**ISIT Committee** (Materials: <https://committees.kccd.edu/bc/committee/isit> )

October 2, 2017

Collins Conference Center, 3:30 – 5:00pm

Note taker: Erin Miller

Attendees:

**Minutes**

1. Presentation of District Technology Master Plan – Moser
	1. (Postponed; Gary Moser not in attendance due to technical emergency at the district office.)
2. Review and Approval of Minutes from September 11th meeting

*(ISIT Minutes 9-11-2017-unapproved.docx)*

1. Mike Westwood motioned; Kurt Klopstein seconded; unanimously approved.
2. Vote on Committee Goals - Marquez

*(2017-2018 ISIT Committee Proposed Goals.docx)*

Reviewed, edited, and added additional goals at September 2017 meeting. Carrying over two from last year.

1. Review and prioritize technology requests from the Annual Program Review process and evaluate and assess the new prioritization process.
2. Promote and communicate technology-related accessibility training and awareness across our campuses.
3. Review, evaluate, and summarize themes from the student and staff annual technology surveys and communicate the information to the campus.
4. Ensuring ISIT Committee members are versed on accreditation as it relates to standard 3C (Technology) and disseminating that information in their reports back to their departments.

ACTION: John Giertz emphasized the importance of developing measurable ways of evaluating the new charge in d. found above. The group discussed, and in order to ensure information reaches faculty and staff within each department, we agreed as a committee that members will email departments regarding updates, including attachments/links from ISIT, copying the committee chair and co-chair, so that we can log these on our committee website.

Motion made by Erin Miller; seconded by Kristin Rabe; unanimously adopted.

1. Academic Technology General Updates –Jones
	1. Matt Jones updated the committee on technology workshops. Trainings on Canvas modules and self-pace lessons, as well as other workshops, occur regularly throughout the semester, and the schedule can be found at <https://www.bakersfieldcollege.edu/employees/professional-development/workshops>
	2. Register for the workshops by clicking on the workshop of choice.
	3. Find training videos here <https://www.bakersfieldcollege.edu/academictech>.
	4. Upcoming workshops include the following:
		* Closed captioning workshops
		* 3D printing workshop
		* Online intermediate canvas course
	5. The Academic Technology Department offers individual as well as departmental trainings.
	6. Workshops run every 4 to 6 weeks, depending on attendance, and professional development invitations are sent to faculty and staff via email.
	7. All intermediate trainings occur online, but Tracy Lovelace can provide individual, in-person training as well.
2. Technology Support Services General Updates – Rabe
	1. Banner 9 update

(<https://kccd.sharepoint.com/sites/groups/banner9upg/SitePages/Home.aspx> )

