



Academic Senate Meeting Minutes

Date: Friday, August 26, 2016

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

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none">1. Curriculum, including establishing prerequisites and placing courses within disciplines.2. Degree and certificate requirements3. Grading policies4. Educational program development5. Standards or policies regarding student preparation and success6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none">7. Faculty roles and involvement in accreditation processes, including self-study and annual reports8. Policies for faculty professional development activities9. Processes for program review10. Processes for institutional planning and budget development11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: Matt Clark (President), Donna McGill-Cameron (CTE), Jaya Shah (Math & Science), Kevin Ferns (Secretary, FaLaHum), Greg Gassman (Social Science), Pam Geer (Part Time At-large), Christopher Howerton (VP, At-large)

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

Absent: Jose Vallejo (Student Services), Omar Huerta (ASWCC Rep)

Guests: J. Brown

Call to order at 1:07 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 8/26/16.
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion</i>		
III	Approval of Minutes-Action		Review and approve the minutes of 5/18/16
	<i>Discussion/Decision:</i> Minutes of 5/18/16 are approved (MSC Howerton/Geer)		
IV	President's Report - Information/Discussion	Clark	
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. See the attached report. 2. Clark reports that the equipment needs in room 606 will be sent to Dean Chahal and CTO Clague. 3. Clark will submit the report that he made to the Board soon. 4. There will be 7 evaluation committees this semester for the new hires. Faculty will be recruited for these committees. 5. The Library Advisory Committee met this morning and will be revising its purpose statement to reflect the addition of LCC. 		
V	Vice President's Report <ol style="list-style-type: none"> 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.
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. We need a volunteer to serve on the District Academic Calendar Committee for a three year term. 2. A full time faculty is needed to serve on College Council. 3. Howerton will send out a list of other needs and solicit volunteers. 4. P. Bordisso is the interim counselor representative on the Curriculum Committee for the semester. 5. The Curriculum Committee is working on the catalog addendum, which will be completed soon. 6. The Curriculum Committee had a debrief from the curriculum institute. 7. The Curriculum Committee looking into issues with dual enrollment. 8. Howerton and Clark are working to gain clarification on the senate budget. 		
VI	Senate/Committee Reports - Information	Senate	

Discussion/Decision:

Following is the written report from Vallejo, who was unable to attend the meeting:

1. Colusa dual enrollment Counseling 25 class:
 - There are 9 dual enrollment Counseling 25 sections at Colusa that we only found out about by looking at WebAdvisor. We understand that dual enrollment is being presented as a collaboration, but this is not the case.
 - As of 8/25/16, the SS Dean couldn't confirm who is teaching the class, do they meet the minimum qualifications, and is the instructor following the COR.
2. We have known since Fall 2015 that there were Counseling courses that needed to be staffed, but interviews were scheduled last minute and ultimately the classes were cancelled.
3. At convocation a Student Services Council was mentioned. We would like to know when/if it meets and if there are minutes?
4. SARS: Where we used to be able to adjust schedules ourselves into a system that is completely visible to everyone, we now have to involve 3 additional people in scheduling for each half an hour of our day. There are now multiple errors in ours and adjuncts schedules affecting how we are able to serve students (adjuncts showing up with no schedule, students showing up with no counselor available, group orientations scheduled without proper staffing and we (SS faculty, 2 classified employees and the Dean) are also spending inordinate amounts of time sending emails back and forth for each half hour.
5. SS Faculty have not heard back regarding several requests to get clarification on how they may participate in campus governance. Whether we may attend similar meetings varies across programs, by counselors and campus (LCC and CCC).
6. Continued efforts by dean to work without appropriate faculty input and participation on hiring committees, probation workshops, FYE orientations, general counseling orientations, outreach events and marketing and outreach material.

