Academic Senate
Minutes

Date: Friday, May 13, 2016   **Time/Location:** 1-3 PM / **WCC Room 113**

Senate Roles and Responsibilities (The 10+1)	
1. Curriculum, including establishing prerequisites and placing courses within disciplines.	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
2. Degree and certificate requirements	8. Policies for faculty professional development activities
3. Grading policies	9. Processes for program review
4. Educational program development	10. Processes for institutional planning and budget development
5. Standards or policies regarding student preparation and success	11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
6. District and college governance structures, as related to faculty roles	

Senators: Matt Clark (President), **Donna McGill-Cameron** (CTE), **Donna Bahneman** (Adjunct), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Christopher Howerton** (VP, At-large), **Jose Vallejo** (Student Services)**, Pam Geer** (Adjunct At-large)

Ex-officio Members: Mike Papin (Lake County Campus Faculty)

Absent: Omar Huerta (ASWCC Rep)

Guests: VP Konuwa, N. Kirschner, M. Moreno, Dean Chahal

Call to order 1:04 p.m.

Item	Description-Type	Lead	Background and Objective
I	**Approval of Agenda - Action**		Approve agenda of 5/13/16. Agenda approved (MSC Howerton/Gassman)
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.
	Discussion 1. VP Konuwa reports that the ESL Task Force had its first meeting yesterday. It expects to meet over the summer and have a report for the senate to review by December.		
III	**Approval of Minutes-Action**		Review and approve the minutes of 4/15/16
	Discussion/Decision: 1. Minutes of 4/15/16 approved as amended (MSC Howerton/Gassman)		
IV	**President's Report - Information/Discussion**	Clark	

	Discussion/Decision: 1. See the attached report. 2. Clark notes that the AB 798 grant will need signoff by the senate over the summer. The executive team will need to take care of that since the senate will not meet. 3. There will be a special meeting next week to approve the flex guidelines. 4. Clark received a memo from M. Moreno clarifying the President's Report. She is going on sabbatical and the Semillas y Culturas conference will take place off campus next year. 5. On the topic of M. Moreno's sabbatical, it has been approved and will move forward. It was not rescinded. 6. Clark would like to initiate a broader conversation about documents that are forwarded to both the senate and FAYCCD. 7. Clark thanks D. Bahneman for her hard work on the senate over the years.		
V	**Vice President's Report** 1. **Committee Appointments – Action** 2. **Curriculum Update – Information/Discussion** 3. **Other – Information/Discussion**	Howerton	**Objective**: 1.Appoint faculty members to committees. 2. Receive update on work of the Curriculum Committees.

	Discussion/Decision:
	Committee Appointments:
	  ➢ Curriculum Committee: N. Kirschner and J. McCabe are appointed.
	  ➢ Academic Calendar Committee: L. Deniz is appointed.
	  ➢ Graduation speaker volunteers: N. Kirschner, M. Moreno, and J. Vallejo are appointed.
	  ➢ SLO Committee: J. Shah is appointed.
	  ➢ Flex Committee: J. McCabe is appointed.
	  ➢ College Council: P. Bordissio is appointed from LCC. We still need two full time faculty members to fill seats on the council. R. Arambula is appointed to fill the adjunct position.
	  ➢ Safety Committee: R. Robinson is appointed.
	
	1. The equivalency committee met recently and made a determination.
	2. The final Curriculum Committee meeting of the year took place this morning. The committee discussed convocation planning.
	3. Howerton has been invited to participate on an accreditation committee. He will begin training soon for that.		

VI	**Senate/Committee Reports - Information**	Senate	

Discussion/Decision:

1. Bahneman reports that she is assisting ASWCC in making special sashes identifying them at graduation.
2. Vallejo reports the following:
   - The dean is coordinating "drop in" scheduling but advertisements and actual drop ins aren't matching. Students are upset. Walk-ins are entered for 1/2 hour periods in between appointments, which is not functional.
   - A new counselor hired was told to teach two summer Counseling courses in Colusa, limiting availability for counseling appointments.
   - Limited training is provided to a new counselor. Counseling staff feel it is not sufficient.
   - Many students are unable to register online if a class has prerequisites. Is this a policy change, computer issue, and/or a Curricunet issue?
   - Student services is not including tenured faculty in probation workshop discussions nor following the contract to assign them. They also were not scheduled in a timely fashion. Students were told, "we will get back to you."
   - A letter was sent to students applying to graduate stating that they have met the requirements, but review hasn't occurred.
   - Graduation information was not sent out until May 4th and yet the speaker competition was May 10th and the banquet May 13.
   - There is dismal Colusa enrollment for summer and fall.
   - No one has been told student services summer hours of operation.
   - The dean is being pulled to work on the HSI grant during peak time in SS.
   - Communication is lacking in student services due to lack of meetings. Traditionally, in the past, we have met once a month for updates by each department.
   - SS is pulling a counselor to do FYE during peak time.
   - Student success agendas and minutes do not exist.
   - We gave our schedule to the Dean 6 weeks ago and now we are being told that we need to make changes by today.
3. McGill-Cameron thanks all faculty who have filled out the Flex Survey. She needs to make contact with LCC adjuncts.
4. This summer McGill-Cameron is attending a NetLab training.
5. Shah reports that the contractor had a question about the size of the new cadaver room. The work will start soon.
6. Howerton reports that the student speaker for graduation will be really good.
7. Gassman reports the following:
   - Gassman thanks Ferns for organizing the after graduation gathering for WCC.
   - The Chicano Studies class held a successful Si Se Puede Recognition Event on May 5th. 80 signed in, over 100 attended, 45/80 people submitted surveys, and the majority indicated it was excellent. Mexican American History students plan to participate in the WCC Research Symposium.
   - M. Moreno and the UC Davis Chicano Studies faculty were asked to serve on a committee to advocate that the high school Chicano Studies be used to fulfill the new Ethnic Studies high school requirement.
   - M. Moreno will be contacting the YCCD Sabbatical Committee about a memo sent to her by President White indicating her sabbatical proposal was "substandard," after it had been officially approved by the Committee and BOT.
   - Ethnic Studies was not informed if the funding ($3,000+) that it was granted this year was used for the database or not. He would like the senate to follow up on this.
   - Ethnic Studies is waiting to hear about the status of the AA degree in Chicana/o Studies.
   - While on sabbatical M. Moreno will continue tending to the Ethnic Studies program and reports (as indicated in the sabbatical proposal). M. Moreno would like to be notified of any changes to the program or courses in general made in her absence.

