



Academic Senate Meeting Minutes

Date: Friday, April 8, 2016

Time/Location: 1-3 PM / WCC Room 113

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: **Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (VP, At-large), **Jose Vallejo** (Student Services), **Mike Papin** (Lake County Campus Faculty)

Absent: **Donna Bahneman** (Adjunct), **Omar Huerta** (ASWCC Rep)

Guests: **Roger Clague**, **Dean Ortiz-Mercado**, **VP Konuwa**, **Jen Hensen** (via Tandberg from LCC), **S. Lanier**, **Mickey Main** (via Tandberg from LCC)

Call to order at 1:05 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 4/8/16 (MSC Gassman/Geer)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion</i>		
III	Approval of Minutes-Action		Review and approve the minutes of 3/25/16
	<i>Discussion/Decision:</i> Minutes of 3/25/16 are approved as amended (MSC Howerton/Gassman)		
IV	President's Report - Information/Discussion	Clark	

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Clark reports that at last night's board meeting, some spoke out against the move of the District Offices. Trustee Hastey, the Yuba County trustee, pointed out that by moving from Yuba to Sutter County, the highest paid salaries are leaving the county and moving out of a county that is hard hit economically already. The other trustees voted in favor of the move. 2. On the topic of hiring full time faculty, Clark fielded questions from three trustees as to reasons why WCC is not hiring full time faculty when most of the other colleges in the state are hiring. 3. On the topic of data tracking, the district is looking at better methods to track indicators. Clark will send out links with more information on this topic soon. 4. According to the Aspen meeting, our district has more transfer students and less CTE than most districts. Also, the ADT program has been successful at getting students to CSUs and out within two years. 5. ACCJC approved the substantive change request for the transition of LCC to WCC. There are a number of classes that have technology issues. IT is looking into this and will get it resolved soon. Roger Clague reports that new Casio projectors are being purchased and installed in 14 classrooms that are suffering from dim projectors. Roger Clague also reports that IT is looking into upgrading or replacing some of the more dated computers and computers with issues on campus. Looking into the future longer term (5+ years), IT is looking into VDI, which is a virtual computer system backed by a central data system. This would also allow students and faculty to access their desktops on an app. 		
	<p>Vice President's Report</p> <ol style="list-style-type: none"> 1. Committee Appointments – Action 2. Curriculum Update – Information/Discussion 3. Other – Information/Discussion 	Howerton	<p>Objective: 1.Appoint faculty members to committees. 2. Receive update on work of the Curriculum Committees.</p>
V	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Howerton reports that we still need tenured faculty volunteers for the accounting hiring advisory committee. Clark volunteers. We still need one more senate appointee. 2. The Academic Calendar Committee needs an appointee for a three year term beginning in the fall. 3. If you are on a committee that needs new members for the fall, please let Howerton know. 4. Howerton anticipates the feedback from the Aspen meeting. 5. On the topic of credit for veterans, the chancellor's office is working on protocols in implementing AB4622. 6. Schedules for summer and fall are on WebAdvisor. 7. The CTE leadership academy is coming up soon. 		
	<p>Senate/Committee Reports - Information</p>	Senate	
VI	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Ferns reports that April is National Poetry Month. The English Department, the Poetry Club, and Ink Magazine will be hosting a poetry reading in the Community Room on Tuesday, April 26, when the 7th Issue of Ink Magazine will release. 2. Shah reports that the cadaver room was approved by the board last night. It will be in room 626. 3. Gassman reports that yesterday was national beer day. 4. Vallejo reports that there is a change in Counseling 10 that was not brought to counseling's attention. Counseling would like to get feedback on changes. Also, there are concerns about cancellations of appointments by the dean's administrative assistant in counseling. 		
	<p>Ex-officio Reports - Information</p>	Papin, Huerta	
VII	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Papin reports that LCC will need a volunteer for the counseling advisory committee for the new faculty hire at LCC. Howerton will request volunteers. 		

VIII	Draft WCC Distance Education (DE) Handbook – Discussion/Action	Senate	Background: The Curriculum Committee has drafted a DE Handbook and forwarded it to senate for eventual adoption. Objective: Second senate review of the handbook with the intent to either debate adoption or suggest changes.
	<i>Discussion/Decision:</i> 1. Not addressed		
IX	WCC Student Probation Processes – Information/Discussion	Ortiz-Mercado	Background: Dean Ortiz-Mercado and Student Services faculty members have been working to strengthen the WCC processes for students facing probation/dismissal. Objective: Receive an update of the progress made.
	<i>Discussion/Decision:</i> 1. Not addressed.		
X	Student Success Committee Update – Information/Discussion	Lanier, Ortiz-Mercado	Background: The Student Success Committee reports to the senate and to College Council. Objective: Receive an update of the work, accomplishments, and goals of the committee.
	<i>Discussion/Decision:</i> 1. Dean Ortiz-Mercado and S. Lanier report that Student Services has made good progress on the SSSP goals and objectives of 2015-2016, and there are some areas where planning is taking place and progress must still be made. WCC has strengthened partnerships with feeder school districts and high schools and begun implementation of peer advising and student ambassadors. More work needs to be done in the area of high school outreach. WCC has also improved the delivery of orientation services at the CCC and begun to coordinate online orientation and group orientation/counseling services between WCC and LCC. More work needs to be done in the area of launching the new online, interactive orientation. The degree audit has not been fully implemented yet, and the summer bridge program is still being worked on but is not ready for implementation. Successes have been made in increasing student awareness and understanding the importance of assessment tests, peer mentoring and the student ambassador program, practice test opportunities. The transition to the state common assessment system is planned for implementation during fall 2016. The roll-out of the online student education plan with the degree audit system is continuing. Targeted communications to students through outreach materials is improving and the intrusive delivery service approach is improving as well. The First Year Experience program is being piloted. The default Educational Plans that include math and English in the first year has also been developed. Work needs to be done on the online support services for distance learning students. Additionally, more work needs to be done on the development of targeted services for all students with a specific focus on at-risk students. Student Services is also working to provide incentives to support students along the path to completion. Other goals that need to be met include considering piloting a mandatory college success course for student on academic or progress probation. They are also working on tracking students with 15 units who do not have a comprehensive educational plan. 2. S. Lanier reports that the first year experience and summer bridge program are being planned and implemented. The website is https://wcc.yccd.edu/student/FYE/Default . More than 90 students have already applied for the program.		
XI	Area A Meeting Debriefing, Spring Plenary, and Other Upcoming ASCCC Events – Information/Discussion	Senate	Background: At the April 1 Area A meeting, the initial slate of resolutions for Spring Plenary was reviewed, some new resolutions were presented and other state and local issues were discussed. Upcoming ASCCC events include Spring Plenary (April 21-23, Sacramento), CTE Leadership Institute (May 5-7, Anaheim), Faculty Leadership Institute (June 9-11, Riverside), and Curriculum Institute (July 7-9, Anaheim). Objective: Report on the Area A meeting and ensure healthy WCC attendance at these events.

	<i>Discussion/Decision:</i> 1. Clark would like to schedule a meeting for next Thursday, April 14 to review the plenary resolutions with faculty. He would also like to have a meeting on the same day to review the senate constitution with faculty.		
XII	College Handbook Revision – Information/Discussion	Konuwa, Senate	Background: Both colleges are in the process of revising college handbooks. DCAS has tasked the college VPs with determining what portions must be identical (and feed district AP 4500 College Handbook) and which portions may be college specific. VP Konuwa and the Administrative Support Team have completed a draft handbook. Objective: First review of the draft College Handbook with the intent of collecting feedback.
	<i>Discussion/Decision:</i> 1. Shah brings up a concern on the revision of the DE Handbook. One of his constituents expressed concern that online classes should not be exempt from the flex requirements. More information needs to be gathered on this issue.		
XIII	College Handbook Committee Template – Information/Discussion	Senate	Background: As part of an effort to update the WCC College Handbook, College Council recently looked at a draft Committee Purpose Statement template. Objective: Review the draft template and provide feedback.
	<i>Discussion/Decision: Not addressed.</i>		
XIV	Senate Election Processes - Discussion	Senate	Background: The Bylaws are weak regarding elections. The process for electing VP and Secretary need (re)definition. The timeline proved problematic this year. No process or practices exist for campaigning in contested elections. Objective: Discuss these and related concerns with the intent of informing Bylaws revisions.
	<i>Discussion/Decision: Not addressed.</i>		
XV	Future Agenda Items- Discussion		Lake County Campus Representation on Governance Committees, College Catalog, SSS Priorities, CCC, ADA in the Classroom
	<i>Discussion/Decision: Not addressed.</i>		

Meeting adjourned 3:01 p.m. (MSC Gassman/Geer)

Senate Goals, 2015-2016			
#	Goal	Who	Status
1	Student Success: Identify and address barriers to student success (counseling availability, course offerings...).	Clark, Bahneman,	Underway in Student Success Committee
2	Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP.	McGill, Howerton	Ongoing
3	Lake County Campus (LCC) Transition: Integrate the faculty, staff, and students at the Clear Lake Campus into the governance, planning, and budgetary processes at WCC.	Clark, Howerton, Papin	Non-senate committee recommendation to be forwarded to committees for consideration.
4	Sabbatical Leave: (Re)define the sabbatical leave process in light of the multi-college transition.	Clark	In (slow) progress
5	Faculty Evaluation: Improve the faculty evaluation process.	Clark, Howerton, Geer	In (slow) progress
6	Grading Policies: Review, update, and distribute Faculty Handbook.	Clark	Awaiting Work of CLAS
7	Colusa County Campus (CCC): Create comprehensive process for Colusa County Outreach Facility (CCOF).	Clark, Geer	Midway through CCC Compression Planning.

Senate Goals, 2015-2016			
#	Goal	Who	Status
			Need to assess the meshing of the compression planning with identified gaps at CCC.
8	Revise Senate Constitution and Bylaws .	Clark, McGill, Gassman, Ferns	Constitution revision to a vote in April
9	Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire.	Clark, Konuwa	Discussed without detail in both senate /administration leadership meetings and B&P.
10	Education Master Plan (EMP): Work with College Council to create the new WCC EMP.		Budget and Planning is prioritizing work from 1/29 EMP activity.
11	Distributive Education (DE): Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact.	Clark, Shah	DE Coordinator position has been established. Julie Brown will fill that role as a special project this semester and has been selected to be coordinator beginning Fall 2016. The senate will review a draft DE Handbook on 3/25 and 4/8.

Yuba College Distance Education Handbook

Purpose: The purpose of this handbook is to provide:

- Guidance/regulations to instructors interested in teaching Distance Education courses and more specifically online classes. Evaluation of courses will be done using the California Community Colleges – Course Design Rubric for the Online Education Initiative (OEI Rubric) [LINK](#) Document will be added to DE website when it is revised.
- Parameters for instructors already teaching online classes
- Guidance for Yuba College Distance Education Committee and Distance Education Plan establishment

This Handbook is guided by Yuba Community College District (YCCD) AP 4105 – Distance Education, Approved May 21, 2015 which References: Title 5, Section 53200, 55002, 55200, 55202, 55204, 55206, 55210; Federal Regulations 34 CFR 602.17, 34 CFR 668.22, 38 CFR 21.4203; Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d); California Community Colleges Distance Education Guidelines, March 2008.

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I. Purpose of the Distance Education Handbook:

The Yuba College (YC) handbook is to be used as a guide to establishing effective Distance Education (DE) courses to students as well as providing guidance to faculty to develop courses based upon the most current andragogical teaching methods and to meet all local, state and federal requirements. [AP 4015](#) is used as the guiding policy to establish the guidelines.

This handbook has been developed by the YC Distance Education Committee (DEC) with input from faculty appointed to the YC Academic Senate, YC Curriculum Committee (CC), with faculty appointed to the Woodland Community College (WCC) Distance Education Committee (DCE), Woodland Community College Curriculum Committee (CC) and administration at both YC and WCC and with support of YCFA. Each college will develop and maintain their own DE Plan and Handbook, but with an understanding our students will be enrolling across Colleges, it is important that as much as possible, the plans are developed in tandem for each of faculty and students.

We start with AP 4105 and continue to provide expanded information as a guide for interpretation.

II. AP 4105 (sections applicable to this handbook):

Definitions:

- Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)

- Online: A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams still allowed for this classification)
- Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools
- Web Enhanced: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.

Course Approval:

- 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.
- No course shall be taught via distance education until it has been reviewed and received separate approval for distance education by each college's Curriculum Committee. This requirement applies if any portion of the instruction in a course section is designed to be provided through distance education (§ 55206).

Certification:

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

- Course Quality Standards: The same standards of course quality were applied to the distance education courses as are applied to traditional classroom courses (§ 55002, 55202).
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee(s) approval procedures (§ 53200).
- Instructor Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “**regular, effective contact**” in this context suggests that students should have frequent opportunities to interact with the instructor of record.
 - Ensuring regular, effective instructor/student contact guarantees that the student in an online or hybrid course 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 course the instructor is present at each class meeting and interacts with the class through announcements, lectures, activities and discussions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.
 - For distance education courses there are a number of acceptable modes of interaction between student and instructor, not all of which require in-person contact (§ 55204):
- Initiated Interaction: Instructors will regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Providing students with an

open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.

- Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students.
- 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 that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular, effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.
- Minimum Contact: Regarding the type of contact that will exist in all YCCD DE courses, instructors will use the following resources to initiate contact with students:
 - Discussion forums (or equivalent) with appropriate instructor participation
 - Email
 - Timely response to student emails or inquiries
 - Weekly announcements in the Learning Management System
 - Timely feedback for student work
 - Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class
- Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5. (“...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”) and/or teleconference, video conference, pod cast, or other synchronous technologies may also be included.
 - It is suggested that instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Student Attendance Dates

Instructors are responsible for verifying student attendance dates in all sections in which:

- Earned and unearned portions of Federal Student Aid (Title IV) are determined based upon the amount of time the student spent in attendance, and/or
- Last actual date of attendance is used to determine status changes for students receiving Veteran (VA-ONCE) funds.

See also:

- [WCC Curriculum Handbook](#)
- [YC Curriculum Handbook](#):

III. Faculty Guidance based upon AP4105

A. Course Delivery Definitions:

Before faculty offers courses using a DE format, they must first consider the various methods by which a course can be offered. Not all disciplines or courses can or should be offered using a DE modality (SEE section XX below on course approval process).

- *Online*: A course that is using Canvas as the Learning Management System (LMS) and in which 100% of the instruction and interaction between instructor and student is done online. Proctored exams still allowed for this classification, they do not have to be done at any of the YCCD Colleges or sites but must be made available to students at no cost to the student. Should a student prefer a method or place for which there is a cost, the student will be responsible. Instructor regular effective contact is required (SEE section XX below); the course must be approved by the established methods of each College CC as well as the appropriate divisional dean with consultation with faculty.
- *Hybrid course* - A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance-learning portion of the hybrid course must provide for instructor regular effective contact (**SEE Section XX below**). The hybrid course requires separate approval of both the CC and the DEC
- *Web Enhanced*: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.
- *Broadcasted Education*: One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

B. Regular Effective Contact

Course evaluation will be done to assure the faculty who has developed the course has explained “regular effective contact”. The OEI rubric Section B: Interaction and Collaboration will be used to determine the effectiveness of the course design and instructor communication plan.

As per Title V, section 55211(a), all distance learning courses, whether hybrid or fully online will include “regular effective contact” which Yuba College defines to include each of the following:

B.1 Definitions

- *Instructor-Student Interaction:* Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback including but not limited to discussion, announcements, email, chat, and assignments.
- *Student-Student Interaction:* Evidenced by students working on group assignments, or within a discussion or chat session.
- *Student-Material Interaction:* Evidenced by students working with *instructor developed* course material. Publisher developed material may be used to supplement the course, but cannot be used to define regular effective contact.
- *Other Considerations:*
 - Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.
 - At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students.

B.2 Contact Expectations

- The instructor’s specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.
- Instructor absences—If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume. In the event of prolonged absence, the instructor will make appropriate arrangements for class continuation.
- Timely contact—Online instructors are responsible to respond to students in a timely fashion. This is to be defined in the course syllabus

C. Online Course Development:

The steps necessary to develop a fully online or hybrid course and to secure all necessary approvals are given below. Faculty interested in development of DE courses will be provide a copy of the OEI rubric as a guide to assure compliancy.

C.1 Definition:

Substantially Complete - Courses presented to the Distance Education Committee (DEC) must be “substantially complete.” A “substantially complete” course is one that could be taught effectively without any further additions and throughout the entire term. (Further additions may be welcome enrichments but are not essential.) “Taught effectively” implies that the course already includes all needed elements for effective student-instructor and student-student interactions and also includes required accommodations for disabled students.

- The course will be evaluated using the OEI Rubric and all sections of the course have met the following Criteria. NOTE: Discipline Content is not evaluated by the DEC, only the course structure.
 - Course Design
 - Interaction and Collaboration
 - Assessment
 - Leaner Support

C.2 Department/division consultations and approval: A new online course will have an impact on department/division offerings, staffing, and long term goals. If there is no formal department, then the division alone must approve of the course.

C. 3 Curriculum committee approval: The YC Curriculum Committee requires a completed DE addendum that accompanies the course outline of record on CurricUnet. The DE Addendum (SEE: Appendix D) is available for faculty to provide information and justification of the online course format. Submission and approval of the Curriculum Committee's DE Addendum is NOT the same as approval of your course by the DEC. The DEC is simply one step in the approval process before the Curriculum Committee reviews this course for approval.

C4. Faculty Course Submission to DEC: Once the course has been deemed Substantially Complete (generally one-third of the course has been developed), the faculty who has developed the course will contact the Chair of the DEC and provide them with a method for the DEC members to review the course.

C5. DEC Course Review and Evaluation: The DEC evaluation members will review the course using the OEI Rubric and the Course Design Rubric for the Online Education Initiative Course Scoring Rubric (SEE: Appendix F)

- The developer should be prepared to answer detailed questions, such as; how your course will ensure instructor-student and student-student interaction (as mandated by the Education Code) and how your course design will minimize the likelihood of cheating.

C6. DEC will provide the developer with the results of their findings.

- If the course meets standards, the course is ready to be published. The developer will be expected to complete the course using the same standards of the portion of the course that was reviewed. The scheduling dean will be notified the course has been approved to be published and the developer may teach this published course. This approval does not imply the generic course has been approved, only that course by that developer.
- If the course does not meet standards the developer will be provide with recommendations to address the areas not compliant. When the developer is ready for resubmission, it is their responsibility to inform the DOC.

C7. DEC will maintain a list of approved courses by discipline with review dates. The courses will be reviewed every **THREE (3) years, and placed on a recurrent evaluation list.**

D. New Course Approval:

- A new course is defined as one that has not previously been developed as a DE course, or one that has not been taught as a DE course for four (4) semesters or more.
- These courses may NOT be published until they have been approved by the DEC.

E. Current Course Approval:

- Those courses that have been offered using the DE format must still be approved by the DEC.
- The DEC will request a list from the scheduling Deans of the courses and the names of the faculty teaching the courses.
- Faculty will be provided with a copy of the OEI rubric and training upon request.
- DEC will develop a schedule for evaluation of these courses.
- When all current courses have been evaluated and approved, they will be placed on the recurrent evaluation process list.

F. Course Standards:

- Any course developed as a discipline course (one that could be taught by multiple faculty members), it will be approved as a Department Course and any faculty who meets the approval process may teach the course.
- Any course developed within a discipline that is not considered a “discipline course”, must be approved individually as developed by individual faculty.

G. Intellectual Property Rights Agreement:

A Yuba College Intellectual Property Rights Agreement will be agreed upon and is in effect (once it is passed by WCC DEC and WCC Curriculum Committee). This Agreement is attached as Appendix X.

