

OAA Co-Chairs Meeting
May 7, 2013
WD 407

Agenda

I. **Approval of minutes from April 5, 2013 meeting**

II. **Items from Honors Committee (see attached items)**

A. Honors Program Admission Guidelines

B. Honors Course Proposal Procedures

C. Honor Course Proposal Flowchart

D. Honors Course Proposal Form (checklist)

These items are up for approval.

III. **Revised item from Distance Learning Student Success Task Force (see attached) – mentoring recommendation (revised per feedback from OAA Co-Chairs Committee)**

This item is up for approval.

IV. **Item from Academic Rules and Procedures Committee – Policy 5-08 and Procedure 5-08(D)**

This item is up for approval.

V. **Procedure 5-13 (A) – Academic Calendar Committee**

This item is up for approval.

VI. **Item from Assessment Committee (see attached proposal)**

New software

This item is up for approval.

VII. **Service Learning Proposal and Rubric**

This item is up for approval.

VIII. **iPad Proposal – Tom Erney (see attached summary)**

IX. **Dr. Jack Cooley – updates**

X. **Items for discussion**

A. Meeting schedule for 2013-2014 academic year

B. Details of implementing recommendations – necessary for OAA
Co-Chairs to approve?

XI. **Announcements (from Darrell)**

A. Reassigned time for 2013-2014 for OAA Committee Co-Chairs

B. Re-org committee volunteers – 4 volunteers; focus will now be on ways to elevate programs and program coordinators/leads, than on the number of academic divisions, departments, etc.

C. Liaisons between AtD and OAA Committees

- Curriculum
- Academic Rules and Policies
- Tenure & Promotion Process

D. OAA Co-Chairs Committee coordinator (faculty fellow) position for 2013-2014?

E. Shared Governance model going to Board of Trustees – “Faculty Council”. Cathy Caudill will work to move items through process to Policy Council (when necessary) and to President and Board of Trustees

Summer meeting schedule – TBD

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OAA Co-Chairs Meeting
April 5, 2013
WD 404
UNAPPROVED MINUTES

In attendance: Judy Anderson, Crystal Clark, Deb Dyer, Mary Insabella, Scott Laslo, Tracy Little, April Magoteaux, Becky Mobley, Eric Neubauer, Ann Palazzo, Antoinette Perkins, Jack Popovich, Gilberto Serrano, Jackie Teny-Miller, Adele Wright.

Ex-Officio: Darrell Minor (OAA Faculty Committees Coordinator); Adam Keller (CSEA)

Guests: (Faculty serving on the Faculty Governance Committee) - Paul Carringer, Ingrid Emch, Paul Graves

I. Approval of minutes from February 28, 2013 meeting

Meeting minutes from February 28 were reviewed.

Motion to approve: Judy Anderson; Second: Tracy Little. **The motion carried.**

The approved minutes will be posted to the Blackboard site.

II. Items from Curriculum Committee (**attachment – Recommendation #1 – COLS 1100 Curriculum**)

A. COLS 1100 curriculum

Rationale:

The curriculum and course materials provided did not reflect traditional classroom structure. Faculty reported to the OAA Curriculum Committee that topics did not clearly follow the structure of the textbook and that the syllabus was disjointed.

In the agreement for the approval of the COLS 1100 course, it stated that the course will be developed by Faculty. While the OAA Curriculum Committee is aware that faculty worked on a task force to develop the course, we are not confident that the final documents and syllabus accurately reflected faculty input. Specifically the syllabus and readings were not presented in a consistent and logical way to be best utilized in the classroom, or that allowed for construction of lectures and presentations that reflected course content.

Recommendation:

To ensure that the content is developed and maintained by Faculty; there will be established a standing Faculty Committee with equal representation from A+S and C+T, along with one member from the OAA Curriculum Committee, hereby referred to as COLS1100 Faculty Oversight Committee. The COLS1100 Faculty Oversight Committee will also be responsible for, and have the corresponding

authority, for the COLS1100 curriculum, content and continual improvement review. The COLS1100 Faculty Oversight Committee will direct Advising in the implementation of the COLS1100 course content.

Motion to approve: Adele Wright; Second: Eric Neubauer. **The motion carried.**

B. Staffing of COLS 1100 and 1101 courses (See attachment – “Proposed Recommendations for Course Assignments for COLS 1100 and 1101”)

The COLS 1100 Advisory team came up with some procedures for staffing back in November of 2012. There was a question at the time about whether or not the new staffing procedures would violate the first right of refusal of full-time faculty to teach the course that was part of the requirements to approve the course by the OAA Curriculum Committee.

Please note, the new staffing procedures from November 2012 have never been implemented and staffing has corresponded with FT Faculty first right of refusal to teach the course. Even with the first right of refusal in place there was some need to clarify how Full-time faculty are staffed, along as when staffing can be opened up to advisors, adjuncts, number of courses that can be taught etc.

The COLS Advisory Team which consists of both members of Advising and faculty recommended that the new staffing procedure be reviewed by the Faculty Union/CSEA and the OAA Curriculum Committee that originally approved the course, in order to clarify the first right of refusal policy.

The OAA Curriculum committee requested that the COLS 1100 Advisory team publish their staffing procedure at the last OAA Chairs meeting. That was an important step in the process - but I realized that we (OAA Curriculum and CSEA) needed to look at the staffing procedure recommendations closely.

The following item is up for approval by the OAA Co-Chairs: An updated COLS 1100/1101 staffing procedure that is being recommended by the OAA Curriculum Committee. Upon approval by the OAA Co-Chairs, it will need to be reviewed by the COLS 1100/1101 Advisory Team and CSEA (due to an existing MOU on the issue).

Amendments suggested per discussion by the OAA Co-Chairs include:

- Change item 4a to read: “COLS 1100 - The assistant director of Advising Services has the right to reject part-time instructors who are deemed not qualified to teach the course, and full-time faculty who do not complete the COLS 1100 training.”
- Change item 4b to read: “COLS 1101 - The chairperson of Developmental Education has the right to reject part-time instructors who are deemed not qualified to teach the course.”
- Change item 4c to read: “Changes must be based on legitimate student complaints.”

Motion to approve, subject to the above amendments being made: Mary Insabella; Second: Antoinette Perkins. **The motion carried.**

C. Dual Enrollment (see attachment – draft Policy on Dual Enrollment)

A draft policy for the College Policy and Procedures manual is being recommended.

Amendment suggested per discussion by the OAA Co-Chairs includes:

- To clarify in item (4) that faculty are ultimately responsible for overseeing their programs, the language should be amended to read: "The Office of Dual Enrollment and the Office of Academic Affairs, **working closely with faculty within the respective programs**, will establish procedures to administer this policy. A Dual Enrollment Procedure Manual is available through the Office of Dual Enrollment."

Motion to approve, subject to the above amendment being made: Eric Neubauer; Second: Gilberto Serrano. **The motion carried.**

III. Items from Student Support Committee

A. Distance Learning Student Success Task Force recommendations

The Student Support Committee brings forward the following recommendations to support improved faculty development of those teaching distance learning courses.

