Executive Steering Committee  
July 7, 2017  
10:00 AM-11:00 AM - Provost’s Conference Room

MINUTES

Call to Order

The regular meeting of the Online Learning Council Executive Steering Committee was called to order on 7 July 2017 at 10:00 AM in the Provost’s Conference Room by Dr. Susan Aldridge.

PRESENT: Susan Aldridge (Chair), Thomas DiChiaro, Karyn Holt (OLC Faculty Fellows Chair), Patrick M. Jones (Coordinator), Susan Smith, Evelyn Thimba

ABSENT: M. Brian Blake, N. John DiNardo, Gloria Donnelly, Ludo Scheffer (Faculty Senate Chair), Nancy Songer

Reports

• Update on Blackboard’s student and faculty support program (Tom DeChiaro)
  o Tom DeChiaro reported that the plan is to move the entire portfolio into a hosted solution/cloud. This will have a number of benefits, including being more secure in case of a disaster. The plan is to migrate to the cloud over winter break. Migration to Blackboard Ultra will occur at a later date.
  o Other updates include the following:
    ▪ Bill Moody will assume Mike Scheurermann’s portfolio. Mike Shelmet will continue in the role as the LMS expert.
    ▪ Roughly 350 unique faculty members attended training on Blackboard last year. This does not include the various ad hoc training sessions that were held.
      ▪ Karyn Holt will email ideas to Tom DeChiaro from the OLC Faculty Fellows for training topics.
    ▪ Technical support has been outsourced to Blackboard. It was mentioned that some issues may not have been escalated for the speediest and most complete resolution. Tom DeChiaro reported that he will work with Mike Shelmet on escalation protocols.

• Evaluation of the first offering (2 sections) of The Essentials of Online Teaching (Karyn Holt)
  o (See Attachment I.)

• Update on the Advanced Pedagogy and Design (Karyn Holt)
  o (See Attachment I.)
Topics

- 2017-18 National Speaker: Dr. Gardner Campbell
  - Patrick Jones reported that Dr. Gardner Campbell will be the OLC National Speak for next year. His presentation will be January 25 at 9:30. For more information on Dr. Campbell, visit https://members.educause.edu/w-gardner-campbell and you can read his blog at http://www.gardnercampbell.net/blog1/

- OLC Fellows for 2017-2018
  - Susan Aldridge announced the OLC Fellows for 2017-18. The list is available at http://drexel.edu/inspire/fellows/overview/

Other Business

- Susan Aldridge announced that she had been a presenter for an Inside Higher Ed webinar about accessibility that was sponsored by Blackboard (See Attachment II.)

OLC Activities

- OLC Fellows and Committees End-of-Year Reports (See Attachment III.)
- OLC Fellows Report (See Attachment IV.)
- OLC Draft Calendar for 2017-2018 (See Attachment V.)

Announcements

- There were no additional announcements.

Adjournment

- Meeting was adjourned at 11:00.

Respectfully submitted by Dr. Patrick M. Jones, Online Learning Council Coordinator
Attachment I

Evaluation of the first offering (2 sections) of
The Essentials of Online Teaching
(Karyn Holt)

Update on the Advanced Pedagogy and Design
(Karyn Holt)
2016-2017 Online Faculty Fellows

THE OLC FELLOWS

Jonathan Deutsch
Center for Hospitality
And Sport Management

Allan Grant
School of Education

Beth Haas
School of Law

Karyn Holt

Dana Kemery
College of Nursing and
Health Professions

Ray Lum
School of Public
Health

Linda Marion
College of Computing
and Informatics

Deirdre McMahon
College of Arts and
Sciences

Edward Neeling
LeBow College of
Business

Victor Solomon
College of
Engineering
<table>
<thead>
<tr>
<th>Feature</th>
<th>Percent of All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses offered year-round (across all 12 months)</td>
<td>33%</td>
</tr>
<tr>
<td>Available scholarships, grants, and/or assistantships</td>
<td>30%</td>
</tr>
<tr>
<td>Ability to complete studies in less time than a classroom program</td>
<td>29%</td>
</tr>
<tr>
<td>Availability of fast-track accelerated courses</td>
<td>23%</td>
</tr>
<tr>
<td>Frequent program start dates throughout the year</td>
<td>20%</td>
</tr>
<tr>
<td>Graduates are well-respected by employers in my field</td>
<td>20%</td>
</tr>
<tr>
<td>Ability to enroll in classroom courses also (if desired)</td>
<td>19%</td>
</tr>
<tr>
<td>Generous policies regarding acceptance of previously earned credit</td>
<td>16%</td>
</tr>
<tr>
<td>Some online classes have sessions with set time to facilitate contact between students and instructors</td>
<td>16%</td>
</tr>
<tr>
<td>Many faculty are also practitioners in their field</td>
<td>15%</td>
</tr>
<tr>
<td>Many faculty teach full time, hold a doctorate</td>
<td>10%</td>
</tr>
<tr>
<td>Something else</td>
<td>1%</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Percent of Current and Past Students</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Be taught by instructors with more real-world experience</td>
<td>34%</td>
</tr>
<tr>
<td>Be taught by instructors with better academic credentials</td>
<td>30%</td>
</tr>
<tr>
<td>Be taught by the same instructors as those who teach in the classroom</td>
<td>29%</td>
</tr>
<tr>
<td>More contact between me and the instructor</td>
<td>27%</td>
</tr>
<tr>
<td>Less busy work</td>
<td>23%</td>
</tr>
<tr>
<td>More facilitated engagement among students in the class</td>
<td>22%</td>
</tr>
<tr>
<td>More challenging course curriculum</td>
<td>11%</td>
</tr>
<tr>
<td>More rigorous assignments</td>
<td>9%</td>
</tr>
<tr>
<td>Something else</td>
<td>2%</td>
</tr>
</tbody>
</table>

**RECOMMENDATION:**

Set expectations and provide training for faculty members who teach online courses to encourage and lead class discussions, as well as engage with students outside of class time, whether via office hours, email, or other means.
Did you enroll in the school that got back to you first with the information you requested?

