

FACULTY SENATE AGENDA

FEBRUARY 9, 2021

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/95388121546> Or iPhone one-tap (US Toll): +16699006833, or +12532158782,* Or Telephone:Dial:+1 669 900 6833 (US Toll), +1 253 215 8782 (US Toll)

MEETING ID: 953 8812 1546

Nicole DeRose	President	2020-2021
Neil Watkins	Vice President/President Elect	2020-2021
Mark Gutierrez	Secretary/Treasurer	2020-2021
Angela Burk – Herrick	Curriculum Chair	2019-2021
Tracy Kocher	Business & Applied Technology	2020-2022
Karin Nelson	Business & Applied Technology	2020-2021
Daniel Bentum	Chino/Fontana	2020-2022
Manar Hijaz	Chino/Fontana	2019-2021
Lisa Doget	Health Sciences	2020-2022
Jayne Clark	Health Sciences	2019-2021
Christina Holdiness	Instructional Support	2020-2022
Mary Jane Ross	Instructional Support	2019-2021
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022
Vacant	Kinesiology, Nutrition & Athletics	2019-2021
Elizabeth “Liz” Encarnacion	Language Arts	2020-2022
Steve Shelton	Language Arts	2019-2021
Mark Gutierrez	Mathematics & Science	2020-2022
Nicole DeRose	Mathematics & Science	2019-2021
Dan Kern	Social & Behavioral Sciences	2020-2022
Angela Sadowski	Social & Behavioral Sciences	2019-2021
Jackie Boboye	Student Services	2020-2022
Jean Oh	Student Services	2019-2021
Vacant	Visual & Performing Arts	2020-2022
Patrick Aranda	Visual & Performing Arts	2019-2021
Tamari Jenkins	Senator-At-Large	2020-2023
Robin Witt	Senator-At-Large	2019-2022
Sarah Cotton	Senator-At-Large	2020-2021
Luke Gunderson	Adjunct Senator-At-Large	2020-2022
Gail Keith-Gibson	Adjunct Senator-At-Large	2019-2021

Alternates

David Karp	Business & Applied Technology	2020-2021
Robert “Ian“ Jones	Chino/Fontana	2019-2021
Shelley Eckvahl	Health Sciences	2019-2021
Shelley Marcus	Instructional Support	2019-2021
Vacant	Kinesiology, Nutrition, & Athletics	2019-2021
Leona Fisher	Language Arts	2020-2022
Diana Cosand	Mathematics & Science	2019-2021
Sergio Gomez	Social & Behavioral Sciences	2020-2022
Donna Colondres	Student Services	2019-2021
Stan Hunter	Visual & Performing Arts	2019-2021
Stephen Villasenor	Adjunct Alternate Senator	2020-2021
Hope Ell	Classified Senate Liaison	2021

Guests:

Lissa Napoli, Administrative Assistant, Faculty Senate

1. P.E. (12:30 P.M.)**2. CALL TO ORDER (12:38 P.M.)****2.1 Remote Attendee Identification****3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)**4. APPROVAL OF AGENDA****4.1** February 9, 2021**5. APPROVAL OF MINUTES****5.1** February 2, 2021**6. CONSENT AGENDA****6.1 Faculty representatives that have been requested to serve:****6.1.1** AAII, Extended Opportunity Program and Services

Maria Cuevas, Counselor, EOPS

Toks Oduwole, Counselor, EOPS

6.1.2 Dean, Health Sciences

Tanya Cusick, Dental, HS

Lisa Doget, ADN, HS

Jordan Hung, VN, HS

7. GUEST(S)/PRESENTATION(S) - None.**8. UNFINISHED BUSINESS****9. NEW BUSINESS****9.1 Action Item:** BP/AP Faculty Senate Review and Reporting Timeline.

BP & AP Faculty Senate First Reading and Sunshining of Board Policies (BP) and Administrative Procedures (AP) Under Consideration. Faculty Senate to complete review and provide feedback by February 11, 2021. The Board Policies and Administrative Procedures under consideration can be found here:

[Items Under Consideration | Policies and Procedures | Chaffey College](#)

9.1.1 Action Item: BP/AP Review Reporting for February 9, 2021

- BP/AP 4105 Distance Education, Angela Cardinale
- BP & AP 4010 Academic Calendar, Sarah Cotton
- BP & AP 4110 Honorary Degrees, Sarah Cotton

- AP 3510 Workplace Violence, Mark Gutierrez
- BP/AP 4020 Program, Curriculum, and Course Development, Angela Burk-Herrick
- AP 4021 Educational Program Viability Review, Angela Burk-Herrick & Nicole DeRose
- AP 4023 Educational Program Initiation, Angela Burk-Herrick & Nicole DeRose
- AP 4101 Independent Study, Angela Burk-Herrick
- AP 4235 Credit for Prior Learning – FS reviewed the draft on 12/8/2020. This is the draft under review for first reading and sunshining now by other constituencies,
- BP/AP 4500 Student News Media, Neil Watkins

9.1.2 Discussion Item: Identification of Senators to Review BP/AP's and Report February 9, 2021

- BP & AP 3725 Information and Communications Technology Accessibility and Acceptable Use
- BP & AP 4226 Multiple and Overlapping Enrollments
- BP & AP 4231 Grade Changes
- AP 4232 Pass/No Pass
- BP & AP 4240 Academic Renewal

9.2 Discussion Item: Enrollment Challenges and Solutions

9.2.1 Closing the loop on IT/Portal/Login issues

9.2.2 Identification of Senators charged with compiling issues and developing a strategy to promote elimination of IT/Portal and other related issues.