Recommendation #1:

Each department is to be required to assemble a Peer Mentoring Committee, consisting of tenured faculty, in conjunction with the staff of the ITDL, to train and mentor all distance learning faculty (tenure-track and adjunct) within the department. Additionally, consistent records of completion of the required training are to be maintained by the chair and distance learning lead faculty within the department.

This item was tabled for now. Faculty should send any questions/concerns about this to Amy DiBlasi and Eric Neubauer.

Recommendation #2:

Every faculty member is required to complete, at a minimum, "BB9 101 Getting Started with Blackboard" to gain the basic skills in navigating Blackboard and its features.

Amendment suggested per discussion by the OAA Co-Chairs includes changing Recommendation #2 to read: "Faculty who have not yet taught a distance learning course at Columbus State, and all newly-hired faculty, are required to complete, at a minimum, "BB(101 Getting Started With Blackboard" to gain the basic skills in navigating Blackboard and its features."

Motion to approve, subject to the above amendment being made: Eric Neubauer; Second: Gilberto Serrano. **The motion carried.**

Recommendation #3:

Additional sessions should be added to the new faculty orientation agenda to include stronger emphasis on effectively teaching distance learning courses. This is to append the Proposal for Faculty Orientation & Training developed written by Rich James and reviewed by the OAA Faculty Entry, Training & Professional Development Committee.

Motion to approve: Deb Dyer; Second: Gilberto Serrano. **The motion carried.**

B. Testing Center Advisory Council

The Student Support Committee is unanimously recommending that the current Testing Center Advisory taskforce become a standing committee, with the following stipulations:

- 1) The committee includes a minimum of two faculty members for the A&S Division and two faculty members from the C&T Division; and
- 2) That at least two of the faculty members also be serving on one of the existing OAA faculty committees (preferably one from each division).

The decision to create a stand-alone, ongoing Testing Center Advisory Committee/Council with faculty membership and involvement will

- 1) allow the college to make informed decisions as to how best to meet the testing needs of both faculty and students given the resources available to it;
- 2) provide a structure within which Testing Center practices and related activities can be discussed and input provided by both faculty and staff;
- 3) provide a structure within which decisions can be made and recommendations provided by both faculty and staff regarding Testing Center practices, related activities, and resources, as well as any decisions and/or recommendations that could potentially affect changes in the policies and procedures of the college;
- 4) provide a model that will allow for significant faculty involvement in the evolving governance structure of the college, especially in the realm of oversight and communication among the faculty driven committees (such as the OAA Co-Chairs Committee) and other non-faculty driven college committees.

Recommendation: To make the existing Testing Center Advisory taskforce a standing committee, with the makeup of the committee as stipulated above.

Motion to approve: Ann Palazzo; Second: Deb Dyer. **The motion carried.**

- C. Distance Learning Student Success (DLSS) taskforce recommendations regarding Blackboard orientation for students (**see attachment – DLSS Task Force Recommendation**).

To approve the recommendations proposed by the Distance Learning Student Success (DLSS) Task Force regarding Blackboard Orientation for students **with the stipulation that there be an acceptable implementation process developed to ensure students comply with the Blackboard training requirements**, and that the Student Support Committee (or other applicable OAA committees) be consulted before any implementation process is put in place (or any further actions related to Blackboard Orientation for students).

Motion to approve the DLSS task force recommendation, subject to the above stipulation: Adele Wright; Second: Jackie Teny-Miller. **The motion carried.**

IV. Items from Instructional Success Committee (**See the attached document - "Blended Learning Taskforce Report"**)

- A. Change the term "hybrid" course to "blended" course at Columbus State to describe courses that have both an online component and an on-campus or onsite requirement.

Motion to approve: Gilberto Serrano; Second: Mary Insabella. **The motion carried.**

- B. Update Datatel to remove the "hybrid" course designation from the scheduling screens, so that scheduling personnel will select the correct "blended" option for courses meeting the definition.

It was noted that in the future, an "H" designation for a course could then be used to indicate that it is an Honors course.

Motion to approve: April Magoteaux; Second: Gilberto Serrano. **The motion carried.**

- C. Update the Blended Learning definition at Columbus State to read:

"A blended course is an online course with required real-time, face-to-face sessions. Blended course instruction is split between learning activities online and in a specified location, based on course content. To participate in the online portion of a blended course, a student must have basic computer knowledge"

along with access to a computer and the Internet. A student may use a computer at home, at a campus lab, a library, or elsewhere. The face-to-face sessions require meetings at dates and times specific to each different blended course. The face-to-face sessions may be held in a campus classroom, lab or at an external location, such as a clinical site for health-related classes."

Motion to approve: Ann Palazzo; Second: April Magoteaux. **The motion carried.**

V. Item from FETPD Committee (**See the attached documents – Faculty Professional Development Funds: Proposed Guidelines and Request for Professional Development Funds Information Form**)

For the 2013-2014 Fiscal Year, the College has budgeted \$250,000 for faculty professional development. The proposed guidelines provide for 90% of those funds (\$225,000) to be allocated to the departments, proportionally to the number of full-time, tenure-track faculty in each department (estimated to equate to between \$700-\$750 per faculty member). The remaining 10% of funds (\$25,000) will be held for discretionary use as determined or approved by the FETPD Committee.

Each department is responsible for establishing a committee of full-time tenure track faculty, elected by their peers from the department, to represent their peers in making decisions regarding the allocation of professional development funds for their department. Additional details are provided in the attachments.

Motion to approve: Antoinette Perkins; Second: Eric Neubauer. **The motion carried.**

VI. Announcements (from Darrell)

- A. Feedback to Teddi Lewis-Hotopp regarding the matrix (by April 12)
- B. Changes to Testing Center hours (**see attached**) - Student Support Committee
- C. (Feedback?) FETPD Committee is working with Rich James on developing a faculty website which will replace the print version of the Faculty Handbook.

VII. Faculty Governance Committee - Paul Carringer, Ingrid Emch, Paul Graves, and Lydia Gilmore

The Faculty Governance Committee is considering 3 generalized models. They are drafting a proposal to present to President Harrison. Regardless of the model, the Committee believes that:

- there must be a level of trust between all partners
- there must be some checks and balances
- there need to be some form of elections for the OAA Committees - faculty can't just be appointed to the committees
- there will need to be an ombudsman, faculty fellow, or something of that sort to coordinate the work of the committees
- there needs to be clarification as to how issues are brought to the OAA Committees
- there should be a standing day/time for OAA Co-Chairs meetings, so faculty can schedule courses around the set meeting times
- there needs to be a formal way to communicate to the campus community the recommendations made by the OAA Committees

The Committee is focused on using what is working well, and fixing what is broke. They will be conducting a survey in the near future, to get feedback from faculty about what specific issues may need to be addressed.

Adjournment: The meeting was adjourned at 12:10 PM.

Minutes taken by Darrell Minor



Honors Program Admission Requirements

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For incoming students...