7. Petitions taking weeks for things like class repeats, course substitutions, renewals, pre-req. challenges. Items that are time sensitive.
8. Ferns reports that regarding the situation in student services, we as faculty should all agree that committee work and service on the senate is important to our college governance. Our administrators need to understand that the work faculty do in committees should not be considered overtime work- it's part of the obligation all faculty have to the campus community. This issue needs to be agendized at our next meeting, as faculty roles in college governance is one of the responsibilities of the senate.
9. Faculty at LCC have recently lost classes due to a stated policy of allowing faculty members to teach only 2 online classes. Faculty are allowed to teach up to 40% of load online and can teach additional online classes as extra pay. Administration needs to be aware of this.
10. Ferns reports that the bookstore is not filling some book orders and that students are not able to get their books in a timely manner. One instructor ordered 60 copies of a book months prior to the start of classes, yet students in her classes are being turned away from the bookstore empty-handed. Students who are receiving financial aid, and thus waiting to buy books, are also not able to buy books. The bookstore is attempting to do "special orders" on a case-by-case basis, but when the special order books come in, those students are not notified. Instead, those books are placed on the shelf and can be bought by other students. An instructor reported that a student told her she was forced to pay an additional \$10 to the bookstore for expedited shipping on a "special order" book that should have been on the shelf in the bookstore. Students have already been affected this semester by missing assignments and falling behind.
11. Shah reports that a Bio 5 lab manual purchased by a student was not allowed to be returned to the bookstore.
12. Shah reports that the cadaver lab is being constructed. In September UCD will come for a visit to determine its suitability.
13. McGill-Cameron welcomes Iatridis to the division!
14. McGill-Cameron met with G. Kemble to go over the flex guidelines. In addition, the new flex program she recently helped update is working well. Be sure to create your flex agreement soon.
15. McGill-Cameron noticed that some dual enrollment courses appeared in Web Advisor in her area. She is following up to determine what is happening with these classes.
16. McGill-Cameron is going on an accreditation visit. She is also part of a state academic senate task force.
17. Gassman reports that the division has had some bookstore issues. A few part time instructors needed to be hired for classes over the summer at the last minute. Gassman thanks the safety committee for completing the inside locks on the doors.
18. Geer has received complaints regarding instructors at CCC. She also reports that students can't see prerequisites in the new class schedule, which can be a problem. She also reports that "adjunct" instructors is not the preferred term. The new contract will refer to "part time" instructors.

VII	Ex-officio Reports - Information	Papin	
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	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Papin reports that the recent fire in Lake County delayed instruction for a week. Damage to the campus from the fire was minimal and turnout was strong when classes began this week. 2. Angela Metzger was hired at LCC on a one year temporary full time contract in English. 3. Papin reports that two classes of Math 52 are being taught at a local high school as dual enrollment courses. 		
VIII	<p>Senate Goals 2016/17 – Information/Discussion</p>	Senate	<p>Background: The senate shall annually establish goals and share the goals with the Governing Board.</p> <p>Objective: Final review of proposed senate goals prior to adoption at the September 9 Senate Meeting.</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Clark will distribute the new senate goals prior to the next meeting. 		
IX	<p>Senate Purpose Statement – Information/Discussion</p>	Senate	<p>Background: The senate shall annually review its purpose statement and revise as needed.</p> <p>Objective: Review the senate purpose statement and recommend revisions, if needed, with the intent to adopt at the September 9 Senate Meeting.</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. The new purpose statement incorporates the addition of the LCC senator. 2. Clark will distribute a new statement to all faculty based on recommendations made today. 		
X	<p>Bylaws Revision: Membership – Information/Discussion</p>	Senate	<p>Background: With the addition of Lake County Campus (LCC) to the WCC umbrella, the bylaws should be revised to reflect the representation of the LCC faculty on the senate.</p> <p>Objective: Review a proposal for revising the membership and terms of members of the Academic Senate.</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Howerton made some recommendations. Clark will update the proposed language and send out for approval at the next meeting. One issue that needs further debate is the move of Library to Student Services. There are benefits and drawbacks to this potential move, but Library will be under Student Services in the proposed update. 		