	8. Ferns reports that *Ink Magazine* raised more than $200 at the reading done in the Community Room, which was well attended. Ink covered its printing costs this semester and can continue to stay in print thanks to community donations. Thanks to all the faculty, staff, students, and administrators who supported the magazine and the public reading this semester.		
VII	**Ex-officio Reports - Information**	Papin, Huerta	
	Discussion/Decision: *1.* M. Papin reports that a new faculty member was selected to teach full time at LCC. The new counseling position is moving forward. M. Giuffrida is moving from LCC and they will need to hire a new FT English instructor.		
VIII	**WCC Distance Education (DE) Handbook –Action**	Senate	**Background**: The Curriculum Committee and near future DE Coordinator Julie Brown, working with a faculty member from YC have drafted a DE Handbook. Both senates have reviewed the draft and provided feedback. Some of the feedback has been incorporated into the current draft. **Objective**: Second senate review of the handbook with the intent to either debate adoption or suggest further changes.
	Discussion/Decision: *1.* The draft handbook is attached. *2.* Clark reports that FAYCCD has not yet reviewed the handbook. There may be contractual issues involved with regard to the training section. *3.* Geer suggests that the union issues may need to be addressed before moving forward with this handbook. She also would like to revisit the evaluation process on DE courses. *4.* Howerton expresses concern that the unions have not been involved in this. There should also be coordination within the district regarding scheduling. *5.* Ferns reports that he is happy to see this document being developed, as it will greatly improve our DE structure and provide good support for faculty. Ferns asks why this is titled the Yuba College Distance Education Handbook. This should be a district document if WCC is expected to take part. In addition, much of the language in the draft handbook mentions only the YC Academic Senate, YC Curriculum Committee, and YC Handbook (see page 4, part I., for example). WCC needs to be integrated into the handbook. On page 9, C3, the handbook omits mention of the WCC Curriculum Committee. In addition, on page 5, Ferns notes that each college has separate courses, so colleges should not be required to collaborate on course outlines only for DE courses. On page 11, the document indicates that faculty would be pulled from teaching a class unless proper approvals and training take place. We may want to consult with the union on this point, as it seems an area where faculty could be removed from teaching certain classes based on unspecified criteria. *6.* This will be tabled until Fall 2016.		
IX	**College Handbook Committee Template – Action**	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:** Second senate read of the draft template with intent to debate adoption.
	Discussion/Decision: *1.* The sample template is attached. ➢ **Motion to approve the new committee purpose statement template (MSC Howerton/Gassman)**		

X	**Academic Employee Handbook Revision – Action**	Senate	**Background**: Both colleges are in the process of revising the Academic Employee Handbook(s). 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:** Second senate read of the draft WCC Academic Employee Handbook with the intent of debating adoption.
	Discussion/Decision: 1. The draft handbook is attached. ➢ **Motion to adopt the revised handbook (MS Bahneman/Howerton). Motion dies due to confusion.**		
XI	**Accreditation Steering Committee Operating Agreement – Action**	Senate	**Background**: The Accreditation Response Team (ART) has drafted a new purpose statement for the Accreditation Steering Committee (ASC). Feedback has been provided and incorporated. **Objective:** Second read of the draft with the intent of debating adoption.
	Discussion/Decision: ➢ **Motion to approve the Accreditation Steering Committee operating agreement (MSC Howerton/Bahneman)**		
XII	**Accreditation Steering Committee Timeline – Information/Discussion**	Senate	**Background**: The Accreditation Response Team (ART) has drafted a timeline for the work of the ASC leading to the next accreditation self-study. **Objective:** Review the draft timeline for information, feedback, and to set the stage for soliciting participants on the Standards' Teams.
	Discussion/Decision: *1.* Clark distributes a timeline regarding the next round of accreditation. This will be shared at convocation and discussed in a future meeting.		
XIII	**Summer Authority for Senate Executive Team – Information/Discussion**	Senate	**Background**: Annually the senate grants the executive team the authority to represent the senate during the summer. **Objective**: Discuss granting the executive team the authority to represent the senate during Summer 2016, with the intent of granting at a Special Meeting next week.
	Discussion/Decision: *1.* No discussion.		
XIV	**Senate Meeting Schedule for 2016-17 - Action**	Ferns	**Background**: At the last meeting of each academic year the senate shall adopt its meeting schedule for the subsequent year for dissemination. **Objective**: Review the draft 2016-17 WCC Academic Senate meeting schedule with the intent of adopting at a Special Meeting next week.

	Discussion/Decision: **Meetings for Fall Semester 2016** ➢ August 26, 2016 ➢ September 9, 2016 ➢ September 23, 2016 ➢ October 14, 2016 ➢ October 28, 2016 ➢ November 18, 2016 ➢ December 2, 2016 **Meetings for Spring Semester 2017** ➢ January 27, 2017 ➢ February 10, 2017 ➢ February 24, 2017 ➢ March 10, 2017 ➢ March 24, 2017 ➢ April 14, 2017 ➢ April 28, 2017 ➢ May 12, 2017		
XV	**Results of Voting to Amend Constitution and Bylaws – Information/Discussion**	Senate	**Background**: The results of the voting to amend the WCC Academic Senate Constitution (and one Section of the Bylaws) have not been ratified and are awaiting interpretation of Bylaws Article V.1.3. **Objective**: Provide interpretation of Article V.1.3 of the Bylaws.

Discussion/Decision:

Ferns reports that there were yes votes from 10 full time faculty and 6 adjuncts. No "no" votes were received. We have 29 full time faculty and 103 adjuncts. The bylaws require a 2/3 majority, but the language is vague.

The senate has determined that the intent of the bylaws was a 2/3 majority of the vote. The revisions are ratified.

Below is the language defining votes on revisions:

SECTION 1 – Manner of Amendment

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

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.
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.
A two-thirds majority vote as defined in Bylaws, Article V, Section 2 shall be required to amend the Constitution.
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. Eachadjunct faculty member shall have a two-fifths vote.

XVI	Senate Committee Membership – Discussion/Action	Senate	Background: There are three work committees of the Academic Senate (Elections, Academic Standards, Equivalence). Objective: Assign senators to the three committees.

	Discussion/Decision:		
	Senate Elections Committee ➤ Kevin Ferns (Secretary) ➤ Greg Gassman ➤ Christopher Howerton **Senate Academic Standards Committee** ➤ Donna McGill-Cameron ➤ Jose Vallejo ➤ Greg Gassman **Senate Equivalence Committee** ➤ Jose Vallejo ➤ Jaya Shah ➤ Christopher Howerton		
XVII	**CurricuNET Meta Update – Information/Discussion**	Kirschner	**Background**: The district will soon transition from CurricuNET to CurricuNET Meta. Currently, high level users are checking to see if the new platform conforms to PICAH and state guidelines. Beta testing will follow. **Objective**: Receive an update on the status of the development and determine if the senate can provide any support as the testing moves forward.
	Discussion/Decision: 1. N. Kirschner reports that the old Curricunet system should shut down July 31. At that point, everything moves to the new system and would go live August 10. The backup plan is to keep it on the old system longer and transition in December. The data is being backed up securely. At convocation, there will be professional development training on the updates to Meta. There won't be time for hands-on training. There will also be flex activities at both campuses to allow for hands-on training in the new system. Some people may be pissy poo poo about the changes, but the new system is highly stable and better conforms to what the Chancellor's Office is asking for. This should take approximately 1.5 hours at convocation for each college. 2. Clark suggests that the senate should consider a second co-chair position for the Curriculum Committee (and the reassigned time that would come with it). 3. N. Kirschner notes that many colleges have two faculty co-chairs for this committee due to the amount of work required.		
XVIII	**LCC Realignment and WCC Committee Structure – Discussion/Information**	Senate	**Background**: LCC is now part of WCC and slots for LCC faculty/staff/students should be made to appropriate committees. **Objective**: Discuss next steps in the process and timelines.
	Discussion/Decision: Not addressed.		
XIX	**Senate Composition – Discussion/Information**	Senate	**Background**: LCC is now part of WCC and the senate composition will be redefined to reflect the realignment. **Objective**: Discuss possible changes to the composition of the senate to reflect the changes.
	Discussion/Decision: Not addressed.		
XX	**Future Agenda Items- Discussion**		WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom
	Discussion/Decision:		

XXI			
	Discussion/Decision:		

Meeting adjourned 3:06

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. 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.