Incoming students must meet **at least one** of the following criteria to be eligible to apply for admission to the CSCC Honors Program:

- An overall high school GPA of 3.5 or greater (on a 4.0 scale)
- In the top 15% of his or her high school graduating class
- Score of 25 or greater on the ACT
- Score of 1150 or greater on the SAT (Critical Reading & Math only)
- COMPASS math placement at the MATH 1150 level (or above) & COMPASS reading and writing scores of 94 or higher

For current students...

Current students must meet **at least one** of the following criteria to be eligible to apply for admission to the CSCC Honors Program:

- Completed at least 15 hours of **college-level** coursework with a GPA of 3.4 or greater both overall and in all **college-level** courses at CSCC
- Be nominated by a CSCC faculty member

Note: A current student that has not yet completed 15 hours of college-level courses may still apply to the CSCC Honors Program if s/he meets one of the admission criteria for incoming students.

-----DRAFT-----



Honors Program Admission Application

Personal Information

Name _____ Phone _____

Address _____ Email _____

City/State/Zip _____ Cougar ID Number _____
(if you have one)

Eligibility

Have you already completed at least 15 hours of **college-level** courses at CSCC? ____ Yes ____ No

Were you nominated by a CSCC faculty member? ____ Yes ____ No

If you answered **No** to both of the above, which of following criteria do you meet?

- An overall high school GPA of 3.5 (on a 4.0 scale) or greater
- In the top 15% of high school graduating class
- Score of 25 or greater on the ACT
- Score of 1150 or greater on the SAT (Critical Reading & Math only)
- COMPASS placement at the MATH 1150 level (or above) & COMPASS reading and writing scores of 94 or higher

Motivation and Goals

On a separate sheet of paper, please type your answers to the following questions (500 words maximum):

1. Why do you want to join the honors program at CSCC ?
2. What are your educational, career, and life goals? (Be sure to discuss your program of study at CSCC)

Certification & Records Release

By signing below, I agree to the following:

- I agree to maintain satisfactory academic progress as outlined in the Honors Handbook
- I authorize the Office of Admissions & Records to release my records to the Honors Program
- I certify that the information I have given is true to the best of my knowledge

*****DRAFT*****

_____ (sign)

_____ (date)

OSU**Is there a minimum test score or class rank/GPA to be considered for the Honors Program?**

There is no minimum set of requirements to be considered for the Honors Program. The profile for the class admitted to the Honors and Scholars Programs for Autumn 2012 is as follows:

Honors: ACT score range (middle 50%) - 30 to 33

Average high school class rank - top 8%

Scholars: ACT score range (middle 50%) - 27 to 30

Average high school class rank - top 15%

What are the requirements to stay in the Honors Program?

In order to remain in good standing in the Honors Program, you must maintain a minimum GPA of 3.4 (3.5 for some colleges) and complete six Honors courses (or equivalent courses) in your first 2 years at Ohio State.

Austin CC

All applicants should meet one of the following criteria to be considered for the Honors Program:

- Top 10% of graduating high school class
- Cumulative high school GPA of 3.5 or higher on a 4-point scale
- ACT score of 26 or higher or SAT score of 1170 or higher (Critical Reading & Math sections only)
- Cumulative college GPA of 3.25 or higher (student must have completed nine (9) hours of college coursework)

Sinclair

What GPA levels are associated with different Honors statuses at Sinclair?

- A 2.8 cumulative GPA is the minimum needed to take a course for Honors credit. **As we mentioned above, if you don't have a GPA yet, then this doesn't apply to you.** If you have an established GPA and it is below a 2.8, you are not eligible to take a class for Honors. You may qualify for the Fresh Start if you have been away from Sinclair for some time and have returned and been doing well in class during your second attempt here.
- A 3.25 cumulative GPA is recommended to enter the Honors Scholars Program. Students who enter the Honors Scholars Program whose GPA drops below a 3.25 are considered probationary members.
- A 3.4 cumulative GPA is required to graduate with Honors. This is a function of the Registrar's Office and may be considered equivalent to *magna cum laude* graduation
- A 3.5 cumulative GPA is required to qualify for the Academic Excellence Scholarships. Students must also be Honors Scholars.
- A 3.5 is also required to enter Phi Theta Kappa, with more than 15 credit hours already passed. You do NOT need be an Honors Scholar or a Phi Theta Kappa member to take honors courses.
- A 3.9 cumulative GPA is required to graduate with High Honors. This is a function of the Registrar's Office and may be considered equivalent to *summa cum laude* graduation

CCC

In general, new Tri-C students who place at the honors level in the English or math placement exam are eligible for Honors Program membership. Continuing students who complete 12 or more college-level academic courses* and have a cumulative GPA of 3.50 or higher are eligible. Other academic achievements of recent high school graduates or new students who have attended another college or university can also count towards program eligibility.

Table 1 Concordance between ACT Composite Score and Sum of SAT Critical Reading and Mathematics Scores

SAT CR+M (Score Range)	ACT Composite Score	SAT CR+M (Single Score)
1600	36	1600
1540-1590	35	1560
1490-1530	34	1510
1440-1480	33	1460
1400-1430	32	1420
1360-1390	31	1380
1330-1350	30	1340
1290-1320	29	1300
1250-1280	28	1260
1210-1240	27	1220
1170-1200	26	1190
1130-1160	25	1150
1090-1120	24	1110
1050-1080	23	1070
1020-1040	22	1030
980-1010	21	990
940-970	20	950
900-930	19	910
860-890	18	870
820-850	17	830
770-810	16	790
720-760	15	740
670-710	14	690
620-660	13	640
560-610	12	590
510-550	11	530

Approval Procedures: Honors Version of Existing Courses

Any full time tenure track faculty member may initiate a proposal for an honors version of an existing course. Faculty proposing the course must complete a Course Change form and an Honors Course proposal form. Completed forms should be reviewed by the department curriculum committee. Once approved by the department, the proposal must be sent to the Division Honors Committee, which will then pass approved proposals to the Office of Academic Affairs (OAA) Honors Committee. Once approved by the OAA Honors Committee, the course can be offered according to standard college processes for offering courses.

Honors Course Approval Process

*If course is not approved at any stage it will be returned to faculty member with feedback & opportunity for revision/resubmission

Faculty
Submission



Department
Curriculum
Committee



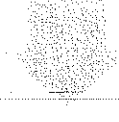
Division
Honors
Committee



Curriculum
Management



Associate VP
for Academic
Affairs



OAA Honors
Committee

II-D
P.1



Honors Course Proposal Form

1. Type of Honors Course:

- Honors Version of Existing Course
- New Honors Course [During the first round of proposals, no new classes will be accepted.]

