

September 15, 2016, 3:00 p.m. – 4:30 p.m.
Academic Center, Room 303, KTD

TOPIC	DESCRIPTION	Information/ Discussion Action
1. Agenda	Review/Revise/Approve	Action
2. Minutes	Approve Minutes from 4/7/2016 Approve Minutes from 5/12/2016	Action
3. President's Report	- Introductions - Committee Charge	Review/Information
4. Facilities Master Plan	- Review Updated Facilities Master Plan (Measure B) (45 min) (Tim Haley and Ellen Cooper)	Presentation
5. BP/AP Cycle Review System	Potential Development of Systematic Review System for BP/APs	Information/Discussion
6. Board Policies/Administrative Procedures	AP 4022 Program Revitalization (10 + 1) AP 4105 Distance Education (10 + 1) BP 3900 Speech: Time, Place and Manner (10 + 1) AP 3900 Speech: Time, Place and Manner (10 + 1) BP 6200 Budget Preparation (10+1) AP 6200 Budget Preparation (10 +1) BP 6250 Budget Management AP 6250 Budget Management AP 6251 Reserve Fund Management (New AP) BP 6740 Citizens' Bond Oversight Committee (Action) AP 6740 Citizens' Bond Oversight Committee (Action)	Information Information Discussion/ Information Discussion/Action
7. Board of Trustees	Review 9/20/2016 Board Agenda	Information
8. Constituent Reports	Reports from senates and other constituent updates	Information
9. Meeting Wrap Up	Review/confirm actions made at meeting/ identify items for next meeting.	Discussion
10. Meeting Schedule Fall 2016	October 13, 2016, 3 pm, AC 303 November 10, 2016, 3 pm, AC 303 December 1, 2016, 3 pm, AC 303	Information
11. Adjourn Meeting		



College Council Agenda

Members:

David Wain Coon, Chair

Faculty:

Sara McKinnon/Meg Pasquel

Becky Brown

Patricia Seery

Classified:

Paul Wilson

Lindsay Bacigalupi

Monica Rudolph/Maridel

Barr

Students:

Amy Diaz, ASCOM President

Jessica Sanchez, ASCOM VP

Darlene Baten, Student

Trustee

Marlene Knox/Dick Park-

ESCOM

ESCOM Co-Presidents

Managers:

Jonathan Eldridge

Greg Nelson

Christina Leimer

Resources:

Cabinet Members

Staff Support:

Kathy Joyner

Ex-Officio for CSEA

Kelley Gaffney, CSEA Pres.

April 7, 2016, 3:00 p.m.
Academic Center, Room 303, KTD

Present: Jonathan Eldridge, Elle Dimopoulos, Sara McKinnon, Becky Brown, Patricia Seery, Kim Foulger, Patrick McBurnie, Eric Sitzenstatter, Greg Nelson, Christina Leimer, Laura McCarty, Kristina Combs, Kelli Gaffney, Kathy Joyner

Absent: David Wain Coon, Martin Birmingham, Monica Rudolph

1. **Agenda** - *The agenda was approved by consensus.*
2. **Minutes** - *The minutes from the March 8, 2016 meeting were approved by consensus. Patrick McBurnie requested that the minutes from that meeting reflect student concerns with AP 6520 Security for District Property.*
3. **President's Report**

DRAFT EEO Plan - *Kristina Combs shared a draft Equal Employment Opportunity (EEO) plan developed using the initiatives from the State level committee. She commented on the progress the College has made over the past two years to diversify staff and faculty including updating salary schedules to encourage more applicants and advertising to broader and diverse communities. The proposed plan focuses on enrichment and diversity in the workforce and identifies changes to be made to our current operations, including funding training opportunities for faculty and staff, reinstituting the EEO Advisory Group, evaluating training programs for the advisory group and hiring committees and establishing training portals. The draft plan has been circulated to governance groups for review and is currently under review by the senates. Comments and input are welcome. Upon review by all groups, the plan will be forwarded to the Board of Trustees. A copy of the DRAFT EEO Plan is attached.*

Assessment Plan Addendum Spring 2016 - *Sara McKinnon provided information on the addendum to the 2012 Assessment plan, which was created by the Student Learning Outcomes Assessment Committee (SLOAC) to provide a formal process to assess general education/college-wide, degree/certificate, course level, and non-instructional SLOs. The addendum updates the plan, explains adjustments and revisions made to the process, and outlines future SLOAC initiatives. It was noted that this part of the WASC Standard 2.C. related to student learning assistance/outcomes. There was a comment that the terms should be consistent with the new standards and that will be reviewed during the review process for consistency. There was a notation to correct the spelling of Derek Levy's name. The plan will be provided to the Board of Trustees for information.*

Recycling/Zero Waste – *Greg Nelson provided information the College's recycling efforts such as composting by the food service vendor and child care which results in mulch for the college, recycling of materials and furniture from the Austin Center, recycling wood from felled trees for use as benches and tables, use of see-through trash bags to assist with recycling efforts, blue bins for paper recycling, baling and recycling boxes in bulk, recycling pool sludge for use by smaller pools and using vendors that use recyclable products. There was discussion on the importance of informing the college community regarding how to recycle and about what products are not recyclable. The classified senate asked for a presentation at a senate meeting.*

There was another suggestion to encourage people to volunteer to educate the college community on college recycling processes.

4. **Modernization Report** - *Laura McCarty shared a rendering of the proposed signage for gender neutral restrooms on campus, noting the restroom locations on campus. Over the summer all single stall restrooms will be converted to unisex/gender neutral restrooms and signage will be installed. There are currently no single stall restrooms in the PE complex, with the closest gender neutral restroom at Village Square. A plan for the IVC campus is needed where there are also multiple stall restrooms. A copy of the presentation is attached.*
5. **BP/AP Review Process** – *The BP/AP Review/Approval process was modified as noted by classified senate to take supervisors and confidential employees out as a separate review group as they are part of the classified senate review process. **Approved by consensus.***
6. **Board Policies and Procedures** – *It was noted that most of the changes to the Board Policies and Administrative procedures listed on the agenda were a result of changes from CCLC legal updates or non-substantive changes. Due to a suggestion for additional language to include accepted standards defining product accessibility, AP 6365 Accessibility of Information Technology will be brought back at a later date. Kathy will check to assure that the phone number in AP 7700 for the State Personnel Board is correct. **The following BP/APs were approved by consensus:***
 - BP/AP 6100 Delegation of Authority
 - BP/AP 6150 Designation of Authorized Signatures
 - BP/AP 6320 Investments
 - AP 6322 Employee Indemnity Bonds
 - BP/AP 6850 Bicycles, Skateboards, Roller Skates, Roller Blades, Scooters and Other Similar Devices on Campus
 - AP 6800 Industrial Safety
 - BP/AP 7110 Delegation of Authority
 - BP 7130 Compensation
 - AP 7211 Faculty Service Areas
 - AP 7270 Student Employees
 - BP 7330 Communicable Disease
 - BP 7335 Health Examinations
 - BP/AP 7700 Whistleblower Protection
7. **Board of Trustees Meeting** – *This meeting is early due to Spring Break and the agenda for the April 19 Board meeting has not been finalized at this time.*
8. **Constituent Reports**

Academic Senate – Sara reported that the senate has determined that the process for open education resources funding related to AB 798 is very cumbersome and the resources minimal. Faculty will be encouraged to use on-line services on their own. There has also been considerable discussion about AP 6520 Security for District Property and concern with the surveillance cameras. Faculty have prepared a resolution. There is concern about academic integrity verse security.

ASCOM – Patrick reported that students had spent a great deal of time discussing AP 3720 Information Technology Use and AP 6520 Security for District Property. He handed out a Resolution related to revisions of BP and AP 3720 Information Technology Use and noted concerns with privacy, and the difficulty balancing security and privacy. He also noted concerns with the number of policies and procedures for review and that it was difficult to get to all of them. It was noted that many of the BP/APs only have code changes and that it is not necessary to review all of the BP/APs, some will not have any relevance to students. Kathy attempt to assist the students with the review process and inform them of BP/APs that have direct effect on students.

Vice President Nelson suggested speaking with the groups that have concerns to discuss information and concerns from both sides. Sara commented that San Jose Evergreen had a good policy to review.

ESCOM – Eric introduced Deborah Patric who will be the next president of ESCOM. He commented that the branding of ESCOM is going well and they are working on getting signage updated. Deborah commented that membership is up to 1624, but that only about 20% are in the gold card program, which will be reviewed. She commented that approximately 260 people attended the mini med school session on 4/2 and another session will occur on 4/9.

Classified Senate – Elle reported that Dr. Coon attended the Classified Senate meeting and provided an update on the budget, the IVC pool and discussed professional development. He also commented that the Senate would like to offer a grant for parents of students participating in COMPASS, called COMPADRES, to provide the opportunity for parents or family members to take a class at the College of Marin.

9. Meeting Wrap-Up *Items for follow-up or next agenda:*

Next Meeting:

Accreditation Steering Task Force
Update on AP 6365 Accessibility of Information Technology
BP/APs