9.3 Discussion Item: Message of support for students

9.4 Action Item: LGBTQIA+ Inclusivity Statement workgroup: Resolution and Update - Robin Witt

10. REPORTS

10.1 President

10.2 Vice President/President Elect

10.3 Secretary/Treasurer - Gutierrez will discuss available scholarship funding, and call on the Senators to determine how many scholarships should be funded and the award amount.

- student scholarship timeline
- number of awards
- scholarship budget

10.4 Curriculum

10.5 Classified Senate Liaison

11. ANNOUNCEMENTS

11.1 Academic Senate for California Community Colleges (ASCCC) Information

11.1.1 2021 Spring Plenary Session - Virtual Event, Thursday, April 15 through Saturday, April 17.
Early Registration Deadline: Monday, March 15 by 5:00 PM. \$275.00. If you register after 5:00 PM on March 15 the cost is \$350.00.

11.1.2 2021 Faculty Leadership Institute - Virtual Event, Thursday, June 17 through Saturday, June 19.
Early Registration Deadline: Monday, May 17 before 5pm is \$200.00. If you register after 5:00 PM on May 17 the cost is \$250.00.

12. FLOOR ITEMS

13. ADJOURNMENT (1:55 P.M.)

The next Faculty Senate meeting is scheduled for Tuesday, February 16, 2021.

Here are the bullet points for consideration by Senators.

- Online courses have an additional regulatory requirement of regular, effective contact between instructor and student and among students. This is what distinguishes DE courses from correspondence courses for accreditors.
- ACCJC requires distance education courses to have “regular and substantive interaction between the students and the instructor.” ACCJC’s definition of distance education above mirrors federal regulatory requirements.
- Title 5, § 55204, Instructor Contact of California Education Code requires distance education courses to have “regular effective contact between instructor and students, and among students.”
- Because these definitions are vague, many colleges have an expanded definition of contact in AP 4105. Regular, effective contact can look many different ways in a course and still fall under the definition, so it's important to institutionalize a definition and expectations.
- Our current AP 4105 is sparse and vague.
- We are submitting a draft with the following major changes: 1) a greatly expanded definition of regular, effective contact, with enough complexity to allow for variety by discipline/instructor; 2) a student support requirement 3) an accessibility requirement. A subcommittee from DE Committee researched many other AP 4105s from other colleges and drafted and recommended these changes to DE Committee. DE Committee as a whole has vetted and approves of these changes. The headers have been highlighted so you can see where the changes have been made.
- We are seeking Faculty Senate's approval to bring this to executive leadership for approval.

AP 4105 Distance Education

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 secure credentialing/login and password to authenticate or verify the student's identity. As they emerge, the District shall utilize new or more effective technologies and practices to verify student identification.

The Chief Instructional Officer shall establish procedures for providing 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.

Definition: Distance education means instruction in which the instructor and student are separated by distance and interact synchronous or asynchronous through the assistance of communication technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. 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.

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

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 are made with the full involvement of the Instructional Dean, Program Faculty/Coordinator, and the Curriculum Committee. The same



AP 4105 Distance Education

standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5 Section 55207).

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.

References: Title 5 Section 55200 et seq.;
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;
34 Code of Federal Regulations Part 602.17

Approved: 2/8/13

AP 4105 Revision DRAFT

[INSERT ORIGINAL CHAFFEY COLLEGE AP 4105 LANGUAGE RE: DEFINITION, COURSE APPROVAL, AND CERTIFICATION]

Additional language:

(adapted from Diablo Valley and Miracosta Colleges)

Regular and Effective Contact Definition and Considerations

Regular and effective contact between instructor and student and among students in online classes significantly increases student success and humanizes the online learning experience. Two elements are central to regular and effective contact:

- **Instructor-to-student interaction** is a key feature of distance education courses, and it is what distinguishes it from correspondence courses. In course sections in which the instructional time is conducted in part or in whole through distance education, ensuring regular effective instructor/student contact guarantees the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face instructional format, instructors are present at each course section meeting and interact via announcements, lectures, activities, and discussions that take a variety of forms. In course sections in which the instructional time is conducted in part or in whole through distance education, instructors shall provide an equivalent experience.
- **Student-to-student interaction** is also a key feature of distance education, and it is what distinguishes it from correspondence courses. These forms of contact are also required by federal regulatory requirements, state education codes, and the Accrediting Commission for Community and Junior Colleges (ACCJC), and are recommended by the Statewide Academic Senate for Community Colleges

Regular and effective contact is a California Title V educational requirement that requires instructors to incorporate instructor-initiated, regular, effective contact into online and any online portion of hybrid course design and delivery. This means that it is the responsibility of the instructor to initiate contact with students, provide contact information to students, make announcements, question and involve them in discussions, reach out to them when they are absent or missing work, provide meaningful feedback on assignments, and monitor their overall progress. It is also the responsibility of the instructor to design opportunities for students to interact with other students in the course via discussion boards, group collaboration, peer review, and other student-to-student engaged activities.