IV. Faculty Approval Process

A. Required: Appropriate training of individual faculty for the distance education modality will be required before an individual faculty member teaches in that modality. The faculty member **must meet a minimum of 1 of the following criteria (a, b, c):**

- a. Have previously taught using a distance education modality and their course meets the OEI rubric with a passing score. NOTE: In the event a course is not approved, the faculty is encouraged to make all suggested corrections prior to offering the course. In the event the corrections have not been made, this instructor in what is called “in progress status” may teach this course. The course MUST be approved, by the next time it is to be offered by this faculty member or they may NOT be the instructor of record.
- b. Have completed a local DE training program or institute or equivalent that did not focus solely on the technical aspect of teaching online, but addressed also andragogic aspects of teaching online (SEE IV below)
- c. Have completed a CCC Chancellor’s office-sponsored training course (e.g. @One) or equivalent.

B. Recommended: that faculty who teach in the distance education modality would benefit from:

- Having taught the same course in an on-ground/non-DE modality
- Having a mentor—available through the instructional development coordinator
- Having successfully completed (as a student) a distance education course.

C. Process: Proof of meeting section IV.B must be presented to the DEC. The DEC will maintain a current list of approved faculty. This list will be made available to scheduling deans throughout the district.

V. Faculty Training:

Instructors who are currently teaching online courses also will be required to show evidence of online teaching certification or a course may be submitted for OIE rubric approval.

- There will be a 1-year extension for instructors currently teaching without certification or course approval. If they are non-compliant, they will no longer be able to teach their online course.
 - This one (1) year extension begins after WCC and YC Academic Senate’s approve this document.

A. YCCD Training: Includes the following on-campus/online workshops which can be accessed from the YCCD eLearning website de.yccd.edu:

- Faculty Orientation
- Canvas Instructor Guide
- Canvas Designer Guide
- Get to know Canvas (webinar)

- Webinar Archives
- The Canvas Community (forums)
- View & Sign up for trainings at [Flex Website](#)

B. External Training: Online Teaching Certification or any comparable (as determined by the DEC) course is acceptable.

C. Professional Development: It is recommended that faculty should seek continued education in distance teaching and learning certification.

VI. Course Scheduling

Since the print deadline may be far in advance of the completion of training and course development, the DEC will approve the scheduling of courses in a timely manner. DE courses will be schedule in the same process as face-to-face courses. However, if training and course development have not been completed then the course will be removed from the schedule.

VII: Action Process:

A new DE course can be submitted for review after official approval by the department/division faculty and scheduling dean. Once the approvals have been granted, the following should occur:

1. Request a course shell from eLearning de.yccd.edu
2. Develop your course and meet the “substantially complete” standards as explained in Section C.1 above.
3. When the course is ready for DEC review, request a course shell from YCCD IT. Upload your course into the shell.
4. Inform the DEC your course is ready for review, they will ask to be given access by YCCD IT.
5. The DEC will review the course based on OEI Rubric.
6. The DEC Chair will send you a copy of the report and provide further instructions on additions or modifications needed to bring the course into compliance with the rubric.
7. If in view of the Chair substantial changes are needed, DEC consideration of the course will be removed from the upcoming agenda and you will need to begin the course review process from scratch (with submission of a new Online/Hybrid Course Review Request) once the course has been modified. NOTE: THE course MAY NOT be taught until it is approved. Such a delay in approval may mean the course cannot be taught the following semester.
8. If the course is approved, it may be taught.

VIII. Attendance Policy Specific to Online Courses

A. Participation required: Consistent participation is necessary if a student is to succeed in an online course. That means keeping up with assignments from week to week. If a student does not participate, or shows an unacceptable level of participation as determined by the instructor, the student can be dropped from the course. This may affect a student's participation in extracurricular activities, access to various student service programs and eligibility for financial aid. The syllabus for an online course provides the instructor's procedures regarding attendance and participation.

B. Attendance: (a) A student must access his/her online course within the first day of class or he/she can be dropped as a "no show." This policy is reflected in the

course schedules. (b) Regular and effective participation is the only means to document attendance in an online course. If a student fails to participate in a regular and effective manner, as determined by the instructor, the student will be dropped for nonattendance during the first two weeks of regular term courses in order to accommodate others seeking to add. An instructor may also choose to drop a student by the end of the eighth week due to lack of participation.

APPENDIX

A: GLOSSARY:

Regular, effective contact: It is the responsibility for faculty to assure contact with students. This means the faculty must follow both the requirements as approved in the Course of Record and more specifically the DE Addendum and the course syllabus. Communications/contact initiated by students does not meet the requirement. Regular

effective student contact in the face-to-face class is achieved because the instructor can immediately determine the students' understanding and engagement with the content because the students are physically in the classroom. The distance education environment allows for regular effective student contact to be accomplished using a variety of methods. Not all methods will be used by all instructors, but it is expected that several methods will be used since regular effective student contact should vary both for the course and for the student.

Timely Feedback on Student Work: It is expected that faculty are to spend the same number of hours and time in an online course as they would in a face-to-face course. The course syllabus must inform students of how often the faculty member will be "checking-in" the course. This is to include a range of time students can expect their work to be graded. Faculty should "check-in" at least once a day during the M-F work week.

B: [INTELLECTUAL PROPERTY RIGHTS](#)

Found in AGREEMENT between YCCD and YCFA

C: COURSE DESIGN RUBRIC FOR THE ONLINE EDUCATION INITIATIVE

In order for a course to be offered as a part of the Online Education Initiative (OEI), it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality-learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of four components:

1. Course Design
2. Interaction and Collaboration
3. Assessment
4. Learner Support

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

Revisions approved by the Online Education Initiative Steering Committee for use during the OEI pilot on March 18, 2015.

For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), peer online course reviewers will

assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

Distinguished to Exemplary (5-6)
Satisfactory to Accomplished (3-4)
Promising (2)
Incomplete (1)
Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in “Content Presentation: Navigation is intuitive” but somewhat less strong in “Content Presentation: Content is presented using a variety of appropriate mechanisms,” both within the same sub-category of “Content Presentation.” In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
A minimum cumulative score of 51, earning at least 70% of all possible points
Inclusion of a component with content related to the Online Education Initiative
The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI.

D: DE ADDENDUM (NOTE: this is only a brief example. The link has the complete form. In all cases when a method of communication has been selected, the frequency must be chosen, i.e.)

Daily M-F []
Weekly []
Periodically []

Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)

General Information:

Have all faculty in the department been notified of the requirements of this course?

[] Yes
[] No
[] If no, explain

What is the rationale for teaching this course via distance learning? Consider the

pedagogical, practical, and technical benefits. (75 words or less)

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges. (75 words or less)

Accommodations for Students with Disabilities

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

*Note: The pass/fail criteria is an interpretation of Section 508 web standards, not the official Section 508 documentation.

Section 508 Checklist for HTML

508 STANDARDS Requirement/Purpose	Yes	No	Explain
1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art. <i>This will enable a screen reader to read the text equivalent.</i>			
2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content. <i>The description would inform a sight-impaired student of what a picture represented.</i>			
3. Ensure that information conveyed by the use of color is also understandable without color. <i>For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.</i>			
4. If you are using either more than one language or words which are "imported" from another language (such as <i>faux pas</i>), ensure that any changes in language be identified by using the HTML "lang" attribute. <i>This enables Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation.</i>			
5. Provide textual equivalents to audio information (captioning). <i>The text will enable hearing-impaired students to know what others are hearing.</i>			
6. Provide an alternative audio description for multimedia presentations. <i>The sound will enable sight-impaired students to know what others are seeing.</i>			

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <i>The movement can be distracting for students with certain disabilities.</i>			
8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). <i>This provides students with mouse-dexterity problems an alternative to interact.</i>			
9. Identify, by labeling or other appropriate means, row and column headers. <i>The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</i>			
10. Provide title frames and include sufficient information as to their purpose and relationship to each other. <i>This will help sight-impaired students understand the organizational purpose of the frame.</i>			
11. Ensure (test) the usability of pages, and provide the Curriculum Committee with an evaluation printout from the DE committee.			

This course maybe offered as:

[] *Broadcasted Education:* One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

Maybe synchronous or asynchronous

[] Online: A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams are allowed for this classification. Approximate dates and times should be noted in the Class Schedule.)

[] Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools.

Example: Hybrid class Course Outlines must specify how many HOURS (not units) will be online and how many HOURS (not units) will be face-to-face (F2F). This is also how we require lec/lab classes to be delineated on a Course Outline of Record, allocating a portion of the hours for lab and another portion of the hours to lecture. However, we believe some legitimate parameters should be established for how those hours are divided. Below are the options.

Hybrid class CurricUNET entry options:

Option #1: All Lecture Hours are online and All Lab Hours are F2F

Option #2: Lecture Hours may be F2F for 3 hours, 6 hours, or thereafter in 9-hour increments (i.e., 9, 18, 27, 36, 45, 54...)

Option #3: Lab Hours may be F2F in 18-hour increments (i.e., 18, 36, 54, 72, 90...)

Option #4: A combination of Options #2 and #3.

The date and times of the meetings must be included in the Class Schedule

Specify the rationale / purpose of these on-campus / face-to-face meetings below.

- Factual / Objective tests (student-initiated, and instructor-approved off-campus proctoring option is mandatory)
- Field trip / visit / event (specify): _____
- Hands-on labs
- Participant observation (describe): _____
- Other (specify): _____

It is understood the syllabus will be developed to describe the course, the SLO's, types of assessments, methods of faculty and student initiated contact.

- Yes

Communication Methods:

Instructor Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

Check box to acknowledge reading of this paragraph

NOTE: Some methods are mandatory and you must provide the estimated frequency. Those not mandatory you will have choice to use them or not, but if chosen you must provide the estimated frequency

Video Streaming – Before we can do a dropdown we need to determine what we mean by this..if we continue as we are doing,,, we do have the live video so this really can be a f2f class. BUT do we need to do different requirements for those who do not show up.

Online:

Individual Contact with Students via e-mail or phone: There may be times when the instructor needs to contact individual students. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, or asking the student questions about the material.

Leading Threaded Discussions: Leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific subject matter of the class with the individual students in the class.

Announcements: These are posts that update students on the content or the processes of the class. They can be in written, audio, or video format.

At least one (1) of the following must be used. Checking the boxes does NOT mean you will have to use them.

Timely Feedback on Student Work: Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or misunderstanding) of the material. As in a face-to-face class, this contact is crucial to the learning process. The timing of this feedback is at the discretion of the instructor, and it depends on the type of learning being achieved, but timely appropriate feedback is essential. Computer-generated exams typically provide immediate feedback, but feedback on written work takes time. Students should be made aware of the parameters of the feedback, which can consist of written, audio, or video material.

Which of the following will be used:

- Rubric to be used
- Written comments per assignment
- Individual quiz feedback
- Group assignment and/or quiz feedback

Creating and Moderating Virtual Small Groups: These groups are created and the instructor moderates the work and the discussions among students. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular within those time constraints.

Posting Prepared Instructional Material: In a face-to-face class, much of the contact between instructors and students consists of the instructor presenting material to the class in the form of lectures and handouts or other instructor-prepared materials. In an online class, this is also a mode of effective contact between the instructor and the

student. The timing of posting these materials depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

Facilitating Student-to-Student Contact. This contact can be synchronous or asynchronous, face-to-face or mediated through technology, individual or group, and highly moderated or lightly moderated. In this case, instead of the regular effective contact occurring between instructor and student it involves interaction between learners. As with face-to-face classes, this type of communication is very effective in providing opportunities for collaborative learning among students. The timing of this interaction depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

Office hours – Are beneficial for the students. Maybe be done using a Chat feature (in the LMS, Skype, etc.)

If yes, please note which of the following will be used.

- Virtual
- In person

Surveys - are effective to gain real time feedback to assess students' needs and/or understanding of the course, material, etc.

Student Initiated Contact: Methods by which students will communicate with the instructor. Which of the following will be opened for students to use.

Announcements

- Yes
- No

Email within the LMS

- Yes
- No

Email personal

- Yes
- No

Hybrid

Individual Contact with Students via e-mail or phone: There may be times when the instructor needs to contact individual students. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, or asking the student questions about the material.

Leading Threaded Discussions: Leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific subject matter of the class with the individual students in the class.

Announcements: These are posts that update students on the content or the processes of the class. They can be in written, audio, or video format.

At least one (1) of the following must be used. Checking the boxes does NOT mean you will have to use them.

Timely Feedback on Student Work: Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or misunderstanding) of the material. As in a face-to-face class, this contact is crucial to the learning process. The timing of this feedback is at the discretion of the instructor, and it depends on the type of learning being achieved, but timely appropriate feedback is essential. Computer-generated exams typically provide immediate feedback, but feedback on written work takes time. Students should be made aware of the parameters of the feedback, which can consist of written, audio, or video material.

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Creating and Moderating Virtual Small Groups: These groups are created and the instructor moderates the work and the discussions among students. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular within those time constraints.

- Yes
- No

Posting Prepared Instructional Material: In a face-to-face class, much of the contact between instructors and students consists of the instructor presenting material to the class in the form of lectures and handouts or other instructor-prepared materials. In an online class, this is also a mode of effective contact between the instructor and the student. The timing of posting these materials depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

- Yes
- No

Facilitating Student-to-Student Contact. This contact can be synchronous or asynchronous, face-to-face or mediated through technology, individual or group, and highly moderated or lightly moderated. In this case, instead of the regular effective contact occurring between instructor and student it involves interaction between learners. As with face-to-face classes, this type of communication is very effective in providing opportunities for collaborative learning among students. The timing of this interaction depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

Yes
 No

Office hours – Are beneficial for the students. Maybe be done using a Chat feature (in the LMS, Skype, etc.)

Yes
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Announcements

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 No

Email within the LMS

Yes
 No

Email personal

Yes
 No

E: Course Design Rubric for the Online Education Initiative Course Scoring Rubric

Objective	Score (6-0)	Discussion/Suggestions
Section A: Course Design		
A.1 Objectives		

A.2 Content Presentation		
A.3 Learner Engagement		
Section B: Interaction and Collaboration		
B.1 Communication Strategies		
B.2 Development of Learning Community		
B.3 Interaction Logistics		
Section C: Assessment		
C.1 Expectations		
C.2 Assessment Design		
Section D: Learner Support		
D.1 Supplemental Software		
D.2 Course/ Institutional Policies & Support		
D.3 Technical Accessibility		
D.4 Accommodations for Disabilities		
Total Points		
Overall Assessment		

F: RESOURCE:

[California Community Colleges Online Education Initiative](#)

[OEI Rubric](#)

Boettcher , J.V. Ph.D Designing for Learning: [Ten Best Practices for Teaching Online](#)

FaculyFocus.com [10 Principles of Effective Online Teaching: Best Practices in Distance Education •](#)

DE Addendum

Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)

General Information:

Have all faculty in the department been notified of the requirements of this course?

Yes

No

If no, explain

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits. (75 words or less)

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges. (75 words or less)

Accommodations for Students with Disabilities

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

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14. Ensure that information conveyed by the use of color is also understandable without color. <i>For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.</i>			
15. If you are using either more than one language or words which are "imported" from another language (<i>such as faux pas</i>), ensure that any changes in language be identified by using the HTML "lang" attribute. <i>This enables</i>			

<i>Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation.</i>			
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18. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <i>The movement can be distracting for students with certain disabilities.</i>			
19. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). <i>This provides students with mouse-dexterity problems an alternative to interact.</i>			
20. Identify, by labeling or other appropriate means, row and column headers. <i>The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</i>			
21. Provide title frames and include sufficient information as to their purpose and relationship to each other. <i>This will help sight-impaired students understand the organizational purpose of the frame.</i>			
22. Ensure (test) the usability of pages, and provide the Curriculum Committee with an evaluation printout from the DE committee.			

This course maybe offered as:

[] *Broadcasted Education:* One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

Maybe synchronous or asynchronous

[] *Online:* A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams are

allowed for this classification. Approximate dates and times should be noted in the Class Schedule.)

- Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools . (Ask Nili)

Example: TO BE ADDED

The date and times of the meetings must be included in the Class Schedule

Specify the rationale / purpose of these on-campus / face-to-face meetings below.

- Factual / Objective tests (student-initiated, and instructor-approved off-campus proctoring option is mandatory)
 Field trip / visit / event (specify): _____
 Hands-on labs
 Participant observation (describe): _____
 Other (specify): _____

It is understood the syllabus will be developed to describe the course, the SLO's, types of assessments, methods of faculty and student initiated contact.

- Yes

Communication Methods:

Instructor Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

Check box to acknowledge reading of this paragraph

NOTE: Some methods are mandatory and you must provide the estimated frequency. Those not mandatory you will have choice to use them or not, but if chosen you must provide the estimated frequency

Video Streaming – Before we can do a dropdown we need to determine what we mean by this..if we continue as we are doing,,, we do have the live video so this really can be a f2f class..BUT do we need to do different requirements for those who do not show up.

Online (The following are all under online drop down)

Individual Contact with Students via e-mail or phone: There may be times when the instructor needs to contact individual students. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, or asking the student questions about the material.

Frequency:

Daily M-F []

Weekly []

Periodically []

Leading Threaded Discussions: Leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific subject matter of the class with the individual students in the class.

Frequency:

Daily M-F []

Weekly []

Periodically []

Announcements: These are posts that update students on the content or the processes of the class. They can be in written, audio, or video format.

Frequency:

Daily M-F []

Weekly []

Periodically []

At least one (1) of the following must be used. Checking the boxes does NOT mean you will have to use them.

Timely Feedback on Student Work: Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or misunderstanding) of the material. As in a face-to-face class, this contact is crucial to the learning process. The timing of this feedback is at the discretion of the instructor, and it depends on the type of learning being achieved, but timely appropriate feedback is

essential. Computer-generated exams typically provide immediate feedback, but feedback on written work takes time. Students should be made aware of the parameters of the feedback, which can consist of written, audio, or video material.
Frequency:

Daily M-F []
Weekly []
Periodically []

Which of the following will be used:

- RUBRIC TO BE USED
- WRITTEN COMMENTS PER ASSIGNMENT
- INDIVIDIAL QUIZ FEEDBACK
- GROUP ASSIGNMENT AND/OR QUIZ FEEDBACK

Creating and Moderating Virtual Small Groups: These groups are created and the instructor moderates the work and the discussions among students. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular within those time constraints.

[] Yes
[] No

Frequency:

Daily M-F []
Weekly []
Periodically []

Posting Prepared Instructional Material: In a face-to-face class, much of the contact between instructors and students consists of the instructor presenting material to the class in the form of lectures and handouts or other instructor-prepared materials. In an online class, this is also a mode of effective contact between the instructor and the student. The timing of posting these materials depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

[] Yes
[] No

Frequency:

Daily M-F []
Weekly []
Periodically []

Facilitating Student-to-Student Contact. This contact can be synchronous or asynchronous, face-to-face or mediated through technology, individual or group, and highly moderated or lightly moderated. In this case, instead of the regular effective contact occurring between instructor and student it involves interaction between learners. As with face-to-face classes, this type of communication is very effective in providing opportunities for collaborative learning among students. The timing of this interaction depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

Yes

No

Frequency:

Daily M-F

Weekly

Periodically

Office hours – Are beneficial for the students. Maybe be done using a Chat feature (in the LMS, Skype, etc.)

Yes

No

Frequency:

Daily M-F

Weekly

Periodically

If yes, please note which of the following will be used.

- Virtual
- In person

Surveys - are effective to gain real time feedback to assess students' needs and/or understanding of the course, material, etc.

Yes

No

Frequency:

Daily M-F

Weekly

Periodically

Student Initiated Contact: Methods by which students will communicate with the instructor. Which of the following will be opened for students to use.

Announcements

Yes

No

Email within the LMS

Yes

No

Email personal

Yes

No

Hybrid (The following are under the hybrid drop down menu):

Individual Contact with Students via e-mail or phone: There may be times when the instructor needs to contact individual students. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, or asking the student questions about the material.

Frequency:

Daily M-F

Weekly

Periodically

Leading Threaded Discussions: Leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific subject matter of the class with the individual students in the class.

Frequency:

Daily M-F

Weekly

Periodically

Announcements: These are posts that update students on the content or the processes of the class. They can be in written, audio, or video format.

Frequency:

Daily M-F

Weekly

Periodically

At least one (1) of the following must be used. Checking the boxes does NOT mean you will have to use them.

