

March 8, 2018, 3:00 p.m. – 4:00 p.m.
Academic Center, Room 303, KTD

TOPIC	DESCRIPTION	Information/ Discussion Action
1. Agenda	Review/Revise/Approve	Action
2. Minutes	Approve Minutes from 2/15/2017	Action
3. President's Report	<ul style="list-style-type: none"> • Guided Pathways Multi-Year Plan (Tonya) • Measure B Update (Isidro) • LRC/SS Steering Committee (David) • College Hour (Jon) • PGS Constituent Member Review – Provide Written Changes if any • BP/AP Spreadsheet • Other 	Discussion Discussion Discussion/Action Discussion/Action Discussion/Action Action
4. Board Policies/Administrative Procedures	<ul style="list-style-type: none"> • BP/AP 3570 Smoke Free Learning and Working Environment (Sent for review 1/11/2018-pending AS review) • AP 4105 Distance Education (Sent for Review 1/29/2018-pending AS review) 	Action/Information Information
5. Board of Trustees	Review March 13, 2018 Board Agenda	Information
6. Constituent Reports	Reports from senates and other constituent updates	Information
7. Meeting Wrap Up	Review/confirm actions made at meeting/ identify items for next meeting.	Discussion
8. Meeting Schedule	April 12, 2018, 3:00 p.m. May 10, 2018, 3:00 p.m.	Information
9. Adjourn Meeting		



College Council Agenda

Members:

David Wain Coon, Chair

Faculty:

Meg Pasquel

Becky Brown

Patricia Seery

Classified:

Vacant

Kim Foulger

Hugo Gillian

Students:

Ismail Azam, ASCOM President

Mercedes Sosa Cordero, ASCOM Vice President

Luanne Mullin, ESCOM Representative

Managers:

Jonathan Eldridge

Greg Nelson

Christina Leimer

Resources:

Cabinet Members

Isidro Farias

Staff Support:

Kathy Joyner

Ex-Officio for CSEA

Keli Gaffney, CSEA Pres.

February 15, 2018

Academic Center, Room 303, KTD

Present: Marian Mermel, Ismail Azam, Becky Brown, Patricia Seery, Kim Foulger, David Wain Coon, Christina Leimer, Kathy Joyner (representing classified senate)

Absent: Greg Nelson, Hugo Guillen, Meg Pasquel, Lindsay Bacigalupi, Luanne Mullin, Mercedes Sosa Cordero, Jonathan Eldridge

Guests: Isidro Farias, Mia Robertshaw

1. **Agenda** –The agenda was approved by consensus.
2. **Minutes** - The minutes of the November 30, 2017 meeting were approved by consensus.
3. **President's Report**
Dr. Coon introduced Mia Robertshaw, General Counsel and Isidro Farias, Director of Capital Projects.

Measure B Update - Dr. Coon provided an update on Measure B projects noting that there is a good deal of work occurring at the Indian Valley campus and that staff are excited about the changes happening there. He also reported that work is progressing with the solar projects at both campuses and the athletics field at Kentfield. He stated that he would like the College Council to act as a steering committee for the Student Services and Learning Resource Center projects to help with recommendations and decisions. There will be more discussion on this topic at the next meeting.

College Hour – In Jon's absence, Dr. Coon reported that the idea of college hour came about as a recommendation from FLIT. A proposal has been working its way through the governance system for a mid-day hour on Monday or Wednesday for community activities, discussions, etc. Kim noted that the classified senate had not yet seen the proposal. This item will be on the March agenda for further discussion.

Integration Plan – The integration plan was approved via e-mail by college council over the winter break. Proposed changes were added and the document went to the Board and was approved in January. The decision to approve the integration plan was ratified by consent.

PGS Constituent Member Review - Dr. Coon asked senate leaders to provide written recommendations on proposed constituent membership language for College council at the next meeting.

Process BP/AP Governance Committee Review – Kathy handed out three spreadsheet options for the BP/AP review process and asked for input as to which format was preferred by the group. In addition to including approval dates, CCLC update information, and when regular review is required, the document will reference which BP/APs fall under 10 + 1, which are cited by ACCJC, and where there is interest by a governance committee for additional review. Once formalized the document will be shared with managers, supervisors, legal counsel, and governance groups for information and related action related to review and/or revision of BP/APs.