XI	Proposed Prioritization Plan for Instructional Equipment and Deferred Maintenance Funds, Strong Workforce Funds, and Perkins Funds – Information/Discussion	Senate	Background: The Chancellor’s Executive Team (CHEX) has drafted a proposal for allocating funds from certain funding streams. The proposal was brought to DCAS and will now be vetted at each college (at WCC the vetting will take place primarily in Budget and Planning (B&P)). Objective: Review the proposal with the intent of informing the senate appointees to B&P.
<i>Discussion/Decision:</i>			
XII	WCC Distance Education (DE) Handbook – Action	Brown, 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: Third senate review of the handbook with the intent to either debate adoption, acceptance, or suggest further changes.
<i>Discussion/Decision:</i> The updates are attached. ➤ Motion to approve the DE handbook (MSC Howerton/Geer)			
XIII	Flex Guidelines - Action	McGill-Cameron, Senate	Background: WCC Flex Coordinator McGill-Cameron worked with YC Senate President Kemble over the summer to make some revisions (mostly minor) to the revisions the senate adopted last spring. Objective: Review and debate approval (?) of the revisions.
<i>Discussion/Decision:</i> The updates are attached. ➤ Motion to approve the updated flex guidelines (MSC Howerton/Gassman)			
XIV	Election Results - Information	Ferns	Background: Due to a retirement, the senate conducted an election to fill a vacated adjunct senate seat. Objective: Receive the results of the election and welcome the new senator.
<i>Discussion/Decision:</i> 1. Ferns reports that Doug Stone won the election. Congratulations!			

Meeting adjourned 3:00 p.m.

WCC Academic
Senate

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.

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Senate

President's Report
August 26, 2016

Meeting with WCC Administration (8/23) – Highlights:

1. We spoke briefly about the draft feedback from the Aspen visit. Christopher and I had received copies not long before the meeting started, so we hadn't had a chance to look at it. Dr. White's initial impression is that we are already making headway on many of the suggestions.
2. We agreed that a post-convocation survey would be a good idea. More time with discipline counterparts from LCC and WCC might prove useful. Executive Dean Lee's LCC presentation made the subsequent fire, that much more real to those of us in Woodland.
3. We spent a lot of time discussing the scheduling for counselors and the effect that the scheduling is having on their participation on committees. The administration feels that is acting in accordance within the constraints of the contract. We pointed out that the contract is awkward at best in this situation. For example, instructional faculty members have 20 hours per week in which to fit their professional responsibilities, such as committee work, while the current scheduling process for counselors affords them only 5 hours per week. Additionally, instructional faculty can receive Flex credit for committee work that goes beyond their professional responsibilities, while counselors do not participate in Flex. Dr. White, Dr. Konuwa, and Dean Ortiz-Mercado all profess that counselor participation on committees is essential, but we still seem to be at a standstill. Dr. White wants to know the extent of the issue.
4. The administration has proposed using a portion of the \$266K that is available through AEBG to bring in an ESL professional expert. The hope is to find someone who could design and implement a coherent ESL/AE pathway. This person would work with the school districts in our service area. Ideally, they would also meet MQs and be able to teach some courses.
5. We reviewed "new" old information about the grandfathered status of LCC. As long as it stays above 497 FTES, LCC receives base funding of about \$567K. If it drops below that level, but stays above 249 FTES, the base funding would drop to about \$283K.

Budget & Planning and PRVT (9/1) – At the B&P meeting next week we will review the proposal from CHEX regarding the allocation of instructional equipment and deferred maintenance monies, Strong Workforce funds, and Perkins funds. We will also discuss the upcoming Program Review process.

DC3 (8/16) – Highlights:

1. We reviewed the DC3 Committee Effectiveness survey. There are concerns about participation in the survey and about DC3 setting goals (although in DC3 goal setting may not be as important as in other committees). Also after relatively high marks in communication in the previous survey, the scores there

- fell and more concerns were raised. DC3 will consider strategies for improving communication this year. We will also explore an external effectiveness survey.
2. We spent a lot of time discussing what data was appropriate to drive the faculty staffing discussion and also began defining some of the commonly used terms. Although there is uniform agreement that the FON does not require the district to hire more tenure-track faculty, it is also generally agreed that the FON has failed in its original intent. Professor Brian Condrey from YC presented data showing that compared to other northern California CCs, YCCD, relies a lot more on adjunct faculty and has a much lower faculty to administrator ratio. I shared that the percentage of FTEF that are taught by full-time faculty members is at its lowest point since 2006 (and likely further back than that). As usual, there are still some questions about the accuracy of some of the data, but the bigger issue is what data should drive our decision making. (Note the number of FT faculty in the district has rebounded from the ten-year low we reached last year, but that is due to the increase in categorically funded positions.) More to come.