10. Next Meeting – The next meeting is scheduled for May 12, 2016 in the Academic Center Conference Room 303.

11. Adjourn Meeting – Meeting was adjourned

COLLEGE OF MARIN

EQUAL EMPLOYMENT OPPORTUNITY PLAN

DRAFT

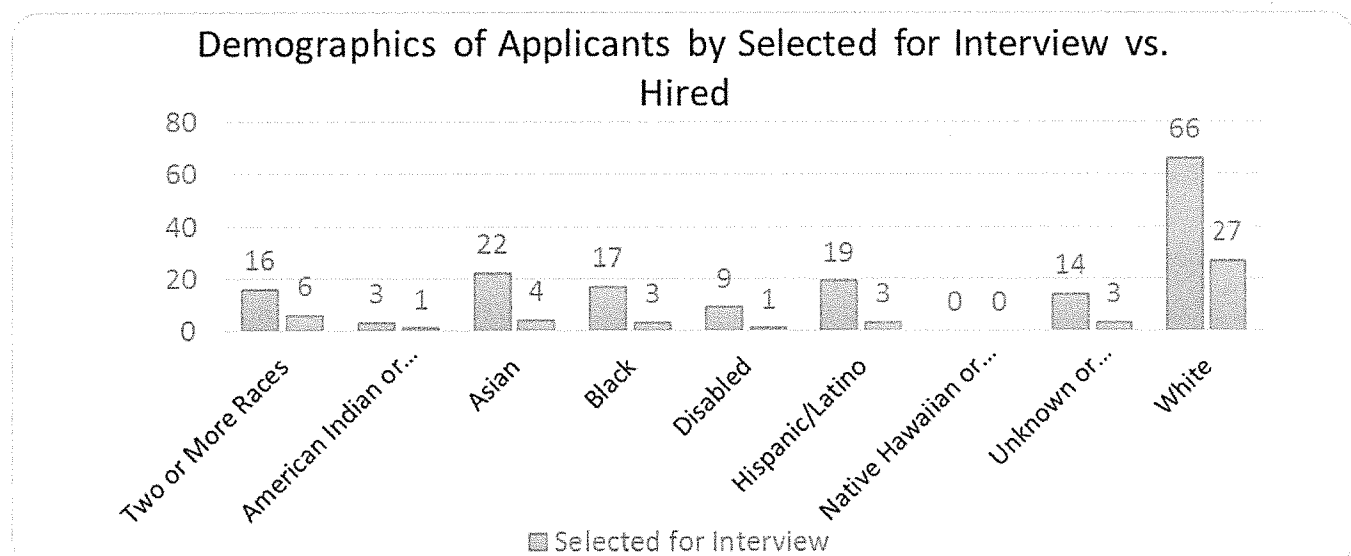
Introduction

The following information provides details about the College of Marin's Equal Employment Opportunity Plan which will be implemented over the next 18 months to 3 years, beginning with this fiscal year (2015/16). The plan incorporates the following components: Equal Employment Opportunity, Title IX and the Americans with Disabilities Act. The plan is designed to provide a framework for activities which will be informed by collaborating with senior leadership at the college and governance committees representing classified staff, faculty and non-represented employees. The College of Marin's mission includes the importance of linking to the broader communities of which students and employees represent, therefore plans and related activities include these stakeholders.

Equal Employment Opportunity

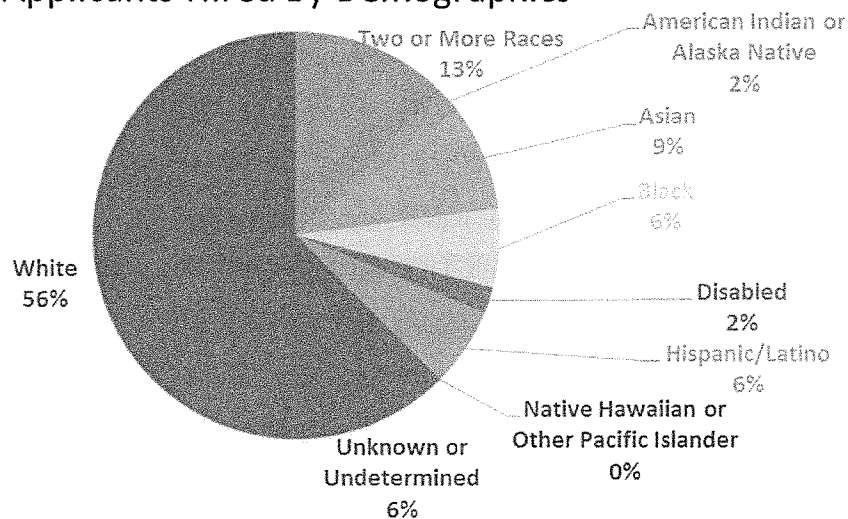
With direction from the Superintendent/President, the District has made strides in the past two years to diversify its staff and faculty. In the past two years, the ED-HR&LR allocated additional funding to advertise COM vacancies in publications and electronic media to broaden the reach to diverse communities and potential job applicants. Although there was an increase in the diversity of applicant pools, the District has identified that the internal interview and selection process needs to align with EEO/diversity hiring goals as shown in Graphs 1 and 2, below.

Graphs 1 & 2: Equal Opportunity Employment Summary for FY 2014/2015 Recruitments



Graph 1 - This graph depicts the number of applicants selected for interview vs. hired by ethnicity. For example, under the ethnicity group for Hispanic/Latino, 19 applicants were selected for interviews throughout FY14/15; 3 of the 19 applicants were hired into positions.

Percentage of Applicants Hired By Demographics



Graph 2 – This analysis provides COM overall percentage of actual hired applicants by ethnicity for 48 recruitments conducted during FY2014/2015.

The ED-HR&LR collaborated with the President to plan strategies which would result in changes to salary schedules. Given the high cost of living in Marin County and the challenges faced in recruiting and retaining qualified applicants/employees, the HR department conducted market salary surveys culminating in upward adjustments of salary ranges and steps, improved employee and labor relations, and the ability to attract more qualified and diverse applicant pools. These strategies helped to achieve diversity in the leadership and new faculty ranks of the college. A number of key appointments included a Hispanic/Latina Dean, an Asian-American Director in Student Services, a CIO of African heritage, a Hispanic/Latino faculty member and an African American Director of Clinical Counseling Services for students.

The appointment of the Executive Director of Human Resources & Labor Relations also achieved diversity goals. The incumbent identifies as multi-cultural having spent her ethnic heritage and formative years in Southeast Asia where she was heavily influenced by the Buddhist and Hindu cultures and education system. As the daughter of American missionaries who traveled throughout the world, those global experiences helped her to embrace and appreciate cultural diversity in all aspects of the workforce and has been instrumental in achieving the equity, diversity and inclusion goals for COM.

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There was a recent decline in COM's ethnic diversity due to early retirement programs which also impacted the Human Resources Department's staff diversity. The college embarked on succession planning and was fortunate to recently appoint an African American Interim Human Resources Director. This appointment will help support EEO goals as the incumbent is responsible for the employment function and brings professional experience serving on campus-wide diversity committees at UC Berkeley. The Interim Director also brings technical and statistical strength in the analysis and reporting of data which will enhance reporting efforts in achieving Title IX/ADA/EEO goals.

Some of the most vocal members who have expressed concerns about the lack of workforce diversity at COM are African American staff and faculty who are long-term members of the college community. Ensuring that the District continues to commit to appointments of African Americans and other ethnic groups such as Hispanic/Latinos to the faculty and staff is important because of the student diversity at the college. The District has undertaken outreach to communities of color such as Marin City and other San Francisco/Bay area ethnically diverse communities.

Another vocal and important constituent group at the College of Marin are employees in transitional retirement or who are retired. Consistent with national workforce demographics, COM has an aging employee population and many members have contributed more than 25 years of service to the college. In recent years, the college has experienced an increase in retirements, resulting in an exponential increase in recruiting for Y2014/2015. The ethnic diversity represented by many retirees was achieved through earlier affirmative action programs which are no longer in existence. The college is concerned about the loss of workforce diversity as employees transition into retirement. Given the aging workforce the college is likely to experience additional workforce turn-over and is committed to ensuring that it doesn't lose the diversity achieved through earlier affirmative action programs. The EEO goals addressed in this report are designed to continue efforts to diversify the workforce.

With the Superintendent/President's support and funding, the HR Department over the past two years has initiated information programs on early retirement topics, established a retiree support program board comprised of COM retirees, and developed a website to link the college to the retired members of its college community. Plans are underway to expand these programs with a variety of activities and educational

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programs supported by the HR Department, donors, sponsors and vendors. An important link to retirees is the involvement of those retirees from diverse cultural backgrounds in supporting District outreach efforts.

➡ Goal #1: Increase the workforce representation of Hispanic/Latinos by 5%

During Fiscal Year 2014/2015, the State Chancellor's Office initiated a site visit to determine COM's compliance with Title IX for CTE programs. One outcome of this visit was a recommendation that COM increase its Hispanic/Latino representation of faculty by 5% given the increasing number of Hispanic/Latino students attending the College of Marin. This is an important goal given COM's interest to become a Hispanic serving institution (HSI) in response to its changing student body represented by an increased number Hispanic/Latino/Latina students.

The following activities will be implemented to achieve this goal:

1. The ED- HR&LR will meet with campus governance committees to communicate and solicit input on ways to achieve Hispanic/Latino diversity targets specified in the OCR compliance report, in addition to other ethnic diversity targets such as African Americans.
2. Implement relocation reimbursement assistance to support regional/national searches for diverse candidates.
3. Increase active outreach and recruiting efforts to diversify applicant pools.
4. Collaborate with existing COM Hispanic/Latino staff, faculty members and community organizations to disseminate information about COM as an employer.
5. Advertise COM employment opportunities in Spanish and ensure outreach media represents multi-cultural themes.
6. Add a Spanish –speaking intern or employee to the HR team to assist with recruitment/outreach and communications with Spanish speaking candidates and communities.
7. Continue to mandate and monitor search committee training, particularly on EEO Laws & District Policies/Procedures, Best Practices & the Laws for Selection Committee work, the Interview and Deliberation Process, and Promoting Inclusion after Making the Hire.
8. Develop and implement a new employee ambassador program to welcome and integrate new employees into the COM community to support diversity and inclusion goals.

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9. Train and assign an EEO Representative to each search committee.
10. Develop and implement staff and faculty mentorship program.
11. Include review of EEO/diversity information in all search committee packets.
12. Report results achieved in the annual EEO report.

➡ Goal #2: Activate the Superintendent/President's EEO Advisory Group

COM had an EEO Advisory Committee which has been dormant for many years given the lack of an EEO plan. The Superintendent/President supports reactivating this committee to achieve established goals for Title IX/ADA/EEO now that an EEO plan is in place.

1. Convene an EEO focus group in spring 2015 to inform the structure, criteria for advisory group selection and participation goals, preliminary agendas and proposed activities of the EEO Advisory Group.
2. Disseminate call for nominations and selection of EEO Advisory Group members.
3. Develop a 3 year EEO Calendar of programs and activities including discussion, development and implementation of diversity criteria incorporation in employee evaluations and tenure criteria.
4. Report EEO Advisory Group activities and outcomes to the college community.
5. Launch EEO Advisory Group in fall 2016; provide EEO training for advisory group members.

Title IX/ADA

Upon the retirement/resignation of the student Title IX/conduct officer in FY2014/2015, the Superintendent/President undertook an assessment of the Title IX programs and activities for COM by convening a small cross-disciplinary work group with consultation by campus legal counsel. As a result, a decision was made to consolidate all Title IX/ADA responsibilities in the ED- HR&LR job scope to ensure appropriate and timely collaboration and documentation of planning and compliance activities.