2. Honors Course Listing Information

Department: _____

Course Number With (H) Designation: _____

Course Title: _____

3. Faculty Contact Information:

Name: _____

Department: _____

Office: _____

E-mail Address: _____

Phone Number: _____

4. Semester and Year for Initial Offering

5. Expected Frequency of Subsequent Offerings

Annual Fall Spring Summer

6. Prerequisites

Open to all students in the Honors Program

7. Attached Documentation

- Course Change Form
- Course Outline for Existing Non-Honors Course
- Instructor's Current Syllabus for Existing Non-Honors Course
- Course Outline for Honors Version of Existing Course
- Syllabus for Honors Version of Existing Course.
- Statement of Qualitative Difference

Syllabus for the Proposed Honors Course:

In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the honors course. It also should include information about assignments, tests, references, and a grading scale which indicates how assignments will be weighted. The syllabus should indicate the number of pages included in the reading(s) required for each class meeting and indicate which readings are different from or additional to those required in the non-honors version.

Syllabus and Course Outline of Existing Non-Honors Course:

For comparative purposes, the Honors Committees require a copy of a syllabus and Course Outline for the already existing non-honors course.

Statement of Qualitative Difference:

The Honors Committees expect that honors courses will differ from non-honors course in a variety of ways and so requires that the faculty proposer include a statement addressing the following items with particular attention to the differences between the non-honors and honors version of the course. The statement should be approximately 2-3 pages in length.

1. How the specific course goals will be achieved.
2. The exposure to the basic material in the course, and ways in which added breadth and depth of the material will be included.
3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.
4. Amount and quality of work expected from students on papers, exams and projects; and the method of grading that work.
5. Amount and kind of student/faculty contact, including how the course will offer significant level of interaction and engagement between faculty and students and how much engagement will be achieved.
6. How an environment will be fostered that facilitates intellectual exchanges among students, if applicable.
7. Ways that critical and/or creative thinking will be an essential aspect of the course requirements.
8. Evidence of a pedagogical process that will demand a high level of intellectual output.

Columbus State Community College

Distance Learning Student Success Task Force

To: Office of Academic Affairs Instructional Success Committee
Office of Academic Affairs Faculty Entry, Training and Professional Development Committee

Date: 4/11/2013

Introduction and Abstract:

The Distance Learning Student Success Task Force (DLSS) has conducted research and discussed in great detail many avenues that could be taken to improve the quality of online instruction at Columbus State, thus improving both student success and engagement. At present, the expertise and experience of the DL Lead faculty is shared at the college level during limited meetings. However, while it is advantageous to have a Distance Learning (DL) Lead Faculty among its resources, not all departments share this privilege, so expertise and experience may not be readily available to all faculty.

While technological skills are imperative to deliver a course online, equally, if not more, important is the faculty member's ability to effectively teach the course. Understanding the pedagogy of online teaching is more than just having the ability to manipulate the learning management system (Beaudoin, 1990). This recommendation is not intended to replace the important roles that DL Lead faculty performs within their departments and for the college. Organizing a college-wide peer mentoring team would be an expansion of the existing infrastructure that would be readily available to all faculty teaching DL courses and provide training sessions for new faculty.

Project Rationale:

The DLSS has concluded that the formation of a peer mentoring DL team, comprised of both DL Lead Faculty and members of the Distance Education & Instructional Support (DEIS) is essential in maintaining consistent distance learning quality across campus. "Pairing a novice online instructor with someone who has more experience in this type of teaching helps to decrease obstacles and provide concrete examples of what has worked and not worked in the online environment" (Thompson, 2006). This recommendation goes beyond the technology skills development of faculty teaching DL courses and encompasses pedagogical sharing and support. This committee also proposes that training sessions be built into the new faculty orientation agenda. These sessions should include ways to instruct a distance learning class that include interactive and engaging modalities.

Several studies provide evidence that peer mentoring groups afford DL faculty the guidance necessary to develop content in meaningful ways and engage students. Because online learning is considered to be student-centered (Yang & Cornelious, 2004), the role of the instructor becomes

more of a “facilitator of learning rather than a dispenser of knowledge” (Norton, 2001). It is the goal of this recommendation to provide a resource that helps faculty develop and improve online teaching skills.

Action Items:

- Develop a peer mentoring committee comprised of members of both the DL Lead faculty committee and the DEIS. The DL Faculty Fellows would have direct oversight of the team and serve as co-chairs of the committee.
- Members of the peer mentoring committee would be available for departmental consultations, individual faculty guidance, and general training sessions.
- The peer mentoring committee would be charged with the development of training and orientation materials under the supervision of the DL Faculty Fellows and the Faculty Entry, Training, and Professional Development committee.

Assessment Plan:

- Progress and success reports would be provided to the OAA Instructional Success and Faculty Entry, Training, and Professional Development committees.
- The DL Faculty Fellows would maintain records of the activities of the peer mentoring team and follow up with departments/faculty utilizing this resource.

Signature: _____ Date: _____
Task Force, Chair

Review from: OAA Student Support Committee

Accepted: _____ Not Accepted: _____

Comment:

Signature: _____ Date: _____
Chairperson, Student Support Committee

Review from: Office of Academic Affairs

Accepted: _____ Not Accepted: _____

Comment:

Signature: _____ Date: _____
Senior Vice President, Office of Academic Affairs

References:

Beaudoin, M. (1990). *The instructor's changing role in distance education. The American Journal of Distance Education*, 4 (2), 21-27.

McKenzie, B., Betül, Ö., & Layton, K. (2006). *Tips for administrators in promoting distance programs using peer mentoring. Online Journal of Distance Learning Administration*, 9 (2), Retrieved from <http://www.westga.edu/~distance/ojdla/summer92/mckenzie92.htm>.

Norton, M. (2001). *Teaching in a virtual classroom. Journal of Instructional Delivery Systems*, 15 (3), 21-25.

Thompson, D. (2006). *Informal Faculty Mentoring as a Component of Learning to Teach Online: An Exploratory Study. Online Journal of Distance Learning Administration*, 9 (3). Retrieved from <http://www.westga.edu/~distance/ojdla/fall93/thompson93.htm>.

Yang, Y., & Cornelious, L. (2004). Ensuring quality in online education instruction: what instructors should know? Paper presented at the Association for Educational Communications and Technology, Chicago, IL.

COLUMBUS STATE COMMUNITY COLLEGE
POLICY AND PROCEDURES MANUAL

GRADUATION REQUIREMENTS

Effective _____, 2013

Policy No. 5-08

Page 1 of 1

(A) In order for a student to be considered a candidate for an associate degree, he/she must have completed all the requirements for that degree as described in the college Catalog in effect at the time the student enrolled in the program leading to that degree. If the requirements for the degree change while the student is enrolled in a degree program, the original requirements will apply to the student until he/she earns the degree or for a period of three (3) years from the time the student initially enrolled in the degree. If the student does not receive a degree within three (3) years of initial enrollment, and there is a change in the degree requirements, the Senior Vice-President of Academic Affairs shall decide what requirements the student shall meet in order to be awarded a degree.

(B) In order for a student to be considered a candidate for an associate of applied science or associate of technical studies degree, he/she must have earned a 2.000 grade point average in all technical study courses required and a 2.000 grade point average in all general and basic study courses required. In order for a student to be considered a candidate for an associate of arts or an associate of science degree, he/she must have earned a 2.000 grade point average for all courses used to meet degree requirements. Only courses completed at Columbus State Community College will be used to calculate these averages.