4. Board Policies and Procedures

- AP 5013 Students in the Military was approved.
- AP 4050 Articulation was received as information. Revisions to AP were provided to the Board of Trustees in January 2018 and were non-substantive changes only.

The following BP/APs were held for further review by the Academic Senate:

- BP/AP 3570 Smoke-Free Learning and Working Environment
- AP 4105 Distance Education

5. Board of Trustees

Dr. Coon provided a review of the agenda for the February 20, 2018 Board meeting.

6. Constituent Reports

Classified Senate – Kim reported that the welcome back breakfasts at both campuses were successful and very well attended. She also noted that Maridel Barr will be filling in on CPLC for Ellen Shaw while she is on leave.

Academic Senate – Becky reported that the senate has approved the college hour proposal; is evaluating program review templates; approved AP 5013 Students in the Military and deferred AP 4105 Distance Education. They have received requests to look at privacy issues related to BP/AP 3720 and are forming an ad hoc technology committee.

ASCOM – Ismail reported on ASCOM's recent events as well as things that they are working on. A copy of his report is attached to the minutes.

ESCOM – Marin presented Dr. Coon with a book that provides historical information about ESCOM and how it began. She also reported that ESCOM will be contributing

\$4,000 to EOPS for student scholarships in the amount of \$500.00 each. Students will be asked to write an essay about themselves and their need. ESCOM also held a vision meeting with one of the topics being “who are we” as related to the College campus.

7. Meeting Wrap Up -

- BP/AP 3570 Smoke Free Environment and AP 4105 Distance Education tabled for additional review by Academic Senate.
- Next Meeting
 - College Hour update
 - Measure B update
 - Written proposals for college council membership
 - Input on BP/AP spreadsheet
- Meeting Schedule
 - April 12, 2018, 3:00 p.m., AC 303
 - May 10, 2018, 3:00 p.m., AC 303

9. Adjourn Meeting – Meeting was adjourned.

Approved:

ASCOM Report – 2/15/2018
College Council

Past Events:

- Umoja Event with Ericka Huggins
- Not In Our Town (NIOT) Event
- Appreciation Day (supply/food giveaway)

Upcoming Events:

1. ASCOM Election cycle coming up in March
2. Food trucks coming soon (hopefully this month)
3. Mental Health Awareness Week (March 5th-7th)
4. Get to know College Employees Day - scheduled for March 29th in theatre

Projects we are working on:

- Working with IT to get the TV's in the cafeteria running with content
- Working closely with the EEO committee to have improvements in interview processes
- Working with food trucks, administration, and Chief to figure out the logistical overview of paperwork, etc.
- Working with the library once again for extended hours during Finals week in hopes of adjusting it to the yearly budget starting August
 - From the statistics we gathered, it was an extremely successful idea/event
 - Snacks ran out within an hour, around 40-60 students were in the library every hour it was extended and very positive feedback from surveys from students

Also, the following is ASCOM's written change for the GRC update:

"2 members from the ASCOM board will be appointed to College Council, in addition to one student from the student body."

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p><u>Autofill information</u> from submitted self-assessment <u>for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> Scaling in Progress 	<ul style="list-style-type: none"> Create a Guided Pathways Design and Planning Committee with constituents from across the campus Form a Student Advisory Board with diversified membership and veto power that will engage in Guided Pathways Design and Planning Assess who is missing from discussions Reach out, recruit, and involve key stakeholders from all groups (classified, faculty from all disciplines, administration, and students) with specific roles Plan Guided Pathways Summit for Convocation Develop Communication Plan catered to specific groups <ol style="list-style-type: none"> Create case statement: the Why? Make the case for Guided Pathways through humanized data Develop marketing materials High school outreach (recruitment for maps) Develop plan to utilize College Hour to include all constituents, especially students 	<ul style="list-style-type: none"> FLIT Report GP Self-Assessment tool Integration Plan GRIT: Integration working group Meeting w/Chairs about roadmaps Working with PRIE IDEA Committee student focus groups 	<ul style="list-style-type: none"> Formation of the Guided Pathways Design and Planning Committee Formalized student engagement in developing Guided Pathways through the Student Advisory Board Roster of Guided Pathways Champions Greater awareness and engagement around Guided Pathways across both campuses 	<p><u>Dropdown menu for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> No change Pre-adoption Early Adoption Scaling in Progress Full Scale