With the direction of the Superintendent/President, the ED-HR&LR began to initiate and implement a number of activities in support of Title IX/ADA/EEO compliance. Beginning in late FY2013/14 through FY 2014/15 the following activities were undertaken by the ED-HR&LR:

1. Met with campus grievance officers to discuss improved ways to address employee concerns and intervened as appropriate by engaging union grievance officers early in the identification and causality of problems. Through collaboration, developed and implemented solutions to eliminate systemic reasons for the reoccurrence of employee concerns including those involving pre-charge discrimination, equity, inclusion and diversity.
Instituted Labor Management Committees for all three unions (CSEA, SEIU, and UPM).
2. Served in an unofficial capacity as campus ombudsperson when students, faculty and staff had no one to turn to and needed someone to listen to their concerns and have their issues addressed. Mediated most of the concerns and issues which eliminated the filing of grievances, lengthy and costly hearings and/or litigation. The prior employee relations practice at COM encouraged the filing of grievances or litigation of matters. With the ED-HR&LR appointment, the Superintendent/President established a goal of improved employee and labor relations to achieve equity and inclusion goals and reduce the time and cost spent in hearings and on outside legal counsel; this goal was achieved in 18 months and continues to be integral to planning efforts.
3. Established Labor Management Committee plans and agendas to identify and resolve employee relations matters which otherwise could rise to the level of Title IX non-compliance.
4. Adopted and implemented informal complaint and resolution processes.
5. Assisted some employees to separate their employment with the District in a respectful and dignified manner when they could not commit to Title IX/EEO goals.
6. Met with the Academic Senate to discuss search committee appointments in response to Title IX compliance efforts.
7. Reorganized recruitment processes and delegated logistical and search committee responsibility to the Vice Presidents and hiring managers to increase their awareness of Title IX/ADA/EEO laws and their respective accountability for compliance.
8. Launched mandated training programs on “Hiring the Best: Legal Requirements & Best Practices” for search committees, and title IX & Sexual Misconduct, Clery Act/Campus SaVE Act.
9. Assessed recruitment procedures to determine challenges in diversification of applicant pools. Identified challenges in search committee appointments as addressed in the recent Title IX/OCR compliance report.
10. Restructured employment function and processes: initiated professional training and certification requirements for employment staff in support of Title IX/ADA/EEO goals.
11. Implemented a classification/compensation program to ensure COM was market competitive in its salary and pay plans.

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12. Initiated the development of on-line versions of training modules: “Hiring the Best: Legal Requirements & Best Practices” for search committees, and Title IX & Sexual Misconduct, Cleary Act/Campus SaVE Act.
13. Implemented mandatory training in FY 2013/14 for employees who want to serve on search committees to meet State Chancellor’s Office training requirements which had been in place for 10 years but not yet adopted on a college-wide basis.
14. Collaborated with outside legal counsel, the Superintendent/President and Vice President for Student Learning & Student Success to update Board Policies and administrative procedures to support EEO and Title IX programs and compliance.
15. Appointed by the Bay10 community colleges to serve on the State Chancellor’s Equal Employment Opportunity (EEO) & Diversity Committee to strengthen the ED- HR&LR’s knowledge and understanding of systemwide goals for EEO and diversity.
16. Served at the request of the Superintendent/President, as the point person for the recent OCR Compliance review by the State Chancellor’s Office.
17. Served on the ADA Work Group.
18. Participated with the Dean of Student Success in a student equity survey to help inform some of the Title IX/EEO/ADA plans.
19. Integrated EEO goals in the accreditation planning for Standard III. HR.

➡ Goal #1: Establish a Title IX/ADA/EEO Virtual Office & Training Portal as part of the HRD

1. During spring 2016, develop content and information for the Title IX/ADA/EEO web pages on the HRD website; consolidate policies and procedures in one place for easy access by students, staff, faculty and the public.
2. Advertise upcoming training, webinars and reference material on Title IX/ADA/EEO integrated with post-hiring training related to “9 Multiple Measures.”
3. Provide links to other Title IX/ADA/EEO resources.
4. Provide reports on Title IX/ADA/EEO goal attainment.

➡ Goal #2: Continue Training on Title IX/ADA/EEO Topics

1. Ensure all current workforce members have completed mandatory training for sexual harassment prevention, Hiring the Best: Legal Requirements & Best Practices” for search committees, and Title IX & Sexual Misconduct, Cleary Act/Campus SaVE Act by end of FY 2016/17. Automate tracking of training completed.
2. Collaborate with the Performing Arts Department to determine feasibility of developing performances depicting Title IX/ADA/EEO issues as part of college-wide training and learning programs.
3. Ensure that students, staff and faculty receive annual notices on Title IX/ADA/EEO.
4. Ensure HRD staff receive adequate training on updates to Title IX, ADA, EEO laws and adjust internal processes to support compliance efforts.
5. Address the unique needs and training programs to more effectively connect to diversity represented by the multi-generational workforce (Millennials, Gen X, and emerging Gen Y) as a diversity challenge.
6. Serve on District-wide ADA Work Group.

Summary

The California Community Colleges Chancellor’s Office, under the sponsorship of Chancellor Brice Harris and leadership by Interim General Counsel, Thuy Nguyen, has been instrumental in providing direction to community colleges on the expectations for meeting the Chancellor’s Office initiatives for equal employment opportunity and faculty diversity. System-wide meetings were convened with Chief Human Resources Officers, community college cross-disciplinary leadership, academic senates and staff councils to inform the approach to measuring equal employment opportunity plans. Additional information was provided during these meetings (see attachments) to include additional funding of district EEO programs which accomplished the Chancellor’s Office initiatives for equal employment opportunity and faculty diversity. The COM EEO plan was revised in late December 2016 to reflect the evaluation process for measuring the success of EEO plan activities.

The 2015 recent site visit sponsored by the State Chancellor’s Office to review Title IX/ADA/EEO compliance was also instrumental in furthering COM’s goals for equity, diversity and inclusion. The report

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pointed out specific additional measures which the college needs to undertake but also demonstrated that much work was accomplished in recent years to ensure COM achieves its goals to be an equitable, inclusive employer representing the diverse communities in which its students, staff and faculty live, and which its workforce strives to serve.

Respectfully Submitted,

Kristina Combs
Executive Director- Human Resources & Labor Relations,
Title IX/ADA/EEO Officer
kcombs@marin.edu
415-485-9504

c: Superintendent/President David Wain Coon

Attachments:

“A Community College Instructor Like ME: Race & Ethnicity Interactions in the Classroom,” Robert W. Fairlie, Florian Hoffmann, Philip Oreopoulos

“It Begins With Us: The Case for Student Equity,” League’s CCCT & CEOCCC Board Meetings June 19-20, 2015

“Workforce Diversity and Student Demographics,” December 2015, California Community Colleges Chancellor’s Office

Gender Neutral Restroom Signage Review

KENTFIELD CAMPUS



Code Compliance

Federal ADA plus California code call for:

1. Braille
2. Wheelchair symbol
3. Circle for women & triangle for men

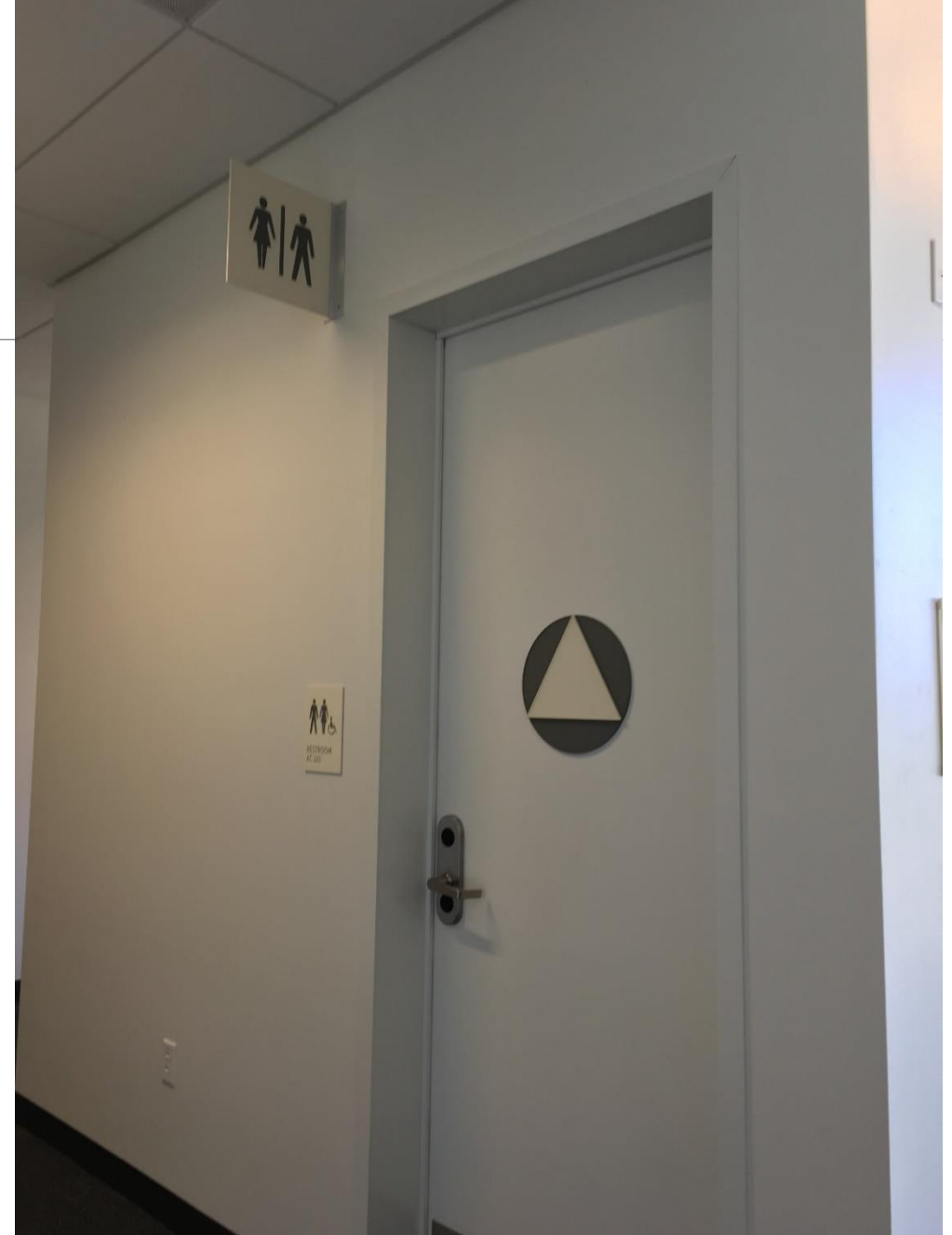
➤ Man/Woman pictograms optional



Academic Center

2 on 2nd floor; 2 on 3rd floor:

- Already unisex
- Change/add to signage?



Fine Arts



1 on 1st floor; Already unisex

- Change/add to signage?

2 on 3rd floor-1 Men; 1 Women

- Change both to unisex?
- Change wall signage?