2017 Percent of Current and Past Students

- Yes: 13%
- No: 27%
- I only inquired at one school: 61%

2016

- Yes: 23%
- No: 34%
- I only inquired at one school: 43%

**RECOMMENDATION:**

While students are considering more schools, on average, they still only consider between two and three schools. Because students frequently enroll at the institution that responds to them first, rapid responsiveness may make a significant difference in enrollments.
TERM LENGTH AND STUDY TIME

Online students prefer shorter term lengths, and schools have been responsive to this. Half (51%) of online students report being enrolled in courses that are eight weeks or less in length. Thirty-one percent are in courses that are 12 or more weeks in length. The amount of time students spend engaged in online class preparation and activities varies considerably, with 7% reporting more than 20 hours per week and 10% spending less than five hours per week.

The Department of Education guidelines for determining course credit are 127.5 hours of class and preparation time for a three-semester-credit course. (Fifty minutes of class time + two hours of preparation time x 15 weeks = one semester credit.) Assuming that most of the online courses are three-semester-credit courses, there appears to be a substantial percentage of online students who don’t spend the amount of time doing the classwork required for the credit earned. Fifty-one percent of the courses are eight weeks or less, so the expected amount of study time is 16 or more hours per week, but only 20% of students report spending this much time.

<table>
<thead>
<tr>
<th>OCS 2017 Survey: Over how many weeks did this course meet? (Current and Past Students)</th>
<th>OCS 2017 Survey: Thinking about a typical online course you have completed, how much total time did you spend per week on all your activities and work associated with the course? (Current and Past Students)</th>
<th>DOE guidelines for study time in a three-semester-credit course</th>
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<tr>
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<td>20%</td>
<td>21+ hr/wk</td>
</tr>
<tr>
<td>7-8 weeks</td>
<td>28%</td>
<td>16+ hr/wk</td>
</tr>
<tr>
<td>9-11 weeks</td>
<td>21%</td>
<td>12+ hr/wk</td>
</tr>
<tr>
<td>12 weeks or more</td>
<td>30%</td>
<td>8-10 hr/wk*</td>
</tr>
</tbody>
</table>
Faculty and Staff Development 2016-2017

Total Offerings Conducted 2016-2017

- Number of Planned workshops: 37
- Number of Recorded Workshops: 15
- Number of attendees (in person or attending online): 77
Quality Course Development, Faculty Training and Quality Assurance for Online Courses

DISTANCE EDUCATION PROGRAMS

Interregional Guidelines for the Evaluation of Distance Education (Online Learning)
Quality Course Development

• Instructional Design and Technology Teams Across the University
  • ITG Team (Korman)
  • LTG Group (DUO)

• Quality Matters Rubric Implementation for Course Design, Master Teacher Workshops on Campus
Quality Assurance for Online Courses

• Faculty Consultations, Advisement and Course Reviews
  • DUCDEC Reviews
    • One performed this year
  • Quality Matters Reviews
    • 9 performed this year
    • 8 already requested for 2017-2018

• Graduate and Teaching Assistants Trainings/Meetings
  • Provost Fellow Jason Sliverman and OLC Fellow Ray Lum

• Nine Hallmarks of Online Quality
Equality is about Sameness

Equality promotes fairness and justice by giving everyone the same thing. It can only work if everyone starts from the same place.

Equity is about Fairness

Equity gives people access to the same opportunities. Our differences and/or history can create barriers to participation, so we must first insure equity before we can enjoy equality.
Institutional Initiatives 2017-2018

I. Accessibility

• “Low hanging fruit”
  - Alternative tags, coloring, spacing, fonts, accessibility checker

• “Higher hanging fruit”
  - Captioning
  - Transcripting
Comparison of Closed Caption and Transcript Uses

- Helps me retain information: Closed 963, Transcripts 668
- Helps me focus: Closed 1001, Transcripts 491
- Helps overcome poor audio: Closed 958, Transcripts 428
- Difficult vocabulary: Closed 418, Transcripts 288
- Other (please describe): Closed 155, Transcripts 273
- Environment (e.g., the library): Closed 650, Transcripts 261
- My professor has an accent: Closed 285, Transcripts 178
- Difficulty with hearing: Closed 288, Transcripts 136
- English is my second language: Closed 112, Transcripts 75

Legend: Closed Captions, Transcripts
Helpfulness of Closed Captions & Transcripts Line Graph (as percentage of whole)

- Not at all: Closed Captions 1.4%, Transcripts 31.1%
- Slightly: Closed Captions 10.5%, Transcripts 18.4%
- Moderately: Closed Captions 22.5%, Transcripts 29.0%
- Very: Closed Captions 35.7%, Transcripts 17.0%
- Extremely: Closed Captions 23.4%, Transcripts 11.0%

Figure 9: Line Graph Comparison of Student Perceptions of Helpfulness of Closed Captions and Transcripts
Qualitative Themes for Helpfulness of Closed Captions

- Learning aid, 75.5%
- Poor audio/video quality, 22.4%
- Instructor difficult to understand, 8.3%
- Convenience, 5.1%
- Environmental, 6.7%
- Accommodation, 6.0%
Quick Reference Guide to 508

https://www.section508.gov/content/learn/standards/quick-reference-guide#1194.21h
V. University Websites:
The University shall adopt WCAG 2.0 level AA standards for all University websites no later than October 15, 2011. No later than October 15, 2014, all pages hosted on the University’s websites that have been published or updated on or after August 1, 2009 shall be Accessible to blind users. Any other pages shall promptly be made accessible upon request. This requirement shall not apply to pages found at www.personal.psu.edu; however, the University shall provide resources to authors of pages at that site to give guidance on making such pages accessible.

VI. Course Management Systems:
The University shall select an Accessible course management system that complies with the Section 508 Guidelines to replace ANGEL no later than January 3, 2012. A small pilot utilizing the new system will be instituted and the number of pilots will increase until completion on or about August, 2014. Consideration will be given to include blind students and faculty in the pilots to the extent possible and provide Accessible alternatives until the new system is fully implemented.

VII. Classrooms:
No later than September 15, 2011, the University shall implement system changes that will allow a blind faculty member to control the classroom podium and LCD equipment without the assistance of another individual. In the interim, the University shall make a technician available to provide assistance in the classroom or remotely.

VIII. Clickers:
No later than August 15, 2011, any personal response system (“clicker”) utilized by the University shall include an Accessible option that is available to blind students at the same price and at the same time as the clicker that is available to sighted students.
“Much of Harvard’s online content is either not captioned or is inaccurately or unintelligibly captioned, making it inaccessible for individuals who are deaf or hard of hearing,” the complaint said, echoing language used in the M.I.T. complaint. “Just as buildings without ramps bar people who use wheelchairs, online content without captions excludes individuals who are deaf or hard of hearing.”
Disabled UM students file complaint over inaccessible online courses

By KEILA SZPALLER of the Missoulian  Sep 18, 2012

The Aug. 15 letter outlines the specific allegations:

• Inaccessible class assignments and materials on the learning management system, Moodle.