The following considerations shall be made when establishing regular and effective contact in a distance education course:

- a. **Frequency of interaction:** Distance education courses are considered the virtual equivalent of traditional classroom courses; thus, the frequency of instructor/student interaction in a course section in which the instructional time is conducted in part or in whole through distance education will be at least the same as would be established in its face-to-face counterpart. At the very least, the number of instructor contact hours (synchronous or asynchronous) per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that ensures regular instructor/student contact is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course section.
- b. **Establishing expectations and managing unexpected instructor absence:** An instructor- and/or department-established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents made available to students when the course section officially opens each semester. This information will also refer students to the section in the college catalog on student rights and responsibilities. During a course section in which the instructional time is conducted in part or in whole through distance education, the instructor will notify students if the instructor will be out of contact beyond what is described in the course documents as mentioned above. This notification will include when students can expect regular, effective contact to resume. If the offline time results in a lengthy absence (e.g., more than three or four instructional days, excluding holidays and weekends), the instructor will file an absence report so that a substitute instructor may be secured per college policies to assist students while the instructor is unavailable. It is the instructor's responsibility to evaluate and determine whether the length of the anticipated absence in regular, effective contact will exceed three or four instructional days (excluding holidays and weekends), and, if so, to notify the department coordinator and dean of the need for a substitute.
- c. **Quality of contact:** In course sections in which the instructional time is conducted in part or in whole through distance education, instructors will use a variety of means to initiate meaningful, individualized contact with students.
- d. **Accessibility:** Each section of a course in which the instructional time is conducted in part or in whole through distance education will comply with all applicable accessibility requirements. By proposing a distance education course, the instructor author and dean agree that the course will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, California Government Code §11135, and Title 5 §55205)

Examples of Regular and Effective Contact

There are a variety of ways to demonstrate regular and effective contact in a course; this document outlines a variety of options for “Start of the Course,” “Instructor-Initiated” and “Student-to-Student” contact.

Start of the Course

Pre-Course Contact, Orientation Materials, and Syllabus

The following are examples of types of initial contact that may be included in a course:

- A welcome message sent to students before or on the first day of the course, providing them with instructions for logging in and getting started with the course.
- A home page that contains the following:
 - Instructor presence (photo and/or design elements that convey personality/subject matter)
 - Instructor contact information and timelines for responding
 - A clear starting point
 - Technical tips / help information
- An orientation video that informs students how to navigate the course and get started.
- A communication plan that informs students how/when/what ways they can expect to interact with their classmates and instructor.
- Syllabus/orientation materials that include contact information and contact response times.
- Syllabus/orientation materials that indicate online office hours days/times and how to access them.
- Syllabus/orientation materials that include ground rules for online communication and technology use/requirements.
- Syllabus/orientation materials that inform students how to access online student support services.
- Syllabus/orientation materials that include a weekly schedule of activities with due dates.

Instructor-to-Student Interaction

The following are examples of types of instructor-initiated interaction that may be included in a course:

Student Messages and Announcements

- Instructor responds to student emails and Canvas Inbox messages within a reasonable timeframe (24-48 hours), consistent with what is stated in the syllabus and/or elsewhere in the course.
- Instructor informs students of any absences due to obligations and/or unforeseen circumstances.
- Instructor provides general and timely course-related information and reminders to the class.

Discussions

- Instructor participates in discussions by posting replies within discussions to student work, adding comments, or asking questions to further student thinking.
- Instructor provides feedback to discussions privately via individualized feedback.
- Instructor provides whole class feedback to discussions by highlighting particular posts either in discussions, messages to the whole class, and/or announcements.

Assignment Feedback

- Instructor creates assignments that include opportunities for individualized and specific feedback that go beyond automatically graded quizzes/exams.
- Instructor provides rubrics and/or clear instructions with expectations on assignments.
- Instructor provides feedback that is timely, meaningful, and individualized.
- Instructor enters and publishes grades on assignments in a timely manner using the LMS gradebook.

Office Hours, Conferences, and Chats

- Instructor provides optional, regularly occurring synchronous office hours and/or study sessions.
- Instructor provides optional or required synchronous conferences with students.
- Instructor provides optional or required synchronous chats with students.

Instructor Contact via Publisher Packs or Third-Party Tools

- Instructor uses third-party tools authenticated through the LMS to engage in regular and effective contact with students

Surveys

- Instructor surveys students anonymously for feedback on course design, online instruction, communication, and/or other elements of the course.

Student-to-Student Interaction

The following are examples of types of student-student contact that may be included in a course:

Peer-to-Peer Replies on Discussions

- Students are required to interact in discussions and provided with clear instructions/expectations for original posts and replies.
- Students are provided with optional discussions for informal peer-peer interaction (Q&A discussion, for example).
- Instructor provides rubrics and/or clear instructions with expectations for participant interaction in required discussions.

