

DEAC Meeting Minutes

September 2, 2026

Scheduled: 12:30–1:15 p.m. | Building 13, Room 337 and Zoom

Meeting opened at 12:31 p.m. and concluded at approximately 1:15 p.m.

Participants identified in the notes: Anniqua Rana, Nada, Lindsey Irizarry, Allison Hughes, Emanuela Quaglia, Chris Burns, Jose Zelaya, Jose Manzo, Sarah Harmon, Jenni McGuire, Sean Negus, and Karen Engel. Attendance and appointments should be confirmed against the membership roster.

1. Welcome, agenda, and membership

Members introduced themselves and their roles. New participants expressed interest in learning about DEAC, shaping the next three-year plan, supporting effective online teaching, and addressing artificial intelligence and academic integrity. Sean Negus noted that he is sharing Humanities and Social Sciences representation with John Perez.

The chair reviewed DEAC's responsibilities: developing and monitoring the DE plan, reviewing student success data, advising on training, and communicating with other planning bodies. Representatives were reminded to attend regularly, share committee updates with constituents, and bring back programmatic concerns and recommendations.

The agenda was reviewed.

Follow-up: Jose Manzo and the DEAC team will coordinate a Counseling Division presentation, tentatively in October or November, including discussion of the California Virtual Campus (CVC).

2. Plan review and updates

The committee reviewed progress on the Distance Education Plan 2024–2027 and began identifying priorities for the next three-year plan. The tentative goal is to prepare a draft by the end of fall 2026 and revisit it in spring 2027.

DE Handbook: The recently completed handbook is in use, especially for new online instructors. Updates will be collected during the year and brought to Academic Senate; the process for incorporating updates is still to be determined.

Regular and Substantive Interaction (RSI): The team reported successful completion of the spring accreditation-related RSI review. This year's work will focus on ongoing guidance and practices to help faculty maintain RSI in online courses. Members were encouraged to attend the September 28 accreditation open forum at noon.

2. Plan review and updates — continued

Faculty preparation: Fall QOTL1 and QOTL2 cohorts are available. New adjunct and full-time faculty planning to teach online or hybrid courses should contact the DE team promptly about training and any prior-training equivalency. Representatives should reinforce outreach to ensure faculty are not missed.

QOTL1 was described as a six-week, 20-hour training with a \$1,500 stipend upon completion and review of the final activity. QOTL2 was described as five weeks and 25 hours, compensated at the special rate, with completion expected three years after QOTL1 or equivalent preparation. When a QOTL1 cohort is unavailable, the team recommended QOTL Essentials as interim preparation. Training participation totals discussed were approximate and require confirmation.

Other progress: The committee noted Flex and division workshops, connections with Library resources and the Technology Committee, AI-related initiatives, and Canvas guides. Equipment for a mobile recording studio has been ordered but had not yet arrived.

Constituent input: Members will review the plan and progress materials with their divisions and bring back recommendations, including online teaching practices, AI/LLMs, academic integrity, training, and student support. NOW services will be considered for inclusion in the new plan.

3. Accessibility — Allison Hughes

Allison described April 2027 as the accessibility deadline guiding the college's planning, with attention to Canvas courses, digital materials, videos, and websites. The discussion emphasized both remediation and the ongoing staffing, systems, and support needed to keep new and revised materials accessible.

An accessibility inquiry group, led by Allison Hughes and Anniqua Rana, will inform the college's next Educational Strategic Plan. The September 2 PBC meeting was identified as the next discussion of this work. Members were invited to share needs, concerns, and interest in participating. Jenni McGuire was identified as a resource for accessibility assistance.

Follow-up: Representatives will share available support and bring accessibility needs and inquiry-group interest to Allison and Anniqua.

4. DE modality definitions — Allison Hughes

Members were asked to review the district's public-facing modality definitions for clarity and accuracy. Sarah Harmon explained that the definitions were developed collaboratively through District Teaching and Learning and District DEAC to communicate official definitions in accessible language.

Suggested revisions included removing language implying flexible scheduled attendance in synchronous courses and clarifying that hybrid courses include required on-campus meetings. These were proposed edits; no final revisions were approved during the meeting.

Deadline: Members should share the definitions with departments and colleagues and send feedback to Allison by Friday, September 4, 2026, for forwarding to the district.

5. Reports and updates

Nights, Online, and Weekend (NOW) — Jose Zelaya

Jose described the transition from the application-based College for Working Adults program to broader support for evening and online students, aligned with Academic Pathways and Student Success Teams and now housed in ASLT. He reported that slightly fewer than 2,000 unique students were taking an online class entering fall.

Current work includes embedded tutoring in math and English, distribution of donated refurbished laptops, and technology workshops for ESL classes. Joel provides statistics tutoring and individual technology support in the Library and Learning Center. NOW will continue developing access to online resources and raising awareness of available services.

Follow-up: Refer students needing laptops to the Learning Center and share needs for evening/online academic and technology support with Jose. The committee will consider these services in the next DE plan.

Online Teaching Conference — Sarah Harmon

Sarah highlighted large language models (LLMs), critical thinking, academic freedom, and authentic assessment. Faculty should help students evaluate information and determine appropriate tools, while using assessments that allow students to demonstrate learning in meaningful ways. Goblin Tools was mentioned as an example of support for executive-function tasks.

The revised Peer Online Course Review (POCR) rubric was another major topic. Sarah reported that the changes emphasize organization, readiness for review, and accessibility work before review begins. Previously reviewed courses were described as generally well positioned for the revised rubric. Additional committee discussion will follow; Sarah's conference notes contain resources and links.

6. Next steps and adjournment

Members will gather constituent feedback for planning, reinforce faculty training outreach, and share accessibility and NOW resources. The chairs will circulate minutes and messages for representatives to take to their groups. Members were encouraged to share future conference learning that could inform the next DE plan.

CVC was listed as a November topic. The meeting concluded at approximately 1:15 p.m., before the Technology Committee meeting.

Referenced agenda materials

[DEAC membership, 2026–27](#)

[DEAC bylaws, Fall 2023](#)

[Distance Education Plan 2024–2027](#)

[Distance Education progress slides](#)

[DE modality definitions — feedback due September 4](#)

[Online Teaching Conference notes — Sarah Harmon](#)

[PBC agenda — September 2, 2026](#)