*January 23, 2024*

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 28, 2023 meeting.

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

1. Reports

* Curriculum, Instruction, and Assessment Office: None
* UITS: None
* KSU Library: None
* Registrar’s Office: None
* Affordable Learning Georgia: Uli Ingram reports that next round of grant applications is open until 3/11/24 see <https://www.affordablelearninggeorgia.org/grants/apply-for-a-grant/> for all of the types of grants you can apply for
* Digital Learning Innovations: Julia Fuller reports that 4 new IDs were hired in DLI office, 2 on board already, other 2 coming in Feb, introduced one of them: Michael Kingston who was at DLAC meeting, will work with BCOE: Michael introduces himself and is excited to be working with BCOE and DLAC; uHoo Analytics pilot groups are done, feedback received and dashboard revised based on that feedback and uHoo is now open to all faculty, they can go to the interest form at <https://cia.kennesaw.edu/uhoo/index.php> to sign up – new faculty will get message in February about asynchronous OwlTrain training they should complete before accessing uHoo Analytics and getting a microcredential, pilot study participants will get a microcredential too for their pilot participation; Svetlana Peltsverger asks if DLI can come to her college to present about uHoo, Julia and Anissa Vega say yes they have been doing that for colleges to market uHoo, Cristen shares uHoo Analytics conference presentation details she will be doing at KSU My Digital Experience: A Show and Tell Conference: <https://cia.kennesaw.edu/digital-learning/conference.php>
* College Distance Learning Coordinators: None
* AI Guidelines Committee: Chris Welty met in Dec to assemble committee tasks, AI use and guidelines seem to be all over the place at KSU, need to address scope, compliance and use; plan to come up with preliminary guidelines and recommend a larger body address the guidelines, perhaps as charged by the Faculty Senate; guidelines should include AI use in instruction and in research and guideline group should include expert in Natural Language Processing and an Instructional Designer. Anissa Vega reminds us to use Microsoft Co-Pilot [Copilot (microsoft.com)](https://copilot.microsoft.com/) for AI and Large Language Model (LLM) to be sure that your data is protected and not consumed by LLM.
* Other: None

1. Unfinished Business: None
2. New Business

* Modality Change Proposal: [Executive MBA](https://kennesaw.curriculog.com/proposal:16917/form) – Tom Devaney of Coles shares overview: changing from fully in person to hyflex modality, this is a market driven change, many MBA programs seeing demand for flexible modalities from potential students, hoping to increase KSU MBA enrollment to meet break-even numbers, incentive for students who travel often for work or who have work schedules that won’t allow regular in person attendance; Julia Fuller asks if want to add on to current program to give students a choice to attend in person or virtually? Tom responds no, this is not meant to be a new EMBA program, just a change to the current way students attend classes – can now be physically on campus or remote synchronously. Dabae asks if hyflex model is just a hybrid option to attend class virtually? Tom responds yes, not hybrid because the choice to be in person or virtual is up to the student. Anissa asks if student can attend entire program from outside state of GA, Tom says yes, a great option to expand the program market with hyflex option, will still require 1 week residency to start the program and 10-week international residency to end the program, everything between residencies can be online. Julie Moore encourages thoughtful use of interactivity between in person and synchronous online students in the same room, which can get messy in her opinion. Tom responds that they have some plans in place but are training faculty on how to address interactivity issues in the classroom. Julia Fuller asks about admittance modality for the program – various student fees are tied to admittance modality, how will program address differing fees based on modality that students choose to use? Tom is unaware of fee differentials with program change requested – not two different modalities, just approval that students can take classes in person or remotely. Program is a premium program that covers books, meals, residencies, advanced classroom technologies, so need to require students to be present sometimes (residencies), has not heard of need to charge different fees. Anissa confirms that as a premium program, students pay a different rate overall. Julia Fuller asks about seeing that courses were to be offered as “hybrid” not “hyflex” in Modality Change Form, if students will be online for the whole program, perhaps courses should be approved as “online” vs “hybrid”, Dabae comments “fully online” was checked in another part of the Form, section 1G, Annisa says USG recognizes on campus programs and online programs, students can take hybrid experience, but its not recognized by USG – warns Tom that students who sign up for online courses may expect fully online program, so course content needs to meet both modality needs. Says it seems the program is offering a fully on campus and a fully online modality, but student chooses which – semantics can be confusing with use of “hybrid”. Julia Fuller says courses in the program need to be approved in online modality, not “hybrid” then, Tom says he thinks they are, but Julia will double check their approval status, then all future submissions should ask for fully online program approval. Dabae mentions in section 2k of the Form it says courses approved as hybrid, that is the section that needs changing to “online modality”. Julia Fuller asks if change is needed in 2L, Form should say program is 95% online. Dabae cannot make changes, but Tom or Amy Jones could do so. Will need have Amy Jones make changes before Anissa approves change. Dabae adds comments to proposed Form to note needed changes, shares with DLAC committee and requests vote to approve modality change with required changes. Julie Moore moves to approve with changes, Cristen seconds motion. Vote passes.
* Lessons Learned from DOJ & DOE: Anissa Vega reports University Professional and Continuing Education Association subgroup of leaders in online learning recognized KSU for excellence in innovation in online learning, especially course review model – HUGE for an external body to see our hard work and recognize that effort; course review policies in place for 2 years, but we should reflect on it and see how to improve, so should consider what federal government wants to meet online learning compliance – Anissa’s research shows KSU is over 90% compliant in course quality reviews, feedback from campus stakeholders shared the following:

-faculty are disincentivized from substantively revising courses because of the time commitment to do a re-review, so perhaps we need to loosen re-review requirements

-DLI resources and faculty doing course reviews are taxed

-What does DOJ and DOE truly expect with accessibility of online courses? They started citing institutions for non-compliance with remediation tasks (view [OCR Search | OCR (ed.gov)](https://ocrcas.ed.gov/ocr-search?f%5B0%5D=it%3APost%20Secondary&f%5B1%5D=ocr_issues%3A696&f%5B2%5D=resolved%3A2022)) and spoke with KSU Legal to find space for relaxation of current policies to help lessen burden of course reviews and accessibility commitment without losing sight of importance of accessibility in online learning, KSU is meeting all the federal government requirements, but could embrace more of: finding equal alternatives to accessibility where it is not possible, and ongoing testing of representative sample of courses instead of re-review of all courses – could we loosen restrictions after the initial course review to help lessen burden of re-review? Julie Moore asks if courses can be reviewed only at initial offer? Anissa says yes, that’s what it seems. Christie Lillard asks are we trying to solve disincentivization problem? Anissa says yes, perhaps loosened re-review processes would help. Svetlana Peltzverger suggests splitting re-reviews into two types – update course content or update course structure, only structure update will go through Curriculog, colleges can decide for themselves how to re-review content updates. Julia Moore needs time to think about these questions. Kris DuRocher mentions that the important thing is to have an initial review, and the representative sampling should also have ongoing access to training for faculty, love the idea of increased flexibility but with guardrails in place. Anissa says KSU Legal suggested that using a representative sample requires faculty affirmations on first course review that faculty will keep up accessibility and structure initially approved. Jason Rodenbeck of DLI asks if we could focus on faculty credentials for accessibility that online faculty should get instead of course re-review. Annisa says that faculty certification model alone is not enough according to fed government, but perhaps in combination with representative sampling, which Jason agrees with. Dabae asks if we adopt representative sampling and we find courses are no longer accessible, what do we do? Anissa suggests maybe that is the time to hold faculty accountable through credentialing. **Please think about this question and bring action suggestions to next meeting for creating a University policy change or college policy changes or whichever we think.**

1. Announcements

* Next DLAC Executive Committee meeting; February 6, 2024
* Next DLAC General Committee meeting: February 20, 2024

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

1. Adjournment

Attendance

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| --- | --- | --- | --- |
| Name | Area | Attendance | Voting Status |
| Dabae Lee | BCOE | x | Voting |
| Julie Moore | BCOE | x | Voting |
| Deborah Mixon-Brookshire | COLES |  | Voting |
| Cristen Dutcher | COLES | x | Voting |
| Christopher Welty | CACM | x | Voting |
| Hussein Abaza | CACM |  | Voting |
| Zhigang Li | CCSE | x | Voting |
| Svetlana Peltsverger | CCSE | x | Voting |
| Joy Brookshire | CSM | x | Voting |
| Ranjnish Singh | CSM | x | Voting |
| Ben Wadsworth | COTA |  | Voting |
| Peter Fielding | COTA |  | Voting |
| Uli Ingram | RCHSS | x | Voting |
| Kris DuRocher | RCHSS | x | Voting |
| Turaj Ashuri | SPCEET |  | Voting |
|  | SPCEET |  | Voting |
| Kandice Porter | WCHHS |  | Voting |
|  | WCHHS |  | Voting |
| Anissa Vega | Academic Affairs | x | Non-voting |
| Brichaya Shah | DLI | x | Non-voting |
| Julia Fuller | DLI | x | Non-voting |
| Karen Doster-Greenleaf | Library |  | Non-voting |
| Danielle Herrington | Registrar’s Office |  | Non-voting |
| Veronica Trammell | UITS | x | Non-voting |
| Kim Loomis | Academic Affairs |  | Non-voting |

Guests: Michael Kingston, DLI; Nancy Somjit, DLI; Thomas Devaney, DLI; Kathryn Morgan, DLI; Preston Davis, Coles; Lindsey Salimbot-Skinner, DLI; Christie Lillard, DLI; Mia Oberlton, WCHHS;