Small Group Collaborations and Group Projects

- Students are required to work collaboratively on group assignments/projects.
- Students are provided with optional opportunities to work collaboratively in small groups.
- Instructor provides rubrics and/or clear instructions with expectations for participant interaction in required group assignments/projects.
- Instructor regularly monitors groups and provides whole group feedback.
- Instructor regularly monitors groups and provides private, individualized feedback on group assignments/projects.

Peer Reviews

- Students are assigned peer review activities in which they are required to evaluate and give feedback, observations, and/or suggestions on peers' assignments or projects.

- Instructor provides rubrics and/or clear instructions with expectations for participant interaction in peer review activities.

Third-Party Tools for Student-to-Student Interaction

- Instructor uses third-party tools authenticated through the LMS to provide opportunities for student-student interaction.

Student Support Services

The college will assure that distance learners have access to student support services that are comparable to those services provided to on-campus learners.

Accessibility

The college will assure that all institutionally provided technology resources used in support of distance education will meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, California Government Code §11135, and Title 5 §55205).

Coast Community College District
Administrative Procedures
Chapter 4
Academic Affairs

AP 4105 Distance Education

This Administrative Procedure is associated with BP 4020 Program, Curriculum, and Course Development.

References:

California Education Code Sections 66700, 70901 and 70902
California Code of Regulations Title 5 Sections 55200 et seq.;
34 Code of Federal Regulations (C.F.R) Parts 600.2, 600.22 and 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);
Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d);
ACCJC Accreditation Standard II.A.1;
BP 4020 and AP 4020 Program, Curriculum, and Course Development

I. DEFINITION

Distance education means instruction in which the instructor and the student are separated by distance and interact through the assistance of communication technology.

34 C.F.R 600.2 defines distance education as education that uses one or more of the technologies listed in paragraphs (1) through (4) below of this 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.

The technologies may include:

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

34 C.F.R 600.22(1)(7)(i) and (ii) state that “academic attendance” and “attendance at an academically-related activity” include, but are not limited to

- (1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- (2) Submitting an academic assignment;
- (3) Taking an exam, an interactive tutorial, or computer-assisted instruction;
- (4) Attending a study group that is assigned by the institution;
- (5) Participating in an online discussion about academic matters;

- (6) Initiating contact with a faculty member to ask a question about the academic subject studied in the course; and

Do not include activities where a student may be present, but not academically engaged, such as

- (1) Living in institutional housing;
- (2) Participating in the institution's meal plan;
- (3) Logging into an online class without active participation; or
- (4) Participating in academic counseling or advisement.

A determination of "academic attendance" or "attendance at an academically-related activity" must be made by the institution; a student's certification of attendance that is not supported by institutional documentation is not acceptable under federal laws and regulations.

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 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.

The District shall utilize secure credentialing/login and password to authenticate or verify the student's identity.

II. COURSE APPROVAL

Each proposed or existing course offered by distance education shall be reviewed and approved separately. 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.

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

III. CERTIFICATION

When approving distance education courses, the college Curriculum Committee shall 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 are made with the full involvement of the instructional dean, department chair, and the Curriculum Committee.

Instructor Qualifications: Faculty teaching distance education course shall be selected by the same procedures used to determine all instructional assignments.

Instructor Contact: Any portion of a course conducted through distance education includes regular and substantive instructor initiated contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Alternate online activities that entail instructor-student contact should be made available to students unable to attend face-to-face activities. Alternate online activities include, but are not limited to, online chats, video or audio conferencing, online interactive tutorials or computer-assisted instruction, online discussions, or online exams.

Instructors will use the following practices of regular and substantive contact in their distance education courses:

- *Regular Announcements:* Faculty should make general course related announcements to the students in their distance education classes on a regular basis, whether by the announcement area in the Learning Management System or via e-mails to the entire class.
- *Establishing Expectations:* Faculty will include in their syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. This should include the timeframe for responding to e-mails and phone calls, the timeframe for receiving feedback on student work, the timeframe for submission of assignments, and the quantity of discussion board postings required of the student. This information will be available to students on the first day of class.
- *Faculty-Initiated Interaction:* Faculty will regularly initiate interaction with students to determine that they have access to the course materials, that they understand the material and what is required of them, and that they are participating in the activities of the course. There are various ways of accomplishing this, including but not limited to: asynchronous discussion board forums with appropriate faculty input, synchronous chats, video conferencing, individualized contact via phone or e-mail, and, in the case of a hybrid course, regular face-to-face meetings.
- *Timely Feedback on Student Work:* Faculty will grade and provide feedback on student work within a reasonable timeframe. If discussion boards are required, students should be given guidelines at the outset of the course and feedback on their participation throughout the duration of the course.
- *Content Delivery:* Faculty will provide content material either through online materials (in written, video, and/or audio forms) and/or through introductions to materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).
- *Notifying Students of Faculty Unavailability/Offline Time:* If the instructor must be out of contact briefly for any reason (such as an illness or family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course and/or via e-mail that includes when the students can expect regular effective contact to resume. This should occur for any offline periods lasting longer than two days.