Timely Feedback on Student Work: Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or misunderstanding) of the material. As in a face-to-face class, this contact is crucial to the learning process. The timing of this feedback is at the discretion of the instructor, and it depends on the type of learning being achieved, but timely appropriate feedback is essential. Computer-generated exams typically provide immediate feedback, but feedback on written work takes time. Students should be made aware of the parameters of the feedback, which can consist of written, audio, or video material.

Which of the following will be used?

- RUBRIC TO BE USED
- WRITTEN COMMENTS PER ASSIGNMENT
- INDIVIDUAL QUIZ FEEDBACK
- GROUP ASSIGNMENT AND/OR QUIZ FEEDBACK

Creating and Moderating Virtual Small Groups: These groups are created and the instructor moderates the work and the discussions among students. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular within those time constraints.

Yes

Frequency:

Daily M-F

Weekly

Periodically

No

Posting Prepared Instructional Material: In a face-to-face class, much of the contact between instructors and students consists of the instructor presenting material to the class in the form of lectures and handouts or other instructor-prepared materials. In an online class, this is also a mode of effective contact between the instructor and the student. The timing of posting these materials depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

Frequency:

Daily M-F

Weekly

Periodically

No

Facilitating Student-to-Student Contact. This contact can be synchronous or asynchronous, face-to-face or mediated through technology, individual or group, and highly moderated or lightly moderated. In this case, instead of the regular effective contact occurring between instructor and student it involves interaction between learners. As with face-to-face classes, this type of communication is very effective in providing opportunities for collaborative learning among students. The timing of this interaction depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

Frequency:

- Daily M-F]
Weekly]
Periodically]

] No

Office hours – Are beneficial for the students. Maybe be done using a Chat feature (in the LMS, Skype, etc.)

-] Yes
] No

Frequency:

- Daily M-F]
Weekly]
Periodically]

If yes, please note with of the following will be used.

-] Virtual
] In person

Surveys - are effective to gain real time feedback to assess students' needs and/or understanding of the course, material, etc.

-] Yes
] No

Frequency:

- Daily M-F]
Weekly]
Periodically]

Student Initiated Contact: Methods by which students will communicate with the instructor. Which of the following will be opened for students to use.

Announcements

Yes

No

Email within the LMS

Yes

No

Email personal

Yes

No

Woodland Community College

ACADEMIC SENATE

CONSTITUTION AND BYLAWS

February 29, 2008 Revised January

??, 2016

PART I – CONSTITUTION

Article I - Legal Basis for an Academic Senate

Article II - Purpose

Article III - Membership Qualifications

Article IV - Composition and Officers

Article V - Duties and Responsibilities

Article VI - Amendments

PART II – BYLAWS

Article I - Duties of Officers and Senators

Article II - Meetings

Article III - Elections

Article IV - Recall and Dismissal

Article V - Amendment Procedures

Article VI – Supplemental Procedures

CONSTITUTION

ARTICLE I - LEGAL BASIS FOR AN ACADEMIC SENATE

SECTION 1 – Title 5

The Academic Senate of Woodland Community College is established so that the faculty may have a formal and effective process for participating in the formation of district policies relative to academic and professional matters as set forth in Title 5 of the California Code of Regulations.

SECTION 2 – Powers Vested in the Faculty

All powers and responsibilities herein granted shall be vested in the faculty acting through the academic senate.

ARTICLE II - PURPOSE

SECTION 1 – Senate Purpose

The senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration of Woodland Community College and to the governing board of the Yuba Community College District in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the senate shall be to:

- Promote the general welfare of Woodland Community College and the faculty thereof.
- Work toward the development and improvement of professional standards.
- Provide a venue for addressing issues of an academic or professional nature affecting Woodland Community College and its faculty.
- Represent the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters. "Academic and professional matters" means policy development and implementation matters as delineated in Sections 2 and 3 below.

SECTION 2 – Senate Responsibilities

The academic senate shall have primary responsibility for the following (See Board Policy 2510 Participation in Local Decision Making.):

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies

SECTION 3 – Role of Senate and Board of Trustees

The following items (4 – 11) shall require mutual agreement between the academic senate and the board of trustees (See Board Policy 2510 Participation in Local Decision Making.):

4. Educational program development

5. Standards or policies regarding student preparation and success
6. District and college governance constitutions, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the board of trustees and the senate

ARTICLE III - MEMBERSHIP QUALIFICATIONS

SECTION 1 – Senate Membership

Membership in the academic senate shall consist of those individuals employed by the Yuba Community College District and assigned to Woodland Community College who meet the following definition of "faculty."

"Faculty" is defined as those employees of the Yuba Community College District who hold the rank of "professor," "instructor," or "adjunct faculty member." An adjunct faculty member is eligible for membership only if currently employed by the district or if that person has a "return right" in the following semester ("return right" as defined in the YC-AFT Contract).

SECTION 2 – Ineligibility

If a member of the academic senate becomes ineligible for membership (refer to Constitution, Article III, Section 1), that person will no longer continue to be a member of the senate and the vacancy shall be filled as provided in Bylaws, Article III, Section 1.

ARTICLE IV - COMPOSITION AND OFFICERS

SECTION 1 – Senate Composition

The academic senate shall be composed of the elected president of the senate, six additional full-time faculty members, two adjunct faculty members, and the past president of the senate (when seated).

SECTION 2 – Senate Representation

Representation to the senate shall be as delineated in Article III, Section 3 of the Bylaws:

SECTION 3 – Senate Officers

The officers of the senate shall include a president, a vice president, and a secretary. The officers'

terms, election procedures, and duties are set forth in Bylaws

ARTICLE V - DUTIES AND RESPONSIBILITIES

SECTION 1 – Senate Quorum

The academic senate shall have regular and special meetings, as herein provided, and a majority of the senate shall constitute a quorum, which shall be sufficient to transact business.

SECTION 2 – Meeting Minutes

The academic senate shall keep minutes of all its meetings and publish the proceedings of each meeting.

SECTION 3– Senate Committees

The academic senate may create and maintain committees and authorize such to perform any duty within the scope of the senate's authority.

SECTION 4 – Recommendations to the Board of Trustees

The academic senate shall present its written and oral views and recommendations to the Board of Trustees through regularly established channels. However, the senate, after consultation with the administration, may present its views directly to the Board of Trustees. In accordance with the regulations of the California Community College Board of Governors, "The Board of Trustees shall consider such views and recommendations."

ARTICLE VI - AMENDMENTS

The academic senate and/or members of the faculty may propose amendments to the Woodland Community College Academic Senate Constitution and Bylaws, as set forth in Bylaws, Article V.

BYLAWS

ARTICLE I - DUTIES OF OFFICERS AND SENATORS

SECTION 1 – Officers of the Academic Senate

There shall be a president, a vice president, and a secretary of the academic senate. Only full-time faculty members are eligible for the office of president and vice president

SECTION 2 – Election of the President

1. The president of the senate shall be elected at-large from the membership of the full-time faculty.
2. The election of the president shall conform to the procedures specified in Bylaws, Article III, Section 2.

SECTION 3 – Election of the Vice President

At the last meeting in February of each year, the senate shall nominate, from its membership, a vice president for a one-year term. The nomination shall be subject to confirmation by a majority of the senate.

SECTION 4 – Election of the Secretary

At the last meeting in February of each year, the senate shall nominate from its membership a secretary for a one year term. The nomination is subject to confirmation by a majority of the senate. In the absence of an elected secretary, the senate may choose to rotate secretarial duties among its members.

SECTION 5 – Terms

1. The president shall serve for a term of two academic years. The president shall serve a maximum of two consecutive terms (of 2 academic years each) but may serve additional terms after an interruption of service of at least one term.
2. The vice-president and the secretary shall serve for one academic year.
3. The past-president (when seated) shall serve for one

academic year

SECTION 6 -- Duties of the President

1. Preside at all regular and special meetings of the senate.
2. Preside at all meetings of the faculty called by the senate president or by the senate.
3. Attend, or have a senate representative attend all regular meetings of the Board of Trustees. The vice president should first be asked to attend in the president's absence; if the vice president is unavailable, then another member of the senate should be asked.

4. Represent the senate in all “major governance” committees if the senate has not already appointed a person to represent the senate at such meetings. The president should regularly attend all “major governance” committees, especially when major academic and professional matters are under discussion. The academic senate shall determine which committees are to be defined as “major governance” committees.
5. The president should be accompanied by the vice president, another senator, or designated faculty representative at all meetings with the administration. The vice president shall first be asked to accompany the president; if the vice president is unavailable, another member of the senate or a faculty representative should be asked.
6. Serve as an ex-officio member of all senate committees.
7. Prepare and distribute an agenda for each senate meeting.
8. Ensure that senate business is carried forward from previous senate meetings in a timely manner.
9. Implement decisions of the senate and supervise administration of senate business.
10. Perform those tasks that the senate or president deems necessary to the responsible discharge of the president’s obligations to the faculty and senate.
11. The president will be the official spokesperson for the academic senate.

SECTION 7 – Duties of the Vice President

1. If the president is absent or incapacitated, the vice president shall assume the duties of the president until such time as determined by the senate.
2. The vice president shall regularly attend “major governance” committees as assigned.
3. The vice president or a designee from the senate shall attend all curriculum committee meetings.
4. The vice president shall accompany the president when possible in meetings with the administration.
5. The vice president shall perform other duties as assigned by the president or the senate.
6. The vice-president shall maintain a list of committee membership and when committee positions need to be filled, the vice-president shall solicit volunteers from the faculty.

SECTION 8 – Duties of the Secretary

1. Keep minutes of all meetings and distribute them to all faculty members.
2. Keep the official record of the senate business.
3. Assume the duties of the president if both the president and vice president are absent or incapacitated.
4. Keep and report the official attendance record of the senate.

SECTION 9 – Duties of Senators

1. Attend senate meetings regularly.
2. Report senate deliberations to constituents and carry constituent concerns to the senate.

3. Represent the senate only when authorized to do so.

SECTION 10 – Ineligibility or Resignation

1. If the president resigns or becomes permanently incapacitated, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.
2. A senator shall become ineligible for a position on the senate when he or she no longer meets the definition of "faculty" as set forth in Constitution, Article III, Section 1, and shall be required to resign immediately from the academic senate. The vacancy thus created shall be filled as herein provided (See Bylaws, Article III).

ARTICLE II- MEETINGS

SECTION 1 – Regular Meetings

1. Regular Calendar Meetings – The academic senate shall hold regular meetings at least once every month during the academic year (August through May). The senate shall, by resolution, set forth the calendar of meetings (to include date, time and place) for the succeeding academic year during the final May regular meeting (Sec. 54954, California Government Code [Brown Act]).
2. Regular Agenda Meetings – An agenda for each regular meeting shall be posted at least 72 hours before the meeting containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall also specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public (Sec. 54954.2, California Government Code [Brown Act]).

SECTION 2 – Special Meetings

Special meetings of the academic senate may be held for regular or special business matters, but 24-hour notice, per Brown Act requirements, must be given to all senators, full-time and adjunct faculty, and the general public setting forth the date, time, and place.

A special meeting of the academic senate shall be called by the president upon the written petition of at least three members of the senate or ten percent of the members of the faculty, or at the discretion of the president.

SECTION 3 – Compliance with Brown Act

All regular and special meetings of the senate and its committees shall be open to all parties, with the exception of those portions of the meetings closed by the consent of the senate or president such as sessions to discuss personnel matters. (See Section 54956.7—Closed Session, California Government Code [Brown Act], for guidelines for closed session requirements.)

SECTION 5 – Tenure Hearings

Tenure hearings are closed personnel sessions of the academic senate and are to be held prior to February 15.

SECTION 6 – Compliance with *Robert's Rules of Order*

All academic senate meetings shall be conducted in accordance with generally accepted parliamentary procedures, as described in *Robert's Rules of Order*.

ARTICLE III - ELECTIONS

SECTION 1 – Formation and Duties of Election Committee

Election Committee – During the first week of May, the president of the senate shall solicit volunteers from the faculty to serve on an “Election Committee” for the following academic year. The senate shall then select at least three of these faculty members to form the Election Committee. It shall be the duty of this committee to actively seek out qualified candidates to be nominated for all elections. The Election Committee shall follow the procedures below in conducting the election:

1. Set and advertise the dates for nominations and elections.
2. Issue secret ballots.
3. Ensure that each faculty member casts only one vote and ensure that all faculty members in the representative group are given the opportunity to vote.
4. Secure the ballot box and tally ballots in the presence of all members of the committee.
5. Report the results of the election in writing to the president of the senate.

SECTION 2 – Election of the President

1. The full time faculty shall elect the president of the academic senate by the end of the first week of February. The new president will assume the duties of president of the academic senate at the **first senate meeting** of the following academic year.
2. **Nominations – The vice president at the time of nominations will automatically be a nominee for president if she/he agrees to run. Other nominations for president may also be made by submitting to the Election Committee a petition of nomination signed by not less than ten percent of the full time faculty members including the nominee.**

SECTION 3 – Election of Senators Representing Academic Groups

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

- a. Mathematics and Science (mathematics, statistics, life sciences, nutrition, computer science, physical sciences)

2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, philosophy, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, , political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

- a. One at-large senator

Academic Group 3 (adjunct faculty)

1. One at-large faculty member from the Woodland campus
2. One at-large faculty member from the Colusa outreach

Group members shall nominate from their own group. If a representative area from Academic Group 1 chooses not to elect a representative, that position will become an at-large position and the person elected to this at-large position will represent all full-time faculty members. If the Colusa outreach chooses not to elect a representative, that position will become an at-large position to be filled by an adjunct faculty member at the Woodland campus, and this senator will represent all adjunct faculty. Only area senators elected by the means set forth in Bylaws will be seated.

1. By the end of the first week of February, the Election Committee shall notify those academic groups that are eligible to elect a member from within their unit to serve on the

senate. Only those individuals who meet the criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected.

2. The nomination from an academic group may be made by self-nomination or by another member of the representative group, with the consent of the nominee. All nominations shall be submitted to the Election Committee by the end of the second week of February. The Election Committee will hold elections as specified in Bylaws, Article III, Section 1.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.
4. If a representative area or academic group does not submit a nominee, that position shall be declared an at-large position and the person elected to that position will represent all faculty members.

SECTION 4 – Election of At-Large Senators

1. By the end of the third week of February, the election committee will notify the faculty of open at-large seats and will begin accepting nominations. These include:
 1. The seat(s) reserved for full time faculty.
 2. The seats reserved for adjunct faculty.
 3. Any seats that may result from a division not nominating a senator to represent it.
2. Nominations for at-large senators will close on February 28 or the first working day afterwards.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.

SECTION 5 – Nomination and Confirmation of Vice President

As soon as the new senate has been elected, it shall nominate one of its members to the office of vice president. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected.

SECTION 6 – Nomination and Confirmation of Secretary

Following the election of the vice president, the senate shall nominate one of its members to the office of secretary. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected or the senate decides not to seat a secretary.

Section 7 Ties

In the event that an election results in a tie, the elections committee will conduct a coin flip to determine the winner.

SECTION 8 – Senate Term Limits

The senate president shall serve a two-year term. The past president shall serve a one-year term, immediately following his or her term as president. All other senators shall serve three-year terms with elections staggered in years as follows:

1. Language Arts/Art –2017, 2020, 2023...
2. Math/Science –2017, 2020, 2023...
3. Social Science –2018, 2021, 2024...
4. Business/Vocational Education –2018, 2021, 2024...
5. Student Services –2016, 2019, 2022...
6. Adjunct for Woodland –2016, 2019, 2022...
7. Adjunct for Colusa –2018, 2021, 2024...

8. At Large –2016, 2019, 2022...

ARTICLE IV - RECALL AND

DISMISSAL SECTION 1 – Recall of Senators

Any member of the academic senate is subject to being recalled by two-thirds of the faculty that elected them, as defined in Constitution, Article III, Section 1. The academic senate governs the recall procedures. Further, any member of the academic senate is subject to being expelled by a vote of two-thirds or more of the membership of the senate.

SECTION 2 – Recall of Officers

If the president is recalled, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president’s term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.

SECTION 3 – Petition of Recall

If an academic group wishes to recall the individual they elected to be their senate representative, a petition signed by a majority of the eligible unit’s voters and presented to the academic senate will start the recall process. The Election Committee will then conduct an election to fill the vacant seat as outlined in Bylaws, Article III, Section 1. A two-thirds majority of the votes cast is required to remove the senator from office. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 4 – Recall of At-Large Senator

If the senator to be recalled is an at-large senator representing full time faculty, a petition signed by forty percent of the full time faculty presented to the academic senate will start the recall process. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 5 – Recall of Adjunct Senators

If the senator to be recalled is an adjunct senator, a petition signed by forty percent of the eligible adjunct faculty presented to the academic senate will start the recall process. The term “eligible adjunct faculty” refers to the faculty that are eligible to vote for that senator. If the senator is representing the Woodland campus, only those adjunct faculty members teaching in Woodland can vote. If the senator is representing the Colusa outreach, only those adjunct faculty members teaching in Colusa can vote. If the Senator is serving all adjunct faculty, then all adjunct faculty can vote. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast from is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 6 – Dismissal of Senators for Excessive Absences

If a senator misses more than 50% of regular Senate meetings during any semester, that senator will be considered derelict in his or her duty and shall be removed. If the senator in question represents a Representative Area, the group will be notified that their senator has been removed from office. The Election Committee will then conduct a new election for that academic group using the election procedures as outlined in Bylaws, Article III, Section 1. If the senator in question is serving at large, the senate will declare that seat vacant and the Election Committee, using the election procedures, will conduct a new election as outlined in Bylaws, Article III, Section 1.

ARTICLE V - AMENDMENT PROCEDURES

SECTION 1 – Manner of Amendment

The Woodland Community College Academic Senate Constitution and Bylaws shall be amended in the following manner:

1. Amendments can be put forward in one of two ways: First, the sponsor of an amendment shall submit to the academic senate a copy of the proposed amendment, with the signatures of thirty percent of the full time faculty. Second, the academic senate may by majority vote become the sponsor of an amendment. In either case, the senate shall set a date for a meeting of the faculty for the purpose of debating the proposal. The sponsor shall distribute copies of the proposed amendment to the faculty no later than five working days prior to the faculty meeting.
2. The senate shall conduct an election on the proposed amendment no earlier than five working days, nor later than ten working days, following the date of the faculty debate of the amendment.
3. A two-thirds majority vote as defined in Bylaws, Article V, Section 2 shall be required to amend the Constitution.
4. A two-thirds majority of the senate shall be required to amend the Bylaws.

SECTION 2 – Amendment Voting Weights

For voting purposes, the number of faculty shall be defined as all full-time faculty plus two-fifths of the adjunct faculty. Each full-time faculty member shall have one full vote. Each adjunct faculty member shall have a two-fifths vote.

ARTICLE VI – SUPPLEMENTAL PROCEDURES

In order to facilitate the operation of the senate and provide for the resolution of contentious issues, the senate shall from time to time formulate “Supplemental Procedures.” These Supplemental Procedures will carry the authority of senate resolution, and shall be binding. They will generally deal with issues of less importance than those items enumerated in this

Constitution and Bylaws. They can be passed and modified by a majority vote of the senate. They will be published separately from this Constitution and Bylaws.

Constitution Page 1 of 12

Senate Roles and Responsibilities (The 10+1) AP 4500



Latest Revision December 17, 2015

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KEY:	
•	Yellow – College provides information
•	Blue – District Office provides information
•	Green – Both College and District Office

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Emergency Procedures

[Preamble]

EMERGENCY MESSAGING SYSTEM

In an effort to communicate during times of emergencies, YCCD provides a multi-platform solution using a product called [Regroup](#). As a default, all students will be automatically enrolled to receive email emergency notifications from every site at which they take classes. Students enrolled in online sections will be enrolled at the site from which the section originates. As a default, all staff and faculty will be automatically enrolled to receive email emergency notifications from every site. Faculty, staff, and students may login to Regroup and follow the [instructions](#) to update their preferred method of contact or modify their site list.