(C) ~~In order for a student to be considered a candidate for~~ A STUDENT MAY REQUEST TO BE CONSIDERED FOR an associate degree, ~~he/she must file~~ by filing a petition in accordance with procedures established by the college.

(D) The college shall verify eligibility of individual students to receive degrees in accordance with established procedures.

(E) Individuals may earn more than one associate degree from Columbus State Community College, provided they meet all requirements stated in this policy and in the Catalog.

(F) In order for a student to be awarded an associate degree from Columbus State Community College, the student must earn at least twenty-three (23) 20 credit hours through enrollment in courses offered by the Columbus State Community College, as approved by the college.

Approved by the Board of Trustees: _____, 2013

Last Effective Dates: June 26, 2000; July 1, 1987, January 26, 2012; August 29, 2012

COLUMBUS STATE COMMUNITY COLLEGE
POLICY AND PROCEDURES MANUAL

VERIFICATION OF GRADUATION REQUIREMENTS
Procedure No. 5-08 (D)
Page 1 of 1

Effective _____, 2013

- (1) The Petition to Graduate form is available online. A student petitioning to graduate must meet with his/her appropriate faculty or academic advisor. The advisor and student review the degree audit for course requirements for the degree. The advisor indicates on the form any outstanding courses.
- (2) The Petition to Graduate form is signed by the advisor and student. The advisor or student returns the form to the Records and Registration Department.
- (3) The Graduation Coordinator enters it on the terminal and verifies the student's current schedule, degree requirements completed, required courses yet to be completed, and required grade point averages.
- (4) Students who do not meet the degree requirements are notified by mail. An updated Petition to Graduate form indicating the projected semester of graduation must be submitted by the student.
- (5) Students who have petitioned for graduation within the time frames specified in Procedure No. 5-08 (C) (2) and who are certified as having met all degree requirements receive their diplomas when all final grades have been verified.
- (6) A student has his/her diploma mailed to him/her at the address listed on the verification Petition to Graduate form.
- (7) AFTER THE VERIFICATION OF DEGREE REQUIREMENTS FOR STUDENTS WHO HAVE COMPLETED THE PETITION TO GRADUATE FORM, A DEGREE REQUIREMENTS VERIFICATION PROCESS WILL BE COMPLETED FOR STUDENTS WHO HAVE NOT COMPLETED THE PETITION TO GRADUATE FORM. STUDENTS WHO ARE VERIFIED AS HAVING MET ALL DEGREE REQUIREMENTS WILL BE GRADUATED AND HIS/HER DIPLOMA WILL BE MAILED TO HIM/HER AT THE ADDRESS ON HIS/HER CURRENT STUDENT RECORD.

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Columbus State Community College
Shared Governance
Recommendation Response Form
Policy Council

To: All College Stakeholders

From: SG Student Support Committee

Date: April 19, 2013

Recommendation: To accept the proposed draft of Procedure 5-13 (A), Academic Calendar Committee.

Rationale: The SG Student Support Committee consulted with the Registrar, Dr. Regina Peal, to develop a response to questions posed by the President's Cabinet regarding Procedure 5-13 (A). The attached draft was accepted by the committee on March 28, 2013.

Signature: Kellie Brennan
Committee Chair

Date: 4/19/13

Signature: *Tracy D. James*
Chairperson, Policy Council *CD*

Date: 4-26-13

Accepted: X With no revisions
Accepted: _____ With proposed revisions (list below)

Proposed Revisions/Comments:



COLUMBUS STATE COMMUNITY COLLEGE
POLICY AND PROCEDURES MANUAL

ACADEMIC CALENDAR COMMITTEE
Procedure No. 5-13 (A)
Page 1 of 1

Effective ??

DRAFT

- (1) The Academic Calendar Committee (ACC) is responsible for creating, seeking review and input, securing the President's approval and distribution of an approved three-year rolling Academic Calendar for Columbus State Community College BY AUGUST 1 EACH YEAR.
- (2) The ACC is chaired by the Registrar, and consists of Faculty, Staff and Administrators representing areas including, but not limited to, Academic Affairs, Student Affairs, Business and Administrative Services, Human Resources, Staff Advisory Council, Columbus State Education Association. Members of the Committee are appointed BY THEIR RESPECTIVE DIVISION VICE PRESIDENTS, STAFF ADVISORY COUNCIL AND COLUMBUS STATE EDUCATION ASSOCIATION. EACH ENTITY WILL DEVELOP ITS OWN APPOINTMENT PROCESS.
- (3) The ACC will utilize pertinent Columbus State Community College policy, procedures, guidelines, as well as local, state and federal laws and mandates to determine the rationale for the dates that comprise the calendar framework.
- (4) The ACC will present a draft Academic Calendar for review and comment by:
 - a) Columbus State Education Association
 - b) Office of Academic Affairs Committee on Committees
 - c) Staff Advisory Council
 - d) Academic Affairs Senior Vice President/Deans
 - e) Student Affairs Vice President/Deans
 - f) Cabinet
 - g) President
- (5) The President, or his/her designee, will approve the Academic Calendar.
- (6) The Registrar will [post?] distribute the approved Academic Calendar to the College AND MAKE IT AVAILABLE FOR POSTING.
- (7) IN THE EVENT THERE ARE UNANTICIPATED MODIFICATIONS APPROVED BY THE PRESIDENT, OR HIS/HER DESIGNEE, THE REGISTRAR WILL DISTRIBUTE THE REVISED ACADEMIC CALENDAR TO THE COLLEGE AND MAKE IT AVAILABLE FOR POSTING.

~~Last Effective Date: January 23, 2013~~



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PC - SS Proposed
Revisions

Recommendation/Request for Resources

From: OAA Assessment and Curriculum Committees

Summary

Proposal: Purchase a 3 year license for Tk20's CampusWide IRD (Institutional Research) product

Purpose: Assessment data collection, analysis and reporting; Management of documentation and approval of curricular revisions; Curriculum Mapping; HLC data organization and reporting

Cost: \$45,000 total over 3 years (\$18,000 + \$5,000 year 1, \$14,000 year 2, \$8,000 year 3)

Request Originator

This proposal is being put forward as a result of research into commercially available products by a task force formed by the OAA Assessment Committee. Task force members:

Adele Wright – Co-Chair of OAA Assessment Committee
Debra Dyer – Co-Chair of OAA Curriculum Committee
Scott Hunt – Member of OAA Assessment Committee
Laurie Johns – Administrator for Curriculum Management
Katie Kuhn – Program Coordinator in Academic Affairs
Chris Emswiler – Project Administrator for IT Support Services

Purpose

The primary purpose of this purchase would be for collecting, analyzing, and reporting assessment data and results. Our current process utilizes word documents for assessment reporting, with the data used for each report scattered around the campus. This process is not only cumbersome, it also greatly restricts the usefulness of any data collected. There is no cross use of data between divisions or even between programs within each division.

The secondary purpose of this purchase would be to manage the documentation and work-flow in the review and approval of curricular changes. The current process requires paper forms, with no centralized location for digital storage of master copies. There is also no easy mechanism for notifying approval/readiness for the next stage of review.