Meeting with WCC Administration – Highlights:
(4/19)
1. Talked briefly about information on the big screens across campus. There was general agreement that the screen shifted too quickly and that there were too many ads in a cycle. Will refer to Dean Ortiz-Mercado and CAT.
2. Agreed that FT faculty gowns will be rented on their behalf until tenure an a gown will be purchased for them upon earning tenure.
3. We had a preliminary discussion regarding Convocation. It was suggested that a portion be devoted to having LCC introduced to WCC and that it be important that in the faculty portion of the day, there should be sufficient time to integrate WCC/LCC faculty on program review, SLOs, and CurricuNet Meta. There will also be an accreditation update and a committee revision progress report.
4. The senate needs to identify 2-3 faculty members to attend a CCCSE workshop at Sierra College November 6-8. Those interested in the DIG positions should strongly consider attending.
5. We received a list of retirees that would be acknowledged by the Board of Trustees in May. In connected discussions we discussed the desirability of recognizing long-serving adjunct faculty retirees, of continuing distributing service pins across the employee base, and of either making badges for employees that didn't receive them in the initial go-round or creating new badges for all current WCC employees (in the latter case we might include the WCC logo.
6. There was a request for carrying a concealed weapon which was denied.
7. We had an extensive discussion regarding the LAC recommendations on staffing and hours of operation. The discussion touched (but was not limited to) on the connection to program review, the history that has led to the current situation where the librarian participation is self-limited, the desirability of connecting with other librarians, the role of LAC in Standard II of ACCJC's accreditation standards, and the possibility of expanding the role of LAC to become a recommending body for all instructional support services.
8. We discussed the need to bring our DE work to full capacity. With a coordinator position being filled beginning Fall Semester, we need to fill the membership, revisit the purpose statement and commit to improving our DE training, delivery, and support (both for faculty members and, more importantly, for students). The committee should work in concert with Dean Chahal and IT Director Clague. There also needs to be coordinated efforts toward grant writing connected with DE. During this discussion the senate requested that when grant writing efforts fail (e.g., our recent BSI grant which did not achieve the needed level of points to be funded), that a debriefing be held to identify shortcomings and improve the next round (or writing of related grants). The admin reported that there would be a clean-up of our unsuccessful Title V grant this summer which will also serve as a pre-write for next year's application.
9. In response to my prior, very inelegantly expressed, concern about the status of ESL at WCC and CCC, VP Konowa provided an update on efforts to address the deficiencies. Student Success has charged a task force (two ESL adjuncts, two English adjuncts, and two Deans). The task force will report by December 1, 2016, and the report will be vetted early in Spring Semester 2017. Two consultants are being considered. An ESL Counselor will be hired out of primarily AEBG monies (60% - fulltime, depending on other funding sources). **[The senate might consider the desirability of proposing an additional faculty member on the task force from outside English and ESL and also what work from Student Success should be vetted through the senate.]**
10. We spoke briefly about the way in which program reviews and grant writing can be integrated. This is often problematic given creation of new grant opportunities and the short window that often exists between RFPs and application deadlines.
11. One time fund allocation requests will be vetted initially in CHEX. Related to this, we briefly discussed how services that were provided for LCC as a (small) part of the duties of someone at YC will be taken up by someone at WCC.
12. New and more useful safety posters will be distributed to all classrooms soon.
13. There was no update on the status of exit interviews.

14. (This is really 13.5) Given that retention and persistence will likely be two of the metrics the Board of Trustees decides to monitor, I suggested that finding a way to track reasons for dropping/withdrawing and for not returning: If either measure is unsatisfactory, devising a strategy for improvement in the absence of identifying the root cause(s) seems akin to chasing our own tail.

(4/26)
1. A deeper look was taken at a draft Convocation Agenda. For the afternoon faculty breakout session, senate suggested more time be carved out for program review, SLOs and CurricuNet Meta. In an effort to create more time, part of lunch may become a working lunch.
2. I provided a debriefing from Plenary. The primary topic discussed was the disaggregating of SLO data and the current (new) Standards. WCC needs to have a discussion very soon to determine what questions we want to answer using SLO data and where we should disaggregate to have data that will inform our answers to those questions.
3. Dr. Moreno approached President White about the possibility that the Semillas y Culturas Conference might be moved to UC Davis. Details are scarce. In a related discussion, the pros and cons of bringing the LGBTQIA work, the Veteran's work, and the Cross Cultural Series under a single umbrella. Further a discussion regarding the focus of the Diversity Committee is overdue. I will attempt to set up a meeting with Diversity Chair Gillespe, Dr. Moreno, and Professor Strode to explore the former. Dr. White and I will meet with the diversity committee regarding the latter.
4. I expressed a number of concerns about Dual Enrollment: (1) evaluation of instructors, (2) selection of courses to be offered, (3) the need for faculty to be leading the creation of any certificates or programs under dual enrollment, (4) the disability of not expanding the program beyond the Ag pilot until the pilot can be assessed and pitfalls identified and addressed, and (5) defining dual enrollment as opposed to concurrent enrollment. These were raised at the end of the meeting, but admin implied that some of the concerns have solutions that will be shared.

Accreditation Response Team (ART)/ Accreditation Steering Committee (ASC) (4/29) –
Highlights:
1. The feedback from College Council and Academic Senate regarding the new Operating Agreement was reviewed and incorporated.
2. We decided that we would assign leads to the each Standard and have those leads organize teams for the sub-standards: Standard I – President White White, Standard II – Professor Howerton, Dean Martinez, and Dean Chahal, Standard III – VP Konuwa, and Standard IV – Professor Clark. (It was also agreed in theory that the senate president would continue work with the committee (as past-president) while the self-study is being prepared.
3. We agreed that it would be a good idea to identify the "one-voice" editor early and that all writing teams should be trained in style, brevity, and evidence collection and storage.
4. We reviewed the draft timeline for our accreditation work from now until the visit of the visiting team in October, 2018.

DC3 (4/26) – Highlights:
1. While reviewing the draft Board Agenda, in response to Mathews' question about the district solar energy, Kaur reported that since currently the power generated at Sutter County Campus in excess of the need is being used at YC, which is a different county, we receive 8 ¢ on the dollar. When the district offices move to Sutter County, we will receive dollar per dollar generated from the electricity used there. It was pointed out that that is not as impressive as it sounds unless the vacated buildings are all shut down. WCC is "off the grid".
2. BP/AP 3570 Smoking and Tobacco/Nicotine Use was approved and will take effect on August 1. LCC has already distributed signage alerting all of the coming change. Concern was expressed that at LCC, the closest place to smoke once the policy takes effect will be next to a dry field.
3. Review of the College Employee Satisfaction Survey was tabled pending an executive summary.
4. CBO Kaur delivered a presentation on the Governor's State Budget Proposal and the corresponding revenue and expenditure assumptions. DC3 will review the draft district budget on May 31 (after the May Revise). Mathews asked where the monies for relocating the district offices were coming from and

Kaur replied that that would come from restructuring district services. Mathews also inquired (on behalf of someone else) why if we are financially strapped are we adding the costs of moving the district offices. Chancellor Houston replied that the primary reason was to provide more space for YC academic programs. (This was the first time I recall that being the primary reason.) Mathews also inquired why the Faculty Augmentation money had not been spent on new faculty hires. Kaur reported that those monies were only required to be spent on new faculty if a district was below its Faculty Obligation Number (FON). YCCD is not. It was pointed out that as currently defined the FON is almost useless in moving districts toward the goal of 75-25 (FT-adjunct) and that there are high level discussions about revising the FON calculations. Currently the projected best case is $2.68 million in 0ne-time funds, while the projected worst case is $1.73 million.