WOODLAND COMMUNITY COLLEGE

During Regular Office Hours (Monday – Friday from 8:00 am to 5:00 pm)

- Notify college personnel of location and nature of the emergency or contact Campus Police – (530) 661-5722.
- Contact the Office of the President – (530) 661-5711 or (530) 661-5712

After Regular Office Hours (Monday – Friday from 6:00 pm to 9:00 pm and Saturdays)

- Phone appropriate emergency agency – Dial 911 – report the location and nature of the emergency.
 - If calling from a campus phone, dial 9-911 – this will also notify the President's office and Campus Police.
- Campus Police Cell Phone – (530) 681-8782

LAKE COUNTY CAMPUS

- Phone appropriate emergency agency – Dial 911 – report the location and nature of the emergency.
 - If calling from a campus phone, dial 9-911.
 - In case of fire at the Clear Lake Campus, break fire alarm.
- Contact Clear Lake Campus, (707) 995-7900, and file report.

YUBA COLLEGE

During Regular Office Hours (Monday – Friday from 8:00 am to 5:00 pm)

- Notify college personnel of location and nature of the emergency or contact Campus Police – (530) 741-6771
- Contact Vice President Academic/Student Services Office – (530) 741-6766

After Regular Office Hours (Monday – Thursday from 6:00 pm to 9:00 pm)

- Evening Supervisor – (530) 741-8714
- Campus Police Cell Phone – (530) 870-1158
- Dial 911 (If calling from a campus phone, dial 9-911). Indicate location and nature of the emergency.

OUTREACH OPERATION - BEALE A.F.B.

- Notify Base Education Office personnel of location and nature of the emergency.
- Contact Yuba College at Beale (530) 788-0973, and file report.

SUTTER COUNTY CAMPUS

- Phone appropriate emergency agency – Dial 911 – report the location and nature of the emergency.
 - If calling from a campus phone, dial 9-911.
 - In case of fire at the Sutter Center, break fire alarm.
- Contact Sutter Center, (530) 751-5564, and file report.
- More detailed information may be found in the “Emergency Preparedness Handbook” located in the staff workroom and in the document holders mounted on walls throughout the Sutter County Center.

Onboarding

[Preamble]

WOODLAND COMMUNITY COLLEGE

- Paperwork:
 - Be sure your paperwork is complete in the Human Resources Department. If this is your first semester teaching in this District, your paperwork including Livescan fingerprint requirement must be complete before you enter the classroom.
 - Contact Human Resources (530) 741-6978 if you have any questions regarding this paperwork.
 - Once your minimum qualifications have been established, your Livescan fingerprint requirement has been processed through DOJ and our police department, and your employment has been confirmed by the appropriate administrator, you will be activated on our college computer system.
 - Confirmations will be processed through Human Resources and either mailed to you by U.S. mail or put in your designated adjunct faculty mailbox.
 - For all questions regarding salary please contact the Human Resources Department by phone/voice mail (530) 741-6978
- Orientation
 - There will be an orientation scheduled, you should attend. (Can qualify for FLEX credit)
- Keys
 - Key request forms are located in the Mailroom, you will need to fill out the form and bring it to the Assistant of the Dean of Instruction.
 - Please see AP3501 for more details.
- Copy Code
 - A code will be issued to you after your paperwork is approved. If you do not have one prior to first day of class please contact Assistant to the Dean of Instruction.

For any other clarifications please contact the Assistant to the Dean of Instruction.

YUBA COLLEGE

Mentorship

[Preamble]

WOODLAND COMMUNITY COLLEGE

YUBA COLLEGE

Academic Employee Absences and Substitutes

ABSENCES

Except in an emergency, such as accident or illness in immediate family or serious property damage, permission to be absent from the campus must be secured in advance from the Dean/Director, or in her or his absence, the administrator to whom the Dean/Director reports, and the students must be notified in advance. The instructor should notify his or her students in advance both verbally in class and via their student email.

Extended absences will require an approved [Leave of Absence](#). In case of an emergency absence, it is imperative that a telephone call be made to the Dean/Director, prior to 7:45 a.m. if possible, so that notices to students may be placed on classroom and office doors. If an academic employee becomes ill or other emergency arises during the day, he or she should notify the Dean/Director if it becomes necessary to leave campus. Upon return to duty, the faculty member must complete and file with the immediate supervisor a "Report of Absence" for all days, or portions of days, missed when the college was scheduled to be in session. The Supervisor will sign and forward the "Report of Absence" to the Office of Human Resources.

TARDINESS

If an academic employee is running late to class or expecting to be tardy by more than 5 minutes, he or she should call the division office, which will inform the students and will help make arrangements for the remainder of the class period. In the absence of any other directions, the students are expected to wait until ten (10) minutes past the hour at which time they may assume that the class will not meet and they are free to leave. Academic Employees are expected to follow the policy of being in the classroom at the time the class is scheduled to commence and not leaving until the class is scheduled to end.

SUBSTITUTES

It is the policy of the District to employ a substitute whenever it is apparent to the Dean/Director that an academic employee will be unable to meet **his or her** classes **cumulatively** for the minimum required hours as prescribed by Title 5, or at the discretion of the Dean/Director. When a prolonged absence is indicated, and a qualified substitute cannot be found immediately, fellow academic employees may be requested to substitute, providing their own instructional assignments make it feasible.

Such a substitute academic employee will be reimbursed at the appropriate EP or adjunct teaching rate. Reimbursement shall begin with the first day of substitute teaching. The Dean/Director will make arrangements for substitute teaching and for obtaining reimbursement after conferring with the Vice President.

WOODLAND COMMUNITY COLLEGE

- Report all absences from class to Dean of Instruction (530) 661-5719 and record them on a Leave of Absence Form.
 - Form is located in the mailroom and online at <http://php.yccd.edu/hr/viewform.php?id=19>

YUBA COLLEGE

Contact Information

Web directory of all employees: <http://www.yccd.edu/about/directory.aspx>

HOME ADDRESSES AND TELEPHONE NUMBERS

All employees are required to have their official mailing address and telephone number on file in the Human Resources Office. An employee's address and telephone number must be updated immediately whenever changed, and the contact information must be such that the employee can be reached relatively expeditiously.

To update or change your contact information, go to [WebAdvisor](#), login, and then click on the "Employees" menu on the right. You will see an "Address Change" option under "User Account." There you will be able to update both your address and phone number(s). Make sure to provide this information to your division and/or area secretary. In addition send an email to the Office of Human Resources for your personnel file and notification to TCSIG.

EMAIL

According to [AP 3721](#), "Email has been adopted as the primary mechanism for sending formal communications to students, faculty, and staff." Students must, therefore, check their assigned mycampusid@go.yccd.edu email regularly in order to stay abreast of important messages and notifications. Failure to read formal College/District communications sent to students' yccd.edu email address does not absolve students from knowing and complying with the content of official communications.

Likewise, all employees are expected to check their assigned colleagueid@yccd.edu email regularly. Failure to read College/District communication sent to employee email address does not absolve them from knowing and complying with the content of the official communication.

As a means to strengthen communication, seven 2-way email distribution lists are available to YCCD employees:

1. All Yuba College, yc_all@yccd.edu, to include Sutter County Center and Beale AFB educational site;
2. All Yuba College Faculty, yc_faculty@yccd.edu, to include all full-time and part-time faculty;
3. All Woodland Community College, wcc_all@yccd.edu, to include Colusa Educational Outreach Facility;
4. All Woodland Community College Faculty, wcc_faculty@yccd.edu, to include all full-time and part-time faculty;
5. All Clear Lake Campus, clc_all@yccd.edu;
6. All Clear Lake Campus Faculty, clc_faculty@yccd.edu, to include all full-time and part-time faculty; and
7. District Services Personnel, district_all@yccd.edu

All YCCD permanent staff and all faculty will be able to send emails to any of the groups. However, you will receive only those messages sent to your group.

WOODLAND COMMUNITY COLLEGE

n/a

YUBA COLLEGE

Campus Access and Parking

CAMPUS ACCESS KEYS AND CARDS

[AP 3501](#) prescribes the control, use, and possession of keys and cards to YCCD facilities. All persons issued YCCD keys shall at all times be held responsible and accountable for said keys. Appropriate administrators may request and delegate the issuance of keys only as necessary. The "Key Control Form" must be used in distributing access keys and/or cards to all employees.

Keys that are no longer needed or authorized **MUST BE RETURNED**. Once an employee no longer has a necessity to possess certain keys to complete their assigned duties, the keys must be returned to the M&O Department. Individuals possessing keys to YCCD facilities are responsible for such keys. All lost keys must be reported immediately to the appropriate department administrator and to the YCCD Police Department. YCCD reserves the authority to charge individuals for the cost of key replacement and/or re-keying of locks caused by loss of keys to campus facilities.

PARKING

Academic employees who park in any YCCD parking lot are required to purchase an up-to-date parking permit or daily permit. [AP 6750](#) governs all driving and parking on District Property. Permit parking is enforced in all general lots between 6:00 am and 6:00 pm, Monday through Friday. All general lots require a properly displayed, valid permit during these times. All other parking regulations are enforced 24 hours a day, seven days a week. This includes designated staff spaces, handicap spaces, timed spaces, red zones, yellow zones, and areas not marked (no parking at any time).

To park in handicapped parking, a valid handicapped placard or disabled license plate and a current parking permit must be properly displayed on a vehicle. Designated parking spaces (blue) indicates parking limited exclusively to the vehicles of all disabled persons to include disabled veterans, disabled students, and disabled employees in all District general student parking lots. A valid "Staff" or "Student" parking permit, or Daily Parking Permit also must be displayed in plain view from outside the front windshield.

Some parking spots are designated as "Reserved for Low-Emitting & Fuel Efficient Vehicles." In order to park in a "Low-Emitting Vehicle" space, the owner must have a DMV Clean Air Vehicle decal posted on the vehicle. If you park in these spaces without the DMV Clean Air Vehicle decal, you will receive a parking citation. You can find out if your vehicle qualifies for such a decal at the [California Air Resources Board website](#).

Courtesy parking permits may be obtained from the Office of the Vice President or Executive Dean for the Clear Lake Campus for visiting lecturers or guests. Contact the Executive Assistant to the Vice President at least 48 hours in advance for the requested courtesy-parking permit.

WOODLAND COMMUNITY COLLEGE

n/a

Printing and Duplication

The Yuba Community College District Print Shop provides printing and duplication services for the entire district. The Print Shop is located on the Yuba College Marysville Campus and may be reached at printshop@yccd.edu or 530-741-6809. You may submit an online request for a print job by using the [online request form](#). Links to this form and Print Shop services can be found from the main “MyCampus” Portal page.

Department copiers may be used to duplicate, scan and email copies of documents. Printing from these copiers should be limited. Large print jobs should be sent to the District Print Shop by means of the online request form. Training videos for using the department copiers may be found at: <https://www.youtube.com/user/inlandyccd>

All students, staff, and faculty in the Yuba Community College District are expected to comply with United States copyright law. Copyrighted material includes such items as books, articles, films, videos, photographs, music recordings and scores, plays, visual art, and architectural drawings. With the advent of the Internet, email, Web information, graphics, databases, and software have been added to the copyright umbrella, thus extending copyright to digital works or those transformed into a digital format. Actions such as copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. In order to use a copyrighted work, one must either have the permission of the copyright holder or qualify for exemption under the provisions of fair use. Refer to [AP 3750](#), “Use of Copyrighted Material,” for the complete Administrative Procedure to be followed.

WOODLAND COMMUNITY COLLEGE

N/a

YUBA COLLEGE

Syllabi

Copies of each course syllabus must be on file with the division office. You must submit copies of your syllabi to your division secretary prior to the first day of class. Your syllabus should include the following:

- COURSE TITLE & NUMBER
- SEMESTER AND YEAR
- INSTRUCTOR NAME, OFFICE, PHONE NUMBER, AND EMAIL
- OFFICE HOURS AND LOCATION
- COURSE DESCRIPTION: Use the course description as stated in the most recent college catalog and as found in the active Course Outline of Record.
- PREREQUISITES (*keep separate from course description on syllabus for emphasis*)
- COURSE SLOS
- ATTENDANCE POLICY
 - **Notification:** Instructors are required to notify their students of their attendance regulations. The instructor has the right to drop any student with excessive absences; however, the number of those absences must be clearly established in the instructor's syllabus. Most student complaints arise from failing to specify the number of absences allowed.
 - **Authorized Absences:** Students attending authorized extracurricular/intercollegiate program activities/field trips will be granted an authorized absence by academic employees in all classes missed and permission to make up all work. For tests, quizzes, assignments, in-class activities, and information missed, a student will be given the opportunity to take or complete a similar test or assignment within a reasonable time period. The academic employee in charge of the student absence/field trip must request participating students to personally notify each of their instructors, in advance, that they will be absent and to reach agreement on the makeup procedure with the instructor. The "[Student Classroom Absence Form](#)" (see page 8) is required to be completed by the student and signed by the instructor in advance of the absence. Advance notice should be as early as possible, but because of weather and other conditions that can alter the schedule of athletic events, advance notice could be only a one-day notice.
 - **Notification of Emergency Absence:** Students may request a "Notification of Emergency Absence" form be sent to instructors when they will be absent for several days due to an accident, sickness, bereavement, etc. In such instances, faculty are encouraged to work with students so that they may make up missed coursework. However, it is the responsibility of the student to contact the instructors upon returning to make up missed course work.
- CHEATING AND PLAGIARISM POLICY
- GRADING POLICY, PERCENTAGES AND/OR POINTS
 - **Attendance and Grades:** Per Title 5, section [55002.a.2.A](#), "attendance" cannot be used

to assign part or all of a grade. Students must be assessed on their ability to demonstrate proficiency in meeting the course objectives. Attendance is not part of a course subject matter or a discipline-specific skill and therefore may not be separately assessed as part of the course curriculum. However, because class participation is one of the ways in which students demonstrate their proficiency with class material, and students who have not attended class have therefore not participated, instructors may include “attendance and participation” or “participation” as a factor in determining a course grade. This aspect of the grading criteria cannot be used to override all others, but it can be factored into a grade.

- REQUIRED AND RECOMMENDED TEXTBOOKS AND MATERIALS
- DAY AND TIME OF THE FINAL EXAM, in accordance with the Final Exam Schedule as posted on the Yuba College website.
- DSPS ACCOMMODATIONS
 - **Suggested Text:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services (DSPS) at (530) 741-6795, as soon as possible to better ensure such accommodations are implemented in a timely fashion. Some of the support services offered are academic assessment, counseling, course studies, adaptive computer technology lab, note taking, and testing accommodations.
- WEEKLY TOPICS AND ASSIGNMENT

WOODLAND COMMUNITY COLLEGE

Submit syllabi to the Assistant to Dean of Instruction prior to first day of class, either via email or place a hard copy in her mailbox.

YUBA COLLEGE

Authorized Student Classroom Absence

Students attending authorized extracurricular/intercollegiate program activities/field trips will be granted an authorized absence by academic employees in all classes missed and permission to make up all work. For tests, quizzes, assignments, in-class activities, and information missed, a student will be given the opportunity to take or complete a similar test or assignment within a reasonable time period.

The academic employee in charge of the trip must request participating students to personally notify each of their instructors, in advance, that they will be absent and to reach agreement on the makeup procedure with the instructor.

The [Student Classroom Absence Form](#) is required to be completed by the student and signed by the instructor for an excused absence.

WOODLAND COMMUNITY COLLEGE

n/a

YUBA COLLEGE

SLOs

All courses must have assigned Student Learning Outcomes, clearly stated in the syllabus and each course's SLOs must be assessed every semester it is offered. Below are steps to take in assessing, adding, and recording the results for SLOs in TracDat.

WOODLAND COMMUNITY COLLEGE

How to Access Program and Course SLOs

1. Go to Woodland Community College Faculty & Staff page and select [TracDat](#) from the Academics list.
2. You will be taken to the TracDat login screen.

Use the following login:

- **Username:** if you have not received your username contact Assistant to Dean of Student Success & Institutional Effectiveness.
- **Password:** if you have not received your username contact Assistant to Dean of Student Success & Institutional Effectiveness.

If you forgot your password, or have not received it, contact the Assistant to Dean of Student Success & Institutional Effectiveness.

3. Click drop down menu next to "Selected Unit." Select "WCC – [Your Program Name] SLO's." Program SLOs and Course SLOs are two of the tabs that are available.

How to Add New Course SLOs

1. Click "Course SLOs" blue tab.
2. Click the "Add NEW SLO" golden button at the bottom of the screen.
3. Enter SLO Name, SLO, and Course Outcome Status (Active). Then click the "Save Changes" golden button at the bottom of the screen. See screen shot on next page.
4. Click the "Means of Assessment" grey tab. Then click the "Add New Assessment Method" golden button at the bottom of the screen.
5. Select the type of assessment from the pull down menu. Fill in the "Assessment Method" and "Criterion for Success" fields. You may also fill in the "Schedule" field if relevant to your assessment method. Then click the "Save Changes" golden button at the bottom of the screen.

How to Record Course SLO Results

1. Click the "Results" blue tab. Then click the "By Course" grey tab.
2. Click drop down menu to choose the specific course. Then click the "Add Result" golden button

at the bottom of the screen.

3. Click "Select" for the SLO you are entering results for. See screen shot on next page.
4. Click "Select" within box. (Click "Select" next to the Assessment Method you are using.) If you see the message "No Assessment Methods defined" under "Type," then you have failed to finish all the steps in entering the SLO. See pages 7 through 8 for entering "Means of Assessment."
5. Type the results in the "Result" field. Select the "Reporting Year" from the dropdown menu and enter "Number of Students." Select "Result Type" and "Delivery Method" from the dropdown menus. Then click the "Save Changes" golden button at the bottom of the screen. See screen shot on next page.
6. Click the "Add Action" link under the "Action Plan" tab at the bottom of the page and write any action or next steps.
7. Click the "Save Changes" button again.
8. Click the "Relate Documents" tab at the bottom of the page to attach documents.
9. Click the "Save Changes" button again.
10. Click the "Return" golden button at the bottom of the page when you are finished.

For additional help, contact the SLO Coordinator. The Office of the Vice President (530-661-5712) can inform you of the coordinator's name and contact information.

YUBA COLLEGE

How to Access Program and Course SLOs

4. Go to Yuba College [MyCampus Portal](#) by clicking on the link from the Yuba College home page.
5. Click on the [TracDat](#) link under "Portal Links" on the right side of the page.
6. You will be taken to the TracDat login screen.

Use the following login:

- **Username:** lower case first letter of first name and first seven letters of last name
- **Password:** Either first four letters of your last name (first letter capitalized) and the last four digits of your social security, or *changeme*.

If you forgot your password, or have not received it, contact the IT Help Desk at helpdesk@yccd.edu.

7. Click drop down menu next to "Selected Unit." Select "YC – [Your Program Name] SLO's." Program SLOs and Course SLOs are two of the tabs that are available.

How to Add New Course SLOs

6. Click "Course SLOs" blue tab.
7. Click the "Add NEW SLO" golden button at the bottom of the screen.
8. Enter SLO Name, SLO, and Course Outcome Status (Active). Then click the "Save Changes" golden button at the bottom of the screen. See screen shot on next page.
9. Click the "Means of Assessment" grey tab. Then click the "Add New Assessment Method" golden button at the bottom of the screen.
10. Select the type of assessment from the pull down menu. Fill in the "Assessment Method" and "Criterion for Success" fields. You may also fill in the "Schedule" field if relevant to your assessment method. Then click the "Save Changes" golden button at the bottom of the screen.

How to Record Course SLO Results

11. Click the "Results" blue tab. Then click the "By Course" grey tab.
12. Click drop down menu to choose the specific course. Then click the "Add Result" golden button at the bottom of the screen.
13. Click "Select" for the SLO you are entering results for. See screen shot on next page.
14. Click "Select" within box. (Click "Select" next to the Assessment Method you are using.) If you see the message "No Assessment Methods defined" under "Type," then you have failed to finish all the steps in entering the SLO. See pages 7 through 8 for entering "Means of Assessment."
15. Type the results in the "Result" field. Select the "Reporting Year" from the dropdown menu and enter "Number of Students." Select "Result Type" and "Delivery Method" from the dropdown menus. Then click the "Save Changes" golden button at the bottom of the screen. See screen shot on next page.
16. Click the "Add Action" link under the "Action Plan" tab at the bottom of the page and write any action or next steps.
17. Click the "Save Changes" button again.
18. Click the "Relate Documents" tab at the bottom of the page to attach documents.
19. Click the "Save Changes" button again.
20. Click the "Return" golden button at the bottom of the page when you are finished.