PA & Gallery Lobby

2 on 2nd floor:
1 men; 1 women:

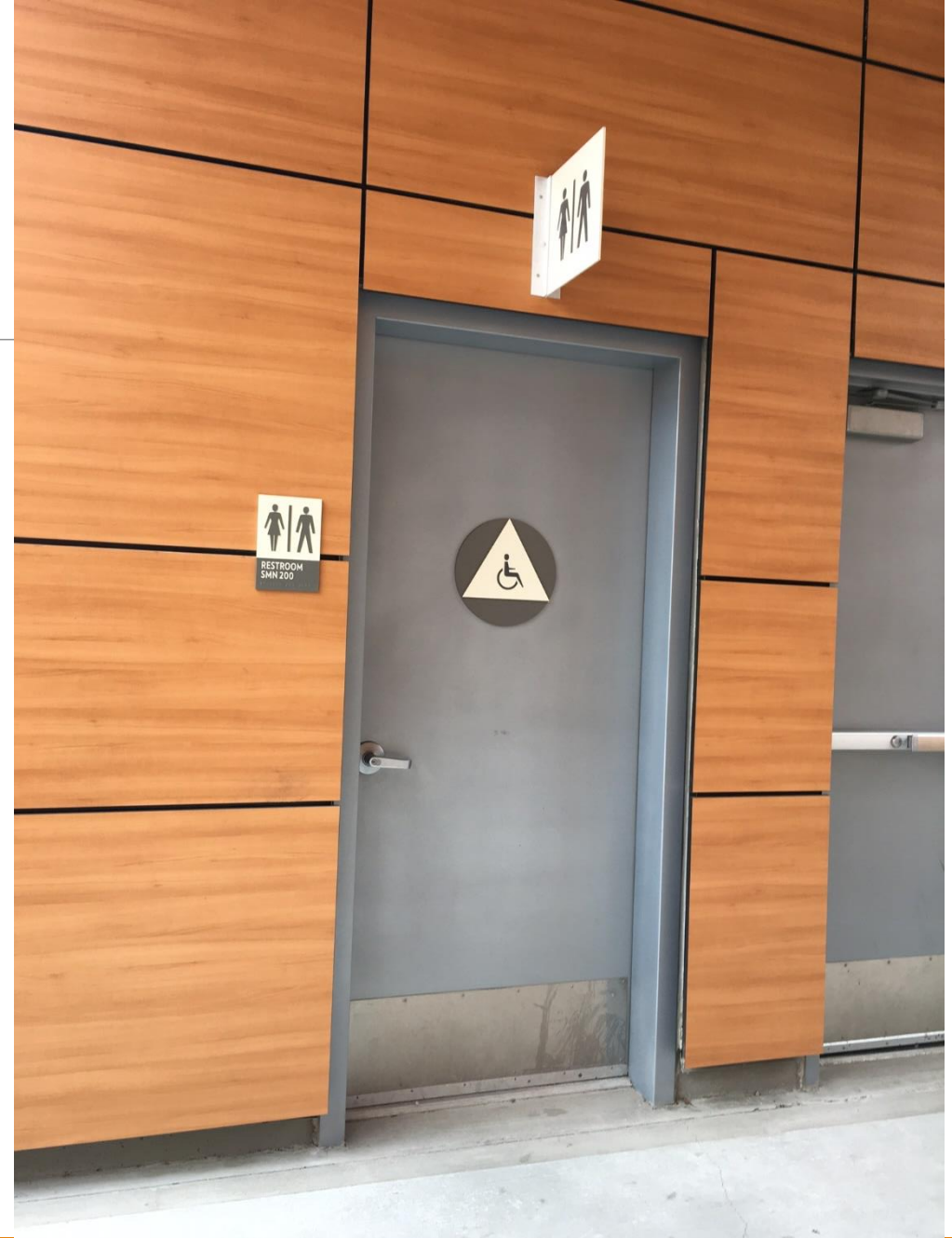
- Change both to unisex?
- Need to change both wall and door signage



SMN

1 on 2nd floor:

- Already unisex
- Change/add to signage?
- Has been locked due to security problem



Fusselman Hall

1 on 1st and 2nd floors:

- Already unisex
- Change/add to signage?



1st floor

2nd floor

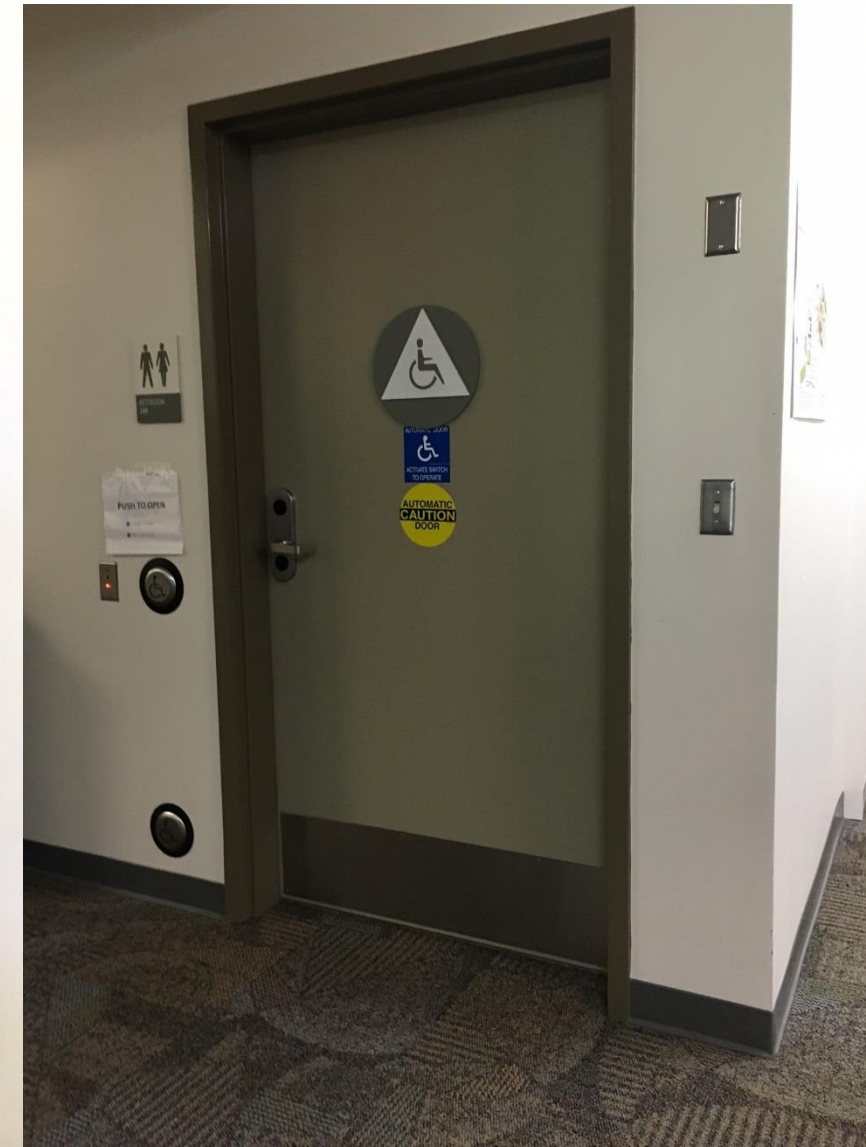
Student Services

1 each on 1st & 2nd fl:

- Already unisex
- Change/add to signage?



1st floor



2nd floor

LRC

1 on 1st and 2nd floors:

- Already unisex
- Change/add to signage?



1st floor



2nd floor

PE complex

No single stall rest rooms!

- Nearest is Village Square
- Consider making 1 or 2 in next bond

Village Square

1 on 1st floor:

- Already unisex/gender neutral



Child Study Center

2 on 1st floor:

- Already unisex
- Change/add to signage?



New signs

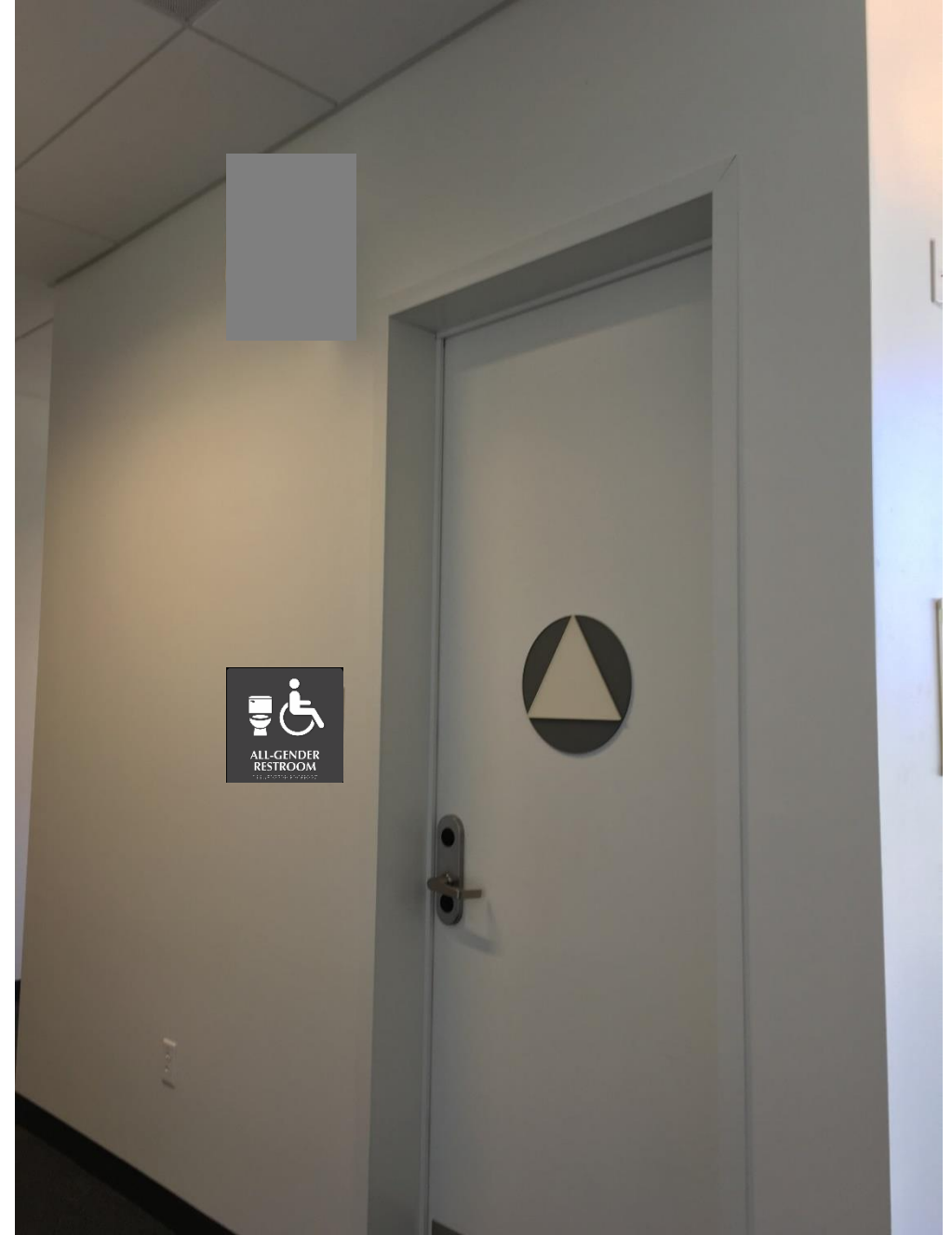
- To left of door over braille
- Way-finding