- *Faculty Absence Notification:* If a faculty member must be offline for a period of time that results in the faculty member not being able to meet his or her regular effective contact for any given week, this would be considered an absence and the Dean of the division in which the course is taught must be notified. Absences will be handled in accordance with the negotiated faculty contract.
- *Face-to-Face Forms of Contact:* Faculty are encouraged to utilize the face-to-face forms of contact mentioned in Title 5, Section 55211 (e.g., group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, and library workshops), but to keep in mind that in the case of fully online classes it will not be possible for all students to attend such activities. Alternate online activities, such as those mentioned in the sections above, that entail instructor-student contact should be made available for such students.

IV. 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 of record. Distance education courses are subject to the curriculum review process as are all courses subject to Title 5 regulations.

V. ACCESSIBILITY STANDARDS

The following general principles should be followed to the extent possible to ensure that distance education courses are accessible to students with documented disabilities.

Distance education courses, resources, and materials are designed and delivered in such a way that the level of communication and course taking experience is the same for students with or without documented disabilities.

Instructional materials and textbooks shall permit maximum opportunity for access by students with documented disabilities without the need for outside assistance (i.e. sign language interpreters, aides, or other forms of human assistance).

Distance education resources provide "built-in" accommodation where possible (i.e. closed captioning or descriptive narration) and/or interface design/content layout that is accessible to "industry standard" assistive technology in common use by persons with disabilities.

Alternative testing format and extended test-taking time are provided, which address the student's documented disability and impact on his or her academic performance.

Ratified April 6, 2016



ADMINISTRATIVE **PROCEDURE**

4105

DESERT COMMUNITY COLLEGE DISTRICT

DISTANCE EDUCATION

Definition: 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 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)

- I. College of the Desert offers Distance Education and Web Enhanced courses via four delivery modes:
 - a. 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.
 - b. 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.
 - c. Proctored Online Course (POC): Assignments and examinations in a Proctored Online Course will be submitted in an asynchronous manner, but you will be required to take tests at a proctoring facility. Your instructor will provide proctoring accommodations at COD. Off-site proctoring services could be available at the discretion of the instructor.
 - d. Web Enhanced Course (WEC): Web Enhanced Courses are traditional face-to-face classes that make routine use of the Learning Management System. These courses hold all their meetings on campus. The instructor will post required course materials and/or activities online and may require assignments be turned in online.

Course Approval: Distance learning courses shall contain the same content, rigor, and course quality as traditional courses and must meet all state and federal requirements. Each proposed or existing course offered through distance learning shall be reviewed and approved separately by the

Curriculum Committee. Separate approval is mandatory, according to Title 5, Sections 55378 and 55206, if any portion of the instruction in a course or a course section is designed to be replaced through distance learning. The review and approval of new and existing distance learning courses shall follow curriculum approval procedures as outlined in AP 4020.

Duration of Approval: All distance learning courses approved under this procedure will continue to be in effect unless there are substantial changes to the traditional Course Outline of Record (COR). Departments shall review DL courses when traditional courses are modified or submitted for review.

Distance Education Instructor Certification: Distance Education (D.E.) faculty must be certified to teach distance learning prior to being assigned a distance education course. New faculty hires may be scheduled with a one semester waiver but must complete the D.E. Instructor Certification within their first Fall or Spring term of employment. Certification is granted by satisfactorily completing an online certification program approved by the Academic Senate and offered through our Distance Education Senate sub-committee; online certification DE courses include the following topics:

- a. Online Instruction & Course Design,
- b. Accessibility,
- c. D.E. at COD which includes a capstone course shell review assignment.

Certification Waivers: Faculty who have taken an equivalent course in Online Instruction and/or Accessibility within the past 5 years may be eligible to waive these course requirements. The D.E. at COD course cannot be waived. Faculty applying for a waiver must submit the following documents to the Distance Education and Instructional Design Coordinator: evidence of the completion of the coursework (certificate, transcript, etc.) and course descriptions including hours/units of course work. Upon waiver approval, faculty should then complete the D.E. at COD course.

Re-certification: In order to maintain DE certification, the faculty member shall demonstrate continued professional growth through the completion of 40 hours of DE requirements every five years. The faculty applying for re-certification will submit to the Distance Education and Instructional Design Coordinator a description with attached documentation of the completion of re-certification requirements on or before the 5th year following the initial certification date:

- Review and alignment of a current distance education course shell consistent with COD's D.E. quality standards outlined by the Senate and implemented by the Distance Education sub-committee.
- Additional hours can be satisfied by participating in activities such as, but not limited to, attendance at online teaching Flex presentations, workshops, professional meetings and seminars, conferences, and Distance Education Subcommittee membership.

Failure to submit re-certification documentation before the 5-year deadline will result in de-certification until the recertification has been completed.

For additional information on Distance Education Instructor Certification, Waivers, or Re-certification refer to College of the Desert's Distance Education Sub-committee website and contact the Distance Educational and Instructional Design Coordinator or Educational Technology and Distance Education Senate Chair.

