Poli Sci)
 - Junior fac? Anyone into the hybrid or online thing.
 - GEORGE LADD!!! (all names suggested are female.)

6. Set priorities for advancing the quality of distance and hybrid courses:
Notes from last meeting:
7. “to ensure excellence in distance and hybrid courses as well as all online components in all courses, including those courses that are f2f as well as hybrid or distance. Those recommendations may include but not be limited to: some type of vetting of courses, ADA guidelines for faculty, evaluation (with a nod to union stuff), peer review, hiring criteria, process by which a course is designated hybrid or distance, t and p, classroom observations, use existing contractual language to support these new policies, chairs play a role, use Quality Matters. Adjuncts, too. How are online interactions, assignments, writing, etc. components being assessed? These websites/documents may help us:
 - URI online learning for [students web pages](#)
 - URI info for [faculty](#)
 - CCRI distance learning [web pages for students](#)
 - CCRI distance learning [web pages for faculty](#)
8. MFB will ask Karen what she needs to change/add major section to RIC website. MFB identify resources for faculty and students. Namita will look at CCRI’s students links and will determine which is a good possible resource for RIC students.
9. MFB – send sharepoint links to new members.
10. Concern that the resignation of VP Finance will impact pricing agreements for captioning services. If we could identify what we need from a company, we could put out an RFP.
11. ADA – college needs to pick a standard (WC3, 508)

February 11, 2016 CoOL Meeting Minutes

In attendance:

Amy Barlow, Adams Library
Marie Beardwood, Faculty Center for Teaching and Learning (FCTL)
George Ladd, Psychology Department
Connie Milbourne, School of Management
Paul Morris, User Support Services
Mimi Mumm, School of Social Work
Keri Rossi-D’entremont, Disability Services Center

Namita Sarawagi- Mathematics and Computer Science Department
Jeanne Schwager, School of Nursing

Recording Secretary: Keri Rossi-D'entremont. Role rotates based on alphabetical order.

- I. The committee welcomed RIC's new Director of User Support Services, Paul Morris. Marie Beardwood will send Paul information about Quality Matters.
- II. Motion to approve 11.12.2015 meeting minutes made by George Ladd, seconded by Mimi Mumm.
- III. **Quality Matters (QM) update:**

- **Self-review**- Mimi Mumm tested QM to see if it could work for a self-review of an individual's course. Mimi shared that the self-review process did not work well. Feedback was that the review was too time intensive (4+ hours), the tool was cumbersome, and although some good ideas were gained, the time invested was not worth the results. Recommendation is that QM is more useful for 1.) Peer evaluation within a content area 2.) FCTL evaluation 3.) Peer evaluation outside of a content area
- Existing contract for QM expires in one more academic year. URI has adopted QM permanently. (Unsure if CCRI has).
- **Spring 2016 QM Workshops:**

Monday, January 25, 12:30-2:00pm—*Quality Matters: What is It and Why Does It Matter*- One faculty member attended. There was some interest from other faculty who could not attend, and they were sent the video. Additional workshop on this topic scheduled for Thursday, **March 31, 12-1:30pm**

- Monday, February 8, 12:00-1:30pm—*Quality Matters Peer Review* was cancelled due to snow. Rescheduled to **Monday, April 11, 12:30-2:00pm.**
- Monday, March 21, 12:30-2:00pm—*Quality Matters FCTL-Facilitated Course Review*
- **Discussion about advertising QM and workshops:**

Visit to faculty department meetings

A designated department liaison

Outreach to Deans and Department Chairs group

Jeanne Schwager is conducting QM training in the School of Nursing

There is interest in the School of Social Work

Interest expressed from Interim Dean, School of Management

- IV. **Possible on-site QM training on May 12th or May 13th** – Provided by outside trainers, capped at 30-35 attendees. Faculty within School of Nursing and School of Social Work faculty are interested. Marie Beardwood will also send information to Interim Dean of the School of Management. Marie will also request supporting funds from VPAA Ron Pitt to cover related costs for hosting outside presenter.
- V. **Possible website design/additions to RIC Website to support hybrid/distance teaching:** Use URI's website as a model.