• Inaccessible live chat and discussion board functions in the learning management system, Moodle.

• Inaccessible documents that are scanned images on webpages and websites.

• Inaccessible videos, and videos in Flash format, that are not captioned.

• Inaccessible library database materials.
II. Faculty Training

• Essentials for Online Teaching
  • Course Developed in 2017
  • Four Cohorts have completed in 2017
  • Four Fellows Facilitators Trained in 2017

• Advanced Online Pedagogy and Course Design
  • Course Developed in 2017
  • First Pilot projected to run in late 2017

• Raising the Bar Webinar Series Brown Bag Weekly Lunches (SPH) and

• Monthly Technology Offerings (ITG Group)
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit Objective</th>
<th>Unit Learning Outcomes</th>
<th>Course Level Learning Outcomes</th>
<th>Learning Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>analyze the pros and cons of online delivery of courses</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>describe typical traits of online students</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>compare and contrast the pedagogy of online learning and face to face learning</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>describe the three types of engagement within the online learning environment</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>articulate how the course objectives align with the learning modules</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>evaluate tools for facilitating and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Faculty Training Continued

- As requested College level Instructional Design/Technology Support (DUO)
- Online Lending Library- (Google Glasses, Virtual Stethoscope, etc.)
- Faculty Learning Community (FLC) housed in a Blackboard Shell open to all faculty at Drexel (CNHP)
Satisfaction with Online Learning

Online college students are very satisfied with their online learning experience. Eighty-three percent report that their experience was the same or better when compared to their past college-level, classroom-based learning experiences. Nearly three-quarters of online college students feel that their online program was very much or extremely worth their time and money, with 76% saying that their online program has helped them achieve the goal that motivated them to enroll.

How would you compare the instruction of your college-level online learning experiences with your college-level classroom experiences? (Percent of All Students)

- Better: 37%
- About the same: 46%
- Not as good: 13%
- I have not yet enrolled in any college-level online study: 1%
- I have not enrolled in any college-level study other than my online program: 3%

To what extent do you think that your online program was worth your time and money? (Percent of All Students)

- 5%
- 21%
- 34%
- 38%
<table>
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<th>OCS 2017 Survey: Thinking about a typical online course you have completed, how much total time did you spend per week on all your activities and work associated with the course?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 weeks or less</strong></td>
<td>21+ hr/wk</td>
<td>More than 20 hr/wk</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td><strong>7-8 weeks</strong></td>
<td>16+ hr/wk</td>
<td>16-20 hr/wk</td>
</tr>
<tr>
<td>28%</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td><strong>9-11 weeks</strong></td>
<td>12+ hr/wk</td>
<td>11-15 hr/wk</td>
</tr>
<tr>
<td>21%</td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td><strong>12 weeks or more</strong></td>
<td>8.5 hr/wk*</td>
<td>5-10 hr/wk</td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;5 hr/wk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

*For this cell, the hours for a traditional 15-week semester were used.

**RECOMMENDATION:**
Review course design standards and survey students for amount of time invested in course activities to ensure that online courses are creditworthy.
FIELDS OF STUDY

The popularity of fields of study in higher education rarely shows drastic movement. In online higher education, practical fields of study have always been the most popular, with business always having the largest share of the market by far. In 2017, although business is still the largest field of study online at both the undergraduate and graduate levels, its popularity has begun to wane. We see growth in fields like health and medicine, as well as arts and humanities. At the graduate level for the second year in a row, education is ceding market share to programs in computers and IT.

Field of Study (Percent of All Students)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>Health &amp; Medicine</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Computers &amp; IT</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Social Sciences, Criminal Justice, Law</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, or Mathematics</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>24%</td>
<td>28%</td>
</tr>
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<td>10%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, or Mathematics</td>
<td>10%</td>
<td>6%</td>
</tr>
</tbody>
</table>
THE OLC FELLOWS 2017-2018

Jonathan Deutsch
Center for Hospitality And Sport Management

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School of Education

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School of Law

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College of Nursing and Health Professions

Dana Kemery
College of Nursing and Health Professions

Deirdre McMahon
College of Arts and Sciences

Victor Sohmon
College of Engineering
Attachment II

Inside Higher Ed webinar on Accessibility sponsored by Blackboard
(Susan Aldridge)
Accessible, inclusive education: a moral and legal imperative

Susan Aldridge, Drexel University Online
Sharon Krevor-Weisbaum, Brown Goldstein Levy
Scott Ready, Blackboard
Before We Begin

- We are using On24 for today’s webinar. Please enter questions in the text field at the bottom of the Q&A Window. We are monitoring the discussion and will try to bring the Q&A comments into the conversation.

- We are recording the webinar; the webinar archive and slides will be available later today.
Speakers

Dr. Susan Aldridge, President, Drexel University Online
Sharon Krevor-Weisbaum, Esq. Managing Partner, Brown Goldstein Levy
Scott Ready, Principal Consultant, Blackboard
We will take a look at

- The current state of accessibility regulations and compliance in Higher Education
- How quality and compliance combine at Drexel to improve online learning
- How Blackboard assists institutions to improve accessibility and inclusive education
- Next steps in accessibility and compliance for Higher Education
Current Trends in Accessibility: Higher Ed

- Awareness of the civil rights of the learner
- Proactively building programs to avoid Accessibility Litigation

- Higher expectations for product accessibility
- Mindset shifting towards inclusion
- Lower number of students disclosing disabilities
Institutional Challenges

- No insight into how institution is doing
- Difficult to track and identify what to focus on
- Manual remediation workflow
- Lawsuits because of legal requirements
Instructor Challenges

- Lack of awareness of what to do
- Lack of understanding on how it can affect students
- Lack of guidance on how to improve accessibility
Student Challenges

Explicit alternative format requests

Long delays on receiving requested format

Excludes many students

Closely related to quality and usability
CIO Assessments of Digital Resources and Services for Disabled Users, Fall 2014-2016

percentage reporting “excellent” (6/7) scale: 1=poor; 7=excellent;

Source: Green, The Campus Computing Project campuscomputing.net
[Poll] What’s your current situation?