Establishing Regular, Effective, and Substantive Faculty-Initiated Contact: Instructors will use the following practices of regular and substantive contact in their Distance Education courses:

- a. **Regular Announcements:** Faculty should make general course related announcements to the students in their distance education classes on a weekly basis, whether by the announcement area in the Learning Management System or via e-mails to the entire class.
- b. **Establishing Expectations:** Faculty will include in their syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. This should include the timeframe for responding to e-mails and phone calls, the timeframe for receiving feedback on student work, the timeframe for submission of assignments, and the expectations of discussion board postings required of the student. This information will be available to students on the first day of class.
- c. **Faculty-Initiated Interaction:** Faculty will regularly initiate interaction with students to determine that they have access to the course materials, that they understand the material, that they understand what is required of them, and that they are participating in the activities of the course. There are various ways of accomplishing this, including but not limited to, asynchronous discussion board forums with appropriate faculty input in the forum or grade book, synchronous chats, video conferencing, individualized contact via phone or e-mail, and, in the case of a hybrid course, in face-to-face meetings.
- d. **Timely Feedback on Student Work:** Faculty will grade and provide feedback on student work within a reasonable timeframe. If discussion boards are required, students should be given guidelines at the outset of the course and feedback on their participation throughout the duration of the course.
- e. **Content Delivery:** Faculty will provide content material either through online materials (in written, video, and/or audio forms) and/or through introductions to materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).
- f. **Notifying Students of Faculty Unavailability/Offline Time:** If the instructor must be out of contact briefly for any reason, notification to students will be made in the announcements area of the course and/or via e-mail that includes when the students can expect regular effective contact to resume. This should occur for any offline periods lasting longer than three business days.
- g. **Faculty Absence Notification:** If a faculty member must be offline for a period of time that results in the faculty member not being able to meet his or her regular effective contact for any given week, this would be considered an absence and the Dean of the division in which the course is taught must be notified. Absences will be handled in accordance with the negotiated faculty contract.
- h. **Face-to-Face Forms of Contact:** Faculty are encouraged to utilize the face-to-face forms of contact mentioned in Title 5, Section 55211 (e.g., group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, and library workshops), but to keep in mind that in the case of fully online classes it will not be possible for all students to attend such activities and these activities cannot be mandatory unless the course is hybrid and meetings times are announced in the schedule. Alternate online activities, such as those mentioned in the sections above, that entail instructor-student contact should be made available for such students who cannot attend.
- i. **Student to Student Contact:** Faculty will ensure ongoing regular and effective student-to-student contact. Best practices include, but are not limited to, include implementing communication means for varied types of interaction in the course design, assigning and

monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

Accessibility: Each course that is delivered through distance education must comply with up-to-date Section 508 accessibility requirements. 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, but not limited to,

- a. accurately captioned videos
- b. transcribed audio files
- c. images that have alternative text
- d. readable course materials using effective font, color contrast, and spacing
- e. meaningful hyperlink text
- f. documents that are created in such a way that screen reading software is able to read them
- g. accessible synchronous communication
- h. prescribed accommodations that are followed for other graded course activities
- i. keyboard navigation.

Enrollment, Attendance and Participation in Distance Learning Courses: Students will register and enroll in distance learning courses in the same manner as traditional courses. Faculty must make online courses available on or before 8 A.M. on the first day of class. It is the right of the faculty member to determine their own participation and drop policy based on requirements of the college catalogue, but faculty must state the policy in their syllabus. Faculty have the right to drop, as a No Show, a student who does not complete the check-in procedure within 48 hours; the 48 hours begins at 8 AM on the first day of class or the first day students late register. Attendance will be determined through contact with professors in the first week of the term; logging into the learning management system does not constitute active participation. Professors may drop students from D.E. courses for lack of active participation. Active participation may include, but is not limited to, writing in discussion forums, submitting assignments, taking quizzes and/or exams, or other interactive class activities. The COD Faculty Enrollment Services Guide describes the importance of recording a student's last date of attendance or activity if they received a grade of 'F' or 'FW' in the course.

Instructional time in all credit courses, regardless of modality, follows the standard formula derived from Title 5, section 55002.5. One unit of credit is defined as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework. Faculty must plan an approximate one-to-two ratio of instructional time to homework and study based on units of credit courses. For example: in a 3-unit online course, online course work should be equivalent to 3 hours of face-to-face work per week of a regular term (completing course work, such as but not limited to, lecture, discussion, assignments, and quizzes); and homework would be equivalent to 6 hours work per week of a regular term.

Authentication of Students in Distance Learning Courses: Any activity that results in a grade in a DE course will be conducted through College of the Desert's server-authenticated methods. Accepted practices for authentication include user ID and password authentication to access the student portal or learning management system or by use of COD e-mail address. Publisher materials

may also be included as long as the publisher materials require a unique login and are accessed through COD authenticated methods.

Scheduling of Distance Learning Courses: Distance learning courses shall be listed in the COD Schedule of Classes in the same manner as traditional courses, with any required on-campus meetings and other required components prominently displayed to students. Area deans (in collaboration with department chairs) determine and approve faculty assignments for all courses, including distance education sections. Chairs and program faculty should consider modality of delivery as part of their Program Enhancement Plan. As per the Collective Bargaining Agreement, all teaching assignments requiring Distance Learning shall be voluntary on behalf of the faculty. Once scheduled, faculty should have access to course development areas in the learning management system as soon as the next term schedule is finalized to allow for faculty preparation of the online course materials. Faculty will only be scheduled to teach a D.E. course after successful completion of online certification or upon waiver for newly hired faculty.