DCAS (8/18) – Highlights:

1. A number of emerging issues will be on near future agendas: Changing Curriculum Committee membership requires mutual agreement with the Board of trustees, both colleges lack course substitution/waiver policies (see miscellany below), the MQs on the district website need to be updated and we will likely drop the more restrictive MQs for Reading, Comp Sci, and Stats from the MQ Addendum, AP4260 Pre-requisites and Co-requisites needs work including monitoring equity (e.g., does a pre-req disproportionately impact any subpopulations of our students?), Flex AP and Guidelines need to be finished soon.
2. We reviewed and provided considerable feedback on a plan from CHEX for prioritizing the allocation of various funding streams (see B&P above). The vast majority of concerns the senates raised led to changes in the draft which will next be vetted at WCC in B&P.

Miscellany

1. I met with Todd Sasano, Dean Chahal, and Dean Ortiz-Mercado regarding the need to update AP 5140 DSPTS and more specifically the need to develop a process for course substitution and course waiver requests. YC Senate President Kemble had raised a similar concern under emerging issues at the last DCAS meeting. Sasano asked that WCC mathematics faculty reach out to other math faculty to see what substitutions might be common specifically for mathematics (which is where requests are anticipated). These requests occur rarely, but a policy must be in place.
2. VP Howerton and I attended a meeting wherein a representative from the Aspen Institute led a debriefing on the draft Feedback Report from the Aspen visit to WCC last April. After some clean-up a final report will be presented and widely disseminated. The feedback includes many recommendations for increasing student success at WCC.

3. Kemble and I met with Chancellor Houston about the process for redefining and filling the former VCEPS position. There will be faculty participation in the first stage of the screening. We will meet again on 8/31 to look at some adjustments to the job description based on our conversation and to add detail to the screening process.
4. To accelerate progress on the sabbatical leave process, a task force has been formed (John Thoo, Fernando Canto-Lugo, Marc Flacks, and me). The task force will work with the Chancellor and has set some very short timelines.

Standing Committee:

ACADEMIC SENATE

President: Matt Clark

Vice President: Christopher Howerton

Secretary: Kevin Ferns

The senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration and governing board of Woodland Community College 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.
- Work toward the development and improvement of professional standards.
- Provide for issues affecting faculty and the college community.
- Represent the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters.

The Academic Senate shall have **primary responsibility** for the following (Board-Senate Agreement, 1993 and California Code of Regulations, Title V: Sections 53200-53206):

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

The following items shall require **mutual agreement** between the Academic Senate and the Board of Trustees (Board-Senate Agreement, 1993):

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

WCC Academic
Senate

9. Process for program review
10. Process for institutional planning and budget development, and
11. Other academic and professional matters as are mutually agreed between the Governing Board and the Academic Senate.

Special Guidelines, Parameters, and/or Resources:

Academic Senate Membership

Membership in the Academic Senate shall consist of those individuals employed by the Yuba Community College District **with primary load at Woodland Community College or one of its campuses** who meet the following definition of "faculty." "Faculty" means those employees of a community college who are employed in positions that are not designated as supervisory or management for the purpose of Section 3540 of the California Government Code, and for which minimum qualifications for hire have been specified in the regulations of the Board of Governors, adopted pursuant to Section 87356 (a) of the California Education Code. Faculty include, but are not limited to, instructors, librarians, counselors, community college health services professionals, disabled student programs and services professionals, and individuals employed to perform a service that, before July, 1, 1990, required non-supervisory, non-management certifications qualifications. Persons who do not meet the above definition are not eligible for membership to the Academic Senate.

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.

Composition

The academic senate shall be composed of the elected president of the senate, **seven** additional fulltime faculty members, two adjunct faculty members, and the past president of the senate (when seated).

Senate Representation

(Will update to be consistent with the Bylaw revisions)

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.

Senate Officers

WCC Academic
Senate

The officers of the senate shall include a president, vice president, and a secretary. The officers' terms, election procedures, and duties are set forth in Bylaws

Duties and Responsibilities

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.

Meeting Minutes

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

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.

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."

Meeting Schedule:

Second and fourth Fridays of the month during Fall and Spring semesters, from 1:00-3:00pm in Room 113 unless otherwise advertised.