Next steps:

1. Convert all single stall to unisex/gender neutral
 - PA lobby outside art gallery – 2 restrooms
 - FA – 3rd floor – 2 restrooms
2. Change signage throughout
3. Timeline – Summer 2016

Mock up



Need to plan for IVC

Resolution of the Associated Students of College of Marin

Revision of Information Technology Use BP and AP 3720

Whereas, the Associated Students of College of Marin (ASCOM) supports the College of Marin BP 4030 on Academic Freedom, affirming that our students and faculty "...must be free from the pressures and demands that restrict intellectual discovery" and that "COM shall promote and protect an educational climate in which teachers and students can assert their ideas without fear of reprisal;"

Whereas, the current BP and AP 3720 includes "no expectation of privacy" for the information disseminated by teachers electronically, or researched by students using any and all College of Marin technology; and

Whereas, Privacy is fundamental to academic freedom, because students and teachers cannot engage in unrestricted intellectual discovery if there is concern that their communications and information may be monitored; and

Whereas, ASCOM firmly believes that learning requires an environment of trust, where students, especially historically oppressed students, feel comfortable; and

Whereas, We are especially sensitive to the privacy needs of our undocumented students, who live in more or less constant fear of deportation; and

Whereas, We would point out that this concern for privacy spills over to any area of our campuses where people gather to talk, think, and learn; and

Whereas, In an environment of shared governance, both student and faculty leaders need assurance that their communications are not subject to unwarranted access; and

Whereas, the UC statement on information privacy reads, "Academic and intellectual freedoms are values of the academy that help further the mission of the University. These freedoms are most vibrant where individuals have autonomy: where their inquiry is free because it is given adequate space for experimentation and their ability to speak and participate in discourse within the academy is possible without intimidation. Privacy is a condition that makes living out these values possible;" and

Whereas, the College of Marin's BP 4030 on Academic Freedom parallels these values, the BP and AP 3720 regarding information technology use currently are inadequate in these regards;

Therefore, be it resolved, that the ASCOM student senate supports a revision of the Board Policy and Administrative Procedure 3720 on Information Technology Use, to be based on the UC Statement of Privacy Values and UC Privacy Principles, as well as the UC Berkeley Electronic Communications Policy; and

Therefore, be it further resolved, that myriad constituent groups including ASCOM and the Academic Senate at the college be included in the revision process.

May 12, 2016, 3:00 p.m.

Academic Center, Room 303, KTD

Present: David Wain Coon, Sara McKinnon, Becky Brown, Patricia Seery, Monica Rudolph, Kim Foulger, Patrick McBurnie, Eric Sitzenstatter, Greg Nelson, Christina Leimer, Laura McCarty, Kristina Combs, Keli Gaffney

Absent: Elle Dimopoulos, Martin Birmingham, Jonathan Eldridge; Kathy Joyner

Guests: Yolanda Bellisimo; Sarah Frye

1. **Agenda** - *The agenda was approved by consensus.*

2. **Minutes** - *The minutes from the April 7, 2016 did not get approved.*

3. **President's Report**

Accreditation Steering Task Force Report: - *Christina Leimer and Sarah Frye reported on the current status of the report, noting that they are almost done reviewing the drafts and are meeting with the authors of each standard and providing feedback. Final drafts are due on May 27. The document will be reviewed over the summer and put into one voice. In the fall the draft will be put out to the broader community for review and feedback. The goal is to have the final document ready for submittal in December. Preparation for the March site visit will begin in January. Staff are encouraged to read through the document and become familiar with it.*

Revised Participatory Governance System: *Yolanda Bellisimo revised the changes made to the Participatory Governance System. The SAS committee asked Dr. Coon to approve the revised charge of the committee, and it was noted that the Academic Senate addressed the changes yesterday. Yolanda asked for approval of the revised document. Dr. Coon asked if the council would agree to an online approval of the revised charge and other noted changes. Council agreed. There was discussion about who appoints classified staff and clarified that it is the classified senate, not each representative group. Monica will send out for the college council to review and approve on-line.*

PRAC: *Greg Nelson and Jonathan Eldridge provided information on PRAC activities since last fall, which included review of presentations, familiarizing the committee with accounts and the budget process, budget assumptions, decisions related to instructional equipment and other equipment and supplies, faculty/staff hiring for 2017, Measure C funds, legal cost savings, reserve, COLA, and revenue positives/negatives. Council members had questions about the 50% law impact, the Cadillac tax, and employer related taxes. The Governor's May revise will be out tomorrow which may also affect our budget. Fiscal will be sending out budget memos to departments to inform them how much money they will have in their budgets. Budgets will remain flat and budget tool will go live after the holiday.*

4. **Modernization Report** - *Laura McCarty gave an update on the summer projects. Additional lighting will be installed in identified dark areas by the end of summer. The Tesla battery project should be completed by the end of June. Fusselman boilers and fans are being upgraded. Faculty offices will be available during the upgrade, but no classes will be scheduled since there*

will not be any air circulating. There will be lighting and carpet replacement in the James Dunn Theater. A number of parking lot projects will occur including seal coat and striping in lots 6 and 7, reorganization of accessible parking along MS-3, and rerouting of lots to reduce speeding. There will be a shade structure installed over the Child Study Center sandbox. At IVC, work will be finishing on the Pomo elevator, the Biotech lab will be ready for early start summer classes, there will be wireless upgrades, completion of the Tesla project IVC and filter replacements at the pool, requiring a one-day closure.

5. **Board Policies and Procedures** – *There will be discussion in the fall about a systematic review cycle for Board Policies and Administrative Procedures. Sara McKinnon noted that the changes to AP 5050 added frequency and recency guidelines for testing. AP 4100 Graduation Requirements for Degrees and Certificates was revised by the Academic Senate to include Completion of Statway II (Stat 106). BP 1100 Marin Community College District was presented for review with no recommended changes. BP Budget Preparation was revised in accordance with CCLC updates and to include reference to a reserve level. AP 7150 Evaluation was revised to add language recommended by Human Resources. **College Council approved the following BP/APs by consensus:***

BP 1100 Marin Community College District
AP 5050 Student Success and Support Program
BP 6200 Budget Preparation
AP 7150 Evaluation
AP 4100 Graduation Requirements for Degrees and Certificates (provided as information)

6. **Board of Trustees Meeting** – *Dr. Coon reviewed the Board meeting agenda for May 17, 2016 and noted that Trustees will take a short break to attend the Nursing Pinning Ceremony. In addition to regular business there will be study session on a proposed reserve policy, an update on accreditation, and a report on the Equal Employment Opportunity Plan. Dr. Coon noted a correction to a closed session item and commented that item would be moved within the agenda verbally at the meeting. Keli commented that CSEA is making progress with signing off on the veteran's coordinator position. Dr. Coon also noted that next week is Classified Employees week and that the month of May is designated as Asian Pacific Islander month.*

7. **Constituent Reports**

Academic Senate – Sara clarified the changes made to AP 4100. She also noted that there is still concern and discussion related to the surveillance cameras. The senate has elected officers with Sara as President, Meg Pasquel as Vice President, Becky Brown as Secretary, and Patricia Seery as Treasurer.

Classified Senate – Monica reported that Christina Leimer and Sarah Frye spoke with the senate about the accreditation process and noted that senators can help during the visit by answering questions and making sure they are well versed in the College's mission and vision. Monica also reported that they are not sure they will be able to fill all of the senate seats this year. The election will be held at the next senate meeting. The senate has been discussing the Spring BBQ and preparing for the staff recognition lunch and retiree reception.

ASCOM – Patrick reported that their election went off without a hitch. ASCOM will be working

on transitioning the new reports so they can hit the ground running in the fall. Patrick was commended for a job well done. He is transferring to Berkeley to pursue his English major.

ESCOM – Eric commented that this will probably be his last meeting. When the elections are held, the new officers will be introduced. He noted that work has started on the next schedule and that ESCOM will be revising the gold card renewal and membership program over the summer for the start of the fall semester. Dr. Coon thanked Eric for his service as co-president for one year and president for two years. Eric expressed his appreciation to Dr. Coon and to Vice Presidents Eldridge and Nelson for their help over the years.

8. Meeting Wrap-Up Items for follow-up or next agenda:
Committee members agreed that keeping the meeting to an hour was preferred. The revisions to the Participatory Governance Plan will be circulated electronically so that the new guidelines will be in place for the fall. Discuss BP/AP cycle process in the fall. Commitment to respond to PRAC by the end of the month.

Next Meeting:
BP/AP Cycle

9. Next Meeting – The next meeting is scheduled for September 15, 2016, in the Academic Center Conference Room 303.
10. Adjourn Meeting – Meeting was adjourned at 3:58 p.m.

College Council Members and Staff Resources 2016/17

(3 faculty, 3 classified, 3 managers, 3 students, Superintendent/President)

<u>Name</u>	<u>Constituency</u>	<u>Position</u>
David Wain Coon	Chair	Superintendent/President (Non-Voting)
Sara McKinnon/Meg Pasquel	Faculty	Academic Senate President / Officer
Becky Brown	Faculty	Academic Senate Officer
Patricia Seery	Faculty	Academic Senate Officer
Paul Wilson	Classified Professional	Classified Senate President
Lindsay Bacigalupi	Classified Professional	Classified Senate Officer
Monica Rudolph	Classified Professional	Classified Senate Officer
Amy Diaz	Student	ASCOM President
Jessica Sanchez	Student	ASCOM Vice President
Darlene Baten	Student	Student Trustee
Marlene Knox / Dick Park	Student	Co - ESCOM President
Jonathan Eldridge	Manager	Senior VP of Student Learning & Student Services
Greg Nelson	Manager	VP of Finance & College Operations
Christina Leimer	Manager	Exec. Director of Planning, Research & Institutional Effectiveness
Cabinet Members	Resource	As appropriate
Kathy Joyner	Staff Support	Exec. Assistant to Superintendent/President and Board of Trustees
Kelley Gaffney	Ex-officio for CSEA	CSEA President

Updated August 29, 2016

COLLEGE COUNCIL

Charge

College Council will serve as an advisory group to the Superintendent/President for Board Policies and Administrative Procedures and College goals, plans and priorities. The College Council also acts as a two-way communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for information.