For additional help, contact the SLO Coordinator. The Office of the Vice President (530-661-5712) can inform you of the coordinator's name and contact information.

Program Review

Program Review, whether for instructional programs or student services and support programs, is a way for faculty to understand how to improve what they do. If conducted thoroughly, program review can be a powerful way for us help more students reach their educational goals. Program Review should to help faculty do the following:

- Engage in continual self-evaluation and reflection. This will help us understand what's working and what's not working and inform strategic changes that will foster more student success.
- Assess how our efforts are affecting student learning so that we can continually improve the ways we help them learn.
- Analyze and prioritize what resources we need to help us in our endeavors.

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that program review include program curricular review and analysis of impact on educational quality and student success. Specifically, program review should include comprehensive and meaningful analysis of data with emphasis on disaggregated enrollment, program completion, success trends and instructional delivery modes. ACCJC also requires that program review include evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning. Finally, ACCJC requires that regular program review form the basis of institutional improvements and other action.

WOODLAND COMMUNITY COLLEGE

1. Go to Woodland Community College Faculty & Staff page and select [TracDat](#) from the Academics list.
2. You will be taken to the TracDat login screen:

Use the following login:

- **Username:** lower case first letter of first name and first seven letters of last name
- **Password:** Either first four letters of your last name (first letter capitalized) and the last four digits of your social security, or *changeme*.

If you forgot your password, or have not received it, contact the IT Help Desk at helpdesk@yccd.edu.

3. Click drop down menu next to "Selected Unit."
4. Select "WCC – [Your Program Name] Program Review."

YUBA COLLEGE

How to Access Program Review

5. Go to Yuba College [MyCampus Portal](#) by clicking on the link from the Yuba College home page.

6. Click on the [TracDat](#) link under “Portal Links” on the right side of the page.

7. You will be taken to the TracDat login screen:

Use the following login:

- **Username:** lower case first letter of first name and first seven letters of last name
- **Password:** Either first four letters of your last name (first letter capitalized) and the last four digits of your social security, or *changeme*.

If you forgot your password, or have not received it, contact the IT Help Desk at helpdesk@yccd.edu.

8. Click drop down menu next to “Selected Unit.”

9. Select “YC – [Your Program Name] Program Review.”

Census Certification

The Census Date is calculated at the week nearest 20% of the number of weeks in the term if a full term class, and at the class meeting that is nearest 20% of the number of days the course is scheduled to meet if not a full term. Census dates for your classes can be found at the top of your class roster in WebAdvisor.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
1 ENGL-42-T2303 (2303) Intro to Shakespeare	B. Jukes	01/13/2014-05/21/2014 Television Tv1 Monday, Wednesday 09:00AM - 10:15AM, Yuba College TV, Room TV	11 / 9 / 0

[<--Select a different course section](#) [E-Mail these Students](#)

REGULAR GRADING; CENSUS ACCTG **

Census Date	Drop Date	Withdrawal Date	WSCH	DSCH	Weeks	Course Hrs
1 02/03/14	01/31/14	04/18/14	3.00	1.50	18	54.00

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Status	Repeat	Credits	Cross-Listed Section
1 XXXXXXXXXX	XXXXXXXXXX		XXXXXXXXXX@yccd.edu	XXXXXXXXXX		Not Available	Enrolled		3.00	
2 XXXXXXXXXX	XXXXXXXXXX		XXXXXXXXXX@yccd.edu	XXXXXXXXXX		Not Available	Enrolled		3.00	

Positive Attendance classes and classes with TBA hours are described below:

- Positive Attendance:** According to [AP 5070](#), "Instructors of Positive Attendance sections must maintain accurate daily records of the presence or absence of each student at each class meeting. (CDAM 424.01.1; SAAM) This applies to Positive Attendance credit classes and all noncredit classes. Along with submitting final grades on WebAdvisor following the last class session, the instructor must compute and report on Positive Attendance Tracking (PA Track) the daily account of class attendance records for each Positive Attendance section detailing the calculation of the daily attendance hours reported for each student. Once completed, instructors are required to certify the hours associated with the section to be complete and accurate."
- TBA Hours:** According to [AP 5070](#), "Instructors of census-based sections with TBA hours (Hours by Arrangement) must ensure that those hours are required of all students as clearly stated in the schedule of classes, on the course syllabus, and on the course outline of record. Accurate daily records of the attendance of each student in TBA hours must be maintained by the instructor and available for audit for three years following the end of the course. The attendance of any student who has attended none of the required TBA hours before the census date cannot be reported for apportionment."

How to Drop “No-Shows” (Before Census Date)

Due to limits on repeatability of classes, dropping students prior to Census date is essential. If a student is dropped prior to census date, it does not count against the student as an attempt at taking the course. However, if a student is dropped on or after census date, it does. Students are limited to three attempts at taking a course.

IMPORTANT: The instructor must drop any student he/she considers “not active” as of 5:00 p.m. the Friday immediately preceding the Census Date during each semester or session.

Follow these steps to drop a “no show” student before census date:

1. Go to WebAdvisor in The Portal
2. Click WebAdvisor for Faculty
3. Click Faculty Information
4. Click “No Show Drops – Before Census Date”
5. Click Drop-Down menu
6. Select the semester you want
7. Click Submit
8. Click the radial button for the class you want to drop students from
9. Click Submit
10. Select students
11. Click Submit

How to Submit Census Reports

Census must be completed **ON THE CENSUS DATE**, not earlier and not later. “No Show”

Drops should be done before the census date, not on same day. Follow these steps to complete your census report:

1. Go to WebAdvisor
2. Click WebAdvisor for Faculty
3. Click Faculty Information
4. Click Census Certification
5. Click Drop-Down menu for the semester you want
6. Click Submit
7. Click the radial button for the class you want to submit census
8. Click Submit (A SECOND TIME)
9. Verify that there is an “X” under the census column to ensure submission on the page that lists your courses.

You will receive an automated email reminder seven (7) days before and one (1) day before your class census is due. If still incomplete, you will receive another reminder one (1) day after it is due.

WOODLAND COMMUNITY COLLEGE

n/a

YUBA COLLEGE

FLEXIBLE CALENDAR PROGRAM (FLEX)

The flexible calendar program gives faculty the opportunity to participate in professional development activities outside of their lecture time while getting paid for their voluntary participation. The number of Flex hours depends on the teaching load of each individual faculty member.

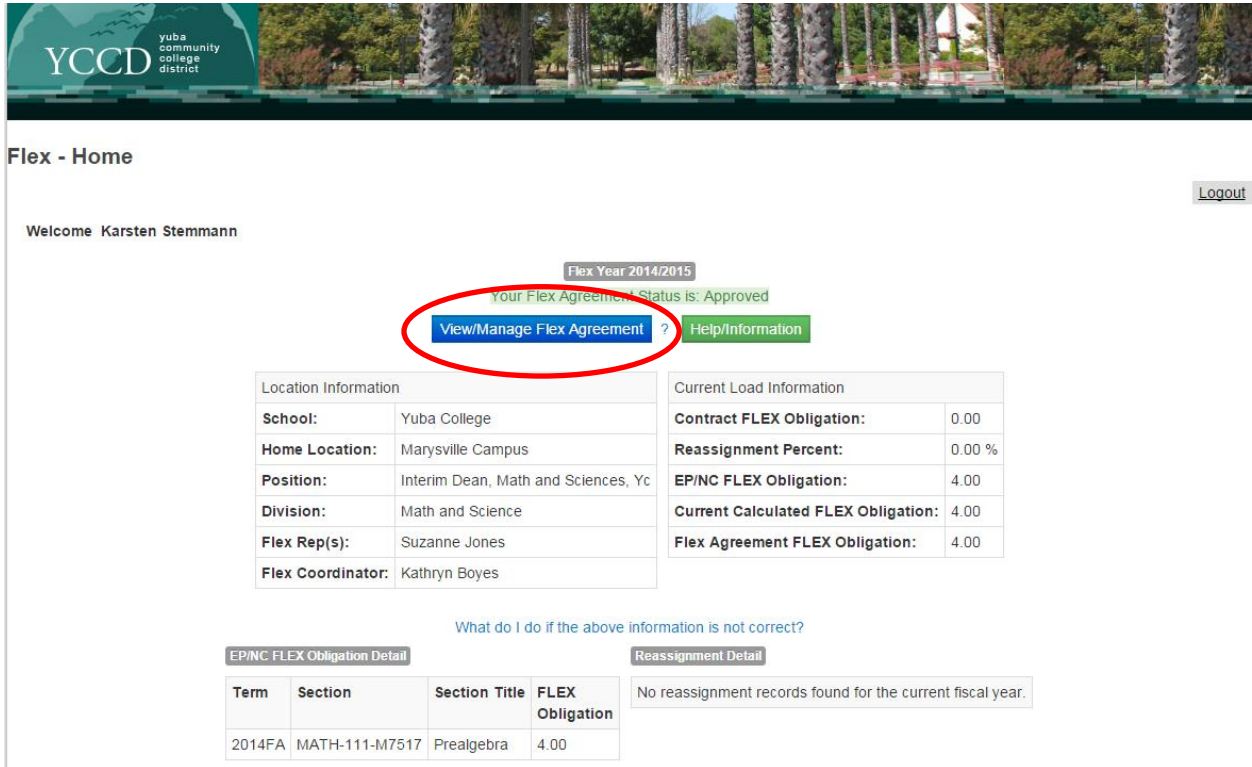
- 1 hour of Flex obligation for each face-to-face 18 lecture hours payable at the lecture rate
- 1 hour of Flex obligation for each face-to-face 18 lab hours payable at the lab rate
- Counselors have Flex obligations only for teaching loads
- The following classes do not accrue any Flex obligations:
 - Online classes
 - Classes scheduled for fewer than 36 hours or less than 8.5 weeks
 - Classes declared exempt because of special circumstances (e.g. EMT, Fire Academy, Work Experience, etc.)
 - Summer Session classes

How to Submit Flex

1. Log-in to WebAdvisor.
 - a. Login: Username = P0012345 (first letter of your last name then 7 digit Instructor ID#)
 - b. Password = Birth date in 6 digit format (January 1, 1990) example = 010190
2. Click on the “Faculty” tab at the right, and then click on “Launch Flex Agreement Application” under the “Faculty Information” heading.

3. You'll be taken to the YCCD FLEX Login Screen. Login is the same as for WebAdvisor.
4. The first time you log in each semester, if a part-time faculty member, or each academic year, if a full-time faculty member, you will need to Create a Flex Agreement:

- a. Click on the blue “Create/Update Flex Agreement” button.
 - b. Check the small box at the lower left hand side of the page. You are certifying that you will adhere to YCCD’s Flex Guidelines. This is your electronic signature.
 - c. Click on “Create Flex Agreement.” This is where you are going to list all your proposed Flex activities.
5. Click on the blue View/Manage Flex Agreement button.



Flex - Home Logout

Welcome Karsten Stemmann

Flex Year 2014/2015
Your Flex Agreement Status is: Approved

[View/Manage Flex Agreement](#) ? [Help/Information](#)

Location Information	
School:	Yuba College
Home Location:	Marysville Campus
Position:	Interim Dean, Math and Sciences, Yc
Division:	Math and Science
Flex Rep(s):	Suzanne Jones
Flex Coordinator:	Kathryn Boyes

Current Load Information	
Contract FLEX Obligation:	0.00
Reassignment Percent:	0.00 %
EP/NC FLEX Obligation:	4.00
Current Calculated FLEX Obligation:	4.00
Flex Agreement FLEX Obligation:	4.00

[What do I do if the above information is not correct?](#)

EP/NC FLEX Obligation Detail			
Term	Section	Section Title	FLEX Obligation
2014FA	MATH-111-M7517	Prealgebra	4.00

Reassignment Detail
No reassignment records found for the current fiscal year.

6. Click on the “Proposed Activities” tab. This screen contains no activities after the first login. Later you will see here all proposed activities.

Welcome Karsten Stemann Logout

Screen Navigation: Select Screen

Flex Year 2014/2015
Your Flex Agreement Status is: Approved

[View Flex Guidelines](#)

Flex Obligation | Proposed Hours | Proposed Activities | Completed Activities | Location Info | Notes | Help/Information

Proposed Activities: Activities that are proposed for the current fiscal year to fulfill your Flex Obligation. You will need to create enough proposed activities to fulfill your Flex Obligation.

Create, view, and convert your proposed activities

Proposed activities must be converted to completed activities in order to receive Flex credit and to get paid. Proposed activities should be converted to completed activities after you have completed the actual activity. Proposed activities must have a status of Approved-Available to be eligible for conversion to a completed activity.

How do I get my proposed activities approved?

[How do I convert a Proposed Activity?](#)

[Create New Proposed Activity](#) ?

No proposed activity records found for the current fiscal year.

7. Click on the blue “Create New Proposed Activity” button at the bottom.
8. Select the “Select Proposed Activity Type.” Selecting “Flex Workshop College Sponsored” will provide you with a list of all the activities that are/were offered at a particular college (W-number = Woodland Community College; Y-numbers = Yuba College).

[Flex Home](#) > [Flex Agreement](#) > Proposed Activity

Flex - Proposed Activity

Welcome Karsten Stemann Logout

Screen Navigation: Select Screen

Flex Year 2014/2015
Flex Agreement Status: Approved

Proposed Activity Detail | Supporting Documents | Notes

Select Proposed Activity Type:

Select Activity Type

- Select Activity Type
- Board Meetings
- Campus Clean Up
- Club Advisor
- College Courses
- Committees, Service On
- Consulting
- Convocation - Adjunct Only
- Course 49
- Curriculum Development, New
- Evaluation of Adjunct Faculty
- Faculty Mentoring
- Faculty Partnerships
- Flex Workshop College Sponsored
- Flex Workshop Organizer
- Flex Workshop Presenter
- Flex Workshop at other CCC Districts
- Full-Time Faculty attend Adjunct Convocation
- Graduation Ceremony - Adjunct Only
- Grant Writing

9. Continue to add Flex workshops/activities.
10. After you have entered all your Flex activities, click on submit proposal. Please note that the number of hours proposed must be at least as high as the Flex obligation.
11. Wait for your proposal to be approved.
12. After your proposed activities have been approved and you have attended them, click on "Edit/Convert Proposed Activity" (to the left of each individual activity on the 'Proposed Activities' screen) for final approval. Make sure to include any necessary documentation (Supporting Documents' tab).

Welcome Karsten Stemann Screen Navigation: Select Screen Logout

Flex Year 2014/2015
 Your Flex Agreement Status is: Please Submit for Approval

[Submit Flex Agreement for Approval](#) ?

[View Flex Guidelines](#)

Flex Obligation | Proposed Hours | **Proposed Activities** | Completed Activities | Location Info | Notes | Help/Information

Proposed Activities: Activities that you are planning to complete during the year to fulfill your Flex Obligation. You will need to create enough proposed activities to fulfill your Flex Hours obligation.

Proposed activities must be converted to completed activities in order to receive Flex credit and to get paid. Proposed activities should be converted to completed activities after you have completed the actual activity. Proposed activities must have a status of Approved-Available to be eligible for conversion to a completed activity.

How do I get my proposed activities approved?

[How do I convert a Proposed Activity?](#)

[Create New Proposed Activity](#) ?

	Activity Type	Title	Proposed Date	Proposed Hours	Status
Edit/Convert Proposed Activity	Interview Adjuncts	Interviewed Moua Xiong	10/24/2014	1.00	Submit Flex Agreement for Approval

Total Proposed Hours Created: 6.00
Total Proposed Hours Required: 4.00

If you have any questions, please contact your Flex representative. You can find his or her name on the Home screen in the Flex application.

More information about Flex can be found on the Portal. Look for the "Flex" link under the "Portal Links" heading. On the Flex Portal site, documents include: [Flex Explained](#), [Flex Reporting Instructions](#), and the Chancellor's Office [Flex Calendar Guidelines](#).

WOODLAND COMMUNITY COLLEGE

My Team Sites | **Academic Calendar** | Expand All Collapse All Refresh Help

Organization ^

Other ^

Portal Links

General | **YC**

Academic Calendar | Flex

Colleague - UI Web | Grade Change

Compressed Calendar | Incomplete Grade

CurricUNet | Planning & Research

Curricunet Help Site | SLO

Resources and How To | Student Learning

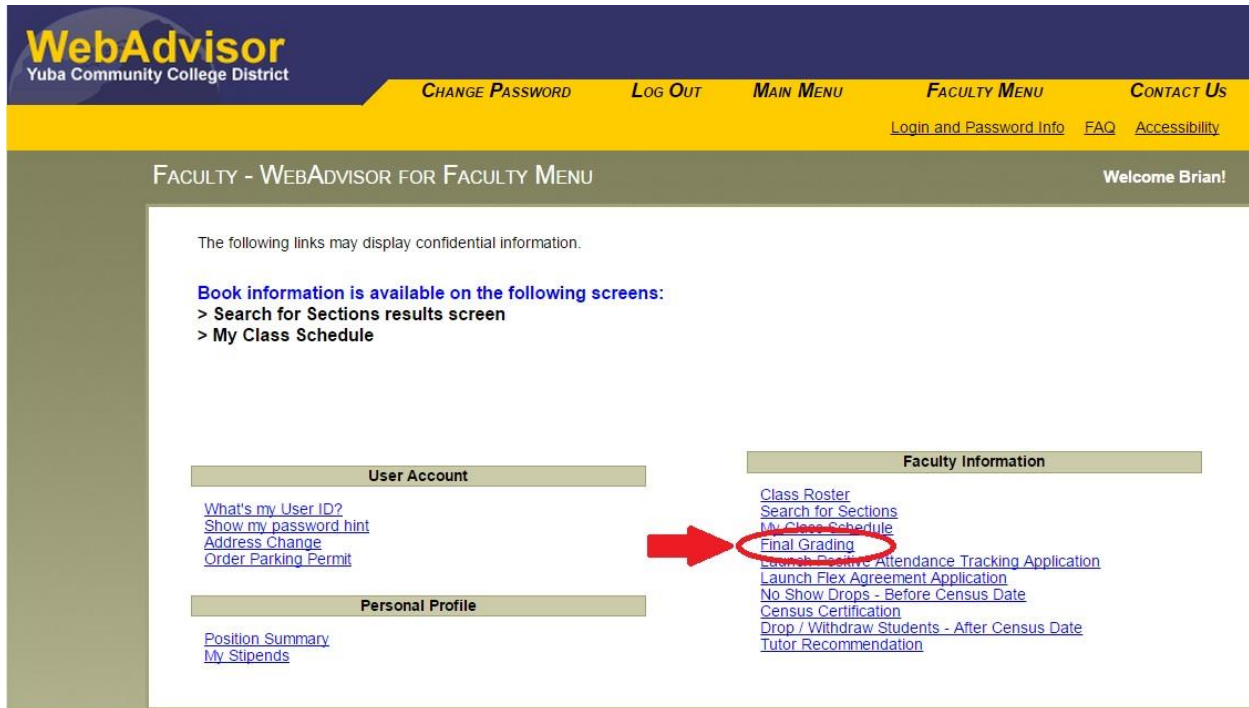
Flex Agreement | Outcomes Resources

n/a

YUBA COLLEGE

Grades

Final grades are due to the Registrar no later than three (3) business days after the end of the semester. Instructors who fail to complete this obligation on time will seriously jeopardize students who need transcripts for transfer, scholarships, graduation, etc. Grade submission is done through WebAdvisor, under “Final Grading.”








Meaning of Grades

A	- Excellent	4	grade points per unit
B	- Good	3	grade points per unit
C	- Satisfactory	2	grade points per unit
D	- Less than satisfactory	1	grade point per unit
F	- Failing	0	grade points per unit
I	- Incomplete	0	grade points per unit

Since "Grade Reports" become available to students almost immediately after being entered, the instructor should proofread carefully to see that the correct grade is posted in WebAdvisor before submitting. For every name that appears on the Grading Roster, you must assign a grade, even if the student stopped attending but did not drop the class or if you failed to drop the student before census.