WHO – which individual or unit – is responsible for digital accessibility and ADA compliance in your instructional programs, resources, and services?

Response options

1. No clear institutional policy or procedure
2. Individual faculty, for their own courses
3. Individual departments and units, for their own courses & programs
4. A central office provides review and support services
5. Other
Legal actions take different forms: an openness to discussion and negotiation, litigation or federal enforcement
Legal Landscape

June 29, 2010: Letter issued by the Department of Justice and the United States Department of Education to College and University Presidents:

- The letter confirmed that requiring use of an emerging technology (an inaccessible book reader) is discrimination prohibited by the ADA and Section 504 unless accommodations or modifications can be provided that permit the student with a disability to receive all the educational benefits provided by the technology in an equally effective and equally integrated manner.
June 29, 2010, continued: Letter issued by the Department of Justice and the United States Department of Education to College and University Presidents:

- The letter reminded private college and university presidents that Under Title III, students with disabilities may not be discriminated against in the full and equal enjoyment of all of the goods and services of the college or university; students must receive an equal opportunity to participate in and benefit from these goods and services; that students must not be provided with different or separate goods or services unless doing so is necessary to ensure that access to the goods and services is equally effective as that provided to others.

- The letter reminded public university presidents that under Title II qualified individuals with disabilities may not be excluded from participation in or denied the benefits of the services, programs or activities of, nor subjected to discrimination by the public university or college.

- The letter went on to confirm that both Title II and Section 504 prohibit public colleges/universities from affording individuals with disabilities with an opportunity to participate in or benefit from college and university aids, benefits, and services that is unequal to the opportunity afforded others. And, that, individuals with disabilities must be provided with aids, benefits, or services that provide an equal opportunity to achieve the same result or the same level of achievement as others.
DOJ told college and university presidents to refrain from requiring the use of inaccessible book reader, or other technology, in a teaching or classroom environment, as long as the device remains inaccessible. DOJ states that “it is unacceptable for universities to use emerging technology without insisting that this technology be accessible to all students.”


http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html

“Technology is the hallmark of the future, and technological competency is essential to preparing all students for future success. Emerging technologies are an educational resource that enhances learning for everyone, and perhaps especially for students with disabilities. Technological innovations have opened a virtual world of commerce, information, and education to many individuals with disabilities for whom access to the physical world remains challenging. Ensuring equal access to emerging technology in university and college classrooms is a means to the goal of full integration and equal educational opportunity for this nation’s students with disabilities. With technological advances, procuring electronic book readers that are accessible should be neither costly nor difficult.”
The United States Department of Education, Office for Civil Rights issued a “Frequently Asked Questions” document about the June 29, 2010 Dear Colleague Letter.

- The FAQ made clear that none of what it said in the June 29, 2010 letter was new law but rather addressed key principles of federal discrimination law.

- The FAQ explained that the test for compliance is the functional definition of accessibility reiterated in the Dear Colleague Letter: one can acquire the same information, engage in the same interactions, and enjoy the same services as sighted students with substantially equivalent ease of use. And, even if this does not result in identical ease of use, it must ensure equal access to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

- This same test applies to those with other print disabilities.

- One purpose of the Dear Colleague letter was to remind universities of its obligations when purchasing emerging technologies.

- The Dear Colleague Letter applies to all school operations, including pilot programs and to all faculty and staff.
Confirmation that the Letter applies to all school programs, whether in brick and mortar, online (provided by the school or through contractual or other arrangement) or other virtual context.

Clear message that schools must plan for having accessible technology available immediately upon a request; “the planning should include identification of a means to provide immediate delivery of accessible devices or other technology necessary to ensure accessibility from the outset.”

Must consider accessibility when they are deciding whether to create or acquire emerging technology, and when they are planning how the technology will be used. Accessibility must be part of acquisition procedures.

Questions that must be asked: What educational opportunities and benefits does the school provide through the use of the technology? How does the technology provide these opportunities and benefits? Does the technology exist in a format that is accessible to individuals with disabilities? If the technology is not accessible, can it be modified, or is there a different technological device available, so that students with disabilities can obtain the educational opportunities and benefits in a *timely, equally effective, and equally integrated* manner?

Definitions

- “Accessible” means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as non-disabled individuals, with substantially equivalent ease of use.

- “Accessibility Standards”
  
  A. WCAG 2.0 AA and WAI-ARIA 1.0 for web content;
  B. ATAG 2.0 for software used to create web content;
  C. UAAG 1.0 for web browsers, media players and assistive technologies;
  D. WCAG2ICT for non-web software and content;
  E. MATHML 3.0 specifications for digital mathematical and scientific notation;
  F. DAISY or ePub3 for digital publications and documents;
  G. BANA Guidelines and Standards for Tactile Graphics (2010) and Guidelines for the Production of Braille Materials through the Use of Braille Production Software (2007) for hardcopy Braille; and
  H. ADAAG and other standards for the accessible design of kiosks, ATMs personal computers, and other campus or classroom technology.
Road Map

- Accessibility Policy
- Grievance Process
- Accessibility Coordinator
- Training
- Internal Accessibility Audit
  - Technology Instructional Materials
  - Corrective Action Strategy Plan
- Procurement
- **Accessibility Audit of Electronic Information Technology ("EIT")** that will examine the accessibility and usability of the EITs provided to students, prospective students, staff and faculty. The audit shall examine various aspects of the University’s EIT, including but not limited to, University websites, application processes, library services, course management systems, access to classroom podiums and LCD devices, course registration software, personal response systems ("clickers") and banking arrangements, offered to students and faculty, including website and ATM access.

- Based on results of audit, development of an EIT **corrective action strategy with time lines for completion**. The strategy and time line shall be posted.

- Creation of an **Accessibility Policy Statement with procedures for implementation, dissemination and training**.

- **Designation of University Accessibility Policy Monitor, with commensurate authority**.

- **Campus-wide Accessibility Committee**

- **Grievance Procedures**
Road Map

- Procurement procedures must require that the University purchase or recommend only EITs that will provide the same programs, benefits and services that they do to individuals without disabilities, except that when it is technically unfeasible to do so, the procedures must require the provision of accessible alternate EITs.