Online Education Initiative Course Exchange Scheduling should be mutually agreed upon by the Office of Student Learning, Area deans (in collaboration with department chairs), the Distance Education and Instructional Design Coordinator, and the Academic Senate Educational Technology and Distance Education committee. As per the collective Bargaining Agreement, all teaching assignments requiring Distance Learning, including in the OEI Course Exchange, shall be voluntary on behalf of the faculty.

Evaluation of Distance Learning Faculty: Student evaluations and classroom visitation evaluations of distance learning faculty shall be conducted per the Faculty Agreement. Prior to conducting a distance learning classroom visitation, evaluators should review that course's Distance Learning Course Amendment Form and Course Outline of Record (COR). This ensures that the faculty member is teaching to the COR and is utilizing the methods of delivery approved and listed in the Distance Learning Course Amendment Form, although not all methods need to be utilized. Familiarity with distance education pedagogy best practices is helpful in a conducting a course evaluation. It is recommended that the course evaluator complete the D.E. certification process prior to completing a distance education course evaluation.

Support for Distance Learning Students: To ensure support for D.E. students comparable to traditional students, services should be available in a distance education mode. Student Services include, but are not limited to, a DE readiness course, counseling, library resources and library reference services, tutoring, fee payment, and the College's technical support systems.

Authentication/Verification per Federal Financial Aid or Special Services Eligibility: Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates or verifies that the student who registers in a distance education course is the same student who participates in and completes the course of 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 Vice President of Student Learning shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;

- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

Review and Revision

This policy and its standards and procedures are subject to review and revision at the request of the Academic Senate or the Board of Trustees. Changes to this policy, standards, or procedures shall be determined by mutual agreement of the Board of Trustees (or designee) and the Academic Senate, consistent with College of the Desert's shared governance policy and with California law pertaining to shared governance.

References:

California Education Code Sections 66700, 70901 and 70902 California Code of Regulations
Title 5 Sections 55200 et seq.;

34 Code of Federal Regulations (C.F.R) Parts 600.2, 600.22 and 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);

Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d);

ACCJC Accreditation Standard II.A.1;

BP 4020 and AP 4020 Program, Curriculum, and Course Development

Academic Senate Approval: Resolution 3.48 10/31/2011

Resolution 3.49 2/9/2012

Resolution 3.50 4/12/2012

Resolution 3.51 4/17/2014

Resolution 3.52 4/17/2014

Resolution 3.53 4/17/2014

Resolution 3.54 4/17/2014

College Planning Council Info: February 22, 2013

College Planning Council Info: November 7, 2014

Board Information: March 15, 2013

Board Information: February 11, 2015

Academic Senate Review, 1st-Reading: March 10, 2016

Academic Senate Review/Approval, 2nd-Reading: March 31, 2016

Executive Cabinet Review/Approval: September 27, 2016

College Planning Council Review/Approval, 1st Reading: September 30, 2016

College Planning Council Review/Approval, 2nd-Reading: October 14, 2016

Board Meeting/Information Item: November 16, 2016

Academic Senate Review/Approval 1st Reading: April 12, 2018

Academic Senate Review/Approval, 2nd Reading: April 26, 2018

College Planning Council Review/Approval, 1st Reading: May 11, 2018

College Planning Council Review/Approval, 2nd, May 25, 2018

Board Meeting/Information Item: June 14, 2018

Next Review: June 2023

Administrator: VP Student Learning

Chaffey College Faculty Senate Support for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersexual, Asexual or Allied+ Students and Staff

Whereas, The Academic Senate for California Community Colleges is consistent in its unflagging efforts for student success for all students and has a long-standing tradition of support for underrepresented minority students in the State of California;

Whereas, Chaffey College also supports efforts in student success for all gender identities and sexual orientations;

Whereas, Each community college's support of the psychological health of every student in the California community colleges is important;

Whereas, Research demonstrates that prejudice against and the invisibility of lesbian, gay, bisexual, transgender, queer or questioning, intersexual, asexual or allied+ (LGBTQIA+) people has adverse effects on both LGBTQIA+ students and the campus community as a whole; and

Whereas, The invisibility, both by omission and by design, of the LGBTQIA+ community and issues involving curricula, co-curricular activities, and campus practices perpetuates prejudice against and negatively impact LGBTQIA+ individuals and promotes heterosexism;

Resolved, That Chaffey College Faculty Senate reviews their curricula, co-curricular activities, and campus practices for inclusion of LGBTQIA+ community;

Resolved, That Chaffey College Faculty Senate employs appropriate venues to increase awareness of the issues affecting LGBTQIA+ community;

Resolved, That Chaffey College Faculty Senate amend its diversity policy to include gender identity and expression in the policy's description of diversity;

Resolved, That Chaffey College Faculty Senate urges the institution to review their curricula, co-curricular activities, campus practices, employ appropriate venues to increase awareness of the issues affecting LGBTQIA+ community, and

Resolved, That Chaffey College Faculty Senate urges the institution to amend its diversity policy to include gender identity and expression in the policy's description of diversity.

President Report for February 9, 2021

Summary of references to the Electorate and Adjunct Electorate in the current Chaffey College Faculty Senate Constitution as of 2.3.2021

This report is intended as information only.