An "Incomplete" may be awarded only for unforeseeable, emergency and other justifiable reasons at the end of the term. If a student contacts you with this type of situation and you decide to award an Incomplete, you must fill out a form specifying what the student must do to remove the Incomplete. The "Incomplete Grade" form may be found on the Portal, under "Portal Links."

Yuba CCD portal > Faculty

My Announcements | All Announcements

Employment Opportunities - Classified 11/3/2014 2:36 PM
by Maribel Gaytan

Two positions have been posted to our web site: Research Analyst - Yuba College and Science Lab Technician - Biology - .49 FTE - 10 mth - Sutter County Center.

Thanks

Halloween Decorating Office Contest Winners Announced! 10/30/2014 6:38 PM
by Teresa Aronson

The winners of the Halloween Office Decorating Contest are:

First Place: Testing Office
Second Place: Bookstore

Thanks to Accounts Payable, Cashier, Counseling and EOP&S for participating!

My Team Sites | Academic Calendar

Expand All | Collapse All

Class

Organization






Other

Portal Links

General	YC
Academic Calendar	Flex
Colleague - UI Web	Grade Change
Compressed Calendar	Incomplete Grade
CurricUNet	Planning & Research
Curricunet Help Site Resources and How To	SLO Student Learning Outcomes Resources
Flex Agreement Login Manage your Flex Agreement here.	How To Add a Calendar Ever Instruction on entering

On this form you must indicate the grade to be received if the student does not complete the make-up work. Incompletes not made up within one semester will revert to the indicated grade or an F if no alternate grade is indicated. You should not award an incomplete unless you have discussed the conditions with the student. When an incomplete is satisfied, you will submit a “Grade Change” form to change the “Incomplete” to the grade earned. This form may also be used to correct an error in grading. The “Grade Change” form is found on the Portal under “Portal Links.”

Yuba CCD portal > Faculty

My Announcements | All Announcements

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If your class is numbered as a 500 level class, it is a Non-Credit class, and you do not submit any grades. However, it is essential that you enter ALL hours of attendance through WebAdvisor on the Positive Attendance Hour link, since the college is paid for each 1/2 hour of attendance for each student (even for those students who drop the class).

WOODLAND COMMUNITY COLLEGE

n/a

YUBA COLLEGE

Student Discipline

The Student Code of Conduct may be found in [AP 5500](#). Both faculty and students should be intimately familiar with the standards of conduct and dress outlined within that document.

Instructor Drop

An instructor may drop a student from a class for not showing up for the first session of the class or for not contacting the instructor or not participating in any online activity during the first week of classes of an online class. **Other than for reasons of attendance, an instructor may not drop a student from a class.**

Instructor Removal

According to [AP 5520](#), an instructor is authorized to remove a student from his or her class for the day of removal and the next class meeting. In the case of the library, removal would be for the day and the next college day. The instructor must immediately report the removal of the student to the College Vice President (530-661-5712) or Executive Dean of the Clear Lake Campus (707-995-7904).

Before ordering the removal of any student from his or her class, the instructor shall first give, or make reasonable efforts to give, the student a verbal or written notice of the reasons for the proposed removal. There need be no delay between the time of discussion of the reasons and the time notice is given to the student.

Other Forms of Discipline

Any other form of discipline, including disciplinary probation and suspending a student from his or her class, whether short-term (up to 10 consecutive days) or long-term (for the remainder of the term and/or for additional terms), may be imposed only by the College President, Vice President or Executive Dean. Only the Board of Trustees is authorized for expulsion of students from the College. For more information about student discipline and procedures, see [AP 5520](#).

Plagiarism

The instructor of record must establish clearly in his or her syllabi the penalty for plagiarism, which may be the imposition of an assignment or course grade. Additionally, the instructor of record must inform the Office of the Vice President (or the Executive Dean of the Clear Lake Campus if the offense occurs in a course offered by the Clear Lake Campus) of all instances of plagiarism, with the names of the students and details of each offense so that a record may be kept of each instance. The report to the Vice President (and Executive Dean if appropriate) should be made within five days of the instructor's discovery of the offense. The Vice President or Executive Dean may impose a more serious form of discipline, such as probation, if deemed appropriate.

WOODLAND COMMUNITY COLLEGE

n/a

YUBA COLLEGE

Children in the Classroom

[Preamble]

WOODLAND COMMUNITY COLLEGE

YUBA COLLEGE

Library

[Preamble]

WOODLAND COMMUNITY COLLEGE

I like what is written below just adding WCC to Reserves

YUBA COLLEGE

Workshops

If your class requires students to complete a research assignment, please know that you can request a library research workshop for your class. Library workshops teach students how to effectively navigate the library and conduct their research by introducing them to scholarly resources beyond what is found with basic Google searching. Library workshops are taught by librarians and can be tailored to your specific research assignment.

Reserves

The Yuba/Woodland College Library reserve collection consists of textbooks and other materials made available for students to support them in their classes. The materials on reserve are available to students for a short circulation period — 2 hours, 1 day, 4 days, or 1 week — depending on the needs of the class and the instructions we receive from the faculty. Please consider placing your textbook or other supplementary materials on reserve. Many students would find it impossible to remain in school without this important service.

Collection Development

Faculty play a key role in building the collections at Yuba College. Faculty input helps guarantee that the Library holds the resources students need for their coursework.

Yuba College Librarian:	(530) 741-6592
Woodland College Librarian:	(530) 668-3688
Marysville Circulation:	(530) 741-6755
Sutter County Center Circulation:	(530) 751-5561 / (530) 751-5562
Clear Lake Campus Circulation:	(707) 995-7921

DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)

DSPS provides for academic accommodations and access for students with disabilities consistent with the educational offerings and mission of the colleges. Students must have medical verification for temporary or permanent physical disability or they must be tested and meet the eligibility criteria established by the California Chancellor's Office for Learning Disabilities. Eligible students are those with documented verification of disability in the areas of physical, psychological or learning disabilities by authorized professionals such as physicians, psychologists and DSPS LD Specialists.

Some disabilities result in an educational limitation within an academic environment. To support these students in reaching their educational goals, the following support services may be appropriate: orientation, academic assessment, academic and vocational counseling, course studies, adapted physical education, adaptive computer lab, note taking assistance, interpreting services, referrals, liaison with community agencies, testing accommodations, readers and/or e-text, mobility assistance, alternate format access.

WOODLAND COMMUNITY COLLEGE

To initiate services, students may stop into the DSPS center either the Woodland or Lake facilities to obtain intake papers or they can call the following numbers:

Woodland Campus: (530) 661-5797; TTY: 661-5786

Lake Campus: (707) 995-7910; TTY 995-4183

YUBA COLLEGE

To initiate services, students may stop into the DSPS center either the Marysville or Lake facilities to obtain intake papers or they can call the following numbers:

Marysville Campus: (530) 741-6795; TTY 741-6994

Captioning Content for Students

Yuba College does not purchase audio/visual materials that are not captioned or that do not come with a transcript. Every class that is assigned an online component, including class content on the MyCampus Portal, qualifies for content captioning that can be paid by a grant. To caption audio/visual materials for your online class content or to obtain captioning for an ITV class, follow these steps:

1. Student goes to DSPS Marysville or Lake facilities to request captioned content.
2. DSPS communicates:
 - a. To Student: the lag time for any captioned content (especially of online video feeds).
 - b. To Instructor: the accommodations for the student and lag time for any captioned content (especially of online video feeds).

- c. To the Vendor: the requested class/content to be captioned. DSPS is responsible for coordinating all grants and vendors related to captioning.
- 3. DSPS staff sends out ongoing archived ITV class content OR one-time video material for captioning and works with vendor to caption content.
 - a. IT/Media Services may be able to assist in creating one-time video content.
- 4. Vendor returns captioned content to DSPS

Student Accidents and Injuries

In all cases, the instructor must complete the "Student Accident Report" (see next page) and send it to the Executive Assistant of the Vice President or Executive Dean immediately. The instructor should also notify his or her immediate supervisor. If no instructor or staff member was present at the time of the accident, the employee to whom the accident is being reported should complete the "Student Accident Report."

If it is a life-threatening injury, call 911. (If calling from a campus phone, dial 9-911).

If it is not life threatening, the student may see his or her doctor or go to any medical facility of his or her choice for the injury.

The college's student insurance is secondary to his or her health insurance. If the student does not have health insurance, then it will be primary. Ambulance rides are not covered by the District student accident insurance. The student needs to know that the District insurance does not cover 100% of incidents, and what it does cover depends on the individual case. There may be out-of-pocket expenses depending on the medical facility and their policies. Out-of-pocket expenses may be reimbursed to the student at a later date, depending on the circumstances of the injury and the student's other insurance.

WOODLAND COMMUNITY COLLEGE

The instructor or staff completing the report should provide the student with the phone number of the Executive Assistant of the Vice President (530-661-5712) or Executive Dean (707-995-7904), and the student should contact her regarding the injury as soon as possible.

YUBA COLLEGE

The instructor or staff completing the report should provide the student with the phone number of the Executive Assistant of the Vice President (530-741-6766) or Executive Dean (707-995-7904), and the student should contact her regarding the injury as soon as possible.

YUBA COMMUNITY COLLEGE DISTRICT
STUDENT ACCIDENT REPORT
TO BE COMPLETED BY THE
Faculty/Staff

Date of Accident: _____ Time: _____ am / pm
month day year (circle one)

Person involved is: Student Staff Visitor Other

Identification of person involved or injured:

Name: _____ Birthdate: _____
Last First Middle

Address: _____ Telephone: _____
Street City State Zip Code

Gender: Female Male Colleague ID Number: _____

Description of Accident: Describe in detail how and where the accident occurred and what happened to the person involved.

1. How did the accident occur? _____

2. Nature of injury, part(s) of the body affected (example: sprain, cut, broken bone(s), etc): _____

3. Where did the accident occur? _____

4. Who was the Instructor/Supervisor? _____

5. What action was taken? _____

6. In case of an emergency, who should be notified? Name: _____
 Address: _____ Telephone: _____


Signature of person making this report: _____

Position: _____ Date: _____

Return this report to the Vice President Academic and Student Services Office, Building 300
(copies will be sent to: 1. Area Campus Dean 2. Vice Chancellor, Administrative Services 3. Maintenance Dept.)
 0807



Call 800-557-6794
for Facilities Referral

1. PLEASE FULLY COMPLETE THIS FORM
ATTACH ITEMIZED BILLS
MAIL TO 

E-mail : clalms@hsrl.com



HSR Plaza
4001 N. Josey Lane
Carrollton, Texas 75007
Phone: (972) 492-6474 Fax: (972) 492-4946



Policy Number:
BAB007606

School Name (if applicable):
Yuba Community College

PART I - POLICYHOLDER'S REPORT

1. NAME OF POLICY HOLDER YUBA COMMUNITY COLLEGE DISTRICT		2. ADDRESS OF POLICY HOLDER Street 2088 NORTH BEALE RD City MARYSVILLE State CA Zip 95901			
3. NAME OF INSURED PERSON			4. SOCIAL SECURITY NUMBER	5. SEX _F_ _M_	6. BIRTHDAY _ / _ / _
7. ADDRESS OF INSURED PERSON Street _____ City _____ State _____ Zip _____					
8. PARENTS' NAME, ADDRESS AND PHONE NUMBER (INCLUDE AREA CODE)					
9. DATE AND TIME OF ACCIDENT		10. PLACE WHERE ACCIDENT OCCURRED		11. WAS INSURED A PARTICIPANT, STAFF MEMBER, GUEST OR VOLUNTEER?	
FOR DENTAL CLAIMS ONLY	12. INDICATE WHICH TEETH WERE INVOLVED IN THE ACCIDENT				
	13. DESCRIBE CONDITION OF INJURED TEETH PRIOR TO ACCIDENT: <input type="checkbox"/> WHOLE, SOUND AND NATURAL <input type="checkbox"/> FILLED <input type="checkbox"/> CAPPED <input type="checkbox"/> ARTIFICIAL				
14. NATURE OF INJURY (INDICATE PART OF BODY INJURED - SUCH AS BROKEN ARM, SPRAINED ANKLE, ETC.)					
15. DESCRIBE HOW ACCIDENT OCCURRED - GIVE ALL POSSIBLE DETAILS - MUST BE A BODILY INJURY DUE TO ACCIDENT					

16. DID ACCIDENT OCCUR (CIRCLE YES OR NO) FOR EACH OF THE FOLLOWING:

A. During a policyholder sponsored & supervised activity?	YES	NO
B. During programmed hours?	YES	NO
C. On activity premises?	YES	NO
D. While on the job (if applicable)?	YES	NO
E. While traveling directly and uninterruptedly to or from home and policyholder premises?	YES	NO
F. During intercollegiate/scholastic athletic practice? YES NO or competition?	YES	NO
G. During a USGF sanctioned event? (Gymnastics schools only)	YES	NO

17. NAME OF EVENT OR ACTIVITY:	18. NAME & TITLE OF SUPERVISOR	
19. SIGNATURE OF POLICYHOLDER REPRESENTATIVE	20. TITLE VICE PRESIDENT ACADEMIC & STUDENT SERVICES	21. DATE

PART II - OTHER INSURANCE STATEMENT

Do you/spouse/parent have medical/health care coverage through your employer or other source on you? YES NO
If Yes, name of insurance company _____ Policy # _____

Is the Claimant enrolled as an individual, employee or dependent member of one of the following:
Preferred Provider Organization (PPO), Health Maintenance Organization (HMO) or similar prepaid health care plan, or any other type of accident/health/sickness plan?
If Yes, name of insurance company _____ Policy # _____

If your son/daughter has health care coverage as a dependent from your previous marriage as mandated in a divorce decree, please provide the following:
Name of Insurance Company _____ Policy # _____

IF OTHER INSURANCE OR HEALTH CARE PLANS EXIST, PLEASE SUBMIT COPIES of their EXPLANATION OF BENEFITS along with your claim.
IF NO OTHER INSURANCE or HEALTH PLAN EXISTS, PLEASE READ & SIGN BELOW.
I agree that should it be determined at a later date there is insurance (or similar), to reimburse HEALTH SPECIAL RISK, INC., or the insurance company to the extent of any amount collectible.

SIGNATURE OF PARTICIPANT OR PARENT	WITNESS	DATE
------------------------------------	---------	------

AUTHORIZATION TO PAY BENEFITS TO PROVIDER

I authorize medical payments to physician or supplier for services described on any attached statements enclosed.

SIGNATURE _____ DATE _____

I hereby authorize any insurance company, hospital, physician or other person who has attended or examined the claimant to disclose when requested to do so, all information with respect to any injury, policy coverage, medical history, consultation, prescription or treatment, and copies of all hospital or medical records. A photo static copy of this authorization shall be considered as effective and valid as the original.

SIGNATURE _____ DATE _____

Employee Accidents and Injuries

The faculty member should report the incident *immediately* to his or her dean or director. Non-injury incidents should also be reported *immediately*. After reporting the incident to their dean or director, the employee should call the Company Nurse to report the injury. The employee and/or dean or director shall also contact the Office of Human Resources immediately to alert them of the injury.

The dean or director will use fact-finding questions:

- Ask the injured person or witness to show how the incident/accident happened.
- Review the physical cause, such as equipment, improper apparel, slippery floors, or other working conditions.
- Completely describe the incident, including lighting, walking surface, weather, measurements, and any other conditions that could have contributed to or prevented the incident.
- Review possible personal causes, such as dangerous practices, inability, inexperience, poor judgment, and disobeying rules.
- Decide the necessary measures to prevent similar incidents in the future. Report any defective equipment or working conditions to the responsible administrator.

Within 24 hours of the incident, the employee must also complete an “Employee Work-Related Incident/Accident Report.” If the injury *does not* qualify as a “First Aid Claim” as defined in 8 CCR 14311 (to be determined by a medical facility physician), and the employee has already sought medical treatment, the employee will need to complete a “Workers’ Compensation Claim Form DWC 1.”

The dean or director must complete the “YCCD Incident/Accident Investigation Report” (see pages 34-35) within 24 hours of the incident/accident. The manager should keep a copy for his or her records and send the original to the Personnel Analyst at Human Resources (741-6975).

If medical treatment is necessary, the employee may receive treatment from:

Yuba: Freemont-Rideout Occupational Health & Drug Testing Services
 1531 Plumas Court
 Yuba City, CA 95991
 (530) 751-4900

Clear Lake:	Sutter Lakeside Hospital 5176 Hill Road Lakeport, Ca 95453 (707) 262-5000	Redbud Hospital 18 th Avenue and Highway Clearlake, CA 95422 (707) 994-8138
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Colusa: Colusa Community Hospital
 199 East Webster Street
 Colusa, CA 95932
 (530) 458-5821

Woodland:	Woodland Healthcare ~ Woodland Clinic 632 W. Gibson Road Woodland, CA 95695-4398 (530) 668-2660	Woodland Healthcare ~ Davis 2300 W. Covell Blvd. Davis, CA 95616 (530) 406-2885
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The Office of Human Resources will direct an injured employee to a Worker's Comp clinic closest to them. In the event that an employee has completed a Pre-Designation of Personal Physician form, the employee may schedule an appointment with the physician's office who is listed on the form. The Office of Human Resources will verify the file to ensure that we have received the Pre-Designation of Physician form. If the employee chooses to use another physician or a facility, the employee is responsible for the cost of all visits. The medical doctor will provide a "Work Activity Status Report" to the employee. It is the employee's responsibility to provide the medical "Work Activity Status Report" to his or her dean or director and to the Office of Human Resources.

The District insurance carrier, Keenan and Associates, may need to complete a work site visit; if so, it will verbally inform the employee and the Executive Dean of the findings and recommendations during the site visit. A written report is submitted to the Office of Human Resources.

WOODLAND COMMUNITY COLLEGE

I added the information above

YUBA COLLEGE



E-Z REFERENCE GUIDE

COMPANY NURSE® INJURY REPORTING

NOTE: If life- or limb-threatening injury only, call 911!! Then report the injury / incident after the employee is stabilized.

Step 1

MAKE THE CALL BEFORE SEEKING TREATMENT

- Notify supervisor of the injury/incident
- In a quiet place, employee and/or supervisor call Company Nurse at: **877-518-6702**
- You will be asked to provide the following information during the call:
 1. Search Code: **NS104**
 2. Employer name and/or worksite: **Yuba Community College District, Location: Beale AFB, Clear Lake Campus, Colusa College Center, Sutter County Center, Woodland Comm. College, Yuba College**
 3. Employee personal information:
 4. Injury details: Who? What? When? Where?
- Possible Outcomes as a result of the Call:
 - Self-care or basic first aid, OR
 - Referral to medical facility by a Nurse – Occ Health or Urgent Care or ER
- **IMPORTANT!**
 - *Translators are available for more than 170 different languages*
 - *Be prepared to write down a Call Confirmation Number*

Step 2

REPORT DISTRIBUTION AFTER THE CALL

- Report of Injury is emailed or faxed to key stakeholders at the employer
- If injured employee is referred for medical treatment, an Alert will be sent immediately to the medical provider to expect the employee at their facility

Step 3

FOLLOW-UP CALL

- Additional Nurse Advice: Employees who were triaged by a nurse but not initially referred, are welcome to call our nurses again if injuries become worse or new symptoms develop for which they may require additional nurse advice or injury triage services and a possible referral for medical treatment.