- RFP language shall include that bidders meet the accessibility standards of WCAG 2.0 Level AA for web-based technology, and Section 508 and the ADA for other EIT.
# BGL HIGHER EDUCATION SETTLEMENTS

<table>
<thead>
<tr>
<th>CASE</th>
<th>LINK</th>
<th>YEAR</th>
<th>CLIENT(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pennsylvania State University (U.S. Dept. of Educ. OCR #03-11-2020)</td>
<td><a href="http://accessibility.psu.edu/nfbpsusettlement/">http://accessibility.psu.edu/nfbpsusettlement/</a></td>
<td>2011</td>
<td>National Federation of the Blind</td>
</tr>
</tbody>
</table>
How is Drexel University Online addressing this challenge?
Instructional Design

Student Outcomes and Satisfaction

Faculty/SME Engagement

Appropriate Use of Technology
Benefits of quality, accessible online design

- Consistent Student Experience
- Expanded Opportunities for Collaboration
- Efficiencies in Faculty Time
- Quality Assurance Across Online Programs
Quality Rubrics should include:

Course Design:
- Goals and Objectives
- Content Presentation
- Learner Engagement
- Technology Use

Assessment:
- Expectations
- Assessment Design
- Self-Assessment

Interaction and Collaboration:
- Communication Strategies
- Development of Learning Community
- Interaction Logistics

Learner Support:
- Orientation to Course and LMS
- Supportive Technologies
- Instructor Role and Information
- Course/Institutional Policies and Support
- Technical Accessibility Issues
- Accommodations for Disabilities
- Feedback
Course quality and compliance: Moving the needle at Drexel University Online

Innovation is part of Drexel’s DNA, and their online programs are no exception

Drexel University has a long and storied history of innovation. It’s even been said that innovation is in Drexel’s DNA. In 1919, they founded a cooperative education program that was one of the first of its kind. Today, their co-op program is among the largest and most renowned in the country. As a technology innovator, Drexel was the first university to require its students to have a computer, the first major university to go fully wireless, and the first with a mobile Web portal.

Moving forward, the University founded Drexel University Online, which today serves more than 7,000 learners who take part in one of Drexel University’s 140 fully-accredited master’s degrees, bachelor’s degrees and certificate programs. Online availability is essential for these learners, as 93% of Drexel’s online student population have indicated that they would not be able to take their courses on campus.
[Poll] How do you define Accessibility?

How does your institution think about accessibility?

**Response options**

1. Special accommodations only for students who request them
2. Tools that can improve a course, but used only as required or time permits
3. An inclusive education that benefits all learners
4. Other
What do we mean by inclusive education?
Laws That Dictate Accessibility

United States Access Board:
Section 504 and 508 of the Rehabilitation Act of 1973 - Electronic and Information Technology Accessibility Standards

ADA (Americans with Disabilities Act) of 1990

IDEA (Individuals with Disabilities Education Act) - Former Public Law 94-142

Assistive Technologies Act

OCR (Office of Civil Rights) rulings
The regulation requires a public entity, such as a state university, to take appropriate steps to ensure that communications with persons with disabilities are as effective as communications with others. Thus, the issue is not whether the student with the disability is merely provided access, but the issue is rather the extent to which the communication is actually as effective as that provided to others.

Encouraging Inclusive Environments for all

With increased attention being placed on inclusive environments and equal opportunity to access to information for everyone, it is important to understand the diverse needs your learners may have.

Rethink how learning is achieved and provide the means to help students succeed.

Revisit content and ensure it’s set up for universal consumption

Understand how people need to interact with different tools you are using and adjust
Removing barriers

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
“Institutions that have an accessibility policy and dedicated resources, and who are acting in good faith, are less likely to be sued. Institutions that are not implementing policy are vulnerable.”

Eve Hill, Esq., Partner, Brown Goldstein Levy
[Former Deputy Assistant Attorney General for Civil Rights at the U.S. Department of Justice]
eLearning Accessibility Plan

The solution is designed to identify operational barriers and provide remediation approaches within a variety of functions related to the eLearning student lifecycle. This solution results in a comprehensive accessibility operational plan to provide a barrier-free eLearning experience for individuals with disabilities.

- Review of academic & student services
- Operational Accessibility Plan
- Goals, strategies, metrics, and tools for improvement

The plan will not address physical accessibility barriers on the institution’s campus nor are the recommendations a substitute for legal counsel.
Create a strategic plan for accessibility (and enforce it)

Faculty Development (beyond the technology)

Qualified Instructional Designers

Design and Development Processes and Procedures

Ongoing Reviews and Maintenance
The solution is designed to identify barriers within eLearning courses. This solution results in course and institutional level reporting of barriers along with recommended remediation approaches. Targeted course creation training is included to provide a barrier-free eLearning experience for individuals with disabilities.
Simple First Steps to Making Content Accessible

Use descriptive headings to organize content

Don’t use font styles alone to indicate importance

Add alternative (alt) text to images

Make links descriptive

Use lists over tables when possible

Include descriptive captions to videos

Format files to be accessible

Tag PDF files

Provide students clear expectations, instructions, and direction for all assignments and tests
For more information...

Blackboard Accessibility Imperative

eLearning Accessibility Planning

Drexel University Online case study

Global Accessibility Awareness Day webinar series – May 18, 2017
Additional Resources:

- Higher Education Accessibility Resource Center
  https://nfb.org/higher-education-accessibility-online-resource-center

- California State Accessible Technology Initiative:
  http://www.calstate.edu/accessibility/

- University of California Electronic Accessibility Policy:
  http://www.ucop.edu/electronic-accessibility/initiative/policy.html

- The Ohio State University Web Accessibility Policy:
  http://ada.osu.edu/resources/webaccessibilitypolicy.pdf

- Temple University policies:
  https://temple.edu/about/temple-university-accessibility-statement

- University of Minnesota Accessibility Policy:
  http://accessibility.umn.edu/umn-policies.html
Contact Information

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Drexel University Online  
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Sharon Krevor-Weisbaum, Esq.  
Managing Partner,  
Brown Goldstein Levy  
skw@browngold.com

Scott Ready,  
Principal Consultant,  
Blackboard  
scott.ready@blackboard.com
Questions?
BbWorld Sessions are posted – We have an accessibility track!
http://bbworld.com/bbworld/sessions/

Filter by theme, “Fostering Inclusive Education”
Attachment III

OLC Fellows and Committees End-of-Year Reports
## Online Learning Council

*Town Hall III*
*23 May 2017*

## Table of Contents

1. Accessibility Committee
2. Emerging Technologies Committee
3. Professional Development Committee
4. Student Support and Engagement
5. Teaching Across Geography Group
6. Online Learning Council Fellows
Accessibility Committee’s Original Purpose (July 2012)

The Accessibility Committee’s Original Purpose (July 2012), supported the OLC Mission; to “develop, demonstrate, and share strategies that will have positive and lasting impact on the design, delivery, and outcomes of Drexel’s online, hybrid, and enhanced face-to-face courses,” by focusing on elevating Drexel faculty and administrator awareness of the critical areas of accessibility, usability, and readability for all Drexel students in online, hybrid, or enhanced F2F courses.