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
3. Integrated Planning - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs.	<ul style="list-style-type: none"> Scaling in Progress 	<ul style="list-style-type: none"> Develop ways to include students in planning such as: <ol style="list-style-type: none"> Connecting Student Advisory Board into planning process Conducting annual focus groups in classes across the curriculum, using surveys and discussion Using peer mentors to participate in committees Sharing plans with ASCOM and other student groups on regular basis Connect and align the Guided Pathways Design and Planning committee with the Educational Planning Committee to embed Guided Pathways framework into Educational Master Plan/Strategic Plan Connect and align Guided Pathways Design and Planning committee with GRIT (Integration working group), SWAG, CTE/Strongworkforce/Adult Ed. and other initiatives /groups Implement administrative reorganization to support the guided pathways framework Create an inventory of committees Provide standing Guided Pathways work time meetings for faculty Engage Curriculum committee Engage Advancement office for support around integrated planning 	<ul style="list-style-type: none"> GRIT: Integration working group regularly meets MAPS teams regularly meet SWAG regularly meets EPC regularly meets Present at convocation, and to constituent groups (senate, college council, PRAC, etc) 	<ul style="list-style-type: none"> Scheduled Guided Pathways work time Development of Guided Pathways framework embedded within the Educational Master Plan/Strategic Plan Ongoing and structured student involvement Aligned committees and efforts 	<ul style="list-style-type: none"> No change

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipate d Change in Scale of Adoption During Timeframe
<p>4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.</p>	<ul style="list-style-type: none"> • Scaling in Progress 	<ul style="list-style-type: none"> • Evaluate and improve current decision-making structures in consultation with the Governance Review Council • Develop criteria and evidence-based measures to inform the decision-making process • Create and distribute timeline about windows of opportunities for engagement, so people do not delay involvement • Structure website to help with information sharing • Develop plan to better distribute information on regular basis (website updates and/or newsletter) 	<ul style="list-style-type: none"> • FLIT Report & focus group data • GRIT: Integration working group • SWAG • Work groups report to Senate, PRAC, and Chairs 	<ul style="list-style-type: none"> • Inclusive decision-making process with regular opportunities for engagement • Process to access information • Regular process for college-wide communication 	<ul style="list-style-type: none"> • No change

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipate d Change in Scale of Adoption During Timeframe
6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student’s college experience.	<ul style="list-style-type: none"> • Scaling in Progress 	<ul style="list-style-type: none"> • Develop and offer online/website career exploration survey • Develop and perfect interest clusters (consider cluster names that are understandable to students) • Create visual representations of cluster/interest areas • Assign a counselor to academic departments to collaborate on clustering and scheduling of courses • Create promotional materials and promote foundational courses, such as HUM 101 and COUN 130: Career Exploration to students • Expand and offer HUM 101 and COUN 130 as part of MAPS and for “undecided”/ “undeclared” • Create website pages/layout to showcase roadmaps • Embed hyperlinks for GE and IGETC requirements within roadmap layout • Develop website for MAPS and roadmaps • Expand career center offerings to include workshops for choosing a major and career planning 	<ul style="list-style-type: none"> • HUM 101 pilot • 21 UC majors mapped • Roadmap drafts developed • MAPS Team 	<ul style="list-style-type: none"> • Students are offered multiple opportunities for career exploration • Students are made aware of opportunities for career exploration 	<ul style="list-style-type: none"> • No change