**YUBA COMMUNITY COLLEGE DISTRICT WORK-RELATED INCIDENT/ACCIDENT REPORT
TO BE COMPLETED BY THE
EMPLOYEE**

DID (OR DOES) YOUR INJURY REQUIRE MEDICAL TREATMENT?		YES	NO
DID (OR DOES) YOUR INJURY REQUIRE LOSS OF TIME AT WORK?		YES	NO
EMPLOYEE NAME: _____		SOCIAL SECURITY #: _____ DATE OF BIRTH: _____	
FIRST LAST MIDDLE			
HOME ADDRESS: _____			
STREET		CITY	STATE ZIP
TELEPHONE NUMBER: _____	SEX: MALE FEMALE		
OCCUPATION: _____	HIRE DATE: _____	WAGE - \$ _____	PER _____
PAY STATUS: REG. FULL-TIME PART-TIME	STUDENT	STUDENT/VOC. TECH.	
7-Date of Accident/Incident: _____		8-TIME _____ am pm	
MONTH DAY YEAR			
9-Time you began work: _____ am _____ pm			
11-Were you unable to work for at least one full day after date of accident?		YES	NO
12-If unable to work, date last worked: _____		13-Date returned to work: _____	
14-Are you still off work? YES		NO	
17-Date you first notified employer of accident: _____			
18-Date employer provided employee claim form: _____			
19-Specific accident/incident (describe parts of body affected./medical diagnosis): _____			
20-Address where event or exposure occurred: _____			
21-On Employers Premises?		YES	NO
22-Department where event or exposure occurred: _____			
23-Were others injured? (if so, please state name): _____			
24-Equipment, materials, chemicals you were using at time of the event or exposure: _____			
25-Specific activity you were performing when event or exposure occurred: _____			
26-How accident/incident occurred; describe sequence of events: _____			
27-Name and address of Physician: _____			
28-Hospitalized as an Inpatient Overnight?		YES	NO
29-Treated in the emergency room?		YES	NO
If yes, Name of Hospital _____			
Report Completed by: _____		Employee Signature	
Report Completed on: _____		Date Time	
Report Received by: _____		Date: _____	



WORKERS' COMPENSATION CLAIM FORM (DWC 1)

PETITION DEL EMPLEADO PARA DE COMPENSACIÓN DEL TRABAJADOR (DWC 1)

Employee: Complete the "Employee" section and give the form to your employer. Keep a copy and mark it "Employee's Temporary Receipt" until you receive the signed and dated copy from your employer. You may call the Division of Workers' Compensation and hear recorded information at (800) 736-7401. An explanation of workers' compensation benefits is included as the cover sheet of this form.

You should also have received a pamphlet from your employer describing workers' compensation benefits and the procedures to obtain them.

Empleado: Complete la sección "Empleado" y entregue la forma a su empleador. Quédese con la copia designada "Recibo Temporal del Empleado" hasta que Ud. reciba la copia firmada y fechada de su empleador. Ud. puede llamar a la Division de Compensación al Trabajador al (800) 736-7401 para oír información grabada. En la hoja cubierta de esta forma esta la explicación de los beneficios de compensación al trabajador.

Ud. también debería haber recibido de su empleador un folleto describiendo los beneficios de compensación al trabajador lesionado y los procedimientos para obtenerlos.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material representation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony.

Toda aquella persona que a propósito haga o cause que se produzca cualquier declaración o representación material falsa o fraudulenta con el fin de obtener o negar beneficios o pagos de compensación a trabajadores lesionados es culpable de un crimen mayor "felonia".

Employee—complete this section and see note above **Empleado—complete esta sección y note la notación arriba.**

1. Name. *Nombre.* _____ Today's Date. *Fecha de Hoy.* _____
2. Home Address. *Dirección Residencial.* _____
3. City. *Ciudad.* _____ State. *Estado.* _____ Zip. *Código Postal.* _____
4. Date of Injury. *Fecha de la lesión (accidente).* _____ Time of Injury. *Hora en que ocurrió.* _____ a.m. _____ p.m.
5. Address and description of where injury happened. *Dirección/lugar dónde ocurrió el accidente.* _____
6. Describe injury and part of body affected. *Describe la lesión y parte del cuerpo afectada.* _____
7. Social Security Number. *Número de Seguro Social del Empleado.* _____
8. Signature of employee. *Firma del empleado.* _____

Employer—complete this section and see note below. **Empleador—complete esta sección y note la notación abajo.**

9. Name of employer. *Nombre del empleador.* _____
10. Address. *Dirección.* _____
11. Date employer first knew of injury. *Fecha en que el empleador supo por primera vez de la lesión o accidente.* _____
12. Date claim form was provided to employee. *Fecha en que se le entregó al empleado la petición.* _____
13. Date employer received claim form. *Fecha en que el empleado devolvió la petición al empleador.* _____
14. Name and address of insurance carrier or adjusting agency. *Nombre y dirección de la compañía de seguros o agencia administradora de seguros.* _____
15. Insurance Policy Number. *El número de la póliza de Seguro.* _____
16. Signature of employer representative. *Firma del representante del empleador.* _____
17. Title. *Título.* _____ 18. Telephone. *Teléfono.* _____

Employer: You are required to date this form and provide copies to your insurer or claims administrator and to the employee, dependent or representative who filed the claim within **one working day** of receipt of the form from the employee.

Empleador: Se requiere que Ud. feche esta forma y que provéa copias a su compañía de seguros, administrador de reclamos, o dependiente/representante de reclamos y al empleado que hayan presentado esta petición dentro del plazo de **un día hábil** desde el momento de haber sido recibida la forma del empleado.

SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY

EL FIRMAR ESTA FORMA NO SIGNIFICA ADMISION DE RESPONSABILIDAD

- Employer copy/Copia del Empleador Employee copy/Copia del Empleado Claims Administrator/Administrador de Reclamos Temporary Receipt/Recibo del Empleado

**YUBA COMMUNITY COLLEGE DISTRICT INCIDENT/ACCIDENT INVESTIGATION REPORT
TO BE COMPLETED BY THE
SUPERVISOR**

NAME OF INJURED: _____									
		LAST				FIRST			MIDDLE
ADDRESS: _____								TELEPHONE _____	
		STREET	CITY	STATE	ZIP				
JOB TITLE: _____				SEX	DATE OF BIRTH		_____		
INSTRUCTOR/SUPERVISOR NAME: _____									
PERSON INVOLVED IS:		STUDENT	_____	STAFF	_____	VISITOR	_____	OTHER	_____
DATE OF INCIDENT/ACCIDENT: _____				HOUR	_____	PHOTOS	YES / NO	(Circle One)	
DATE REPORTED: _____				HOUR	_____				
INCIDENT/ACCIDENT LOCATION: _____									
WITNESSES: NAMES, ADDRESSES, TELEPHONE NUMBERS:									
		1	_____						
		2	_____						
TIME NOTIFIED:		_____	AM / PM	TIME ON SCENE	_____	AM / PM	TIME OFF SCENE	AM / PM	
		(Circle One)			(Circle One)			(Circle One)	

FIELD INVESTIGATION

Exact Location of Incident/Accident:

Describe in detail the **location of incident**: including lighting, walking surface, weather, measurements, and any other condition that could have contributed to or prevented the incident:

Describe **the incident/accident which you observed** or which were described to you:

Describe **demeanor of person involved** and include statements made:

Describe **shoes, physical appearance and any other characteristic** that would contribute to understanding how the incident/accident occurred:

Describe **how the incident/accident occurred**; state facts, contributing factors, cite witnesses and support evidence:

Steps/Corrective Action taken:

Does the employee's incident/accident require **medical care**? (Check one) Yes _____ No _____

If yes, name of Medical Facility and Doctor (state Work Comp Clinic if filing a claim):

Supervisor's Signature

(Print) Supervisor's Name

Telephone Number

Report Completed On:

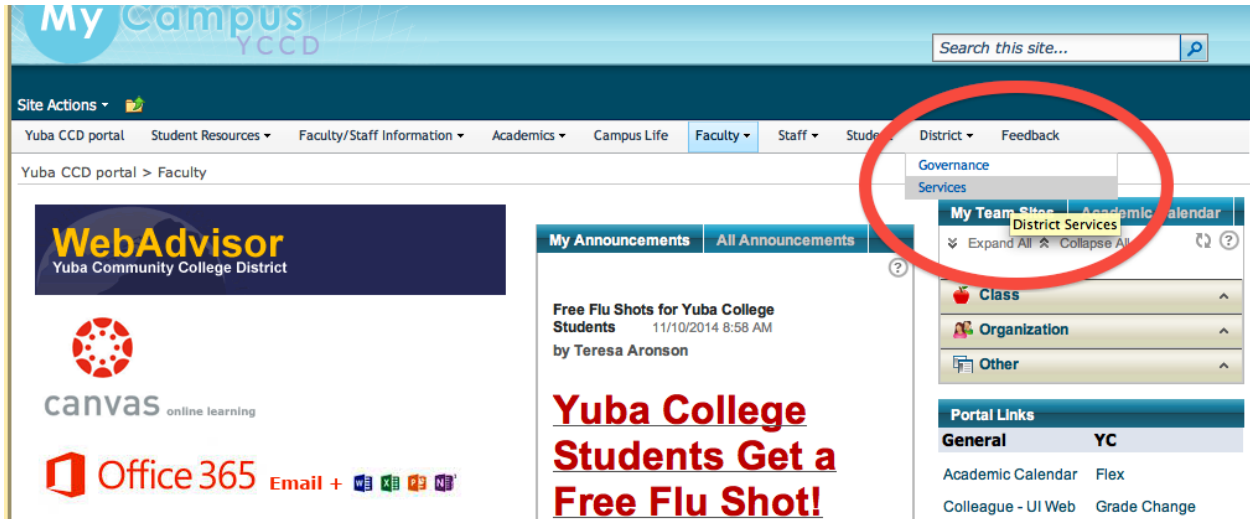
Date

Time

Original: Director of HRD/PS
Building 100A, Room 21

Reporting IT Issues

If you are experiencing an IT issue—such as with a computer, telephone, or audio/visual equipment—you should place a work order online through the [Portal](#). After logging on, go to the District dropdown menu and select “Services.”



You will see an IT menu on the left with several helpful links. Selecting the “Services and Support” link will lead you to the IT Request forms, or you may access the forms directly from the link in the center of the screen.



Classroom IT issues take priority over all others. If you are experiencing computer or audio/visual difficulties in your classroom and the problem must be resolved quickly, call the IT Help Desk immediately at 530-741-6981. You may also email the help desk at helpdesk@yccd.edu.

WOODLAND COMMUNITY COLLEGE

n/a

YUBA COLLEGE

Reporting Facilities Issues

If you witness issues of concern on the college grounds or in college facilities, please report them to your division secretary or, at the Sutter County Center and the Clear Lake Campus, to the Director of Campus Operations. All facilities issues are reported to the District Maintenance and Operations department via work orders submitted on the NetFacilities website. Your division secretary or Director of Campus Operations has access to this online resource.

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NetFacilities recommends Microsoft Internet Explorer® version 9 or later. Go to <http://windows.microsoft.com/en-us/internet-explorer/ie-9-worldwide-languages> to get the latest version.

NetFacilities now works on Mozilla Firefox® with the IE Tab 2 add-on. Go to <https://addons.mozilla.org/en-us/firefox/addon/ie-tab-2-ff-36/> To obtain this add-on. Once you have successfully downloaded -> go to Tools, IE Tab 2 Options -> add https://*.netfacilities.com/* to the Sites Filter tab, and press OK. -> exit FireFox completely, and then re-open it. You should now be able to use NetFacilities with your FireFox browser.

Classroom issues take priority over all others. If there is a pressing classroom facility issue, please contact your division secretary or Campus Operations Director at once so that a call may be placed to district services. District Maintenance and Operations may be contacted at the following numbers:

- Sutter Campus - (530) 751-5557
- Clearlake Campus - (707) 995-7905
- Woodland Campus - (530) 661-5719
- Colusa County Outreach Center - (530) 668-2500
- Yuba College - (530) 741-6776

WOODLAND COMMUNITY COLLEGE

YUBA COLLEGE

Significant Administrative Procedures

District Administrative Procedures outline basic policies and procedures with which all faculty should be familiar. For instance, the following procedures are just a few of particular significance:

- **AP 3050** Institutional Code of Ethics
- **AP 3501** Key Control
- **AP 3570** Smoking/Use of Tobacco Products
- **AP 3710** Intellectual Property and Copyright
- **AP 3720** Computer and Network Usage
- **AP 3721** Electronic Tools for Communication
- **AP 3750** Use of Copyrighted Material
- **AP 3900** Speech: Time, Place and Manner
- **AP 4010** Academic Calendar
- **AP 4020** Program and Curriculum Development
- **AP 4021** Program Discontinuance
- **AP 4040** Library and Learning Support Services
- **AP 4105** Distance Education
- **AP 4225** Course Repetition
- **AP 4226** Multiple and Overlapping Enrollments
- **AP 4230** Grading Symbols
- **AP 4231** Grade Changes
- **AP 4232** Pass/No Pass
- **AP 4235** Credit by Examination
- **AP 4260** Prerequisites and Corequisites
- **AP 4300** Field Trips/Excursions
- **AP 4510** Final Examination
- **AP 4530** Academic Specific Handbooks
- **AP 5070** Attendance
- **AP 5075** Course Adds and Drops
- **AP 5500** Standards of Conduct
- **AP 5520** Student Discipline Procedures
- **AP 5530** Student Rights and Grievances
- **AP 6750** Driving and Parking on District Property
- **AP 7145** Personnel Files
- **AP 7161** Flex Guidelines

You may find these and other Administrative Procedures on the district website:

<http://www.yccd.edu/board/procedures.aspx>.

Other APs that could be included:

- AP 3410: Nondiscrimination
- AP 3430: Prohibition of Harassment
- AP 3435: Discrimination and Harassment Investigations
- AP 3500: Campus Safety
- AP 3501: Key Control
- AP 3510: Workplace Violence Plan
- AP 3515: Reporting of Crimes
- AP 3516: Registered Sex Offender Information
- AP 3518: Child Abuse Reporting
- AP 3530: Weapons on Campus
- AP 3540: Sexual Assaults on Campus
- AP 3550: Drug Free Environment and Drug Prevention
- AP 3560: Alcoholic Beverages
- AP 4022: Course Approval
- AP 4025: Philosophy and Criteria for Associate Degree and General Education
- AP 4100: Graduation Requirements for Degrees and Certificates

- AP 4101: Independent Study
- AP 4103: Work Experience
- AP 4600: News Media
- AP 5031: Instructional Materials Fees
- AP 5110: Counseling
- AP 5140: Disabled Student Services and Programs
- AP 5141: Academic Accommodations
- AP 5700: Athletics
- AP 6800: Safety
- AP 6810: Chemical Hygiene Plan
- AP 7215: Academic Employees: Probationary Contract Faculty
- AP 7216: Academic Employees: Grievance Procedure for Contract Decisions
- AP 7340: Leaves
- AP 7342: Family Medical Leave Act/California Family Rights Act Eligibility
- AP 7344: Notifying District of Illness
- AP 7360: Discipline and Dismissal - Academic Employees
- AP 7366: Reinstatement
- AP 7370: Political Activity
- AP 7371: Personal Use of Public Resources



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

48th SPRING SESSION RESOLUTIONS

FOR DISCUSSION ON APRIL 21, 2016

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held April 21 – 23, 2016.

Resolutions Committee 2015-2016

John Stankas, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Cheryl Aschenbach, Lassen College, Area A
Randy Beach, Southwestern College, Area D
Rochelle Olive, College of Alameda, Area B
Michelle Sampat, Mt. San Antonio College, Area C

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

Consent calendar resolutions in the packet are marked with a *
 Additions added by Area meetings are marked with a +

- 1.01 S16 Mentoring Programs for Part-Time Faculty
- 9.01 S16 Adopt the Paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*
- 9.02 S16 Develop a Paper on Effective Practices for Educational Program Development
- 9.04 S16 Flexibility in Awarding Unit Credit for Cooperative Work Experience
- 9.05 S16 Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid
- 9.07 S16 Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses
- +9.08 S16 Associate Degree for Transfer in Music
- +9.09 S16 Z Degrees and Faculty Primacy
- 10.01 S16 Adopt the Paper *Equivalence to the Minimum Qualifications*
- +10.02 S16 Explore Changes to Minimum Qualifications
- 11.01 S16 Update the 2008 Technology Paper
- +18.02 S16 Placement Model for Transfer Statistics Using High School Transcript Data
- +18.02 S16 Local Determination of Advanced Placement Credit at California Community Colleges
- 19.01 S16 Support for Faculty Open Educational Resources Coordinators

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1.0

ACADEMIC SENATE

*1.01 S16 Mentoring Programs for Part-Time Faculty

Whereas, The Academic Senate for California Community Colleges has long-standing positions¹ in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

Whereas, The provision of formal mentoring services for new full-time faculty is a common practice in the California community colleges, but little is known about what mentoring services, formal or informal, are provided to part-time faculty; and

Whereas, Local senates are experiencing increased workloads related to basic skills, student success, and student equity and therefore need assistance and resources in not only developing but also implementing and sustaining mentoring programs for part-time faculty;

Resolved, That the Academic Senate for California Community Colleges research effective practices for developing, implementing, and sustaining mentoring programs for part-time faculty and report its findings by Spring 2017; and

Resolved, That the Academic Senate for California Community Colleges create resources for developing, implementing, and sustaining mentoring programs for part-time faculty.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, Part-Time Task Force

3.0

AFFIRMATIVE ACTION/CULTURAL DIVERSITY

3.01 S16 Diversifying Faculty to Enhance Student Success

Whereas, Studies have indicated that a more diverse faculty workforce can enhance student success and may help to close achievement gaps for underrepresented students by as much as 20% to 50%²;

Whereas, Since the publication of the Academic Senate Paper *A Re-examination of Faculty Hiring Processes and Procedures* in Fall 2000, the ASCCC has passed 15 resolutions reaffirming positions that express the need for and value of faculty diversity, yet a great disparity between the faculty diversity and the diversity of the student population remains, as approximately 70% of faculty in the system are white while nearly 70% of the students are non-white³;

Whereas, Education Code Section 87100 (a) (3) cites the need for a “work force that is continually responsive to the needs of a diverse student population,” and hiring practices that promote the development of a workforce better able to serve student needs can work to reduce biases in hiring processes and combat the persistent perception that initiatives to promote the hiring of ethnic minorities compromise professional and academic standards; and

¹ Please see resolution 9.06 F90 (<http://asccc.org/resolutions/faculty-mentoring>) and resolution 12.07 F92 (<http://asccc.org/resolutions/part-time-faculty-mentoring>).

² See, for example, “To Be Young, Gifted, and Black, It Helps to Have a Black Teacher” at <http://www.npr.org/sections/ed/2016/01/20/463190789/to-be-young-gifted-and-black-it-helps-to-have-a-black-teacher>” and Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. American Economic Review, 104(8): 2567-2591.

³ CCCCO Equity Summit Presentation, Irvine, CA November 4, 2015.

Whereas, Practices that promote the recruitment and hiring of faculty who can serve the needs of diverse student populations will ultimately lead to a more diverse faculty workforce by focusing on and identifying candidates that can best understand, communicate with, and advocate for diverse student populations, thus increasing both faculty diversity and student success;

Resolved, That the Academic Senate for California Community Colleges provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ethnic diversity of faculty through multiple targeted actions to recruit and hire faculty who are best able to serve the needs of diverse student populations while in no way compromising the professionalism nor standards of academic programs; and

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates to work jointly with collective bargaining agents, EEO Officers, and Human Resources Offices in order to ensure hiring practices reflect the urgency for developing a work force responsive to the needs of diverse student populations and to correct misperceptions about obstacles to promoting faculty diversity.

Contact: Adrienne Foster (EEO ASCCC Representative) and Cleavon Smith (Equity and Diversity Action Committee), Executive Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 S16 Costs Associated with Prior Military Experience Credit

Whereas, AB 2462 (Block, 2012) calls for “the Chancellor of the California Community Colleges, using common course descriptors and pertinent recommendations of the American Council on Education, [to] determine for which courses credit should be awarded for prior military experience”; and

Whereas, Responsibility for determining credit for prior learning, using mechanisms like credit by exam, relies on input and evaluation by faculty in the disciplines for which credit is being sought and is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, research the costs of implementation of credit for prior military experience; and

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, work to secure sufficient and ongoing funding to cover the costs for colleges to ensure the timely implementation and ongoing awarding of credit for prior military experience.