Responsibilities

1. Communicate proposed Board Policies, Administrative Procedures, College goals, plans and priorities to the respective governance bodies.
2. Represent the respective governance bodies by making recommendations to the Superintendent/President regarding proposed Board Policies and Procedures and College goals, plans and priorities.
3. Serve as the participatory governance “umbrella” committee over the governance committees of the Participatory Governance System.
4. Serve as a clearinghouse.
5. Establish appropriate timelines to complete tasks and make recommendations. Disseminate information to the respective constituencies in a timely manner.
6. Review the Board of Trustees agenda.

Composition

- 3 faculty appointed by the Academic Senate
- 3 classified staff including the Classified Senate President, Vice President and Secretary.
- 3 students appointed by the Associated Students of College of Marin
- 3 managers appointed by the Superintendent/President
- The Superintendent/President will serve as a non-voting chair.

AP 4022 PROGRAM REVITALIZATION**References:**

Education Code Section 78016;
Title 5 Sections 51022 and 55130

The District has established procedures for program revitalization based on the following premises:

- Because program revitalization is an academic and professional matter, the District will rely primarily on the Academic Senate for its implementation;
- Program revitalization is different from program review, but is an outgrowth of the program review process.
- Criteria for identifying at-risk programs in need of revitalization are clear and include evidence supported by qualitative and quantitative data, **including but not limited to:**
 - long-term trends over several years of enrollment history;
 - projections for continued declining enrollment;
 - success and retention rates over several years;
 - changes in the academic discipline in terms of articulation changes established by transfer colleges and universities that affect the viability of program offerings; and
 - other factors that demonstrate that the program is in decline and predict it will continue to decline.

Procedure via Program Review:

- ~~The Program Review Committee~~ Planning and Resource Allocation Committee (PRAC) will evaluate the full program reviews for each program to assess general health and viability based on the presentations provided by the department chairs and division deans. ~~will evaluate in writing the complete reviews for each program to assess its general health and viability and the written report will be provided to program faculty and department chairs, area deans and the Vice President of Student Learning.~~ Mitigating factors shall be considered.
- ~~The Program Review Committee~~ PRAC shall solicit input from affected discipline faculty before making recommendations as needed.
- ~~If the Program Review Committee~~ PRAC identifies a program as “at risk”, the committee may recommend to the Academic Senate that the program complete a revitalization procedure.

Alternate Procedure:

- A discipline may request in writing to the Academic Senate to go through revitalization if a majority of the discipline’s faculty and the department chair feel that revitalization is warranted.
- ~~The Academic Senate shall solicit input from affected discipline faculty before approving the request.~~

Academic Senate Approval:

- ~~The~~ Academic Senate approval is required for ~~approves~~ program revitalization upon a recommendation by PRAC ~~the Program Review Committee~~ or upon a request from the discipline itself.

NOTE: Units dedicated to a program entering revitalization will not be reduced without approval from PRAC. ~~the Program Review Committee.~~

NOTE: Revitalization applies to all programs except for grant-funded programs whose source of funding is no longer available and which may be discontinued without following the program revitalization or discontinuance procedures.

The revitalization process will proceed as follows:

- Following an initial finding to proceed, program faculty will have one academic year to compile quantitative and qualitative data that assess the program for its viability and its fit with the District's goals, mission, and vision.
- At the end of the year, program faculty will prepare a Revitalization Report to be presented to the Academic Senate. This report will:
 - Identify the program's weaknesses and challenges
 - Review all data consulted
 - Include a list of measurable actions for revitalization
 - Make specific recommendations for improvement which may include:
 - Curriculum changes
 - Scheduling changes
 - Degree or certificates updates
 - Professional development for faculty
 - Changes in delivery method
 - Additional or new classroom resources or technology
 - Identify budget requirements in order to achieve improvement goals
- Upon Academic Senate approval of this report, recommendations for resource allocations will be forwarded to ~~the Planning and Resource Allocation Committee (PRAC).~~
- Upon approval by PRAC including resource recommendations, the program has one year to implement their plan.
- As findings may result in recommendations for improvement that would require more than one year to implement, the discipline faculty must return to the Academic Senate with follow-up progress reports.
- At the end of the revitalization process, program faculty must present the results of their assessment, based upon evidence, along with their recommendation to the Academic Senate.
- If a program is not successful in its revitalization, it will move on to the procedure outlined in AP 4021 titled Program Discontinuance.

See also AP 4021 Program Discontinuance

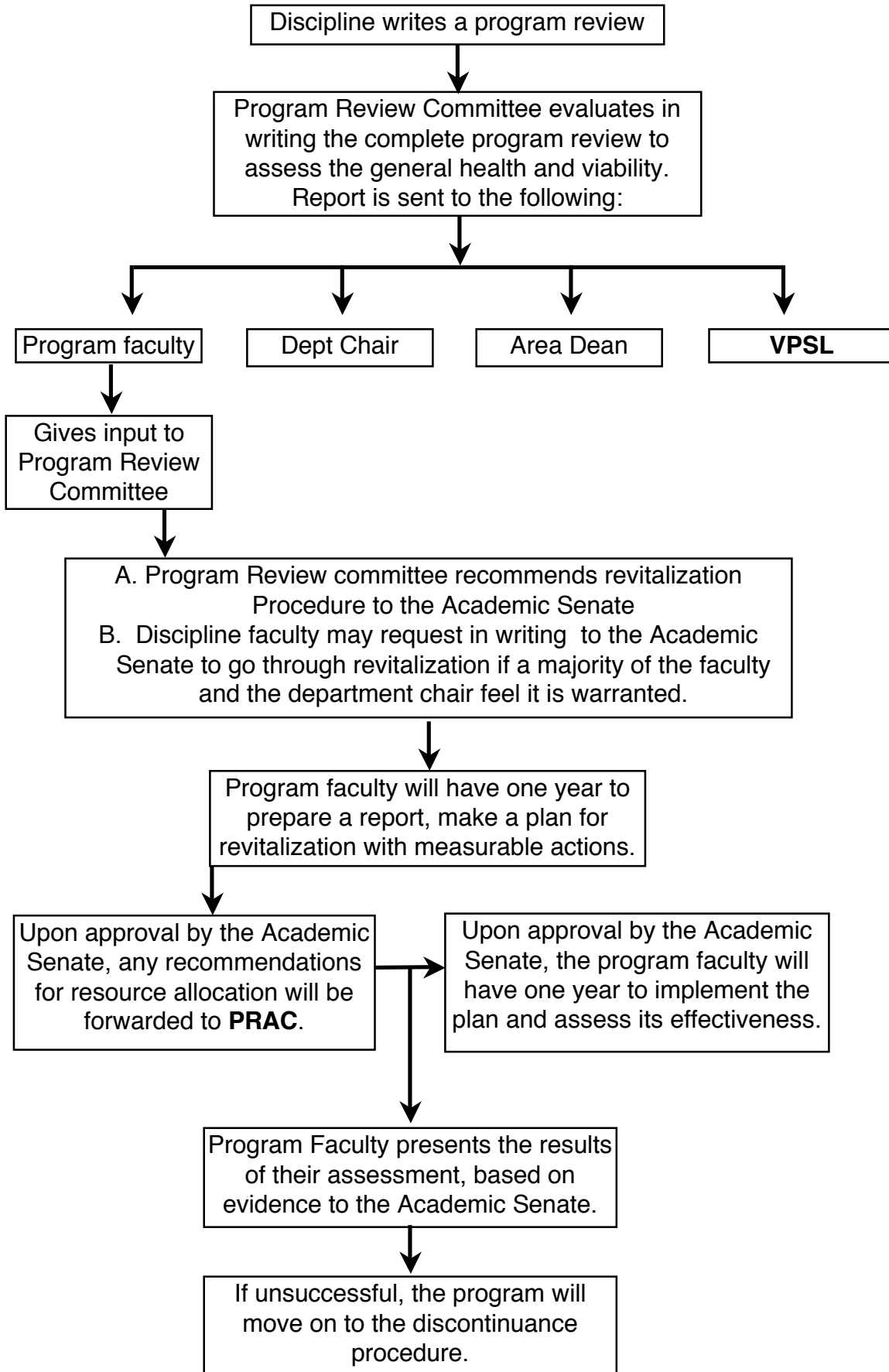
Office of Primary Responsibility: Senior Vice President of Student Learning and Student Services