Electorate

Article, Section	Language
Article III Definitions, Section 1	The word "Electorate" shall mean all tenure-track and tenured contract faculty.
Article IV Organization, Section 5	However, the senate may close any meeting or portion thereof to all but members of the electorate by a majority vote of the attending senators.
Article V Elections, Section 1	Any member of the electorate shall be eligible for election to the Faculty Senate. (See Article III, Section 2). Any member of adjunct electorate shall be eligible for election as adjunct Senator at large.
Article V Elections, Section 6	The entire electorate shall elect three Senators-at-Large.
Article V Elections, Section 7	The vice president or president-elect shall notify the electorate of an election for senators-at-large and request nominations not later than sixty days before the end of the spring semester. A final ballot shall be submitted to the entire electorate no later than thirty days before the end of the spring semester.
Article V Elections, Section 8	The president of the faculty senate shall be selected by the electorate for a three-year term of service.
Article VI Recall, Section 2	For the office of president of the faculty senate or president-elect, a petition signed by 10% of the total Electorate is necessary to initiate recall proceedings.
Article VI Recall, Section 3	The vice president shall develop a nomination list, determine whether each nominee will accept the position if elected, and shall send a sample ballot listing those willing to accept a nomination to each member of the electorate. A final ballot shall be submitted to the entire electorate no later than ten (10) school days after the sample ballots are distributed.
Article VIII Operating Procedures, Section 5a	At the request of either a majority of the Faculty Senate or 10 percent of the electorate, the Faculty Senate president shall refer issues to the electorate for discussion and consideration.
Article VIII Operating Procedures, Section 5b	If a meeting of the electorate is requested under Section 5 (a), the Faculty Senate president shall send to each member of the electorate a written notice of the scheduled date and time of the meeting. Such notification shall be submitted to the electorate no later than five (5) school days before the scheduled meeting.
Article VIII Operating Procedures, Section 5c	All meetings of the electorate under section 5 (b) shall be presided over by the senate president or by his/her appointee and shall be regulated by the same procedural rules that govern meetings of the senate.

Article VIII Operating Procedures, Section 5d	Any resolution passed at such a meeting by a majority of those present but not less than one-third of the total electorate shall be binding on the Faculty Senate. A member of the electorate must be physically present in order to vote.
Article IX Procedures for Amendment, Section 1	Amendments to this constitution may be proposed by a simple majority of the Faculty Senate or by a written petition signed by one-tenth of the electorate.
Article IX Procedures for Amendment, Section 2	All proposed amendments shall be presented in writing to the electorate at least ten (10) school days prior to voting. The Faculty Senate shall conduct the election, which shall be held within twenty (20) school days after the proposal has been presented to the electorate.
Article IX Procedures for Amendment, Section 3	A simple majority vote of the electorate shall be required to amend this constitution.
Article XI Ratification and Adoption, Section 1	This Faculty Senate constitution shall be adopted upon approval of a two-thirds vote of the total Electorate.

Adjunct Electorate

Article, Section	Language
Article III Definitions, Section 1	The words “Adjunct Electorate” shall mean all adjunct faculty.
Article V Elections, Section 10: Election of Adjunct Senator-at-Large	A final ballot shall be submitted to the Adjunct Electorate no later than thirty school days before the end of the Spring semester.

2020-2021 Scholarship Timeline							
February							
	9	Present Scholarship Application, Timeline, and List of Previous Recipients to Senators for review					
	16	Senate confirms application and prepare to release to students (via campus-wide email directing them to the website)					
16 - March 12	Application Period (4 weeks)						
March							
	16 - 30	Eligibility and Prep Period (2 weeks)					
	30 - April 13	Scholarships to Senate for Review (2 weeks)					
April							
	13	Senate's Final Decision on Recipients					
	13 -20	Confirm recipients, call and notify, confirm addresses and invite to May 11 meeting			(one week)		
	20	Submit Requisitions to the Foundation					
	23	Should receive student scholarship checks,					
May							
	10	Mail scholarship checks to students					
	11	Student scholarship recipients to be present in FS meeting					
		(this timeline leaves one week for deadline extensions, absolute last day to request scholarship checks is Tuesday, May 4)					

Faculty Senate
Foundation - Scholarship Account

Account Balance as of January 19, 2021

\$2,724.00

Monthly Payroll Deductions

1/1 - 2/1 Payroll Deduction Check \$326.00

2/1 - 3/1 Payroll Deduction Check \$326.00

3/1 - 4/1 Payroll Deduction Check \$326.00

4/1 - 5/1 Payroll Deduction Check \$326.00

5/1 - 6/1 Payroll Deduction Check \$326.00

Projected Account Balance by End of 2020-2021 Term

\$4,354.00

Options for Scholarship Awards

- 4 \$1,000 Scholarships (similar to 2019-2020 Term)
 - This would total \$4,000 and would leave a remaining account balance of \$354.00

- 8 \$500 Scholarships
 - This would total \$4,000 and would leave a remaining account balance of \$354.00

- 2 \$2,000 Scholarships
 - This would total \$4,000 and would leave a remaining account balance of \$354.00