* Banner 9 should go live sometime in summer of 2018; may not be pivotal to everyone here. Will keep us updated.
	1. Document Imaging Update
* Phase 1 is going live by January or February 2018, initially impacting transcripts, advising, counseling, etc.
* Tech is working with A&R in order to mainstream A&R and counseling relations and transcripts.
1. Accessibility Presentation – Terri Goldstein, DSPS –
2. Teri Goldstein will present regularly regarding accessibility. Goldstein’s presentation can be found on the ISIT committee page under supporting documents.
3. The [Accessibility Task Force](https://committees.kccd.edu/committee/accessibility-task-force) holds monthly meetings in L149, and meetings are open to faculty and staff wishing to attend. <https://committees.kccd.edu/committee/accessibility-task-force>
4. ISIT members please make departments aware of this monthly meeting.
* Chaired by Terri Goldstein
1. Faculty Must Be Aware of the Following:
* All videos MUST have captions even if captions are not requested in a particular class. Faculty have a legal responsibility to have videos captioned even if no students request accommodations. The material should be accessible to all without having to request accommodation.
* Department Chairs and faculty can find the Accessibility Pamphlet on the committee websites for ISIT under supporting documents.
* Canvas runs in an accessible format, but faculty MUST make materials added to Canvas accessible, including, but not limited to, the following:
* Captioned videos.
* PDFs must be made audibly readable by either first composing a document in Word and then converting it to PDF or by exporting scanned PDF articles to Word and then resaving them as PDF. Please contact Tracy Lovelace or Matt Jones to ensure your documents comply.
* Individuals can download software from 508 that audibly reads pdfs.
* Articles scanned into pdf have to go to DSPS to be made audible if the other means do not work.
* Goldstein requested that Kristin Rabe inform departments to request funding for interpreters, captioning etc., in Program Review.
* For example, if faculty want an article scanned to audio, captioning, or checking our websites for accessibility, funds requested in Program Review can help demonstrate the need.
* Reminder: via a YouTube account, one can upload a video, and YouTube will caption with about 75% accuracy. Be sure to follow copyright laws and to correct the 25% of errors within the captioning.
* YouTube has a function that pauses the video while the captioner types, ensuring typing keeps pace with the video during captioning.
* Captioning must include info about “music playing” or “loud knock”, etc.
* The Academic Technology Department currently offers a video captioning workshop.
* For faculty teaching Canvas courses, check to see if OEI online course rubric covers DEF in order ensure the course is accessible.
1. Key aspects of laws regarding accessibility and accommodation
* Law requires that all modalities employed by faculty be equally accessible to all students.
* Accessibility is central to equal rights, campus diversity, and improved pedagogy.
* College applauds faculty embrace of emerging technologies, but emphasizes that this must encompass accessibility. Electronic textbooks and activities must be accessible to all.
* For example, do electronic texts provide access compliant to ADA? If the textbook requires an online activity, can the visually-impaired navigate the assignment, etc. Check with the publisher.
* Students must have the opportunity to participate equally, the opportunity to achieve equally.
* Texts and technology incorporated into courses must equally integrated, allowing for independence and self-sufficiency.
1. DSPS offers several trainings to help faculty and staff ensure accessibility. See professional development workshops.
2. ADA and Rehabilitation Acts 504 and 508 emphasize increasing access so less accommodation is required. Faculty should design courses and choose materials based on equal access and opportunity for equal success, so that fewer accommodations are required. <https://committees.kccd.edu/committee/accessibility-task-force>
3. 504 emphasizes accommodation.
* Accommodations addresses individual needs not met through accessibility.
* DSPS makes material accessible through accommodation to the individual.
* If something doesn’t work for a student, we fix it for the student. For example, if a publisher tells a faculty member an e-book is accessible to the blind, and it turns out not to be the case, we will create an audio version of the book; we provide interpreters for the deaf, etc.
* We accept federal money and have a legal obligation to accommodate students with disabilities.
* So, 504 begins where 508 ends. For example, the electronic book described above wasn’t accessible, even though it should have been, so DSPS accommodates.
1. 508 emphasizes accessibility. It applies to all of us because state laws say we have to provide accessibility to technology as well as electronic accessibility—access must be available for all regardless of accommodation or disability, even if no one in class needs it.
* Addresses the infrastructure that allows access.
* This law emphasizes the following: creating accessible software, web sites, videos, and documents, as well as purchasing accessible products.
* This is a campus-wide responsibility.
* 508 means that all modalities should be immediately accessible to students with no prior request needed. For example, pdfs, as mentioned above, must be electronically accessible with audio.
* If faculty use an emerging technology inaccessible to some, the faculty can recreate the assignment in other modalities to ensure accessibility.
* Faculty can contact DSPS to affirm a product is accessible before it is assigned to classes. While DSPS doesn’t have the resources to do this for all faculty, they do have an accessibility technologist, Elizabeth Burke.
* BC also has an alternative media specialist, Katrina Marques, to make materials accessible in class.
1. Committee discussed (this meeting and the last) the lack of financial resources and support available to faculty to ensure accessibility. We discussed the need for a campus pool of money in order to fund interpreters for public events, etc., as well as to provide other support to faculty in order to ensure accessibility. We shouldn’t decrease events because of inaccessibility due to funds; we should advocate for the financial resources to adhere to the law.
2. If a department hosts an event and needs an interpreter, Michelle Begendik can arrange the interpreter if the department has funds and provides a FOPAL.
3. Oct 26th is Disability Awareness Day. DSPS hosts a student panel and exhibitors, including a presentation by Chuck Wall.
4. Faculty may not ask if a student is DSPS. Students can make themselves known to faculty.
* While faculty cannot ask individual students, they may choose to make a general statement similar to the following in class: “Bakersfield College offers a variety of learning accommodations through DSPS, a department devoted to empowering students to succeed. Students who think they may have dyslexia, ADD, ADHD, anxiety, depression, or other areas impacting their learning can contact DSPS to see if accommodations may be available. These accommodations can include, scribes, extended time for tests, quiet testing environments, audio books, etc. We all have different ways of learning, and I encourage you to embrace the resources available to you.” Faculty can also say “I’m noticing x, y, and z. Have you thought of it being related to a disability? If so, we have some support.”
* BC no longer provides learning disability testing. Therefore, students have to have pervious documentation from high school or another educational institution. They may also have documentation from psychologist or from our Health Center for anxiety. This can help them get accommodation.
1. Faculty are not required to provided extended due dates for assignments as an accommodation. There is a difference between providing additional minutes/hours during an exam and postponing assignments. Accommodations do not include late-assignment extensions. Students with DSPS have to keep up with due dates.
2. DSPS provides students 2 hours of tutoring per class a week for students in order to help.
3. Service Animals: 2 types exist: service animals and emotional support animals. Service animals are working animals, guiding, for example, someone who is blind or reminding someone to take medication.
* The only question faculty and staff can legally ask regarding service animals is the following: “Is this a service animal because of a disability, and what service does it provide?” While this question may be legally permissible, disclosing the service the animal provides may be tantamount to disclosing the disability, so some on the committee urged against asking this question. If it’s an emotional support animal, it’s passive; the dog isn’t doing anything. In those cases, they need to go to DSPS with the emotional support animal, and it will be on their accommodation. We have ensure we adhere to law. We are on the side of being generous and allowing people to bring animals to campus. Emotional support animals may not have all the training of a service dog, and at any sign of misbehavior, the animal must leave campus. Animals don’t have to wear a vest or have documentation or special licensing. Supposed to have shots according to county.
1. Accreditation Standard III.C.1 – Presentation and Discussion – Rabe
	1. Consists of 4 Parts
	2. Sub-Committee on accreditation drafted and edited ISIT’s initial accreditation standards, posting them on the ISIT committee website for review, allotting time at each monthly meeting to review and edit them as an entire committee.
	3. This first under review is Standard III. C1: “Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services. “
	4. John Giertz inquired about redundancy of standards with associate and baccalaureate degrees in regards to ISIT’s role given that we support both degrees in the same manner. Rabe explained that some of accreditation documents respond to particular standards, and we want to demonstrate our support of both degrees.
	5. Kirk Russell asked where in these forms ISIT can identify college vs. district deficiencies, so we can distinguish where an issue originates and who can resolve it and how.
	6. Rabe confirmed she will posts drafts of all standards applicable to ISIT for accreditation on the committee website, so we can review them in context of each other.
	7. We only have to answer specific questions for accreditation.

ACTION: email Todd and Richard if you have suggested changes to this particular standard.

Dismissed.