PRVT/B&P (4/29) – Highlights:
1. VP Konuwa reported that WCC's Perkins plan was submitted. The plan requested increased allocation for WCC, but that has initially been denied.
2. We reviewed information from the 320 Report (basically, FTES to date and relation to target. WCC will exceed its target, but the district situation is not clear. We discussed various strategies for increasing FTES. The increase need not be new students. Improving retention and/or persistence will also increase FTES. It is time to review our waitlist process. We will also have a college (district?) discussion soon about whether to use WSCH/FTEF or FTES/FTEF to track "productivity.
3. Dean Martinez sought feedback on steps for completing this year's Program Review cycle. We will emphasize integrating LCC and CCC into the next cycle.

President's Report (Episode II)
5-13-16

Meeting with WCC Administration – Highlights:
(5/3)
15. We discussed the need to educate the campus community about the protocols for use of the marquee and the big screen TV monitors.
16. We discussed a request from ASWCC to increase student use of college communications (e.g., increase use of their college email). They suggested that perhaps faculty members could distribute fliers the first week of class. I will forward to CAT. We also need similar increase in usage from our adjunct faculty members. It was suggested that perhaps during welcome week we could have stations where students and adjuncts could sign up to have their college email forwarded to another email if desired.
17. Dr. White asked for an assessment of the campus climate as realignment, contract negotiations, and other stressors confront us. My assessment was that the stress levels are not as high at WCC as they are at YC, but I emphasized that that was my assessment.
18. We continued to refine the Convocation agenda. We created more time for working with our LCC colleagues on Program Review, SLOs, and CurricuNET Meta. We also agreed not to have time devoted to WCC 2.0. We will offer campus tours at the end of the day for our LCC colleagues.
19. We cleared up misunderstandings resulting from Dr. Moreno's inquiries about moving Semillas y Culturas to UCD next year.
20. We continued to discuss senate concerns with the ISA for Dual Enrollment. VP Konuwa is working with HR regarding both the evaluation component and the district employee component that we have raised as concerns.

(5/10)
5. More discussion regarding Dual Enrollment. A possible solution is to have instructors "hired" as volunteers. They would be employee and could be evaluated, but would not be paid by YCCD. Whether they would accumulate seniority is unclear. VP Konuwa will continue to work with HR. [Later in the week, Konuwa informed me that: (1) the word "collaboration" has been replaced by "evaluation" in the ISA, and (2) instructors of such classes will not accrue seniority.]

6. We reviewed the work to date that Professor Brown and Student Trustee Jesse Foster have made on the AB798 grant proposal. I will distribute work to date. The proposal is due at the end of June and will require senate sign-off. As part of the discussion, I agreed to ask Brown to: (1) reactivate the Distance Education (DE) Committee, (2) Call out for other interested parties for the project team and extend the call-out to LCC, (3) provide us with a definition of "project" in the RFA language (section, course, other?), and (4) look to extend outside math, science, and social science.
7. Dr. White asked that I add an EMP update to the senate agenda. Since it will be for information only, it will be on the retreat agenda instead. Materials are forthcoming.
8. We received an update on the Student Success Center. Alternative classrooms have been identified to replace 816 and 817. The architect who did some of the previous work is being brought back to expand the original design. This project was WCC's top request in the one-time allocation funding process.
9. CHEX is still working on the allocation of the one-time funds. A timeline for decisions is not set.

Accreditation Response Team (ART)/ Accreditation Steering Committee (ASC) (5/6) – Highlights:
5. Made final adjustments to the timeline. Main focus was to have all constituents informed throughout the process.
6. Discussed the process that will be used for collecting and organizing evidence. AST member Gibson will set up a depository where evidence will be stored. We will work with the district to use common labeling.
7. We will not have another meeting this semester, but there will be work conducted electronically throughout the summer.
8. I will reach out to ASWCC and to classified staff to begin identifying participants on Standard Teams.

DCAS (5/5) Highlights:
5. Kemble reported that Chancellor Houston (absent) wanted to revisit our equivalency process, specifically in regards to CTE. At Plenary he determined that the district equivalency process is more restrictive than required.
6. I repeated my request that the district should allocate funds to both colleges to allow for continuous faculty leadership in the accreditation process and to allow for more faculty participation in ASCCC events and institutes.
7. Hamilton reported that the faculty evaluation pilot survey is in progress and that that the taskforce will meet later in May to review the results.
8. Kemble pointed out the survey regarding the budget process is premature, since the process has not been completed and there is no announced timeline for completion. Howerton added that IERT has not met since VC Carabajal left.
9. We looked briefly at the multi-year modeling materials that would later be seen (with some modifications) in DC3 (see the DC3 report for more details). WCC President White and CTO Clague are looking at EMP formats. They will vet in CHEX and then take to either the senates or bring to DCAS.
10. We approved AP 4530 Academic Program Specific Handbooks. AP 4050 Articulation is not complete in absence of definition of district versus college roles. AP 4100 Graduation Requirements for Degrees and Certificates is awaiting counselor consensus on whether C or D is passing for GE requirements. I agreed to initiate dialogue across the district counseling faculty with the hope of reaching consensus. [The dialogue is in progress and consensus seems likely.] Both senates agreed to weigh in on AP 7161 Flex Guidelines. [I erred and left off of the May 13 agenda, so we will deal with it at a Special Meeting next week.] The YC senate would like to revise AP/BP 4300 Field Trips and Excursions to remove the phrasing that demands make-up work.
11. We agreed to conduct an internal committee effectiveness review again this year. I suggested we strongly consider an external review next year.

Meeting with Chancellor Houston and CTO Clague (5/12) – The primary purpose of the meeting was to discuss district and college technology planning. Kemble stated that the YC Technology Committee was unclear on what its role was. Through me Howerton acknowledged that CAT had a similar feeling and that

most work in CAT was focused on communication due to that lack of clarity. Until recently there was a District Technology Committee (of questionable merit). Now each college has a committee, there is no district committee, but technology resources, direction, and support are all district functions. Clague shared the district technology strategic plan (four components: (1) Enterprise hardware, (2) enterprise software, (3) end user training and expanded help desk functions, and (4) institutional research capabilities). It was agreed to call a convening of the college committees and the CTO (and perhaps others) early next semester to define roles and processes. Similar convenings will be looked at for M&O and for HR.