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipate d Change in Scale of Adoption During Timeframe
8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student	<ul style="list-style-type: none"> • Scaling in Progress 	<ul style="list-style-type: none"> • Work with departments to refine Roadmap drafts • Work backwards from student goals • Figure out transfer goal pathway • Assign counselor liaisons to academic departments • Work with CTE staff on labor market data gathering • Build out DegreeWorks to better reflect student progress (ie. include transfer transcripts) • Develop process for ongoing master schedule planning • Develop Completion Teams for each cluster/interest area • Create an inventory of all programs and courses • Update the blueprints and convert them into flowcharts • Reexamine orientation process, including online, face-to-face, IVC, mandatory, around cluster/interest areas, affinity groups, etc. • Engage student input in the reexamination of the orientation process 	<ul style="list-style-type: none"> • Department blueprints built • Work on master schedule planning • Counselors continue to collaborate with academic departments on clustering and scheduling of courses • CTE Pathways and labor market work 	<ul style="list-style-type: none"> • Clarified pathways that are clearly communicated to students • Major preparation identified • Inventory of programs and courses • Updated blueprints • Improved orientation options • Master Schedule • Formed Completion Teams for each cluster/interest area 	<ul style="list-style-type: none"> • No change

Required per EC Section 88922 (c)

Briefly describe the college’s efforts on the following issue:

The inclusion of high school grades into the assessment/placement process	Describe here English implemented high school grades into the assessment/placement process starting Fall 2017, and Math implemented high school grades into the assessment/placement process starting Spring 2018.
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Based on the college’s planning and self-assessment dialogue and activity, what support could the Chancellor’s Office provide to expand or support the next steps (optional question):

Describe here

General Institution

HR Proposed Language 2015 / Admin Edits 12/11/2018

For Review 1/5/2018 Coll Ops/HR/Police

Jeff M Edits 1/8/2018/HR OK'd 1/11/2018

BP 3570 SMOKE-FREE LEARNING AND WORKING ENVIRONMENT**References:**

Government Code Sections 7596, 7597, and 7598;
Labor Code Section 6404.5;
Education Code Sections 70902 and 76033(e);
Penal Code Sections 602 and 853.6;
Vehicle Code Section 4000.1;
Marin County Ordinance 3464

The Board recognizes the relationship between smoking and various health risks, including lung disease, cancer and heart disease. Furthermore, a strong link between environmental ~~tobacco~~ smoke or “secondhand smoke” and health risks has also been demonstrated.

Therefore, the Board prohibits smoking by all employees, students, and visitors at all times on any District property EXCEPT in Designated Smoking Areas. District property refers to any and all buildings, parking lots, District vehicles, as well as property on the Kentfield Campus, the Indian Valley Campus, and the Bolinas Marine Lab property.

The term smoking in this policy refers to engaging in an act that generates smoke or vapor, such as possessing a lit pipe, a lit hookah pipe, electronic cigarettes or other imitation cigarette devices, a lit cigar, or a lit cigarette of any kind. ~~cigarette, cigar, pipe, or other means of smoking.~~

Also see AP 3570 titled Smoke-Free Learning and Working Environment and BP/AP 3550 Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program (DAAPP)

Office of Primary Responsibility: College Operations

Date Adopted: January 20, 2009
(Replaces College of Marin Policy 8.006)

Date Revised: July 19, 2011

General Institution

Admin Review 1/4/2018

To College Ops/HR/Campus Police 1/4/2018

Jeff M Edits 1/8/2018/HR OK 1/11/2018

CCLC Update 30 (April 2017) to add restriction of use of tobacco products within
250 feet of a youth sports event

AP 3570 SMOKE-FREE LEARNING AND WORKING ENVIRONMENT

References:

Government Code Sections 7596, 7597, 7597.1, and 7598;

Health and Safety Code Section 104495;

Title 8 Section 5148

Labor Code Section 6404.5;

Education Code Sections 70902 and 76033(e);

Penal Code Sections 602 and 853.6;

Vehicle Code Section 4000.1;

Marin County Ordinance 3464

~~The Smoke-Free Campus Environment Policy and~~ This procedure applies to employees, students, vendors, visitors, and other persons who use the vehicles and facilities on the campuses or centers that are part of the District. Signs prohibiting smoking shall be prominently displayed. The policy will be communicated via District communication means including course schedules, catalogs, student and employee handbooks, posters, and the web site.