Date Approved: June 28, 2011

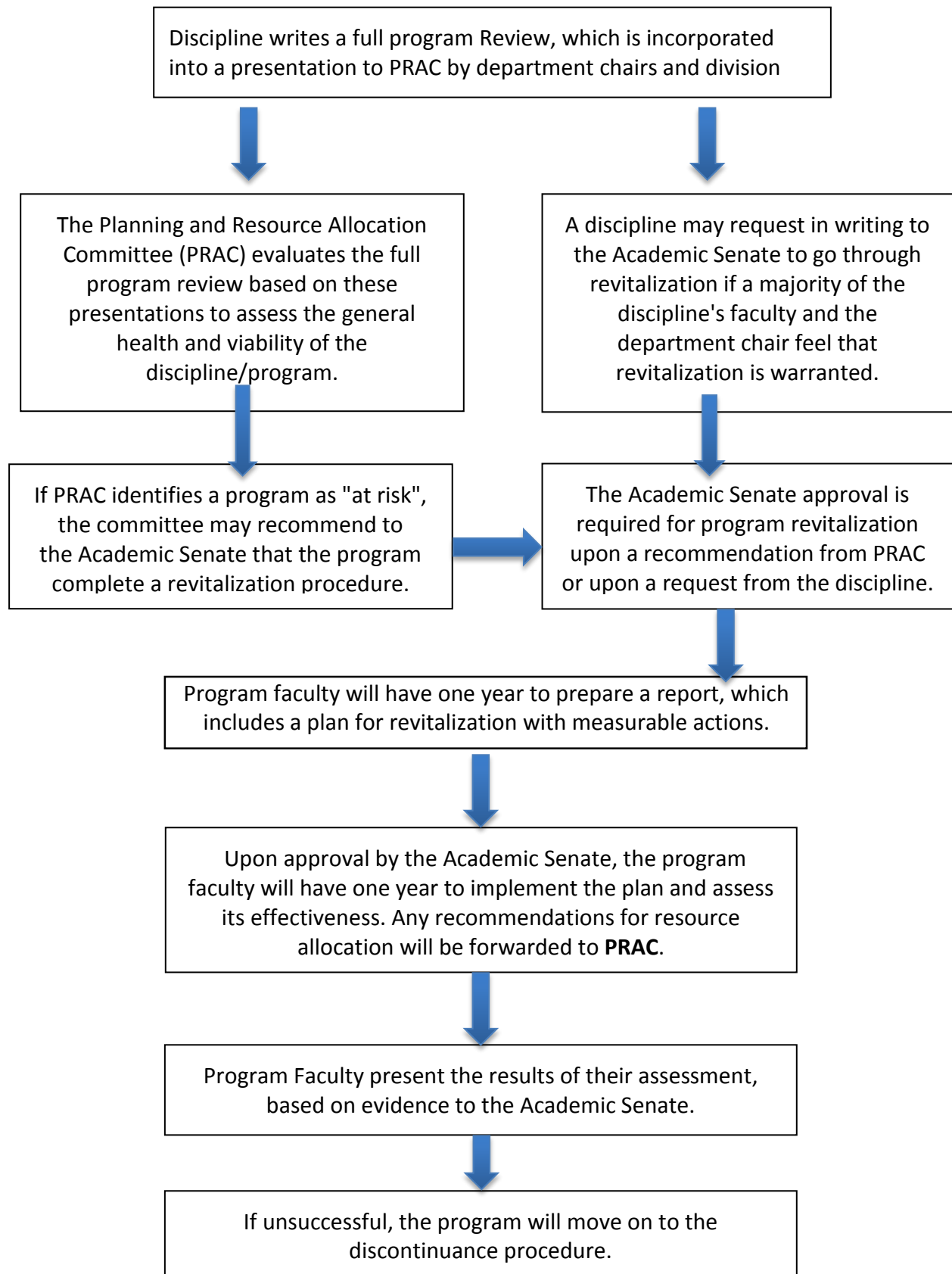
(Replaces portions of AP 4021 formerly titled Program Revitalization and Discontinuance)

Revitalization Procedure Flowchart

Please see revised version
dated 9/1/2016



Revitalization Procedure Flowchart – [9/1/2016](#)



Academic Affairs

Update 26 (April 2015) updated references to reflect revised Accreditation
Standard II.A.1 per ACCJC's June 2014 revisions

Proposed by Distance Education Committee and Student Accessibility Services 9/1/2016

Admin Edit

AP 4105 DISTANCE EDUCATION

References:

Title 5 Sections [53200](#), 55200 et seq.;
34 ~~CFR~~ Code of Federal Regulations [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](#). ~~Guide to Evaluating Distance Education and Correspondence
Education~~;

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. ~~A distance education course is a course or course section where 40% or more of the hours of instruction occur at a distance.~~ [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 \(29 U.S.C. Section 794d\).](#)

~~In the District, a hybrid course or course section is defined as one in which regularly scheduled face-to-face classroom time is replaced consistently throughout the semester by required online activities; and is one in which the face to face component is between 40% and 60% of the total course hours.~~

~~In the District, an online or media-based course or course section is defined as one in which 100% of instruction occurs at a distance; while there is no face-to-face instruction, mandatory face-to-face orientations and assessments may be scheduled.~~

[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

Each proposed or existing course offered by distance education shall be reviewed and approved separately by the Distance Education Committee (DEC). Separate course outlines are required for each on-line or hybrid, online or media-based version of a course. Each course outline must include the Distance Education addendum of the Course Outline of Record template. ~~Separate approval is mandatory if 40% or more of the instruction in a course or a course section is designed to be provided through distance education, whether as a hybrid or online.~~

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).

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.

Distance Education Faculty Certification

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

Faculty who have taught online at another institution and/or have completed training through the @One Project 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 a course (or courses) that have been taught online.

Regular and Effective Contact

Title 5 sections 55204 and 53200 require "regular and effective contact" in all distance education learning 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 created modules or lectures (e.g., recordings, streaming videos, slides with audio narration, podcasts, webinars, screencasts)
- Emails, private messaging, and chat sessions

Certification

~~When approving distance education courses, the Curriculum 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 Academic Senate and Curriculum Committee approval~~

~~procedures.~~

- **~~Instructor Contact~~**

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

- **~~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.~~

Accessibility ~~ADA 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 \(SAS\)](#) ~~Disabled Students Programs and Services (DSPS)~~ to determine ADA compliance. The College's [Assistive and Instructional Technologists](#) will assist faculty [in meeting to ensure 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 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).

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.

Instructor Learning Management System (LMS) Training

~~Instructors interested in teaching hybrid and/or online courses will be provided with training opportunities in the technical and pedagogical aspects of such courses using the approved District LMS before being assigned to teach such a course.~~

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 courses 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:

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:

- ~~Moodle technical help through an online help center~~
- [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

General Institution

CCLC Update 23 (October 2013) to align with the requirements of Education Code Section 76120.

CCLC Update 25 (November 2014) are already incorporated.

Admin. Edits

BP 3900 SPEECH: TIME, PLACE, AND MANNER**References:**

Education Code Sections 66301 and 76120

Students, employees, and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy.

The District is a non-public forum, except for those areas that are designated public forums available for the exercise of expression by students, employees, and members of the public. The Superintendent/President shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the designated public forums.

The administrative procedures promulgated by the Superintendent/President shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards, the distribution of printed materials or petitions ~~in those parts of the District designated as areas generally available to students and the community~~, and the wearing of buttons, badges, or other insignia.

Speech shall be prohibited that is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District property or the violation of Board policies or administrative procedures, or the substantial disruption of the orderly operation of the District.

~~The District may adopt rules and regulations that are designed to prevent hate violence, as defined in subdivision (a) of Section 4 of Chapter 1363 of the Statutes of 1992, from being directed at students in a manner that denies them their full participation in the educational process, if the rules and regulations conform to standards established by the First Amendment to the United States Constitution and Section 2 of Article I of the California Constitution for citizens generally. Students may be disciplined for harassment, threats, or intimidation unless such speech is constitutionally protected.~~

CCLC Version: Nothing in this policy shall prohibit the regulation of hate violence directed at students in a manner that denies their full participation in the educational process (Education Code Section 66301 (e)), so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats, or intimidation unless such speech is constitutionally protected.

Date Adopted: July 27, 2010

(Replaces College of Marin Policies 2.0004, 3.0022, 4.0027, and 8.0021)

General Institution

Admin Edits/Notes

CCLC Update 23 (October 2013) removes the requirement that outside groups provide advance notice of speech or expressive activities.

CCLC Update 25 (November 2014) includes options to limit speech and expressive activity in common areas of campus, and to clarify the obligation of persons distributing printed materials to retrieve, remove or properly discard the materials.

AP 3900 SPEECH: TIME, PLACE, AND MANNER**References:**

Education Code Sections 66301 and 76120

The students and employees of the District and members of the public shall be permitted to exercise their rights of free expression subject to the time, place and manner policies and procedures contained in [Board Policy 3900](#) titled Speech: Time, Place, and Manner and these procedures.

(Option 1 and current procedure) The campuses of the District are non-public forums, except for the following areas, which are reserved for expressive activities that do not violate Board policy and are lawful. *(Revise areas or choose option 2)* The designated areas at the Kentfield Campus include: South of Olney Hall near the student drop off area on College Avenue; North entrance to the Student Center; East side of the Student Center; and no closer than 30 feet to any academic or student service buildings. The designated area at the Indian Valley Campus is the Campus Green and no closer than 30 feet to any academic or student service buildings. These areas are chosen so as to provide visibility and allow communication to a large number of students, administrators, faculty, and others walking or traveling on campus but also so as not to disrupt the ~~orderly operation of the District including (per template)~~ educational and other activities on behalf of students:

- The areas are designated public forums. The District reserves the right to revoke that designation and apply a non-public forum designation.
- The District reserves the right to designate areas as non-public forums as necessary to prevent the substantial disruption of the orderly operation of the college. Areas of the District that are non-public forums specifically include campus offices, classrooms, warehouses, maintenance yards, or locker rooms, and any other area not specified above.

Option 2 (If the District does not wish to limit expressive activities by students and non-students to particular areas as described above, it can use the following language in place of the “list of areas” specified above: “those areas generally available to students and the community, defined as grassy areas, walkways, and other similar common areas.”)

The use of these areas reserved and open for expressive activities is subject to the following:

- ~~Persons using and/or distributing material shall not impede the progress of passersby, nor shall they force passersby to take material.~~

- No person using the areas shall touch, strike, or physically impede the progress of passersby, except for incidental or accidental contact, or contact initiated by a passerby.
- Persons using areas shall not use any means of amplification that creates a noise or diversion that disturbs ~~or tends to disturb~~ the orderly conduct of the campus or classes taking place at that time.
- No persons using the areas generally available to students and the community shall solicit donations of money, through direct requests for funds, sales of tickets or otherwise, except where he/she is using the areas generally available to students and the community on behalf of and collecting funds for an organization that is registered with the Secretary of State as a nonprofit corporation or is an approved Associated Students Organization or club. – Not in template (legal review?)

Non-student, community groups wishing to engage in speech or expressive activities on campus, in the areas designated as public forums, must provide notification to the District through the Office of Student Affairs ~~not less than three business days in advance of~~ prior to engaging in the activities ~~and must describe the nature of the planned activities and the approximate number of participants. This does not involve an advance approval process.~~ No illegal activities will be permitted, no activities which violate District or campus rules, including rules and laws on illegal harassment and discrimination, and none that will substantially interfere with or disrupt activities already scheduled for that day and time in the designated areas, as described below. In the event the area sought to be used for expressive activities has already been reserved for another activity so that there will be substantial interference or disruption based on noise, overcrowding, or other considerations unrelated to content, the District will offer alternative available areas or if none are available offer alternative dates. Students, outside organization, and others are encouraged to make reservations in advance to use the areas for their expressive activities through the use of optional reservation forms. – Note The District can required advance notice, but not advisable to require notice more than (3) business days (Legal)

All persons using the areas that are designated public forums shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter. Such distribution shall take place only within those areas. ~~Those persons distributing printed material must, prior to their departure from the areas that day, make reasonable efforts to retrieve, remove or properly discard material distributed in the areas that is discarded or dropped in or around the areas other than in an appropriate receptacle. must be retrieved and removed or properly discarded by those persons distributing the material prior to their departure from the areas that day.~~

Posting

Bulletin boards shall be provided for use in posting materials at campus locations convenient for use by students, employees and members of the public. All materials displayed on a bulletin board shall clearly indicate the author or agency responsible for its production and shall be dated with the date of posting by the Office of Student Affairs. Materials displayed shall be removed within ten days after the event.