Functionality - Assessment

By purchasing a software package, the college will have one data base housing all of the assessment data and reports. The package that has been chosen allows for:

- Curriculum Mapping – This is where implementation will start. This will map student learning from the Strategic Goal of Student Success and Attainment, to General Education Goals, to (where appropriate) Program Outcomes, and to Course Outcomes. Further, the mapping process brings together our current F&S charts and Methods Matrices, as it has the ability to document the level of learning and how it will be assessed. Subsets of the curriculum can also be simultaneously aligned with external standards, such as for HLC or program accreditations. By starting here, any data that is

collected can be 'rolled up' into reports for which it is aligned, without having to search for it. For example, if data is collected in a composition course that has outcomes mapped to the Gen Ed goal of Effective Communication, it can automatically be pulled into a campus-wide report on that goal.

- Data Collection – This is where individual faculty will have the most interaction with the system. Through the use of a Form Builder, customized forms can be created for the collection of assessment data. These forms can then be used by the collectors of the data – mostly faculty, but also by external participants, such as clinical site supervisors or internship supervisors. The ease of this process could greatly increase the compliance in the submission of assessment data. An email alert can be triggered by the system, directing the data collector to the form. This should also increase the quality of the data collected, as the nature of the information needed is apparent in the form itself. The data can be reported in a wide range of forms: including in aggregate form (such as the percent of students meeting the benchmark), individual student scores (on an assignment in part or in full), or via rubrics for each student. The system pulls the course rosters from Colleague 3 times each semester for accuracy.
- Data Analysis – Once the data is collected it can be analyzed from many different perspectives. Currently, we are only able to look at data at a course or program level, but using this system will broaden our ability to look across the campus. This will be particularly useful in General Education assessment. We will also be able to do longitudinal analysis and 'disaggregate' any data that is collected at the individual student level similar to Achieving the Dream – via any identifier that is stored in Colleague.
- Reporting – The system can be used to generate the assessment plans and reports in a format we designate. Reports can include Results or Findings, Measurements, Analysis, Recommendations, and Action Plans. It also includes a dashboard that can be used to monitor the status of assessment planning and data collection in various units across the campus.

Functionality – Curriculum Review

- The system includes a virtual Document Room, for storage and access to various related documents. A file structure of our choosing can be set up here. We could store all of the course syllabi here, in addition to the required documentation for requesting a curricular revision (such as the rationale, course proposal form, new POS, etc).
- Work Flow. A form could be developed using the form builder for collecting approval from each required party (from the Division committee up to the VP of Academic Affairs). The form can include links to the relevant documents which are stored in the virtual Document Room, so no transfer of physical paperwork would be needed. The notification of pending tasks feature would be used to alert each person in the process that they have a proposed change to review.

Other Uses

- The virtual Document Room also has a separate area for storage of documents to be viewed by external stakeholders, such as the HLC. Access to documentation can be customized for various approved external parties.
- Strategic Analysis Planning and Reporting. Enables collection and access to things such as the Mission, SWOT Analysis, Strategic Directions and Goals, Action Planning, Results and Analysis, Budgeting, and Reports. Assessment Planning and Strategic Planning can be linked within the system.
- Assessment in Non-Academic areas of the college – for continuous improvement efforts and HLC compliance.
- Juried Assessment. A sample of student work can be sent to a group of people for a blind assessment. This could be used for campus-wide gen ed assessment, which is something we'd like to do in the future.

Other Characteristics

- Role based access. We would define various user roles and the level of access each role has within the system. Users can have more than one role, as needed.
- Hosted by Tk20. While we would keep ownership of the data, it is hosted on their equipment. Any upgrades would come to us automatically.
- Product Consultant. Tk20 assigns one person to us, who will become knowledgeable in how we do things, versus our calling in and getting a different person every time.
- Flexibility in terminology. We set the terms used, they are not dictated by the system (for example Outcome, Goal, Objective, or SLO).
- Access to student information. Because the system pulls the student data from Colleague, faculty would be able to pull ad hoc reports on the students. For example, pull a list of all students who have declared a certain major.
- Ability to expand. If we desire, added functionality could be purchased at a later date. Attached documentation shows a comparison between their IRD configuration (being requested here) and their other two options: RE and COMP.

Resources Needed

- Pricing, as listed above, is \$18,000 for the first year, plus a onetime fee of \$5,000 for setting up single sign on. \$14,000 for the second year, and \$8,000 for subsequent years. The pricing structure reflects the fact that we will need more help from them in the early stages, and less as time goes on and we are comfortable using the system. The quotation is attached.
- Unit Administrator. Tk20 requests that we assign a 'point person' from the college to work with them. This person should be an Assessment person, not an IT person. Current thinking is that the Assessment fellows would be an ideal choice. There may be travel required for training.
- Time. The system will work best if we invest the time upfront to set it up correctly. We will not have to start from scratch, as data already input in the Sinclair system can be pulled into the database, but the limitations to the Sinclair system mean that much

more will need to be done. The first year of implementation will be used primarily for set up, with a few 'volunteer' programs/departments actually using the system to collect and report assessment data. Many of those who've had a chance to see the system have indicated they would like to be in this initial group.

Compatibility

- Because the system is hosted by Tk20, the only way it will interact with our systems is authentication of users and pulling student and course information from Colleague.
- LDAP. There is a one-time fee to set up single sign on so that user names and passwords for Tk20 will be the same as for Blackboard, Novell, etc.
- Colleague. The system is compatible with Colleague.
- Sinclair System. The information that has been loaded into the Sinclair system will need to be exported into a csv format for import into Tk20.

Choice

The taskforce recommended the choice of Tk20 after an investigation of the major suppliers of assessment systems. A total of eight systems were studied. One other system would also meet the identified needs, but it came at a cost of \$100,000 per year. The remaining systems all lacked some significant element of the identified needs.

Columbus State Community College S-Designation Materials DRAFT 5-3-13

What is Service-Learning?

Learn and Serve defines Service-Learning as, “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning process, teach civic responsibility, and strengthen communities.”

A Service-Learning class

- uses experiential strategies characterized by student participation in an organized service activity
- engages in service that meets identified community needs
- connects service to specific learning outcomes
- provides structured time for students to analyze and connect the service experience to learning

S-designation classes

On [insert date], the Office of Academic Affairs faculty co-chairs committee approved the proposal for policies and procedures submitted by the Service-Learning Committee for listing service-learning classes with an “S” suffix. This addition makes it easier for students to locate service-learning classes and provides standards for class design across the college.

Why should I apply for the S-designation?

If you plan to develop or already have an existing class that will be taught as a Service-Learning class, you should consider applying for the S-designation.

There are several advantages:

- It makes your classes more visible to students who are interested in service and search for S in the course catalog
- It allows promotion of your classes along with the other Service-Learning classes on the program’s web site and through other channels
- The S-designation for Service-Learning classes will appear on students’ transcripts, especially helpful for students’ transferring to four-year institutions with articulation agreements and pathways with Columbus State.