Navigation: www.ric.edu >Academics tab add> "online learning" in dropdown menu

Explain mission of RIC and that that is primarily a f2f institution.

Provide adopted definitions of: distance, hybrid

Content for "**Resources for Students**" Page

Are you ready to take a hybrid or online class? Take this survey.

Is your computer ready?

Already enrolled in a distance/hybrid?

Link to bb

Link to help

Content for "**Resources for Faculty**" Page

Getting Started

Definitions

Designate the mode of instruction

Is your computer ready?

ADA Guidelines- (some already on Faculty Toolbox site- Keri Rossi will develop more)

Course design

Quality Matters

Already teaching in a distance/hybrid?

Link to bb

Link to help

Link to QM

Motivating students

- VI. MFB to draft note to address CoOL concerns regarding a proposed new course scheduling pattern which seeks to schedule all hybrid classes on a Friday and assign shared classroom space. Faculty encouraged to reply to RIC email survey ASAP.
- VII. FCTL is developing a “**Certificate in Online Teaching and Learning**” -15-20 hour training faculty can feature in their portfolios.
- VIII. **Recommendations/Guidelines** are needed regarding how Department Chairs can field faculty requests for teaching hybrid or distance courses/quality assurance. A “Recommendations” preferred over a “Policy” format which would need to be vetted through several councils and IR office. Plan to draft these Recommendations document at next CoOL meeting. Invite Deans and Chairs to possible training in **May 2016**.
- IX. Amy Barlow suggested that reference librarians be assigned “**Custom roles**” in bb to help students access resources for assignments and research projects.

CoOL Meeting

March 17, 2016

Proposed agenda:

- 1) Identify recording secretary
- 2) Approval of minutes. Mimi makes motion. PM seconds. Aye!
- 3) Update on note to CAPP
 - Paul Tiskus asked for suggestions
 - “pairing” vs “mirroring”
- 4) Update on Quality Matters professional development.
 - May 12 or 13 (Th or F). Please mark your calendars.
 - Challenges going forward (does not use NEASC terms in the rubric; lack of student-centeredness in terminology (objectives/outcomes); no vehicle by which we can address disorganized menu systems; etc.)
 - Plan for rollout
 - Plan for assessing the success of QM
- 5) Update on new web pages/resources
- 6) Other?

Text of note to Paul/CAPP:

Individual instructors will decide what courses they will teach hybrid. In addition, they will determine, based on their pedagogy and technical skills, what percentage of class time they will meet online and what percentage they will meet face-to-face (f2f), using the following criteria:

- 30% online and 70% face-to-face. (Recommended for those new to teaching hybrid. Or, for those who prefer meeting face-to-face, with a robust online component.)
- 50% online and 50% face-to-face. (Recommended for those who have some experience in hybrid teaching and learning and who have a more clearly defined sense of their online pedagogy and technical skill set. Or, for those who prefer a more structured pace and schedule for their classes.)

- 70% online and 30% face-to-face. (Recommended for faculty who have successfully taught hybrid; have superior technical skills and who have fully developed their online pedagogy.)

Faculty will also determine any special scheduling considerations, where they do or do not need the physical classroom, including specific dates.

Instructors will then notify their department chair of their intent to teach hybrid by submitting the “Declaration of Intent to Teach Hybrid” form (attached).

Chairs will review the percentages of all hybrid courses in their departments. Then, chairs will pair those courses based on complementary percentages so a room can be shared.

Should a course not be successfully paired within a department, the next level of pairing will occur within a school under the supervision of the Dean.

Should the Dean unable to pair courses, the Registrar will have the final responsibility.

Paired hybrid classes will have priority in scheduling and in room selection.

It will be assumed that all classes meet the first and last days of the term. The first and last class meeting times shall be divided equally between the two paired classes.

Hybrid courses at the 300 level and above; all graduate courses and senior capstone courses will offer projects in lieu of exams or will offer online exams. When two hybrid classes conflict for the final exam, one class shall be assigned to take the final on Common Final Saturday.

All departments will have one room dedicated for their sole use to accommodate overflow and special scheduling needs. Faculty will need to reserve this overflow space with the department secretary.