



FOOTHILL COLLEGE

Teaching with Technology

April 11, 2025					
Date: 4/11/2025		Time: 11:00am-12:00pm		Location: Zoom	
Teaching With Technology Members by Division					
APP: Nate Vennarucci; HSH: Pia Stanaa, Sally Baldwin BSS: Brian Evans, Kas Pereira, Kevin Wang-Nava (round-robin) KA: Katy Ripp; Warren Voyce FA&C: Amy Shidler; Oldoos (Oli) Mohammadi Language Arts: Amber LaPiana; vacant STEM: Mike Murphy, Robert Sandor, Bitia Mazloom (W, Sp) Library: Laura Gamez; Counseling: Andy Lee; DRC/VRC: Miriam Orozco Ramirez Co-chairs: Allison Lenkeit Meezan, Lené Whitley-Putz. FA Representative: Steve Batham ASFC Representative: vacant Friends of COOL: Cheyanne Cortez, Stephanie Crosby, Dolores Davison, Stacy Gleixner, Hilary Gomes, Helen Graves, Carolyn Holcroft, Kurt Hueg, Jackie Lauese, Kathryn Maurer, Rick Martinez, Amy Sarver, Paula Schales, Voltaire Villanueva, Sarah Williams,					
TwT Representatives Roles and Meeting Norms					
Agenda					
	Item	Discussion lead	Item type	Links	Time
1	Approval of minutes from 3/21/2025	Allison	Action	Draft minutes from 3/21/2025	11:00
2	Academic Senate Updates	Allison	Information		11:05
3	Accessibility of online materials	Allison, Lené	Information, Discussion		11:10
4	Online Learning Updates	Lené	Information		11:45

Spring 2025 TWT meetings. Agenda and minutes can be accessed at the [Academic Senate TwT site](#)

Meeting dates: 4/11, 4/25, 5/9, 5/23, 6/6

Fall 2024 Academic Senate meeting dates: 9/30, 10/14, 10/28, 11/4, 11/18, 12/2

Winter 2025 Academic Senate meeting dates: 1/13, 1/27, 2/10, 2/24, 3/10, 3/17

Spring 2025 Academic Senate meeting dates: 4/21, 5/5, 5/19, 6/2

Join Zoom Meeting

<https://fhda-edu.zoom.us/j/89898550872?pwd=VOYlazzYg4oIKQxraAhuVBWY8YMsXO.1>

Meeting ID: 898 9855 0872

Passcode: 624612

Join COOL on CANVAS:

<https://foothillcollege.instructure.com/enroll/3PTMYP>

Present:

Micaela (library rep for Spring quarter)



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Chris Chavez
Sally Baldwin
Amy
Allison
Brian E
Dolores
Steve B
Paula
Lene
Amber
Andy Lee
Bitá
Kimberly
Helen
Robert Sandor
Kas P
Mike Murphy
(225) 773-4335 (?)
Owen Flannery (Finn)

Approval of Minutes

Approved

Accessibility

Background: OCR audited our online courses – reached out in 2022

Context – LACC district lawsuit. Instructors and Pearson were found out of compliance. Monetary fine, and they must repair the harm, fix all errors.

Foothill will get an audit, initiated by the OCR.

In Spring 2022 we gave access to 15 courses

FH received a new letter, requesting access to 15 new courses, last week. In 9/24 we received notice that they are starting again. This is not a complaint. An audit is proactive. To find errors before there's a complaint. Accessibility is the responsibility of the entire campus, faculty are entitled to support from the campus. Faculty, based on the audit results, can say what they need from the campus in order to get to compliance.

Bitá – will faculty be notified if their course will be audited? - Yes.

Micaela – does this include all resources that get integrated into Canvas? Such as libguides and databases?

Lené - Those resources that instructors don't have control over... – anywhere a student touches our materials. Faculty need to identify those, and to reach out for help.

We need a process – that anything we put in our course will be accessible.

Auditors – if an auditor clicks on a libguide, and it's not accessible, then this will get flagged.



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Alison – how can TwT help with a process to make everything accessible (carrot)

(Stick) – we have the J1 instrument, but we don't have any norming for how the J1 should be applied. FA has reached out to senate to get guidance on that.

Kathy P and Steve B reached out with a draft document.

Amber – what is the role of the DRC?

Lene – their role is accommodations, not accessibility. Accommodation is to make something inaccessible, accessible. If Online, it's inherently accessible, as long as it's been done right.

Steve B – Draft Document about J1B (asynch) and J1C (Hybrid) guidance about accessibility

The Big Seven

Emphasize Pre-Eval meeting

In Pre-eval meeting, an opportunity to discuss the Accessibility Report

At what point to we mark a report “Needs Development,” and when can we fix and move on, “Pass”

What do the MT, ND, or UN Ratings mean? - this needs work.