All of these further widen your potential to reach out to students who are interested in service, but do not have a class in their discipline that offers it. It’s also a good way to attract new students to your department.

Application process

All S-designation requests are handled through the Office of Academic Affairs Service-Learning Committee. For guidance on this process, please contact [insert contact]_____.

To submit your S- Designation application for approval, [link to site]_____.

Service-Learning Designation Request Form

FACULTY NAME:

DEPARTMENT:

DEPARTMENT CHAIRPERSON'S NAME:

DATE:

COURSE NUMBER AND TITLE:

ESTIMATED NUMBER OF SECTIONS PER SEMESTER FOR THE S-DESIGNATION:

-
- | | | |
|--|-----|----|
| 1. Has this class previously received an S-Designation? | Yes | No |
| 2. Is this class always taught with a service-learning component?
<i>(if no, please provide details)</i> | Yes | No |
| 3. Do you have a confirmed community partner with which you
will work?
<i>(if yes, please provide details)</i> | Yes | No |

An effective service-learning class should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

4. Why is this class a good fit for service-learning? How is the academic content enhanced by the service component of the class?

5. Please describe the planned service activity to be performed by students in this class.

6. Using a specific example, please describe how the planned service activities reflect priorities and stated goals/needs of a community partner, and/or meets a community need.

7. Service-Learning activities are all based on an agreement among three parties each of whom has specific goals/expectations/responsibilities that are necessary to support an effective service-learning experience.

Please address the roles and responsibilities in the following questions:

a) How would faculty roles and responsibilities in this course compare to a non Service-Learning version of this course?

b) How would student roles and responsibilities in this course compare to a non Service-Learning version of this course?

c) Describe the roles and responsibilities for the community partner(s).

8a. What current support (community, departmental, institutional and/or financial) exists for sustaining the S-L class?

8b. What, if any, needs (community, departmental, institutional and/or financial) do you identify as needed for offering this service-learning class on a continuing basis.

CLASS GOALS

9. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning classes:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service-learning activity.

- a) What opportunities are students given to make connections between concepts and skills learned in class and community-based work?
- b) How does the class orient and prepare students for work with the community and the specific issues and/or conditions within the community?
- c) How does the class promote student reflection on and evaluation of the impacts of the service-learning activity on the community?

CLASS ASSESSMENT

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

10. Please describe how student learning, with respect to the goals in #9 above, will be assessed in this class.

In addition to the above application, please scan and include the following documents:

- Course syllabus
- Pre- and post-service surveys

Chair statement of support:

Chair signature: _____ Date: _____

Faculty signature: _____ Date: _____

S-Designation Course Review Rubric

Reviewer:

Course Name and Number:

Please evaluate the Service-Learning Request form with the rubric below. You can refer to additional course documentation while scoring if necessary. Once you have a final score, please indicate it below along with any feedback you'd like to share with the instructor or department that proposed the course. If you have questions or need additional guidance, contact the service-learning initiative. Thanks!

Content Area	Excellent (5-4 points)	Sufficient (3-2 points)	Insufficient (1-0 points)	Score
Student Service Activities (4)	Service activities are specific and well-defined.	Service activities are generally defined.	Service activities are not defined, or are poorly articulated.	
Service Activity Addressing Community Need (5)	Activity was planned with the community partner and has connection to their mission and the activity meets a community need is clearly addressed.	Activity is planned with the community partner, and the connection to their mission needs clarification.	Lacks the connection between the activity and the connection of the mission of the community partner.	
Roles and Responsibilities for Instructors (6a)	There are clearly articulated roles, and responsibilities outlined for instructors. Instructor provides clear evidence of support for service-learning	Some roles and responsibilities are articulated for instructors. Instructor provides some evidence of support for service-learning.	Roles and responsibilities for instructors are vague or not described. Serious questions as to how instructors will support service-learning.	
Roles and Responsibilities for Students (6b)	There are clearly articulated roles and responsibilities outlined for students that are challenging, yet realistic.	There are some detailed roles and responsibilities for students that are challenging, but realistic.	Roles and responsibilities for students are vague or unlisted. Serious questions as to how students will meet service and learning goals.	
Roles and Responsibilities for Community	There are detailed roles, and responsibilities for community partners that are appropriate,	Some detailed roles and responsibilities for community partners that are appropriate and can	Roles and responsibilities for community partners are not shared. Serious questions as to how	

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Partners (6c)	easily achievable in the scope of their mission and agreed upon by the community partner.	potentially be achieved in the scope of their mission.	community partner supports service-learning.
Sustainability and Future Needs (7)	Application indicates current firm support or anticipated needs regarding support from department, community partners and other sources dedicated to sustaining the course.	Application indicates some current support or realistic anticipation about support from department, community partners or other sources to make course sustainable.	Application indicates little to no support or anticipation of support for course from department or community partners.
Connections between service and academic content (8)	Service activities are clearly connected to and enhanced by academic content.	Service activities are somewhat connected to and enhanced by academic content.	Connections between service activities and academic content are unclear.
Student Reflection on connections (9a)	Students are given significant and repeatedly reinforced structured opportunities to make connections between service and academic content.	Students are given some structured opportunities to make connections between service and academic content.	Opportunities for student reflection are not detailed. Connections between service and academic content are not reinforced.
Community partnership (9b)	Students have opportunity to become competent service providers through a substantial orientation to the community, with multiple opportunities to learn about issues, assets, and resources and the context of the service activity.	Students are prepared to engage with sites in a competent manner through an introduction to the community, and critical thinking about community issues, assets, resources and the content of the service activity is encouraged.	Course provides little to no orientation or context for the community in which students will be working, and competence is not covered.
Evaluation of impact (9c)	Students are given significant opportunities to reflect on and assess the impact of their activities on their community.	Students are given some opportunities to reflect on and assess the impact of their activities.	Students are not given opportunities to reflect on or evaluate the impact of their actions.
Evaluation of student learning (10)	Description of student learning lays out clear strategy for addressing the learning outcomes listed below. There are well-defined metrics and	Description of student learning provides sufficient indication that student learning will be addressed for the learning outcomes listed below.	Description of student learning provides little to no indication on how student learning will be addressed for the learning outcomes

	methods of assessment.	There are defined metrics and methods of assessment.	listed below. Metrics and methods of assessment are unclear or completely absent.
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The following general Expected Learning Outcomes are defined for students in Service-Learning classes:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

Please give this course an overall score from 1 to 5:

Please provide any feedback you'd like to share with the class creator below:




OAA Chairpersons iPad Pilot




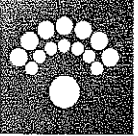


The iPad has become a transformational tool for higher education business, teaching, and learning. By harnessing the power and mobility of iPad technology, OAA committee chairpersons should experience greater productivity, collaboration, and even creativity in their committee activities. DEIS is pleased to partner with the OAA committees to facilitate the integration of iPads into their work.