DC3 (5/10) – Highlights:

1. Professor Mathews repeated a request that the AP regarding parking be added to an agenda. There are issues of location of green spaces at YC. It was agreed that since YC and WCC have different parking issues, the college presidents would work together to draft suggested changes to the AP and return a draft to DC3.
2. I asked that the AP on issuing keys be visited and changed, to clear up some issues that WCC has encountered regarding who has authority to approve keys and who should have access to various levels of keys. CBO Kaur is already aware of the issues and will take the lead in addressing.
3. Executive summaries for each college and for District services from the Noel-Levitz survey were not yet available. The desire to have a district executive summary so that common threads could lead to district strategies was expressed and it was agreed to add that to the list of executive summaries expected.
4. CBO Kaur delivered a presentation on the modeling assumptions that are being used for planning. The district is attempting to move away from single year planning. The Chancellor expressed his belief that "driving off a fiscal" cliff was overused and that he did not intend the sharing of the information to be taken in that way. He is hoping that educating the district community about the planning assumptions and the budget development process will lead to a more transparent and inclusive process. With those goals in mind the purpose of the review was to begin collecting questions regarding the process and the budget as well as finding ways to better inform (including sharing answers to the questions). A budget Wiki or a budget FAQ webpage were among the suggestions. It was agreed that soliciting of questions would begin immediately and continue into the start of next year. It was also stated by the Chancellor that the modeling will not be used to make in large decisions during the summer.

   Questions and observations about the presentation itself included:
   a. The planning assumptions include forecasts about increased expenditures, but no forecasts regarding possible legislative (or other) relief. As such the model is at least somewhat conservative (pessimistic). For example YCCD administration successfully led advocacy that resulted in increased base allocation. If that were to happen again, then the picture would improve.
   b. Many questions (first by me, then by Professor Kemble, and finally by Professor Mathews) about what went into Budget Code 7000 Other Outgo led to a number of points. First it would be useful to most people trying to make sense of the information, to have a detailed breakdown of what is included under the various codes. (Code 7000 includes retiree health benefits, solar debt, central plant debt, and energy efficiency expenditures.) Secondly, although specifically 7900 can be used to move monies around (sometimes called a "slush fund", the district is not using 7900 (in that way or possibly not at all). Finally, the less people know about what is being done, the easier it is to make assumptions about what might be being done.
   c. Community college budgeting is an insane process. The Chancellor pointed out that in February 2018, the YCCD will find out what the actual revenue is for 2016-17. Although not quite as dramatic as that sounds, it does argue for attempting to have a process that is not year-to-year.

ACCREDITATION STEERING OPERATING AGREEMENT

Committee Purpose			

Under the guidance of the Accreditation Liaison Officer, the Accreditation Steering Committee is responsible for monitoring the progress in addressing the standards of the Accrediting Commission for Community and Junior Colleges.

The Steering Committee oversees the planning, coordination, documentation, authorship, and reviews the Progress Reports, the Mid-Term Report, annual reports, and the Accreditation Self-Study in preparation for comprehensive evaluation visits.

Meets District Goal/College Strategic Direction			

District Strategic Goal # 1: Student Success and Access

Meets Accreditation Standard			

Standard IV: Leadership and Governance - The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.

Committee Norms			

Trust one another; Be polite & respectful; Listen carefully; No side bar conversations; Be rigorous; Cultivate open discussion; Be careful not to dominate the discussion; Be curious; Clarify jargon; No electronic diversions; Keep a sense of humor; Be concise; Ask questions when you don't understand; Value alternative view points; Be collaborative (To be revised)

Member	Position	Term	
Dr. White	President	Standing	
Dr. Konuwa	Executive Vice President Accreditation Liaison Officer	Co-Chair	
Vacant	Faculty (Co-Chair)	Fall 2016 - Spring 2019	
Executive Dean Lee	College Center Executive Dean	Standing	
Monica Chahal	Dean of Instruction	Standing	
Dr. Siria Martinez	Dean of Student Success and Institutional Effectiveness	Standing	
Dr. Sonia Ortiz-Mercado	Dean of Student Services	Standing	
Matt Clark	Academic Senate President	Standing	
Christopher Howerton	SLO Coordinator	Standing	
Vacant	Curriculum Coordinator	Standing	
Vacant	Faculty (At-Large)	Fall 2016 - Spring 2019	
Vacant	Classified Representative	Fall 2016 - Spring 2019	
Vacant	ASWCC Representative	Fall 2016 - Spring 2019	

Meeting Schedule			

Regularly-scheduled meetings are held the second and fourth Fridays of each month and as needed, 3-5 pm in room 113.

Quorum			

Not necessary.

Deliverables			

In specific, the Committee serves the following purposes:
1.   Oversees authorship, approval process, and distribution of the Self Study report.
2.   Selects and coordinates the work of the Standards Committees and their sub-committees.
3.   Initiate college-wide dialogue, informing all constituents about Accreditation activities.

4.   Develops, distributes, and evaluates college-wide surveys.
5.   Plans, monitors, and interprets results of Accreditation hearings.
6.   Coordinates plans for and hosts the Accreditation Team visit.
7.   Develops an action plan to address the recommendation of the Commission, including activities, responsible parties, and timelines.

Operating Procedures

Guidelines and Parameters:
1.   The committee operates consistent with the YCCD Shared Decision-Making Model.
2.   Chair(s) and members will carry out responsibilities assigned to this committee and function under the roles as defined in the College Council Handbook.
3.   Committee members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting toward completion.
4.   Agenda to be distributed in advance of a meeting.
5.   Minutes to be distributed in advance of the next meeting to allow for review.
6.   Committee Chair(s) or designee will make periodic reports to the Academic Senate, College Council, President's Cabinet, Chancellor, the Board of Trustees, and others as appropriate.
7.   The current ACCJC standards will be utilized.

Recommendations

Recommendations are forwarded to College Council for review; forwarded to Academic Senate, ASWCC, ASLCC, President, Chancellor, and the Board of Trustees for review and approval.

College Communications

Accreditation work will be posted on the College Accreditation webpage.

Subcommittee
A subset of standing committee; members organized for a specific operation that may or may not be time-bound.

Standards Teams
- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
  - Standard IA: Mission
  - Standard IB: Assuring Academic Quality and Institutional Effectiveness
  - Standard IC: Institutional Integrity
- Standard II: Student Learning Programs and Support Services
  - Standard IIA: Instructional Programs
  - Standard IIB: Library and Learning Support Services
  - Standard IIC: Student Support Services
- Standard III: Resources
  - Standard IIIA: Human Resources
  - Standard IIIB: Physical Resources
  - Standard IIIC: Technology Resources
  - Standard IIID: Financial Resources
- Standard IV: Leadership and Governance
  - Standard IVA: Decision-Making Roles and Processes
  - Standard IVB: Chief Executive Officer
  - Standard IVC: Governing Board
  - Standard IVD: Multi-College Districts or Systems

Task Force
A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.

Accreditation Response Team will be formed to respond to ACCJC recommendations as needed.

Work Group
A standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.

None

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 (SeeBoard 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 Collegewho 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.

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.

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)
- 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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WCC AS 2015-2016
YC DE Committee 2015-2016
YC AS 2015-16

Table of Contents (NOTE pages will be added later)

B.1 Definitions
        Instructor-Student Interaction:
        Student-Student Interaction:
        Student-Material Interaction:
        Other Considerations:
B.2 Contact Expectations

C. Online Course Development:
    C.1 Definition: Substantially Complete
    C.2 Department/division consultations and approval**:**
    C.3 Curriculum committee approval:
    C.4. Faculty Course Submission to DEC:
    C.5 DEC Course Review and Evaluation:

D. New Course Approval
E. Current Course Approval
F. Course Standards:
G. Intellectual Property Rights Agreement:

IV. Faculty Approval Process
    A. Required
    B. Recommended
    C. Process

V. Faculty Training
    A. YCCD Training
    B. External Training:
    C. Professional Development.

VI. Course Scheduling
VII. Action Process
VIII. Attendance Policy Specific To Online Courses
    A. Participation required:
    B. Attendance:

APPENDIX

    A. Glossary
    B. Intellectual Property Rights
    C. Statement in Support of the Course Design Rubric for the OEI
    D. Course Design Rubric for the OEI
    E. OEI Rubric Grading Checklist
    F. COR -DE Addendum
    G. Resources

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 4105 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 (DEC), 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 The complete AP is available online, only specific sections are copied here. (Methods applicable to this handbook are marked with an asterisk):

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.