How Work Is Communicated:

- Agendas and minutes posted to the Woodland Community College web page.
- Senators will communicate with their respective constituent groups.

ACADEMIC SENATE

Membership

Position	Term	Name
WCC Academic Senate		

OFFICERS		
Academic Senate President	2016-18	Matt Clark
Vice President	2016-17	Christopher Howerton
Secretary	2016-17	Kevin Ferns
REPRESENTATIVES		
Group 1		
Mathematics and Science	2014-17	Jaya Shah
Language Arts	2014-17	Kevin Ferns
Business and Vocational	2015-18	Donna McGill-Cameron
Social Sciences	2015-18	Greg Gassman
Student Services	2016-19	Jose Vallejo
Group 2		
At-large Senator	2016-19	Christopher Howerton
At-large LCC/CCC	2016-19	Mike Papin
Group 3 (Adjunct)		
At-large Senator Woodland	2016-19	TBD
At-large Senator CCC	2015-18	Pam Geer

Woodland Community College
Yuba Community College District

**Flexible Calendar Program
Guidelines**

A joint effort by the Woodland Community College and Yuba Community College Flex Committees

~~*Drafted on November 10, 2015*~~

August 19, 2016 (draft)

~~Reference: Title 5 Sections 55720, 55726, 55728, and 55730~~

~~Yuba Community College District participates in The Flexible Calendar (Flex) Program offered through the California Community Colleges. State guidelines for the Flexible Calendar Program are used to establish the basis for the implementation of the Flex Program at Yuba College and Woodland Community College. There are 11 subjects listed in the Guidelines for the Flexible Planning Calendar: 1) Parameters Of The Flexible Calendar Program, 2) Determining Flexible Calendar Accountable Hours, 3) When Flexible Calendar Hours May Be Performed, 4) Hourly Credit for Activity Participation, 5) Flexible Calendar Program Activities, 6) Funding For Flexible Calendar Activities, 7) Coordinator For The Flexible Calendar Program, 8) Advisory Committee For The Flexible Calendar Program, 9) Individual Faculty Contracts, 10) Evaluation, and, 11) Chancellor's Requirements For Establishing Or Maintaining A Flexible Calendar Program.~~

The purpose of the Flexible Calendar Program flex is to support Yuba Community College District's "student-first" philosophy and to help meet its strategic goals by providing a learning culture where all personnel will be given the opportunity to: provide time for faculty to participate in development activities that are related to "staff, student, and instructional improvement" (Title 5, section § 55720). This is done by the following:

- developing and expanding their skills to better serve the students
- promoting and enhancing students' success and academic experience
- helping students meet their educational goals

The following Yuba Community College District flexible calendar guidelines are aligned with State requirements and AP 7161 and are established for implementation of the Flex Calendar Program at YCCD colleges.

1. FULL-TIME FACULTY FLEX OBLIGATION:

Contractual Obligation

Full-time faculty with a full contract teaching load are required to fulfill eight (8) flex days per academic year at six (6) hours per day, totaling forty-eight (48) flex hours per year. ~~A minimum of ten (10) hours must be group activities and the remaining thirty-eight (38) hours may be either individual or group activities.~~

Full-time faculty ~~participating in the Reduced Workload Program or~~ who have reassigned time for committee or planning work, through a formal agreement with the District, will have their flex obligations reduced proportionately (*i.e., e.g., one-fifth (1/5) reassigned time means one-fifth (1/5) reduction in flex obligation*). The Human Resources Department will adjust the Flex obligation in the online Flex agreement for ~~provide the Flex Committee with the names of~~ faculty awarded reassigned time ~~and the amounts awarded and with the names of faculty participating in the Reduced Workload Program.~~

Online courses are not under the purview of the flexible calendar program. Faculty who teach these types of classes will not have a flex obligation for online course units.

Counselors are required to fulfill flex time proportionate to the teaching load in their individual contract (*i.e., e.g., a counselor contracted to teach one-third (1/3) of a full-teaching load would have one-third (1/3) of a flex requirement, 16 hours*).