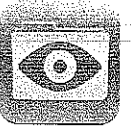




Using the applications (apps) listed below, faculty members should be able to enhance multiple facets of committee work. For example, you could prepare and distribute interactive meeting agendas that allow participants to collaboratively make notes for agenda items and even vote on meeting topics in real time. You could also scan a hard copy of a document using the iPad's camera, make personal annotations on the scanned document, and then share it out with your colleagues. Furthermore, you could open Microsoft Office documents in their native format and modify them or create new Office documents right from the iPad. Or attend a meeting virtually if needed and still have access to presentation materials at the same time as everyone else. You could even remotely control your desktop computer in real time.





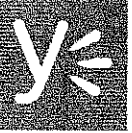
These are just a few examples of what's now possible with an iPad. And DEIS also will assist you in connecting your device to your GroupWise e-mail and calendaring functions for a seamless access experience. Hopefully iPad technology will revolutionize your work as much as it has revolutionized other aspects of educational organization and delivery throughout the world.

iPad Apps Provided by CSCC

	<p>Agendas: Agendas allows you to create organized and interactive meeting agendas that can be collaboratively shared via wireless before, during, and after the meeting. This could be used among faculty to make OAA committee meetings more productive, timely, and enjoyable. https://itunes.apple.com/us/app/agendas/id457712020?ls=1&mt=8</p>
	<p>Bento: Bento acts as a personal, mobile database to track projects, plan events, and manage lists. This could be used among committee to manage OAA committee data for specific needs as well as generate reports on the fly. https://itunes.apple.com/app/id314638461</p>
	<p>Box Box makes it easy to access and edit your files, share content and stay connected with your team from anywhere on any device. This could be used to allow faculty to share and collaborate, even comment, on OAA committee specific files. https://itunes.apple.com/us/app/box-for-iphone-and-ipad/id290853822?mt=8</p>

	<p>Bump Use Bump™ to share contact information, photos, videos, and files by simply bumping two devices together. If a committee needs to quickly share a document with another, they can just “bump” each others’ device for immediate sharing. https://itunes.apple.com/us/app/bump/id305479724?mt=8</p>
	<p>CamScanner HD Pro Document management on all devices, starting from capturing information precisely to storing, sharing, annotating and managing documents for different purposes. A committee member could take a handout given in a meeting, scan it to a digital format, save it to their cloud storage, and even fax it to someone else. https://itunes.apple.com/us/app/camscanner-hd-pro/id569846869?mt=8</p>
	<p>Cisco WebEx Meetings: If you need to work, but don't want to be tethered to your desk, this virtual meeting app offers two-way video conferencing that uses the iPad's front-facing camera. A committee member can be absent but doesn't have to miss the meeting. https://itunes.apple.com/us/app/cisco-webex-meetings/id298844386?mt=8</p>
	<p>Conference Pad: An app designed to let you control a presentation that appears on multiple iOS devices. Instead of giving a presentation on a projector, a committee member could have all the meeting participants view the slides on their iPads and still control the flow of the presentation through their own device. https://itunes.apple.com/us/app/conference-pad/id377782792?mt=8#</p>
	<p>Dictionary.com The Dictionary.com app delivers trusted reference content from Dictionary.com and Thesaurus.com that includes phonetic and audio pronunciations and spelling suggestions. Great for brainstorming sessions and finding the correct definition quickly. https://itunes.apple.com/us/app/dictionary.com-dictionary/id308750436?mt=8</p>
	<p>Dragon Dictation: Dragon Dictation is an easy-to-use voice recognition. Faculty can easily speak and instantly see your text or email messages, copy and paste to other applications. http://itunes.apple.com/au/app/dragon-dictation/id341446764?mt=8</p>

	<p>DualBrowser HD: Allows you to browse the web in two different windows at the same time, with the advantage of opening the links from one in the other. A committee could look up two web resources (websites) simultaneous to compare content or data side by side. http://itunes.apple.com/au/app/dual-browser/id380640600?mt=8</p>
	<p>Fuse for Camtasia Relay: Record camera video – anytime, anywhere – using only your Apple iOS device, also allowing uploading of existing videos from your mobile library. Meeting can be recorded and made available via the college’s media delivery network for sharing and future viewing. https://itunes.apple.com/us/app/fuse-for-camtasia-relay/id447408988?mt=8</p>
	<p>Goodreader: GoodReader handles huge and allows you to mark-up PDFs, use typewriter text boxes, sticky notes, lines, arrows, and freehand drawings on top of a PDF file. A committee member could take an emailed document and make notes and annotations without harming the original. http://itunes.apple.com/au/app/goodreader-for-ipad/id3?mt=8</p>
	<p>Google+ Stay connected and share life as it happens with Google+ for iPhone and iPad. Join a Hangout, post a photo, or see what friends are sharing while you’re on the go. This app provides faculty members with innovative search capabilities. https://itunes.apple.com/us/app/google+/id447119634?mt=8</p>
	<p>GoTranslate Translate words, phrases and sentences and articles to over 66 languages. Committee members can search for relevant resources worldwide and translate to English. https://itunes.apple.com/us/app/gotranslate-text-translator/id347386764?mt=8</p>
	<p>Free Graphing Calculator A powerful, flexible graphing calculator. Faculty member can use this for all computations, both simple and complex. https://itunes.apple.com/us/app/free-graphing-calculator/id378009553?mt=8</p>
	<p>Haiku Deck Haiku Deck is the simple way to create stunning presentations – whether you’re pitching an idea, teaching a lesson, telling a story, or igniting a movement. Committee members can create dynamic presentations to report data and ideas right from their iPad. https://itunes.apple.com/us/app/haiku-deck/id536328724?mt=8</p>

	<p>iMessage iMessage is a free service from Apple that enables users of iOS-powered devices to send text messages over Wi-Fi from mobile devices like the iPhone and iPad. Committee members can use iMessages as an instant messaging service between other committee members (other iPad users), no desktop computer needed. http://www.apple.com/ios/messages/</p>
	<p>Jump Desktop: Jump Desktop is a remote desktop application that lets you control your computer from your iPad, iPhone or iPod Touch. If a committee member left a file or document on their desktop computer they could remote into the desktop computer from wherever they are and still access that important resource. https://itunes.apple.com/app/jump-desktop-remote-desktop/id364876095?mt=8</p>
	<p>Notability: Notability supports all of your note-taking needs -- handwriting, PDF annotation, word processing, and links notes with audio recordings. Meeting minutes that include notes as well as what was specifically being said at the time can be shared among committee members. http://itunes.apple.com/au/app/notability-handwriting-note/id360593530?mt=8</p>
	<p>Quickoffice Pro HD: Allows users to create new documents in Word, Excel, and PowerPoint formats, import and edit documents and lastly but not least view PDF files. Any Microsoft Office is accessible and editable on the go by faculty members. https://itunes.apple.com/us/app/quickoffice-pro-hd-edit-office/id376212724?mt=8</p>
	<p>Yammer: This application offers on-the-go access to view messages, post updates, and receive important notifications real-time conversations happening inside the organization. The committee can post updates on progress and relevant news to engage the campus community. https://itunes.apple.com/us/app/yammer/id289559439?mt=8</p>