NOTE: AP4105 needs to be updated to include:

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

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.

- o 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:
  - o Discussion forums (or equivalent) with appropriate instructor participation
  - o Email
  - o Timely response to student emails or inquiries
  - o Weekly announcements in the Learning Management System
  - o Timely feedback for student work
  - o 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.
  - o 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 E).

- ○ *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 III.B 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 and the College DEC.
- ○ *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 B 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. These courses do NOT require DEC approval.
- ○ *Broadcasted Education*: One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices. These courses do NO require DEC approval.

*NOTE: Canvas is the approved LMS for DE course delivery process and all course MUST use Canvas as the primary LMS. While other publisher developed course developed material (i.e. MathLab), may be used it must be available for review as part of the course evaluation process presented in Section E.

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:*
  o 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.
  o 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 provided 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." This course could be 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" which 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.

For submission "substantially complete" generally means at least one-third of the course has been developed), It is expected the course will continue to be developed to meet the semester/session completion date.

- 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 F) 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.

The DE addendum must be completed as part of any course evaluation for DEC approval. The course will be reviewed to assure what is stated in the DE addendum is being followed in the course.

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 Checklist (SEE: Appendix E)

- The developer will provide a course self-assessment for each DE course for which they have developed using the OEI Rubric and the Course Design Rubric for the Online Education Initiative Course Scoring Checklist
- 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. Course Evaluation Schedule:

- Prior to each school year, the DEC will request from the Division Deans/Directors a list of the faculty who teach DE courses who are scheduled for the faculty evaluation process.

C7. Selection of Courses for Evaluation:

- Should there be more than one course developed by the faculty member, the DEC will randomly select a course for evaluation.
  - If the selected course meets the required standards all the courses will be accepted.
  - If the selected course does not meet the required standards, the remaining courses will be evaluated.

C8. 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 DEC.

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 (See C6 & C7 above)
- Faculty will be provided with a copy of the OEI rubric and training upon request.
- 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). See Appendix B.

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. 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—DEC Chair can provide names of faculty who can serve as mentors.
- 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.
    o 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: IN PROGRESS
- 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 or assigned to another instructor who has an approved DEC course.

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: GOSSARY:

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

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. The hybrid course requires separate approval of both the CC and the DEC.

[ ] Some lecture hours are online
[ ] Some lab/activity hours are online
[ ] All lecture hour are online; lab hours are f2f
[ ] All lab/activity hours are online; lecture hours are f2f

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.

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); the course must be approved by the established methods of each College CC as well as the appropriate divisional dean with consultation with faculty.

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.

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.

Student-Student Interaction: Evidenced by students working on group assignments, or within a discussion or chat session.

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.

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.

Web Enhanced: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.

B: INTELLECTUAL PROPERTY RIGHTS
Found in AGREEMENT between YCCD and YCFA

C: STATEMENT IN SUPPORT OF THE 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. COURSE DESIGN RUBRIC FOR THE ONLINE EDUCATION INITIATIVE

E: COURSE DESIGN RUBRIC FOR THE ONLINE EDUCATION INITIATIVE COURSE SCORING CHECKLIST

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: COR - DE ADDENDUM (NOTE – link to be added when we have one)

G: RESOURCE:
ACCJC Publications and Policies - Guide to Evaluating Distance Education and Correspondence Education

Boettcher , J.V. Ph.D Designing for Learning: Ten Best Practices for Teaching Online

California Community Colleges Online Education Initiative

California Code of Regulations: Title 5. Distance Education

FaculyFocus.com 10 Principles of Effective Online Teaching: Best Practices in Distance Education •

iNACOL National Standards for Quality Online Teaching (v2)

OEI Rubric

Title V Regulations for Distance Education

@one Standards for Quality Online Teaching

OER Campus Action Plan Template

Short link: http://tinyurl.com/oer-plan-blank

Make your own copy of this template by selecting File > Make a copy...

Project Foundations Worksheet

Your OER Action Plan is an internal document that is meant to guide the work that you do as you work toward your OER goals. This plan is a living document that you will revisit as you make decisions about what kinds of activities you will support. The plan should be developed by a project team which includes representatives from all major stakeholders. There should be few writers of the internal plan, but those people have to be able to ensure the buy-in of all stakeholders.

Stakeholders

Before you start planning, it is important to note who your major stakeholders are. Who are the people that will be most affected by the changes that you hope to make? It is a good idea to try to get advisors from each of the stakeholder teams onto your advisory group. The following table might help you to define your stakeholders; be sure to name a person from within each stakeholder group who might support your work.

Stakeholder Group	Person to Contact
Math Faculty	Sean, Matt
Chemistry Faculty	Julie
Psychology Faculty	
Flex Coordinator	Donna M.
Students	Jesse Foster

Status Quo

What challenges is the campus facing that open education could help with? What efforts are already underway to address these challenges? A good place to start is with textbook costs. Think about how textbook costs are impacting campus, and what is already being done to solve it.

Textbook costs are one of the barriers to student success. Most of our students have to work full time while they go to school just to live. Taking textbook costs out of the picture will allow them more time for studies.Another barrier to student success has been financial aid. Students who do not have to purchase books to begin classes will not have to rely on financial aid to start their studies.

Project Mission

This is the vision for how your project will make the status quo better though open education. Your mission statement should be short, specific, and should remain relevant for multiple years. Most project missions are practical, but broad enough to include the entire scope of the project. Keep in mind that as you develop your project mission, you should define how this project helps the larger institution to meet its core mission and values.

The vision for this project is to ease the burden of high textbook costs to students (need to know the percentage on BOG waivers) in order to increase their available time to study and cut back on their full time jobs. We are using our mission statement "fosters student success".

The mission of Woodland Community College is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

Project Goals

What major goals or objectives will need to be met to complete your mission? These should be measurable, achievable outcomes you want to come out of your project. As you are defining goals, it is useful to begin thinking about the kinds of activities you will plan to reach the goals, and how to evaluate and assess your progress. This will come in handy later in your plan.

Goals:
Introduce OER to faculty and train them in finding sources for OER.
Reduce the cost of textbooks for students in 50 sections of courses.

Barriers Worksheet

What sorts of barriers exist to keep you from reaching your goals? This table is an internal planning tool to help define the challenges you will face. It's best to keep this part of the plan private, so that you can have a frank and honest discussion of barriers.

Barriers to Success	Overcoming Barriers

Project Planning Worksheet

Now that you have defined the goals of your project, it is time to begin defining what your project will look like and what kind of activities will be involved in achieving your goals.

Funding & Resources

Where on campus will your project garner support? What resources do you have access to? Try to list all of the structural tools, financial, personnel, and organizational capital you can use to reach success with your project.