Office of Primary Responsibility: Student Affairs

Date Approved: June 22, 2010

(Replaces College of Marin Procedure 8.0021 DP.1)

Business and Fiscal Affairs

BP 6200 BUDGET PREPARATION**References:**

Education Code Section 70902(b)(5);
Title 5 Sections 58300 et seq.;
ACCJC Accreditation Standard III.D

Each year, the Superintendent/President shall present to the Board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state law and regulations, and provide adequate time for Board study.

Budget development shall meet the following criteria:

- The annual budget shall support the District's master and educational plans.
- Both short-term and long-term goals and objectives, and broad based input are coordinated with District educational planning.
- Assumptions upon which the budget is based are presented to the Board for review.
- A schedule is provided to the Board by October of each year that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserve shall be no less than 8%.
- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
- Budget projections address long-term goals and commitments.
- Business practices for fiscally sound financial planning will be followed.

Also see AP 6200 titled *Budget Preparation*; [AP 6251 Reserve Fund Management](#)

Date Adopted: April 20, 2010
(Replaces College of Marin Policy 6.0003)
Date Revised: June 21, 2016

9/2/2016 – Non-substantive Change – reference new reserve procedure

Business and Fiscal Affairs

AP 6200 BUDGET PREPARATION

References:

Education Code Section 70902(b)(5);
Title 5 Sections 58191-58194 and 58300 et seq.;
ACCJC Accreditation Standard III.D

The annual budget shall support the District's Educational Master Plan and Strategic Plan.

Assumptions upon which the budget is based shall be presented to the Board of Trustees for review.

~~Unrestricted general fund reserves shall be no less than the prudent reserve defined by the State Chancellor's Office and the Board of Trustees.~~

Changes in any assumptions upon which the budget was based shall be reported to the Board in a timely manner.

The District shall prepare ~~three-year long-term~~ budget projections annually.

A budget calendar shall be established by the Chief Business Officer, including presentation of a tentative budget to the Board of Trustees no later than July 1 and the final budget no later than September 15. A public hearing on the budget shall be held on or before September 15.

The required number of copies of the adopted budget shall be submitted to the California Community Colleges Chancellor's Office before October 1.

The Chief Business Officer shall follow the Participatory Governance System Plan in defining a consultation process for budget development.

The Chief Business Officer shall be responsible for timely submission of all financial forms, such as the 311 Form, required by the State Chancellor's Office.

[Also See AP 6251 Reserve Fund Management](#)

Office of Primary Responsibility: College Operations

Date Approved: March 16, 2010

(Replaces former College of Marin Procedures 6.0003 DP.1 and 6.0003 DP.3)

Business and Fiscal Affairs

BP 6250 BUDGET MANAGEMENT

References:

Title 5 Sections 58307 and 58308

The budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law.

Revenues accruing to the District in excess of amounts budgeted shall be added to the District's reserve for contingencies. They are available for appropriation only upon a resolution of the Board of Trustees that sets forth the need according to major budget classifications in accordance with applicable law.

Board approval is required for changes between major expenditure classifications. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board. Transfers between expenditure classifications must be approved by a written resolution by a majority of the members of the Board.

Also see AP 6250 titled Budget Management, [AP 6251 Reserve Fund Management](#)

Office of Primary Responsibility: College Operations

Date Adopted: May 12, 2009

Non-substantive Change

Business and Fiscal Affairs

AP 6250 BUDGET MANAGEMENT

References:

Title 5 Sections 58305, 58307, and 58308

Budget management shall conform to the following standards:

Total amounts budgeted as the proposed expenditure for each major classification of expenditures shall be the maximum expended for that classification for the academic year, except as specifically authorized by the Board of Trustees.

Transfers may be made from the reserve for contingencies to any expenditure classification by written resolution of the Board and must be approved by a two-thirds vote of the members of the Board of Trustees [per Administrative Procedure 6251 Reserve Fund Management](#).

~~Transfers may be made between expenditure classifications by written resolution of the Board and may be approved by a majority of the members of the Board of Trustees.~~

~~Excess funds must be added to the general reserve of the District and are not available for appropriation except by resolution of the Board of Trustees setting forth the need according to major classification.~~

Transfers of money within the same major classification of accounts may be made without prior Board approval.

During the final quarter of the fiscal year, budget categories shall be examined and the year-end status of each shall be estimated. Before the close of the fiscal year, appropriate amounts shall be transferred from those accounts in which a surplus is anticipated into those in which a deficit is anticipated. To expedite the year-end closing process, the Chief Business Officer may make such transfers without Board approval.

[Also see: AP 6251 Reserve Fund Management](#)

Office of Primary Responsibility: College Operations

Date Approved: April 21, 2009

Business and Fiscal Affairs

AP 6251 RESERVE FUND MANAGEMENT

The District sets forth the following principles governing the establishment and maintenance of reserve funds. A reserve fund is an established fiscal management tool which buffers cash flow fluctuations and provides a resource for contingencies and reasonable yet unforeseen operational needs.

These principles are built upon the expectation that:

1. the District's annual budget is reflective of a sound and reasonable estimate of actual revenues and expenditures;
2. any significant increase or decrease in reserves will be purposeful, deliberate, and transparent;
3. transfers in and out of the reserve fund will be transparent and reflected as an action item in the monthly agenda;
4. all elements of the reserve will support and advance the mission of the District.

The District shall have three (3) reserves established:

1. Unrestricted Fund Reserve
2. Capital Maintenance and Equipment Reserve
3. 2016 Measure B Reserve

The Unrestricted General fund Reserve shall include:

- 8%, with annual escalators per fiscal year. Each year the base percentage shall grow based on a prescribed schedule and annual review of the Board of Trustees.

The Capital Maintenance and Equipment Reserve shall include:

- The Board of Trustees has established a minimum base reserve. This base funding is designated as a minimum fund level within the specific reserve; however, it may be allocated if necessary for the intended purposes of the fund. The reserves can be funded from utility savings that occur annually, PG&E rebates, direct allocation to the fund via board action, or other items as approved by board resolution.
 - Capital maintenance fund and equipment: \$4.0 million base reserve (To be increased to this base amount by 2021).
 - Any transfer in or out of this fund must be approved as an action item of the board of trustees in a regularly scheduled meeting of the Board of Trustees.

2016 Measure B reserve fund shall include:

- The District will allocate any interest earned from bond proceeds, any state or other matching money, and any savings from any specific project to a "bond reserve" to be spent only with authorization of the Governing Board. Each bond project has a budget associated with it, and that budget may not be exceeded without authorization of the Governing Board.

The Superintendent/President shall:

- Add revenues accruing to the District in excess of amounts budgeted to the District's unrestricted reserve for contingencies on an annual basis equal to or greater than 0.5% per annum until the reserve meets a 12% threshold or Fiscal Year 2022, whichever comes first, but not to exceed 18%. The Board of Trustees will review this escalator annually on the basis of the current budget and economy.
- Maintain the unrestricted general fund reserve at/or above the following levels:
 - 8% for 2016/17
 - 8.5% for 2017/18
 - 9% for 2018/19
 - 9.5% for 2019/2020
 - 10% for 2020/21
 - 10.5% for 2021/2022
- Maintain and identify additional restricted reserves specific to short and long-term liabilities specific to CERBT Fund and ongoing increases to CalSTRS and CalPERS.
- Require two-thirds vote of the members of the Governing Board for transfers from the reserve for contingencies to any expenditure classification.
- Review the levels of reserve annually in the tentative budget, in percentages, to ensure the District is planning for economic indicators and long-term institutional planning accordingly.

Office of Primary Responsibility: College Operations

Date Approved:

New Administrative Procedure – 9/2/2016

Business and Fiscal Affairs

BP 6740 CITIZENS' BOND OVERSIGHT COMMITTEE

References:

Education Code Sections 15278, 15280, and 15282;
California Constitution Article XIII A Section 1(b) and Article XVI Section 18(b)

If a bond measure has been authorized pursuant to the conditions of Proposition 39, as defined in the California Constitution, the Superintendent/President shall establish a Citizens' Bond Oversight Committee in accordance with applicable law and regulations.

Date Adopted: 8/26/08

No CCLC updates. Review – 9/2/2016
Reviewed by VP College Operations 9/2/2016

Business and Fiscal Affairs

CCLC Update 28 (April 2016) to change the number of consecutive terms a member may serve from two to three terms.

AP 6740 CITIZENS' BOND OVERSIGHT COMMITTEE

References:

Education Code Sections 15278, 15280, and 15282;
Government Code Sections 54950 et seq.

The oversight committee shall advise the public as to the Marin Community College District's compliance with the Proposition 39 requirements as contained in the California Constitution and inform the public about the expenditure of bond revenues, review, and report on the proper expenditures of taxpayers' money for school construction.

Duties

To implement this charge, the committee will:

- Receive and review copies of the annual, independent performance audit;
- Receive and review copies of the annual, independent financial audit;
- Inspect District facilities and grounds to ensure that bond revenues are expended in properly;
- Receive and review copies of any deferred maintenance proposals or plans developed by the Marin Community College District; and
- Review efforts by the Marin Community College District to maximize bond revenues by implementing cost-saving measures.

Members

The committee shall consist of at least seven (7) members to serve for a term of two (2) years and for no more than three ~~two~~ (3~~2~~) consecutive terms. Members shall serve without compensation.

The committee shall be comprised of at least:

- One member active in a business organization representing the business community located within the District
- One member active in a senior citizen's organization
- One member active in a bona fide taxpayer's organization
- One student member who is both currently enrolled in the District and active in a community college group, such as student government. At the discretion of the Board of Trustees, the student may serve up to six (6) months after his or her graduation
- One member active in the support and organization of a District

No employee, official, vendor, contractor, or consultant of the Marin Community College District shall be appointed to the committee.

Assistance

The Marin Community College District shall provide the committee with any necessary technical or administrative assistance, as well as other resources, to publicize its conclusions.

Public Meetings

Meetings shall be open to the public and notice provided in accordance with the provisions of open meetings laws.

Reports

At least once a year the committee shall issue a report on the result of its activities. Minutes from its proceedings, all documents received, and reports issued are a matter of public record and shall be made available on an internet website maintained by the District.

Date Approved: May 13, 2008

Updated in accordance with CCLC Update 28 and to VP College Ops 9/2/2016