Can materials in an “optional” portion of the class, such as a photo of the whiteboard, for instance.

What qualifies as “minor” errors and what are “must fix”? We need input from OL office.

A paragraph from the DRAFT document:



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What do the MT, ND, or UN Ratings Mean?

(need help from others to clarify these)

- MT – Meets Standards if the Accessibility Dashboard reports **no Errors** and the instructor has reviewed all **Alerts** and confirmed that they are not accessibility issues.
OR
Small number of “minor errors” (help defining or giving examples of this) that can be easily fixed
- ND – Needs Development if the Accessibility Dashboard reports true **Errors** and the reviewer finds multiple accessibility errors using the Big Seven checklist during their observation (e.g. videos not captioned, meaningful links not used, etc.). Reviewer should recommend that the instructor meet with an instructional designer to work on aligning their course material to ADA compliance. Note that the ND rating does not necessarily trigger a re-review. The recommendation for a re-review should be left to the discretion of the reviewer based on the pervasiveness of the accessibility errors and the instructor’s stated plan for addressing the errors.
- UN – Unsatisfactory if the Accessibility Dashboard reports **Errors** and the reviewer finds accessibility errors using the Big Seven checklist during their observation (e.g. Videos not captioned, meaningful links not used etc) *and* the instructor has previously been reviewed for the same course and received a rating of ND with pervasive errors that have not been remediated.
- NA – Not Applicable if there is no content present in the Canvas course shell
- NO – Not Observed if the reviewer did not review the Canvas course shell or have a pre-meeting conversation with the instructor.

Kimberly – How many dept chairs do evals, and will they be doing accessibility evals? What is the training?

Steve B – in my department, it’s not just the chairs. So it’s falling on everyone to be an expert. We would want to have training on that.

Amber – supports training for anyone evaluating courses on accessibility

Steve B - Pre-eval meetings are now required. So hopefully this accessibility review/question can be hashed out before the evaluation.

In a previous college, training on accessibility was about 1 hour. Quick.

Allison – how do we want to advise FA, to provide some standardization to the accessibility questions on the J1. Currently, we’re seeing it being applied inconsistently.

Steve – This text could be part of the J1 instructions. The Big7 could be in there, at a minimum.

Lene – the piece missing of big 7 is documents and software.



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Question – what is the instructor’s role, when choosing to put software in their course? And what is the responsibility of the district to test and approve what goes into a course? Currently we have no say – faculty can put anything in their course.

We need a process of evaluation of software.

If every campus would do that, then the publishers would change their products!

PDFs need to be accessible. Testing and reformatting requires expertise. We don’t have resources to remediate all PDFs in the college.

Bitá – GitHub isn’t accessible. Lené - according to their site they are.

Allison – Another conversation – how can we collaborate with ETS?

Lene – If something’s not accessible, you need to have a plan for an accommodation. Work with DRC. So the student could have a meaningful, if different, experience of the course. This is the connection between accessibility and accommodation.

Steve – big questions are...

- Concerns about training of evaluators
- How much error is allowed to still get an MT
- Documents (such as PDFs)
- Is there a pattern of accessibility errors? Or is it a typo or one-off mistake that can be corrected?

Kimberly – can a pattern be detected in only two-week snapshot?

Lene – Maybe accessibility doesn’t belong in a J1 – it needs to be the whole course, maybe needs to be built into a different eval.

Steve – if prior week’s pass, but later weeks don’t, then it could be argued instructor has gotten to those yet.

Online Learning Updates

Helen – new TBH tool, and Flourish companion tool, wants to add to simple syllabus. Blurb:

Meet the **Flourish** app—the *Duolingo for happiness, better relationships, and more productivity*—because those are skills you can learn!

Developed by Stanford-trained scientists, Flourish is your daily dose of mental wellness, motivation, and positivity. Get quick tips and science-backed strategies to manage stress, build a resilient mindset, and stay focused. It’s simple, fun, and fully private. Free for all Foothill students. See [our website](#) for more information.

<https://foothill.edu/mentalhealthwellness/flourish.html>



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This could go into summer syllabi, although the official template change will happen in time for Fall release. We'll pick this up at the next meeting.

Paula – next week we will start the weekly 30-minute workshops.

Lene – try out the new tools, from a student perspective!

<https://foothillcollege.instructure.com/enroll/LK44AP>

Sally – 3-month Coalition of the Willing: a Community of Practice (CoP) designed to bring faculty together to explore, question, experiment, and learn about the responsible and effective use of AI in higher education.

Get 3 paid months of ChatGPT Pro if you participate. [Applications Open until April 18 5pm](#)

Chris - Is it available only to faculty? Classified and staff serving students would need this. Sally made a pitch and will try.

Bitia – is this free ChatGPT through a FH account? Yes