Accomplishments 2012 to Date

The Committee provided, over the years, easy-to-follow and readily-implementable steps, processes, and procedures (with professional guidance and support) for practitioners to make their courses more accessible, usable, and readable – for all students.

Purpose

• Restructured to meet the dynamic needs of Drexel University’s On-line presence
• Serve as the information and resource center for all work related to and promoting accessibility
• “One Stop” for Faculty and Staff utilizing the INSPIRE website

Composition - Desired

• Director of the Office for Disability Resources
• Faculty representative from each Drexel University College and School
• Instructional designer from each Drexel University College and School
• Drexel University Students who are Receiving Accommodations

Organization

• Monthly virtual meeting
Academic Year 2016-2017 - Goals & Progress

The Emerging Technologies Committee was formed in October 2016.

Generate a detailed research report on Learning Management System (LMS) Third Party applications in use at targeted technology-leading, US-based institutions (Such as: Arizona University, University of Miami, & Miami Dade College).

Create technology-related Pilot podcasts of interviews with our Drexel experts for multiple uses of audio-visual snippets as a resource in future Third Party LMS (Blackboard) applications.

2017-2018 Future Goals

- Engage key stakeholders in actively sponsoring diverse Podcast recordings
- Organize a system for staff to pilot 3rd party applications in LMS (Blackboard)
- Report ET Committee findings to Online Learning Council (OLC) Fellows
- Report ET Committee findings from piloting on OLC's INSPIRE website
2016-2017 Committee Activities

- **Fall 2016** – New Co-Chairs were identified
- **Winter 2016** – Committee Convened and realized our charges were being duplicated by other Drexel committees
- **Spring 2016** – a new Committee Structure was identified and additional members were recruited

2017-2018 New Committee Structure

- One representative from every other Committee operating under the auspices of the Online Learning Council
- At least 1 Online Learning Council Fellow
- At least 1 Assessment Fellow
- A representative from the Instructional Design Team
- A representative from Information Technology
- At least one member of the Committee should be tenured/tenure track, at least 1 representative should be a Teaching faculty and at least 1 should be an Adjunct faculty

The initial charge to this new Committee should be to locate, identify, correlate and describe all on-going professional development opportunities involving technology-enhanced educational delivery or Drexel campuses. Once this is accomplished, the Committee should work with existing committees and other academic entities to facilitate the organization and enhance awareness of these activities throughout the University community. In addition, the Committee should provide a representative to the proposed University Advisory Committee on Faculty Development.
2016-2017 Committee Activities

• Focus was on increasing registrations, initial login rates, and time in event for Test Drive.
• An overview video was developed and launched designed to provide best practices; showcase different features of the LMS; and orient test drive participants to the online space. Currently working FB Ad to increase visibility.
• The new mobile responsive app was successfully embedded within the Test Drive.
• Infographics and videos to aid with the application process were developed.
• Data and feedback continues to be reviewed to solution against pain points, challenges, and opportunities expressed by participants.
• The Ambassador program is now 100+ strong.
• The Digital Drexel Dragon Days program toolkits included networking, time management, library research, and work/life/family/school balance.

Content Development

• Technical
• Administrative
• Student support
• Career
• Library skills
• Onboarding

College/Department Involvement and Feedback

• Collaborate with Online Advisors Group (EMSS)
• Demo DUO Online Orientation and Test Drive
• Develop synergy among existing onboarding efforts
Grow Participation
- Grow Representation Across Colleges Impacted
- Monthly Meetings
- Creation of Listserv

Increase Awareness
- Position Paper
- Video Vignettes
- Best Practices Document

Create a Paradigm Shift
- Use TAGG Approved Common Language to Gain Access
- Types of Meetings and Events Accessed

Grow Participation
- Grow Representation Across the University
- Bi-monthly Meetings
- Expansion of Listserv

Bolster Awareness
- Disseminate Video Vignettes and Best Practices Document
- Develop Professional Learning Activities for Faculty Interested in Online Participation/ Facilitation of Meetings and Events

Support a Paradigm Shift
- Continue to use TAGG Approved Common Language, along with Best Practices Document, to Gain Access to and Support Facilitation of Online Meetings and Events
Goals for Next Year

- Continuing faculty and staff development
  - Essentials for online teaching
  - Advanced online pedagogy and online course development
- Quality training, mentoring, consultation, and course reviews
  - APPQMR workshops
  - Peer and master quality matters training
    - Internal course reviews
  - INSPIRE website for Fellows consultation
  - DUCDEC reviews
Attachment IV

OLC Fellows End-of-Year Report
The Online Learning Council (OLC) Fellows support the University’s mission as an institution of higher learning that meets the needs of a rapidly growing industrial society. Since its inception, the Fellows have been an integral part of Drexel’s transformation to provide cutting-edge online and technology-supported educational opportunities to students.

The Online Learning Council (OLC) was envisioned in 2009. The mission of the Online Learning Council is to inform and enhance the academic experience that Drexel faculty and students enjoy, particularly with respect to the ways in which the infusion of technology and advanced pedagogies can support that achievement.

As faculty representing a range of academic disciplines who are also trained in best practices in online course design and advanced pedagogy, the Fellows provide professional development and mentorship for interested faculty, staff, and academic units. The work of the OLC Fellows typically includes activities such as consultation, advisement and mentorship regarding the online teaching environment and online and blended course reviews to assure and improve
online course quality. These services are customized according to faculty preferences/needs and may be used at any point in the course life cycle (planning, developing, delivering, reviewing) and faculty life cycle/status (full-time, part-time, new, experienced), as well as to meet academic unit needs.

Academic year 2016-2017 saw changes in the structure and processes associated with the Online Learning Council as an organization, as well as across the University. The annual work of the OLC Fellows reflects the ever-changing technological, academic, and cultural institutional environment of our transforming University. As part of the 2016-2017 strategic initiative aimed at supporting online educational efforts at Drexel University, the OLC Fellows have promoted institutional transformation through program development and delivery, training, consultation, planning, outreach, and support efforts Online Learning Council and its committees. This report provides a summary of this work.