Contact: Erik Shearer, Napa College, SACC Chair

9.01 CURRICULUM

*9.01 S16 Adopt the Paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*

Whereas, Resolution 9.01 S15 directed the Academic Senate for California Community Colleges to “develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session”;

Whereas, The recommendations of the Strong Workforce Task Force have resulted in renewed focus on the effectiveness on local curriculum approval processes; and

Whereas, The timely adoption and revision of curriculum requires effective faculty-driven curriculum approval processes through local academic senates and curriculum committees;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (as of April 2, 2016) and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: John Freitas, Executive Committee, Curriculum Committee

See Appendix A - Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

*9.02 S16 Develop a Paper on Effective Practices for Educational Program Development

Whereas, “Educational program development,” which is an academic and professional matter identified in Title 5 §53200, involves the development of all certificates and degrees and is therefore inherently a curricular matter;

Whereas, The Strong Workforce Task Force⁴ has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:

- Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
- Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
- Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and

Whereas, Faculty and colleges would benefit from a paper specifically dedicated to effective practices for developing and revising all educational programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval.

Contact: Diana Hurlbut, Irvine Valley College, Curriculum Committee

9.02.01 F16 Amend 9.02 F16
Strike the second whereas:

~~Whereas, The Strong Workforce Task Force⁵ has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:~~

⁴ The report of the Strong Workforce Task Force is available at <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>

⁵ The report of the Strong Workforce Task Force is available at <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>

- ~~Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.~~
- ~~Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.~~
- ~~Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.~~
- ~~Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and~~

Contact: Alex Immerblum, East Los Angeles College, Area C

9.03 S16 Criteria for Recording Low-Unit Certificates on Student Transcripts

Whereas, Title 5 §55070 states that certificate programs of 18 or more semester units or 27 quarter units require Chancellor’s Office approval and must be designated “certificates of achievement” and also allows colleges the option of seeking Chancellor’s Office approval and certificate of achievement designation for certificate programs of 12 or more semester units or 18 quarter units but less than 18 semester units or 27 quarter units with Chancellor’s Office approval required in order for the certificates to be listed on student transcripts;

Whereas, Title 5 contains no provision for Chancellor’s Office approval of certificates of less than 12 semester units or 18 quarter units (often referred to as low-unit certificates), and therefore certificates of less than 12 semester units or 18 quarter units cannot be recorded on student transcripts even though they may be of value to students and may meet the needs of the community and industry partners;

Whereas, In January 2016 the Chancellor’s Office provided the following voluntarily reported data on the award of low-unit certificates to the System Advisory Committee on Curriculum:

- During the period 2010-2015, a total of 77,836 certificates of less than 18 units and not approved by the Chancellor’s Office were awarded to students without being recorded on their transcripts
- Of these 77,836 certificates awarded to students but not listed on their transcripts, 56,787 were certificates between 6 and 18 semester units and 21,049 were certificates of less than 6 semester units; and

Whereas, The Strong Workforce Task Force recommendations include a recommendation to “(e)xpand the definition of student success to better address workforce training outcomes for both ‘completers’ (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and ‘skills builders’ (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement),” a recommendation that clearly recognizes the value of certificates of less than 12 semester units or 18 quarter units to industry partners and to the students who earn them;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to identify criteria and any regulatory changes needed to allow colleges to record the completion of all certificates on student transcripts; and

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to review their certificates of 12 semester units or 18 quarter units or more but less than 18 semester units or 27 quarter units that have not been submitted to the Chancellor's Office and evaluate the efficacy and potential benefit to students of submitting such certificates to the Chancellor's Office for approval and allowing such certificates to be recorded on student transcripts, as a potential benefit.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

***9.04 S16 Flexibility in Awarding Unit Credit for Cooperative Work Experience**

Whereas, Cooperative work experience education, as defined in Title 5 §55252, allows students to earn college credit while gaining work experience either related or not related to their educational goals;

Whereas, Title 5 §55256.5 states that the course credit for cooperative work experience is granted according to the following formula:

- (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

Whereas, Title 5 §55002.5 allows increments of 0.5 units or less if local policy permits, but §55256.5 is ambiguous on the allowance of increments of less than one unit for cooperative work experience; and

Whereas, The consensus of the System Advisory Committee on Curriculum is that colleges should be allowed to offer credit for cooperative work experience in increments of less than one unit in order to provide flexibility to colleges in their efforts to develop cooperative work experience programs that meet the specific needs of their students;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise Title 5 §55256.5 to allow greater flexibility in awarding unit credit, including credit in increments of less than one unit, for cooperative work experience.

Contact: Toni Parsons, San Diego Mesa College, Curriculum Committee

***9.05 S16 Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid**

Whereas, Title 5 §55070(a) defines a Certificate of Achievement as "Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework," and these certificates must be submitted to the Chancellor's Office for approval and are included on a student's transcript upon completion;

Whereas, Any state-approved educational program that consists of 16 or more semester units or 24 quarter units is eligible for federal financial aid;

Whereas, Colleges are not required to seek Chancellor's Office approval for certificate programs that are less than 18 semester units or 27 quarter units; and

Whereas, Local decisions to not seek Chancellor's Office approval for certificates that are 16 or more semester units and less than 18 semester or at least 24 quarter units and at least 27 quarter units effectively block access to federal financial aid for students who complete such certificate programs;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 §55070(a) to require all certificate programs consisting of 16 or more semester units or 24 or more quarter units be submitted to the Chancellor's Office for approval in order to maximize student access to federal financial aid; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to review and consider for submission to the Chancellor's Office any existing local certificates that are 16 or more semester units and less than 18 units or at least 24 quarter units and less than 27 quarter units to more immediately expand student access to federal financial aid.

Contact: Tiffany Tran, Irvine Valley College, Curriculum Committee

9.06 S16 Student Learning Outcomes Assessment is a Curricular Matter

Whereas, The ASCCC paper "Guiding Principles for SLO Assessment," approved by the body in Fall 2010 states, "SLOs are instruments of curriculum development, and therefore both the design and the assessment of SLOs clearly are curricular matters";

Whereas, Outcomes assessment is a form of research that may inform improvements in course curriculum, program curriculum and teaching methodologies with the goal of improving student achievement; and

Whereas, Curriculum is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should consult collegially with local senates; and

Resolved, That the Academic Senate for California Community Colleges urge local senate leaders to advocate for outcomes assessment as a form of academic research that emphasizes improvement in student learning.

Contact: Stephanie Curry, Reedley College, Accreditation Committee

*9.07 S16 Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses

Whereas, Recent legislative action to equalize the apportionment funding rate for career development and college preparation noncredit instruction with that of credit instruction may make the use of noncredit courses as prerequisites and co-requisites for credit courses an attractive option for colleges that are developing alternative curricular pathways designed to prepare students for college-level work;

Whereas, Because students are not awarded units for completing noncredit courses, the potential benefits to students of the use of noncredit courses as prerequisites and co-requisites for credit courses include no registration fees, no effect on registration priority, and no effect on financial aid eligibility; and

Whereas, Title 5 §§55002 and 55003 are silent on the use of noncredit courses as prerequisites and co-requisites for credit courses, and no existing professional guidance from the Academic Senate has been created to assist faculty in the effective use of noncredit prerequisite and co-requisite courses to adequately prepare students for the target credit courses;

Resolved, That the Academic Senate for California Community Colleges develop guidelines on the appropriate use of noncredit courses as prerequisites and co-requisites for credit courses that ensure the quality and rigor of the curriculum, and distribute the guidelines by Spring 2017.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

***+9.08 S16 Associate Degree for Transfer in Music**

Whereas, Associate Degrees for Transfer (ADTs) are limited to a total of 60 semester units completed at a community college and must include the completion of CSU Breadth or IGETC, which consists of 37-39 semester units, leaving only 21-22 units of major preparation for music if none of the music courses have been approved for general education;

Whereas, The ADT in Music is not truly “a degree with a guarantee” due to the requirement for students to audition into music programs, students can not enter a university music program at the junior level, students still have to take placement tests, students can only get a Bachelor of Arts degree instead of a Bachelor of Music degree, and music faculty do not recommend the ADT degree to students interested in music as a career or transferring as a music major;

Whereas, The music major is a recognized high unit major as evidenced by the 124-132 semester unit Bachelor of Music (BM) degrees at numerous CSU campuses, including CSU Long Beach, CSU Los Angeles, CSU Fullerton, CSU Stanislaus, San Jose State, San Diego State, and the required lower division music curriculum at these institutions ranges between 33 and 40 semester units; and

Whereas, Some disciplines, such as Biology and Chemistry, have developed Transfer Model Curricula (TMCs) using IGETC for STEM, which allows the community colleges to required additional discipline specific units by permitting six units of general education to be completed after transfer;

Resolved, That the Academic Senate for California Community Colleges recognize the special character of the music major that requires admission by audition which does not fit well with the parameters of the Associate Degree for Transfer (ADT);

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate for the California State University to include music as a discipline eligible to use IGETC for STEM as the general education pattern for the ADT; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to create a new Taxonomy of Programs (TOP) code for the Transfer Model Curriculum in Music to eliminate the legal requirement that all colleges with an approved Associate’s Degree in Music must have an approved Associate Degree for Transfer in Music.

Contact: Rob Fremland, San Diego Mesa College, Area D

***+9.09 S16 Z Degrees and Faculty Primacy**

Whereas, The Department of Finance has introduced trailer bill language to incentivize California Community Colleges to develop “Z-Degrees”, designed so that students can complete a degree with zero costs for textbooks;

Whereas, The development and review of curriculum and degree programs, as well as the selection of textbooks and other instructional materials, are items of faculty primacy under the 10+1; and

Whereas, The trailer bill language calls for consultation with the local academic senate but fails to recognize the primacy of faculty in these types of decisions;

Resolved, That the Academic Senate for California Community Colleges encourage and support local and statewide discussions regarding degree paths with zero text book cost to students, known as Z-Degrees;

Resolved, That the Academic Senate for California Community Colleges remind legislators and others evincing interest in Z-Degrees of the primacy of faculty in decisions regarding degree and program development; and

Resolved, That the Academic Senate for California Community Colleges recommend that the 2016 budget trailer bill language be changed to reflect the local academic senate's approval of the development of Z-Degrees and participation in any kind of incentive program related to Z-Degrees to ensure that the primacy of faculty is retained.

Contact: Stacey Searl-Chapin, Mt San Jacinto College, Area D

10.0 DISCIPLINES LIST

*10.01 S16 Adopt the Paper *Equivalence to the Minimum Qualifications*

Whereas, Questions regarding equivalence to faculty minimum qualifications and equivalency processes have been raised with increasing frequency in recent years, especially due to the 2015 discussions of the Task Force on Workforce, Job Creation, and a Strong Economy; and

Whereas, Resolution 10.01 F14 directed the ASCCC to revise its 2006 paper *Equivalence to the Minimum Qualifications*;

Resolved, That the Academic Senate for California Community Colleges adopt the proposed revisions to the paper *Equivalence to the Minimum Qualifications*.

Contact: John Stanskas, Executive Committee, Standards and Practices Committee Chair

See Appendix B – Equivalency Paper

*+10.02 S16 Explore Changes to Minimum Qualifications

Whereas, The discussions and recommendations of the 2015 Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy included extended consideration of minimum qualifications for career technical education (CTE) faculty, as some districts report difficulty with finding faculty who meet minimum qualifications to teach in their CTE programs;

Whereas, One frequently proposed solution to issues regarding difficulty in hiring CTE faculty who meet minimum qualifications is a reconsideration of single-course equivalency, but Legal Opinion L 03-28 (R. Black, 2004) states that “a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline,” and Academic Senate Resolution 10.09 S02 affirms the ASCCC’s opposition to single-course and sub-disciplines equivalency;

Whereas, The 2016 California Budget Trailer Bill Language (February 1, 2016) calls on the Community College System to “Eliminate barriers to hiring qualified instructors for career technical education courses, including reevaluating the required minimum qualifications for career technical education instructors,” and thus considerable legislative pressure may be exerted regarding the reform of the minimum qualifications process; and

Whereas, Certain disciplines are indeed very broad in scope, and an exploration of creating within broad disciplines a number of more narrowly defined disciplines as recommended by the discipline faculty through the ASCCC's Disciplines List Process might be both prudent in the face of possible legislative pressure and beneficial for community college CTE programs and the communities they serve;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty and other interested stakeholders to explore the possibility of creating within existing CTE disciplines more narrowly defined disciplines when discipline faculty deem such a discussion to be potentially beneficial.

Contact: John Stankas, San Bernardino Valley College, Area D

11.0 TECHNOLOGY

*11.01 S16 Update the 2008 Technology Paper

Whereas, The creation of educational programs, including professional development, technology, and curriculum standards, is an area of faculty primacy regardless of modality, and an increasing number of colleges are creating or expanding online programs in response to student interest in online courses, degrees, and certificates;

Whereas, In order to be effective in serving students, high quality online educational programs require sufficient resources, including infrastructure, technology, professional development resources, and student support services, all of which are needs that may be identified through local program review processes, institutional planning and budget development processes, and faculty development processes, each of which is a matter of local senate purview;

Whereas, Since the publication of the Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* in 2008, substantial advances in online education have occurred in the areas of technology, pedagogy, and student support services, including those promoted through the efforts of the California Community Colleges Online Education Initiative; and

Whereas, The Academic Senate for California Community Colleges is the legal representative of faculty on academic and professional matters and therefore has primacy in providing professional guidance to the field on the elements of high quality online education programs, including curriculum, student support service needs, infrastructure, technology, and faculty professional development;

Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*.

Contact: Dolores Davison, Executive Committee, Online Committee

18.0 MATRICULATION

18.01 S16 Develop Retesting Guidelines for the Common Assessment

Whereas, Title 5 §55522 (b) specifies that "Each community college district shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test";

Whereas, Existing district policies often permit students to retake an assessment test after some period of time, but that period of time can vary greatly from one district to another, with some districts allowing students to reassess immediately while other districts require students to wait several years; and

Whereas, The Common Assessment will ensure that all community college students are assessed using the same assessment exam, and variances between district policies could create equity issues for students that do not have access to a district with a less restrictive retesting policy;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to develop guidelines for the development of assessment policies that maintain local control over retesting policies and procedures while maximizing access for students and distribute the guidelines to local senates and curriculum committees prior to the availability of the Common Assessment to all colleges; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to delay revision of current policies regarding retesting for placement until after the distribution of assessment retesting guidelines.

Contact: Craig Rutan, Executive Committee, Co-chair Common Assessment Initiative

***18.02 S16 Placement Model for Transfer Statistics Using High School Transcript Data**

Whereas, The Multiple Measures Assessment Project (MMAP) has developed placement models in English, mathematics, English as a Second Language (ESL), and reading, using high school transcript data that are currently being piloted at more than 20 different community colleges;

Whereas, The placement models developed by MMAP typically require a higher level of predicted success than many placement tests currently in use at colleges;

Whereas, Using actual student data, MMAP has developed a placement model for transfer level statistics that indicates that some students are likely to be successful at statistics even though Algebra I was their highest high school mathematics course completed; and

Whereas, An analysis of 22,403 students that enrolled in transfer level statistics as their first college mathematics course, 2,435 of those students had completed Algebra I as their highest high school mathematics course, 703 of these would have been placed based MMAP placement model with a 60 % success rate, while 1,732 of these students do not satisfy the MMAP placement model and had a success rate of 48%;

Resolved, That the Academic Senate for California Community Colleges authorize the distribution of the "MMWG Mathematics Decision Rules Recommendation and Discussion Summary" to Multiple Measures Assessment Project and Common Assessment Initiative pilot colleges;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that the proposed statistics placement model is analyzed using data for their students to ensure that the model works as predicated prior to using it to place students;

Resolved, That the Academic Senate for California Community Colleges urge local senates to review the proposed statistics placement model and make any necessary modifications to ensure that there is no negative impact on existing articulation agreements between their college and four year universities; and

Resolved, That the Academic Senate for California Community Colleges collect data on the effectiveness of the statistics placement models and report the results by Fall 2017.

Contact: Craig Rutan, Santiago Canyon College, Area D

Appendix C: MMWG Mathematics Decision Rules Recommendation

Appendix D: Discussion Summary, CAISC 2_2_16 MMAP Update

***+18.02 S16 Local Determination of Advanced Placement Credit at California Community Colleges**

Whereas, The California Community Colleges, California State University and University of California Systems offer credit for Advanced Placement (AP) Scores of 3, 4, and 5, yet how that credit will be awarded and applied is determined by each individual institution;

Whereas, The Academic Senate for California Community Colleges worked with the Intersegmental Committee of Academic Senates (ICAS) partners in response to Resolution 9.06 07 Researching AP Uses and Cut Scores to “clarify how AP exam scores are applied to grant unit and/or subject credit for purposes that vary among segments, with the goal of achieving similarity in standards across our institutions and for our students”;

Whereas, The determination of appropriate credit for AP exam results is a curricular matter over which local faculty have purview, yet Assembly Bill 1985 (Williams, 2016) would mandate that all community colleges grant course credit for any student who earns a score of three or higher on an AP Exam, thus conflicting with Education Code and Title 5 Regulations and removing from the local decision-making process any evaluation of whether such credit is appropriate or in the best interests of students; and

Whereas, Due to the continually developing nature of AP Exam content and structure, AP policies and practices at all colleges should be reviewed regularly to ensure that the best interest of students are being served;

Resolved, That the Academic Senate for California Community Colleges encourage local senates and curriculum committees to work with discipline faculty to conduct regular reviews of processes and practices for awarding credit for Advanced Placement scores in order to ensure that students receive all proper credit and are not required to duplicate coursework; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that mandates community colleges to award course credit for specific levels of performance on Advanced Placement Exams.

Contact: Ginni May, Sacramento City College, Area A

<http://asccc.org/resolutions/researching-ap-uses-and-cut-scores>

<http://calstate.edu/transfer/requirements/AdvancedPlacementAPCourses.shtml>

<http://admission.universityofcalifornia.edu/counselors/exam-credit/ap-credits/index.html>

19.0

PROFESSIONAL STANDARDS

***19.01 S16 Support for Faculty Open Educational Resources Coordinators**

Whereas, The College Textbook Affordability Act of 2015 (AB 798 Bonilla, 2015), provides incentives to colleges that seek to reduce textbook costs by adopting Open Educational Resources (OER) in a minimum of 10 course sections;

Whereas, The intersegmental California Open Educational Resources Council (COERC) created a Request for Proposals (RFP) that included the specific requirement that colleges include in the RFP the “Identification, roles, and responsibilities of your Textbook Affordability Campus Coordinator who will coordinating your textbook affordability program, including ensuring the programs are implementing in a timely and effective manner and providing reports and evaluations on the campus’s program outcomes”; and

Whereas, The evaluation of program outcomes regarding curricular decisions, including the adoption of textbooks, is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates that intend to apply to participate in the Textbook Affordability Act ensure that the process for the selection of the Textbook Affordability Campus Coordinator involves collegial consultation with the local academic senate.

Contact: Cheryl Aschenbach, Executive Committee, COERC Member

***+19.02 S16 Career Technical Education Faculty and College Governance**

Whereas, The Board of Governors Task Force on Work Force, Job Creation, and a Strong Economy recommendations not only recognized the necessity of colleges’ career technical education (CTE) programs but increased the necessity of CTE faculty participation in governance locally and statewide;

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes the need for CTE faculty participation through resolutions and positions; and

Whereas, CTE faculty typically have more contact hours with students as a result of local bargaining agreements that count laboratory hours differently than lecture hours, which decreases the number of hours that CTE faculty have to fully participate in the governance matters of local senates and the ASCCC;

Resolved, That the Academic Senate for California Community Colleges work with the Chief Executive Officers and Chief Instructional Officers to foster local support, such as substitutes and compensation, for CTE faculty to participate in local governance and statewide work associated with the task force recommendations; and

Resolved, That the Academic Senate for California Community Colleges work with the state-level leadership of faculty unions toward a joint effort to eliminate differential between lecture and laboratory hours in order to permit all classroom faculty to have the standard 15 student contact hours thus allowing more time for laboratory faculty to participate in governance matters at local colleges and statewide.

Contact: Dianna Chiabotti Napa Valley College, Area B