Staffing Plans

How many people are going to support your effort? How much of their time can you expect to use? This can include either new staff or existing staff, or a combination of both.

Partnerships

Who are your partners, both inside and outside of the broader organization.

Activities

What will your project look like? What is the work you plan to do? Think about each of your goals, and what activities you can conduct to reach those goals. Make a note of which goals activities correspond to, and make sure you have at least one activity to reach each goal.

Logic Model

Now that you have outlined your activities, put them in the context of a timeline that shows the steps you will take to reach each goal.

Evaluation and Sustainability Worksheet

Now that you have outlined your goals and the activities you will use to reach those goals, it is important to consider how to measure your progress and sustain your project into the future.

Assessment
Think back to each of your goals and come up with a way to measure your progress toward reaching each of them.

Milestones
For your assessment methods, what are the key milestones you can reach along the way? When would you like to reach those milestones? Milestones are important because they provide points to celebrate progress and communicate the value of your project to the institution.

Institutionalization
How will your institution sustain the plan and institutionalize OER? Who will be involved? It's important to think about the long term plan.

First step
As the last part of this worksheet, think about the first step you will commit to take when you return to campus. This may be establishing an advisory board, meeting with the president, etc.

Course	Sections	Follet Price	OER Price (copies)	% Savings
Math 50 (A and B)	7 + 3	$170.50		
Math 52	7	$170.50		
Chem 2A	5	$339.25		
Math 111	6	$75.25		
Sociology 8	1	??		
Psychology 1A	3	$173.25		
Bio 4 Anatomy	3	$403.75		
Math 1A,1B,1C (Calculus)	3	$185.75		
Statistics	4	$318.25		
English /ECE	3			

Latest Revision December 17, 2015

Table of Contents

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

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.
    - o If calling from a campus phone, dial 9-911.
    - o 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]

- 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

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

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

YUBA COLLEGE

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

    o **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.

    o **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.

    o **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

    o **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

  o **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

14

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	xxxxxxxxxxxxx N.	xxx-xx-xx		xxxxxxxx@xxx.yccd.edu	xxx-xxx-xxxx (HOME)		Not Available	Enrolled		3.00	
2	xxxxxxxxxxxx	xxxxxxx		xxxxxxxxxxx.yccd.edu	xxx-xxx-xxxx (HOME)		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.

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

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).

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).

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

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."
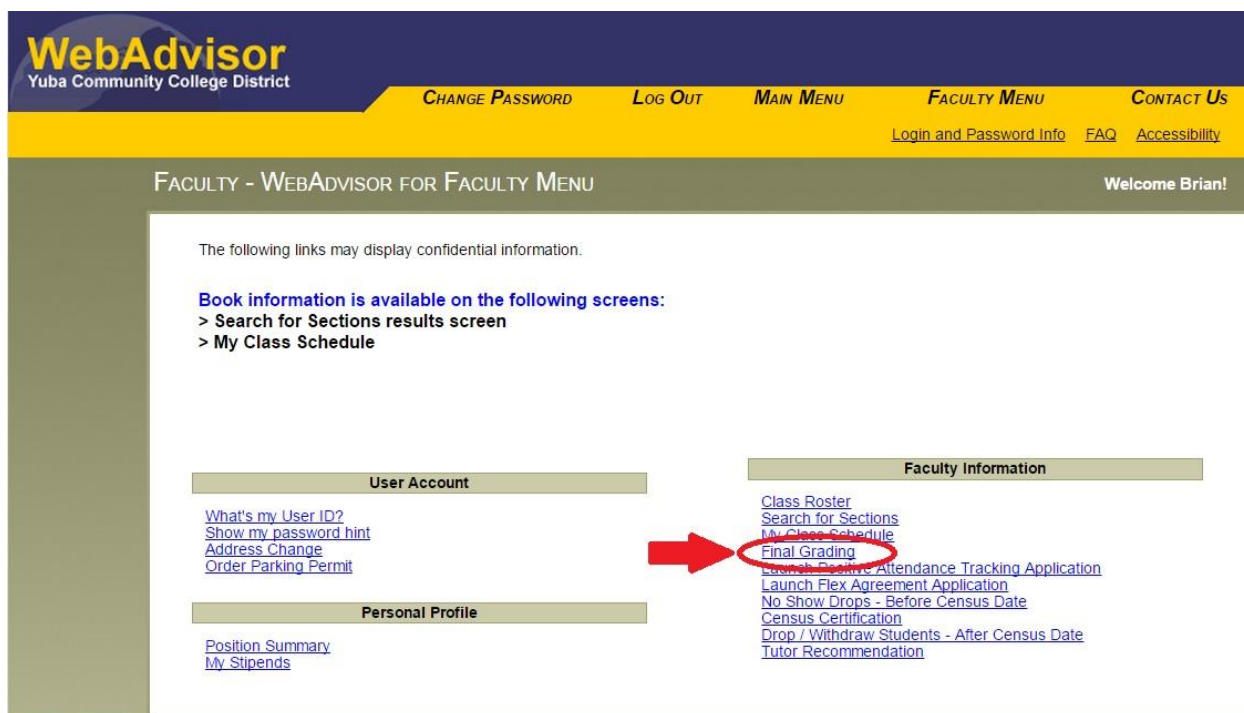
Meaning of Grades

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	I	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."

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."

If your class is numbered as a 500 level class, it is a <u>Non-Credit</u> 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]

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. <u>To the Vendor</u>: 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.

0607

1. PLEASE FULLY COMPLETE THIS FORM
   TTACH ITEMIZED BILLS
   AIL TO ➡

E-mail : claims@hsrl.com

HSR
Health Special Risk, Inc.

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

Preferred Plan
"The Network of Choice."

Policy Number:
BAB007606

School Name (if applicable):
Yuba Community College

PART I – POLICYHOLDER'S REPORT

1. NAME OF POLICY HOLDER	2. ADDRESS OF POLICY HOLDER			
YUBA COMMUNITY COLLEGE DISTRICT	Street 2088 NORTH BEALE RD City MARYSVILLE State CA Zip 95901			

3. NAME OF INSURED PERSON	4. SOCIAL SECURITY NUMBER	5. SEX	6. BIRTHDAY
	- -	_F _M	__ / __ / __

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: ☐ WHOLE, SOUND AND NATURAL ☐ FILLED ☐ CAPPED ☐ 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?   YES NO
  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.

ATURE _____ 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
18th Avenue and Highway
Clearlake, CA 95422
(707) 994-8138

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

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

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 oir información gravada. En la hoja cubierta de esta forma esta la explicatión de los beneficos de compensación al trabajador.*

Ud. también debería haber recibido de su empleador un folleto describiendo los benficios 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 occurió el accidente.* _____

6. Describe injury and part of body affected. *Describa 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 adminstradora 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.

SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY

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.

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*

6/10 Rev.