Smoking shall be permitted only in designated areas clearly indicated by "Designated Smoking Area" signage. Designated Smoking Areas shall be subject to review and possible change.

If an individual is identified as violating the Smoke-Free Campus Environment Policy, the Campus Police should be notified immediately. Individuals refusing to comply with the Smoke-Free Campus Environment Policy ~~should~~ may be referred to the Campus Police who may issue a citation. Repeat student violators will be referred to the appropriate administrator for violation of the Student Conduct statement. Employees who are repeat violators may be subject to the disciplinary process according to the appropriate collective bargaining or administrative agreement. All others will be asked to leave District property and if they refuse, may be subject to arrest for trespass according to Penal Code Section 602.

~~Tobacco~~ Smoking products, including cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, and an electronic device that delivers nicotine or other vaporized liquids to a person inhaling from the device (e.g. e-cigarettes and vaporizers) may not be used within 250 feet of a youth sports event. A youth sports event is any practice, game, or related activity organized by an entity at which athletes up to 18 years of age are present.

The sale of tobacco products is prohibited on District property.

Information for students and employees regarding smoking cessation, local treatment centers, and literature on the issue shall be available in the Health Center as well as the Human Resources Office.

Office of Primary Responsibility: College Operations

See also BP 3570 titled Smoke Free Learning and Working [Environment and BP/AP 3550 Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program \(DAAPP\)](#)

Date Approved: June 28, 2011

Date Revised: November 13, 2012

Academic Affairs

Reviewed/revised by C Torres, K Smyth, S Lince 1/28/2018

CCLC Update 30 (April 2017) to clarify Federal Regulation requirements pertaining to verifying identity of students registered in distance ed or correspondence ed course or program.

AP 4105 DISTANCE EDUCATION**References:**

Title 5 Sections 53200, 55200 et seq.;
34 CFR Section 602.17;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
42 U.S. Code Sections 12100 et seq.;
29 U.S. Code Section 794d;
ACCJC Accreditation Standard II.A.1.

Per Title 5 Section 55200, distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements under Title 5 as well as the specific requirements of articles 55200 and 55204. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the American with Disabilities Act (42 U.S.C. Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Section 794d).

The U.S. Department of Education defines distance education as education that uses one or more technologies [outlined in paragraph (1) through (4) of the definition] to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Title 34 Subtitle B, Chapter IV Part 600 Subpart A section 600.2)

College of Marin offers Distance Education courses via two delivery modes: online and hybrid:

- 1) Online: a course in which 100% of instruction takes place entirely online with no mandatory face-to-face meetings, synchronous visits, and/or campus visits. Instructional time follows the Carnegie unit, which means that faculty must plan an approximate one-to-two ratio of instructional time to homework and study.
- 2) Hybrid: a course that provides instruction both online and face-to-face with at least one mandatory on-campus meeting. Mandatory meetings are regularly scheduled and the dates are posted in the schedule of classes. Students are informed of mandatory meetings in the schedule of classes. Instructional time follows the Carnegie unit, which means that faculty must plan an approximate one-to-two ratio of instructional time to homework and study.

Course Approval *(This section was modified and reconfigured)*

Each proposed or existing course offered by distance education shall be reviewed and approved separately ~~by the Distance Education Committee (DEC).~~ Separate approval is mandatory if any portion of

~~the instruction in a course or a course section is designed to be provided through distance education. Separate course outlines are required for each on-line or hybrid version of a course. Each course outline must include the Distance Education addendum of the Course Outline of Record template. (moved to another paragraph)~~

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Each proposed or existing course offered by distance education shall be reviewed and approved separately by the District Education Committee (DEC). Separate course outlines are required for each on-line or hybrid version of a course. Each course outline must include the Distance Education addendum of the Course Outline of Record template.

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. (5 CCR Section 55206).

Distance Education Faculty Certification

When approving distance education courses, the Distance Education Committee will certify the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Distance Education Committee and Curriculum Committee's approval procedures.