Training and Development

The Fellows planned, facilitated and presented at numerous workshops and brown-bag sessions across the university as well as online addressing topics as requested by faculty within individual colleges/schools. These are summarized in Table 1.

Table 1. OLC Fellows workshops and presentations
Total Offerings Conducted 2016-2017

Number of Planned workshops: 37

Number of Recorded Workshops: 15

Number of attendees (in person or attending online): 77

The recorded sessions are archived as an on-going resource and as part of the OLC’s efforts to support accessibility in professional development as well as course design. In addition to the formal presentations and workshops described above, the Fellows have been engaged in extensive intra-college training and development efforts. These efforts include personal training for faculty, program consultations and training, and college support efforts.

Course Design Review Instrument Training

To encourage broader understanding of the QM Rubric, four quarterly workshops on the “Applying the Quality Matters Rubric” (APPQMR) were held (one per quarter) adding 36 trained participants among Drexel University’s faculty and staff. Quality Matters (www.qualitymatters.org) is a nationally recognized non-profit organization that promotes quality assurance in online course design. These best practices are associated with increasing student retention and faculty satisfaction with online teaching and have become increasingly...
important to accreditation bodies. The OLC supports faculty in becoming familiar with best practices in quality online course design, by leading these foundational courses.

Consultation, Course Development, Delivery and Course Design Review

The OLC launched at the Faculty Fellows program at the inception of the 2012-2013 academic year, with the goal of instituting a high quality and collegial course review process. The Drexel University Course Design Review Program includes options for self-review and peer review using the Drexel University Core Design Elements Checklist or the Quality Matters Rubric. Focusing on continuous quality improvement, the program incorporates the key components of confidentiality, collegiality, and peer support. Faculty participation in this is voluntary.

An evaluation of faculty consultation requests yielded a broad list of issues, skills, and forms of development that faculty self-identified as areas for growth and improvement, including: online course design, more effective course learning outcomes, student engagement, technology-supported teaching, online pedagogies, new technology tools, ongoing course development, and many other issues related to online teaching and learning. In attempting to capture the volume of informal consultation requests, the OLC Fellows found that the requests were too numerous and varied to quantify.

This trend seems to demonstrate the highly regarded reputation of the OLC Fellows and the full integration of the Fellows’ role into all aspects of online education across the University.

Institutional Initiatives

Accessibility

The OLC Fellows have been actively involved in promoting accessibility University-wide. In addition involvement in several major college accessibility initiatives and offering a faculty development workshop on how to make content accessible for all learners, including those with disabilities, Fellows have been instrumental in training graduate and teaching assistants to support faculty in implementing and strengthening online course accessibility. Furthermore, it is anticipated that there will be a University Advisory Committee (UAC) on Accessibility in which the OLC hopes to participate.
Online Faculty Training

Faculty Training

OLC Faculty Fellows developed two new courses for all faculty and staff interested in learning more about online teaching: the Essentials of Online Teaching and Advanced Pedagogy of Online Teaching. Both of these courses will be facilitated by Fellows and are planned to be offered each once per quarter next year. The first course offered in the Spring Quarter saw an interest of 69 faculty and staff but only 40 were accommodated in the initial two cohorts.

Committees

OLC Fellows participate on a wide range of committees around the University. They play a supporting role by providing consultation and perspective. These committees include: the OLC Student Support and Engagement Committee, the OLC Professional Development Committee, and the OLC Teaching Across Geography Group (TAGG) Committee.

College Initiatives

The OLC Fellows made great strides in supporting the uniqueness and directions of each college. Below is a summary of some of the major work that was done in 2016-2017 in support of and collaboration with several of the Colleges and Schools.

Preliminary Plans for 2017 - 2018

Dornsife School of Public Health

Workshops for the 2017-2018 Academic Year will be more closely aligned with the Quality Matters 8 Standards for online course design. The goal is to increase our faculty’s depth and breadth of understanding around online course design. We hope to lower barriers to designing online courses; and to ensure new courses meet the level of excellence we currently achieve with our face-to-face offerings.

Center for Hospitality and Restaurant Management

The small Center for Hospitality and Restaurant Management is active with Online Learning. Among the accomplishments, the migration of Online degree programs, to mimic the look and
feel, including College-specific requirements of impending moves such as Sport Management to LeBow and Food Science to CNHP. Additionally, an Assistant Professor, new to online learning, was oriented to that mode of teaching via the Essentials for Online Learning Course now being mentored by the Online Fellow in his College producing his first online course. A number of informal and formal consultations, exploration of new technologies and pedagogical troubleshooting occurred throughout the year. Faculty attended multiple development opportunities via Quality Matters offerings and campus wide opportunities.

College of Nursing and Health Professions

In the College of Nursing and Health Professions, a Faculty Learning Community (FLC) was developed to support online teaching. The FLC is open to all faculty who teach in CNHP and administered by volunteer faculty members. The CNHP FLC concept was presented nationally at the AACN Master’s Conference in February, 2017. An article based on the FLC is pending journal review.

The “Raising the Bar” Professional Development series continued this year with offerings held one per quarter throughout the year delivered via webcast and face to face. Attendance this year has been as high as 118 virtually and as low as 15. One final offering for this year will be held on October 17th entitled, “New Tools and Technologies to Enhance the Technology Enabled Classroom at Drexel”. The Raising the Bar series will continue next year again with quarterly offerings the goals being to increase student/faculty engagement and enhance pedagogical understanding in this online space.

Three courses were formally requested and completed thorough the Fellows Course Review Program, using the Quality Matters (QM) rubric. All three courses finished the reviews having met the QM standards. Informal course reviews in preparation for these Drexel Wide QM Reviews continue to take place within the College. Additionally, a QM workshop was held to increase faculty understanding with regard to the QM rubric and how to meet the QM standards in courses. Faculty obtained practical experience adapting actual courses with regard to the QM standards during this workshop.

Finally, to augment the leading library available from DUO, a lending library was established for faculty on the Center City campus. Books received from the OLC Speaker Series during 2016-2017 DUO were collected and are being used for this purpose.