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:

11/12   Supervisor's Incident/Accident Investigation Form

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."
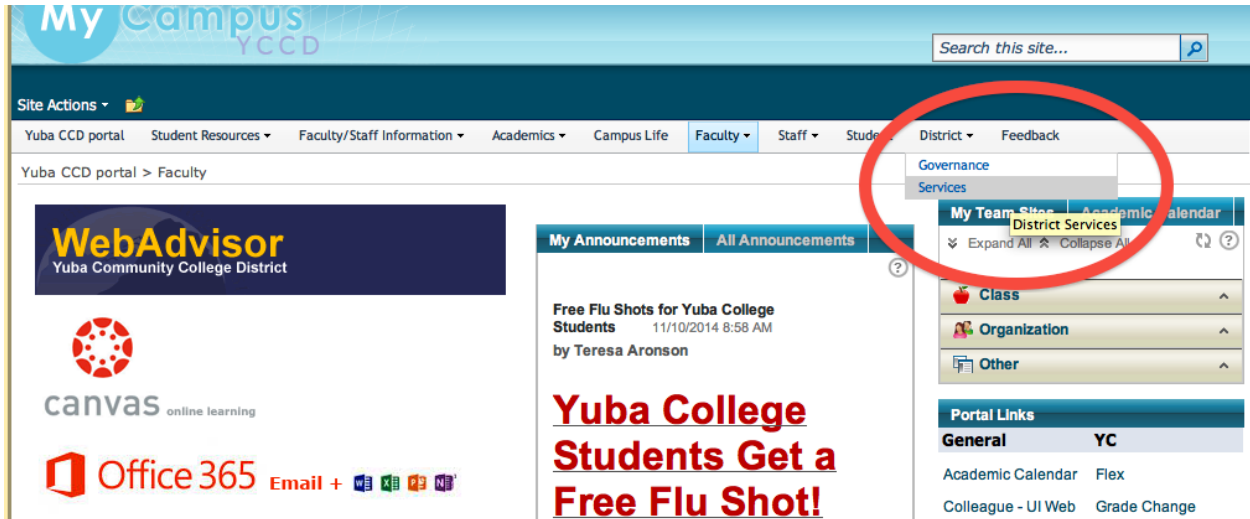
You will see an IT menu on the left with several helpful links. Selecting the "Services and Support" link will lead you to the IT Request forms, or you may access the forms directly from the link in the center of the screen.
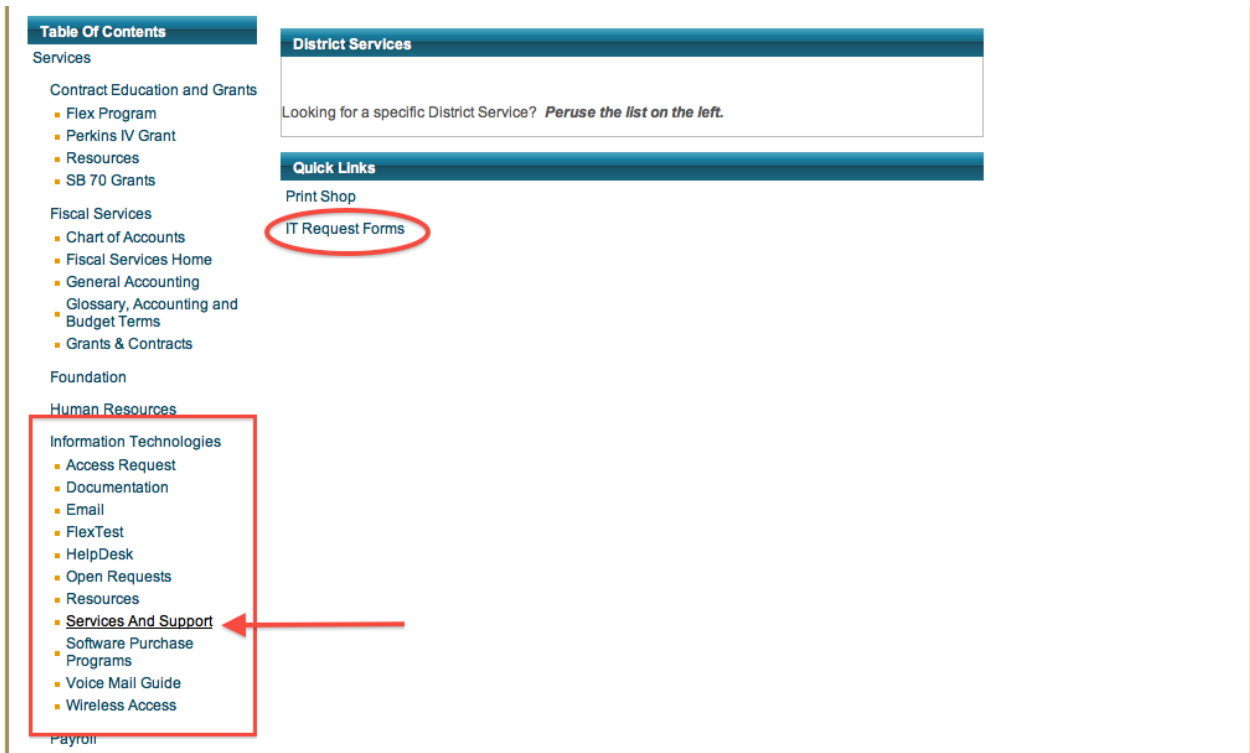
Classroom IT issues take priority over all others. If you are experiencing computer or audio/visual difficulties in your classroom and the problem must be resolved quickly, call the IT Help Desk immediately at 530-741-6981. You may also email the help desk at helpdesk@yccd.edu.
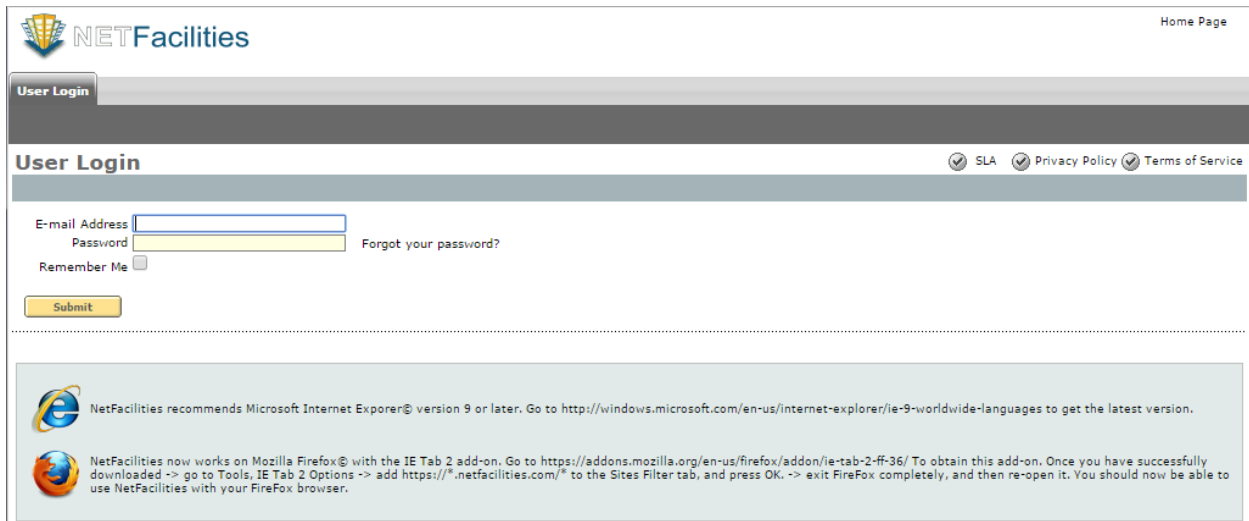

WOODLAND COMMUNITY COLLEGE

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.

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