Note: The crossed out paragraphs have been moved to a new section titled "Faculty Training"

~~Before a distance education course is assigned, faculty must earn a certificate of completion in the Online Education Standards and Practices (OESP) course through the @One Project sponsored by the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program.~~

~~The cost of the OESP course will be reimbursed from the Distance Education budget.~~

~~Whether teaching hybrid and/or online courses, faculty must demonstrate proficiency in the technical and pedagogical aspects of such courses using the approved District Learning Management System (LMS) before being assigned to teach such a course. Prior to the launch of the course, faculty are required to meet at intervals with the Distance Education Coordinator and Instructional Technologist to review their curricular plan, receive appropriate training on course design, and review their final course product.~~

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Faculty Training:

Before a distance education course is assigned, faculty must earn a certificate of completion in the Online Education Standards and Practices (OESP) course through the @One Project sponsored by the

California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program.

The cost of the OESP course will be reimbursed from the Distance Education budget.

Whether teaching hybrid and/or online courses, faculty must demonstrate proficiency in the technical and pedagogical aspects of such courses using the approved District Learning Management System (LMS) before being assigned to teach such a course. Prior to the launch of the course, faculty are required to meet at intervals with the Distance Education Coordinator and Instructional Technologist to review their curricular plan, receive appropriate training on course design, and review their final course product.

Waivers and Evidence of Equivalency

Faculty who have ~~taught online at another institution and/or have completed training through the @One Project~~ completed equivalent professional development in online pedagogy and teaching best practices at an accredited institution within the past three years may be exempt from the required faculty certification. ~~Interested~~ Faculty will need to arrange a meeting with the Distance Education Coordinator and Instructional Technologist to ~~discuss their experience and~~ present an example of an on-line a course they have developed, and show evidence of professional development and on-line teaching experience ~~(or courses) that have been taught online.~~

Instructor Regular and Effective Contact

Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

Title 5 sections 55204 and 53200 require “regular and effective contact” in all distance education courses. Federal regulations require not only regular and effective contact, but also “substantive” interaction between the students and instructor. Each course or portion of a course delivered through distance education will demonstrate instructor-to-student(s), student-to-student, and student-to-content interactions.

Best practices for Establishing Regular, Effective, and Substantive faculty-initiated contact:

- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the professor.
- Provide response time in syllabus for student questions and assignment feedback (e.g. 24 - 48 hours)
- Explain course policy regarding student initiated contact (where to post questions, assignments, etc.) in the syllabus
- Clarify important dates, such as assignment and assessment deadlines, not only in the beginning but also throughout the course

Best Practices for Ensuring Ongoing Regular and Effective Contact:

- Assign and monitor weekly assignments and projects that promote collaboration among students
- Pose questions in the discussion boards that encourage critical thinking skills and promote interaction among all course participants
- Participate regularly in discussion activities with students and ensure that discussions remain on topic

- Monitor student engagement to ensure that students participate with depth
- Include means for varied types of interaction in the course design
- Maintain an active presence in discussion boards, chat rooms, and other interactive forums
- Give frequent and substantive feedback throughout the course

Methods of Establishing Regular and Effective Contact

- Course announcements (e.g., videos, weekly summary, weekly review, textbook readings)
- Personalized feedback on assignments
- Interactive discussion boards (e.g., question and answer forums)
- Videoconferencing (e.g., Skype, Zoom, CCC Confer)
- Collaborative projects (e.g., group blogs, group discussions, wikis)
- Instructor-created lessons and documents
- Instructor-created modules or lectures (e.g., recordings, streaming videos, slides with audio narration, podcasts, webinars, screencasts)
- Emails, private messaging, and chat sessions

Accessibility Compliance

All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Distance Education courses will be reviewed by Student Accessibility Services (SAS) to determine ADA compliance. The College's Assistive and Instructional Technologists will assist faculty in meeting ADA compliance obligations when needed. Faculty must engage in relevant training from the College to ensure that they understand accessibility as it relates to instruction and curriculum. Likewise, any material or technology in support of any instructional activity must be vetted for accessibility compliance by a designated campus authority.

The term "accessible" means that a person with a disability is given the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and integrated manner, with equivalent ease of use (Office of Civil Rights (OCR), 2011).