College of Arts and Sciences

COAS faculty have been frequent participants in OLC town halls, lectures by visiting scholars, and pedagogical workshops. COAS faculty have also requested course reviews from the OLC and faculty and staff received training in online course design via the Applying the Quality Matters Rubric workshop. The COAS Faculty Fellow also completed the APPQMR and QM Peer
Reviewer courses and participated in reviewing courses, formally and informally, across the college and university. Next year the Faculty Fellow will become a QM Master Reviewer.

Across the University, faculty also are encouraged to think creatively about how online course components may strengthen student learning and engagement. In conjunction with the Deans Office and Instructional Designers, the OLC in 2017-18 plans, among other programming, a forum for COAS department heads and interested faculty to showcase innovative tools and course design opportunities—for example, building in readings, responses, interactive exercises or group work via tools such as library course reserves, Discussion threads, Voice Threads, journals, and Collaborate/Zoom sessions—that may be thought-provoking and productive for fully online and hybrid courses, but also may be equally successful when folded into the Bb Learn sites for face-to-face courses. Such online course components also add value to off-site programs (for example, study abroad) to encourage student exchange and reflection.

**College of Engineering**

**QM Certification (2016-2017):** The faculty, staff, and doctoral students of the Project Management program within the College of Engineering were introduced to and there were three applicants: 1 Faculty, 1 Staff, and 1 Doctoral Student, during the year who applied to attend the APPQMR Workshop. The staff member successfully completed the course in Spring 2017. As a result, awareness and interest in the QM Workshops has risen among the program personnel, and more applications and completions can be expected during the 2017-2018 Academic Year.

**Upgrading of Course Quality (2016-2017):** Four courses within the Project Management Program have been reviewed by the College Fellow to align with and meet QM Rubric Standards. Those courses are PROJ525: E-Tools for Project Management; PROJ403: Essentials of Project Leadership and Teamwork; PROJ535: International Project Management; PROJ603: Project Leadership and Teamwork.

**Potential for Internal Course Reviews (2017-2018):** Subject to funding, new courses are expected to be developed in the Project Management undergraduate and doctoral programs during the 2017-2018 Academic Year, and the Director of the Project Management Program has indicated strong interest in have these potential courses reviewed by OLC Fellows for alignment and online quality.

**Kline School of Law**

At the Kline School of Law, much of 2016-2017 was spent increasing the profile of and enrollment in our fully-online Master’s of Legal Studies (MLS) degree program to great success. We increased our concentration/certificate offerings to include Financial Regulatory Compliance and Cybersecurity and joined in partnerships across the University for
interdisciplinary offerings, including programs with CNHP, the Close School and the School of Education. Our MLS program was just ranked #3 in the country among law schools offering online Master’s degrees. We also continue to be a leader in offering online courses at the JD level, adding two new courses and several new faculty members this year. Several of our adjunct faculty members were trained this year in APPQMR. We participated in Drexel QM reviews and presented on Creating Assessible Learning Objectives at the Dornsife School’s workshops and to our own adjunct faculty at a Continuing Law Education offering.

In the upcoming year, we will focus on ensuring a consistent, rigorous and uniquely engaging experience for our students in all online courses across the curriculum and, importantly, increasing accessibility. If the Essentials of Online Teaching Course is offered at times our new faculty may enroll, we will offer enrollment to our new online faculty members.
Attachment V

OLC Draft Calendar 2017-2018
2017-2018 CALENDAR

FALL QUARTER
16 SEP 17-16 DEC 17

September

22nd 10:00 Executive Steering Committee Meeting I: Fall Quarter Meeting
TOPICS: Upcoming Fall Quarter Activities: Town Halls I & II and
OLC National Speaker Agenda

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

October

3rd Town Hall I: Presentations Virtually Inspired: Showcasing Online Learning Innovation
http://virtuallyinspired.org
Dr. Susan Aldridge and Marci M. Powell
0930-10:30 Presentation and Q&A: Behrakis Grand Hall
10:30-11:00 Reception: Behrakis Grand Hall

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

November

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

December

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs
WINTER QUARTER
8 JAN 17-24 MAR 18

January

16th  OLC Committees and Fellows Fall Quarter Reports due to Patrick.Jones@drexel.edu

19th  10:00 Executive Steering Committee Meeting II: Winter Quarter Meeting
        TOPICS: Review Fall Quarter Activities: Town Hall I, Town Hall II
                  Review Upcoming Winter and Spring Quarter Activities: Town Halls III & IV
                  Review reports of the OLC Committees
                  Discuss & Make Decisions on OLC Committee Recommendations

25th  OLC National Speaker: Dr. Gardner Campbell
        09:30-10:30 Presentation (Mitchell Auditorium)
        10:30-11:00 Reception (Bossone Lobby)
        https://english.vcu.edu/person/gardner-campbell/
        http://www.gardnercampbell.net/blog1/

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

February

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

March

TBD  Town Hall II: UPick5 Speed Dating Presentations
        9:30-11:00 UPick5 Presentations: 3rd Floor Atrium, Bossone Center

TBD  Drexel e-Learning Conference
        Organized by Drexel University Information Technology
        OLC members are encouraged to support and attend

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs
SPRING QUARTER
2 APR 18-16 JUN 18

April

**TBD**  Town Hall III: Research and Project Presentations
*Faculty, Staff, Student Presenters and Discussants*
Time: TBD
Location: Fully Online

6\textsuperscript{th}  OLC Committees and Fellows **Winter Quarter** Reports due to Patrick.Jones@drexel.edu

20\textsuperscript{th}  10:00 Executive Steering Committee Meeting III: Spring Quarter Meeting
**TOPICS:**
Review Winter Quarter Activities: Curtis Bonk Residency and Town Hall II
Review Upcoming Spring Quarter Activity: Town Hall III
Review reports of the OLC Committees
Discuss & Make Decisions on OLC Committee Recommendations

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

May

**TBD**  OLC Committees and Fellows Annual Reports (2 PPT slides) for Town Hall IV due to
Patrick.Jones@drexel.edu

**TBD**  Town Hall IV: OLC Committee End-of-Year Reports
**TIME:** TBD
**LOCATION:** Online

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

June

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs
SUMMER QUARTER
25 JUN 18-8 SEP 18

July

12th 10:00 Executive Steering Committee Meeting IV: Summer Quarter Meeting
TOPICS: Review Spring Quarter Activity: Town Hall IV
Review Upcoming AY 2018-19 Activities
Review reports of the OLC Committees
Discuss & Make Decisions on OLC Committee Recommendations

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

August

VARIOUS: OLC Fellows and Committee meetings as scheduled by co-chairs

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