ACADEMIC LEADERSHIP COUNCIL

December 4th , 2012
West Campus Community Center (WCCC)
8:30 am – 10:00 am

Agenda

1. Approval of Meeting Minutes – Andy Karafa (5 min.)

2. On-Line Course Prerequisites – Deb Thalner (20 min.)

3. Educational Counseling and Disability Services Presentation – Deb Cox (20 min.)

4. Universal Design, Disability Myths, and Online Course Accessibility – Deb Cox and Tom Behler   (30 min)

5. Open Forum

6. Updates from Colleges/Schools/Departments

ACADEMIC LEADERSHIP COUNCIL - MEETING MINUTES
December 4, 2012

Membership
Members: Anne Marie Gillespie, Brian Bouwman, Brian Craig, Cambria DeHoag, Cheryl Cluchey, David Steenstra, David Frank, Debbra Curtiss, Deborah Dawson, Deborah Thalner, Debra Cox, DeeDee Stakley, Douglas Haneline, Glen Okonoski, Gregory Zimmerman, Gregory Wellman, Helen Woodman, James Powell, Janell Hemingway, Jim Woolen, Joseph Karafa, Joseph Lipar, Julie Coon, Justin Faris, Kim Hancock, Kirk Weller, Larry L Schult, Leah Monger, Matt Pinter, Matthew Olovson, Michael Ropele, Michael Cooper, Michael Bouthillier, Piram Prakasam, Randall Schroeder, Robert Buckingham, Ron McKean, Sharon George, Shelly VandePanne, Steven Reifert, Tami Wolverton, Theresa Raglin, Todd A Stanislav, Tom Behler, Tracy Powers, Trinidy Williams
Guests: Paul Blake, William Potter, Robbie Teahen

AGENDA
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Handouts
ALC – Minutes from 11-20-12 meeting
Universal Design, Disability Myths, and Online Course Accessibility

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Agenda items presented in mixed order:
1. Approval of Minutes from 11-20-12
   - ❖ Minutes approved.

4. Universal Design, Disability Myths, and Online Course Accessibility
   - ❖ Handout – Universal Design, Disability Myths, and Online Course Accessibility
   - ❖ Tom Behler and Deb Cox and gave a joint presentation on universal design (UD) or universal accessibility (UA). Urges all to be mindful of the need to incorporate UD or UA in all course design. Making a course accessible to all students should be part of the course development process and our ultimate goal. An example is computers – Macs have a speech device built in while windows based computers needs an add-on to make this available. In the handout provided many myths associated with universal design were outlined (who benefits, captioning, what laws are in place to ensure compliance, who is responsible to ensure instructional materials are accessible. As newer technology emerges it is not necessarily true that greater accessibility is built in. An example is the design of Windows XP which actually was easier to use than Windows 7, and with Windows 8 using even more graphics there are greater challenges for sight impaired users.
   - ❖ Document format was one example – basic text or word format represents good UA. Websites, with pictures and graphics are often not accessible. There are no set standards covering this. An example of a good website is the MyFSU class list. A poor UD website is the AIM request form – document readers cannot fathom boxes and open areas so user cannot complete. The new online grad application was recently shared which seems to be accessible. Creating a new document just takes forethought, time and effort. Tom does not use a mouse – must use key commands and therefore must learn keystrokes for each application.
   - ❖ Providing handouts in advance of class or a meeting is helpful, thus allowing time for review or conversion to usable format.
   - ❖ Even physical space becomes an issue. Allowing safe passage in hallways by being mindful of obstacles such as chairs outside of offices, students sitting on hallway floors, ladders obstructing entrances, etc.
   - ❖ Questions: Does rich text file work better? Yes – however, sometimes formatting lost. When cut and paste pieces are put together font size and style may differ unless proofread by sighted person. Is there a system for checking content to see if online info is UA. It is recommended students contact professors to check these things before class starts. UD when pictures or graphics are incorporated – add caption

explaining what the picture or graphic contains. Is there a checklist to use? Deb C. will look into this. Members urged to share handout with faculty, etc.

3. Educational Counseling and Disability Services
   ❖ Deb Cox reminded members of several important items when dealing with disability students. Students must provide documentation of disability. Law states we are to provide reasonable accommodations. also says consideration or . In dealing with disabilities (ADD, ADHD, autism spectrum disorder, learning disabilities, hearing and vision impairment, brain injury) each will have specific accommodations. Sometimes requests are not reasonable (we must deal with reasonable accommodations). The most frequent ADHD or physical disabilities accommodation may require offering extended test time with the standard being time and a half. Volunteer note takers can be provided – previously paid positions, now are volunteer. When not available students may record lecture and play back as needed. Statewide sites provide accommodates as well. Deb's office oversees the academic advising guide. Office also provided career counseling for students with 2 specific surveys to take. In student retention and strategies for student success area students on probation utilize 2 assessments, students are monitored. 57% improve GPA to over 2.0 and continue to maintain and improve on that GPA. Another area of focus is faculty accessibility – the professional development sessions are being recorded and U-tube videos are available. Letter templates are online.

2. On-Line Course Prerequisites
   ❖ Deb Thalner, Executive Director of Online Education, reviewed the new online course prerequisite policy. She provided 3 handouts.
      a. In a faculty survey most faculty indicated students need skills before starting online classes. However, the few faculty who did not feel a required tutorial was needed expressed so strongly. Students also indicated a tutorial would be helpful. The tutorial was piloted last summer and the pilot design updated to the current design, which was changed from Blackboard access to a web based tutorial.
      b. Pre-assessment, tutorial can be done even before student is fully admitted. Blackboard tools covered, using email, submitting assignments, etc. May be referred back to Atomic Learning. At end 7 of 10 quiz questions correctly answered they are done. Office in EIO gets list of those from day before who completed tutorial and students are cleared. Students who have previously taken online courses can submit waiver – give at least one course info to prove competency. Decision to add the ORO prerequisite is a department/faculty decision, not dictated. It can be added to mixed delivery courses as well. Whether it can be incorporated into summer orientation being discussed, as well as working into FSUS courses. Students may stop and exit at any time and pick up at that same point when they re-enter the website.
      c. Goal to use for summer seems reasonable. Much information has been sent out and will continue to be shared. Again it is pointed out this is an option departments can choose to use or not to use at their discretion for all or some courses. Questioned whether it should not be required of all incoming students. Please share any concerns or suggestions with Deb.

5. & 6. Open Forum & Updates from Colleges/Schools/Departments
   ❖ Shelly VandePannne reports the Mapworks survey has rolled out, but needs advisor info to be accurate.
   ❖ Next department to share to share program information will be Criminal Justice.
   ❖ Andy is requesting suggestions for the continuing professional development discussion for a future meeting. Members may contact him directly.
   ❖ A few months ago there was council consensus that a joint meeting between the ALC and Deans Council would be beneficial. Andy will look into scheduling this in the future.
   ❖ Next meeting January 22, 2013

Adjourn: 9:50 am