Distance education courses must closely mirror current compliance requirements or as ADA has been interpreted by ongoing litigation and/or OCR Letters-of-Instruction. That is, ~~DE~~-distance education courses must be developed with an interface, design, and content that facilitates equitable access to all material or experiences either through industry standard assistive computer technology or any other accommodation. Additionally, instructional materials should closely align with emerging Universal Design best practices.

All course content delivered via distance education must be accessible to all persons including those with disabilities.

All activities and instructional media shall be accessible, including:

- Accurately captioned videos
- Transcribed audio files
- All objects (including images, formulas, tables and charts) have meaningful alternative text
- Readable course materials and html pages using effective font, color contrast, and spacing
- Meaningful hyperlinked text
- Documents that are accessible and reflect best practice standards (e.g. including the use of headers,

alt text, a readable font, document tags, OCR etc.)

- Provision of an ADA statement and contact information for Student Accessibility Services in the course syllabus.

Accessibility also applies to websites, software, and other required course materials not contained within the District Learning Management System (LMS).

FERPA Compliance and LMS Course Merging

Faculty may merge their courses in the District Learning Management System (LMS) to save time distributing the same course content to students across multiple course sections. However, due to the Family Educational Rights and Privacy Act (FERPA) regulations, students can only have access to other students' information in the course in which they are enrolled. This means, students may not interact in the LMS with students from another course section.

To comply with FERPA when distributing course content in merged courses, Faculty must restrict students' ability to view and interact with other students in another course section. Recommendations for meeting FERPA guidelines in the LMS and a Merged Course Request Form are available on the Online Learning website.

Enrollment, Attendance, and Participation in Distance Learning Courses

Students will register and enroll in distance learning courses in the same manner as traditional courses. All distance education courses follow College of Marin's attendance and drop policies (AP 5070 and AP 5075). The U.S. Department of Education views attendance in an online class as active engagement, such as writing in discussion forums, submitting assignments, taking quizzes and/or exams, or other interactive class activities. Due to the potential for financial aid fraud in online programs, the U.S Department of Education has determined that there should be "regular and substantive interaction between students and faculty" in online courses. Hence, the "Last Day of Attendance" counted in the online classroom is the last day of class participation by the student.

Based on the aforementioned guidelines, the instructor should determine the last day of attendance for students via the following methods:

- 1) Prior to the first census date, the instructor will initiate activities that require student participation.
- 2) The instructor will include various robust assessments and assignments on a frequent basis throughout the semester.

Participation and drop policies must be clarified in the online syllabus and align with the College's policies.

Scheduling of Distance Education Courses

Area deans (in collaboration with department chairs) determine and approve faculty assignments for all courses, including distance education sections. Faculty will be assigned to teach distance education courses after completing the aforementioned certification process and meeting state and federal requirements.

Faculty Office Hours

For office hour obligations, faculty must refer to the UPM contract.

Student Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- [Secure credentialing/login and password;](#)
- [Proctored examination; or](#)
- [new or other technologies and practices that are effective in verifying student identification](#)

The District utilizes a Learning Management System (LMS) whereby students must authenticate their identity. In order to access the LMS, students must log into the MyCOM Portal with their College of Marin-issued student user name and password.

The Chief Instructional Officer shall provide a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Test Proctoring

Some distance education courses may require that exams be taken in a proctored setting and faculty will clearly communicate in their syllabus if there are any proctoring requirements for the course.

Distance Education Support Services

The District provides online assistance in the following areas:

- Learning Management System (LMS) technical support through an on-line help center
- Online writing assistance through the Online Writing Center (OWC)
- Research assistance through the Library's "Ask a Librarian" service
- Tutoring appointments through the Teaching and Learning Center
- Counseling services through "Ask a Counselor"

The Assessment and Testing Center provides proctored exams with an instructor's approval. Specific instructions about taking an exam in the Assessment and Testing Center can be found on the Assessment and Testing Center's Webpage.

Office of Primary Responsibility: Assistant Vice President of Instructional Support

Date Approved: June 28, 2011

Revised: June 19, 2012

Revised: May 1, 2014

Revised: September 20, 2016