Recommended Flex Professional Development Days

The day of Convocation, held the week preceding the start of the Fall Semester, is a regular contracted workday for full-time faculty and is not eligible for Flex credit. Also preceding the start of Fall Semester and throughout the year are optional professional development days ~~is a recommended flex day~~ for full-time faculty to engage in division/campus meetings and a range of other professional development activities. ~~as well as the evening full-time and adjunct department meetings.~~ Because these days may vary at each college, faculty will be notified of the dates by their Vice President/Dean.

Extra-Pay Assignments

Flex obligation requirements for courses taught as extra-pay assignments for full-time faculty are identical to the obligation requirements for adjunct faculty. See section on *Adjunct Faculty Flex Obligation* below.

Load-Banked Assignments

Flex obligations must be completed during the semester a faculty member is load banking the extra-pay units. That way, no flex obligation will be required when the faculty member takes load banking leave

2. ADJUNCT FACULTY FLEX OBLIGATION:

Most courses taught by adjunct faculty, as well as full-time faculty teaching extra-pay assignments, have a flex obligation. Completion of the flex obligation is required. The flex obligation for each class is equal to 1/18th of the course hours. For instance, a 54-hour course would normally meet 3 hours per week during an 18-week semester. Because the semester has been shortened by one week, the class will meet 51 hours and have a flex obligation of 3 hours.

Classes that do not have a flex obligation are those that **are**:

- **are online classes**
- **are** scheduled for fewer than 36 hours or less than 8.5 weeks
- have been declared exempt because of special circumstances (e.g. EMT, Fire Academy, Work Experience, etc.)
- **are** scheduled as Summer Session classes

3. THE FLEX OBLIGATION: CONTRACT:

At the beginning of each semester, it is the faculty's responsibility to log into WebAdvisor or the YCCD Portal to identify their total flex obligation. ~~The Flex Contract Report: This document identifies the total flex obligation, flex hours earned, and the balance due.~~ In addition, the form lists extra-pay/adjunct teaching assignments that have a flex obligation, as well as completed flex activities. Faculty should notify the Human Resources Office ~~Flex Office~~ if there are changes in the teaching assignment. ~~In addition, faculty may add additional flex activities and, after attaching the required documentation, send it to the Flex Office or their Flex Committee Representative for approval.~~

4. FLEX AGREEMENTS:

A flex agreement must be **electronically** submitted and signed by each faculty member ~~and their respective flex representative~~ by September 15 for approval by **his or her their** respective Flex Coordinator or Representative. ~~These activities are approved by the Flex Committee. Agreements must should include the proposed activities for the Flex year.~~ A minimum of ten (10) hours must be ~~group activities and the remaining thirty-eight (38) hours may be either individual or group activities.~~
 ~~Flex activities that do not have an assigned ID number can still be listed on the Flex Agreement. Be sure to list the hours that are intended for attendance, not to exceed eight hours per day.~~
 ~~An Activity Detail Sheet should be submitted along with the Flex Agreement in order for pre-approval to take place. This is ONLY for individual projects or activities.~~

For adjunct faculty **ONLY** **If applicable**: A revised flex agreement is due February ~~March~~ 15 to meet **your** new obligations **if you are for those** teaching only in the spring semester or teaching an extra pay assignment

5. DESIGNATED TIMES FOR FLEX ACTIVITIES:

The flex calendar begins on July 1 and ends on May 15.

Deadline for Completing Flex Obligation

All flex activities for both full-time and adjunct faculty must be completed no later than May 15. All documentation is due no later than the last day of the Spring Semester. ~~flex days have been set aside during~~

January and August of each year. Remaining flex obligations can be fulfilled at appropriate times—during weekends or holidays.

6. EXCEPTIONS TO THE MAY 15 FLEX DEADLINE:

Faculty may request an exception to earn flex credit for individual activities that occur from May 15 (the current cut-off date for participation) until June 10. **No Flex credit may be earned after June 10th to allow HR to close out the fiscal year.**

To qualify for the exception, a *Request to Participate in Individual Flex Activities from May 15-June 10* must be completed and approved by the faculty member's Flex Representative or the Flex Coordinator and received in the Flex Office by 5 p.m. on May 1.

Verification of completion of the activity needs to be received in the Flex Office no later than June 10 in order for the faculty member to be paid for completion of an EP/NC flex obligation or to apply it toward a full-time contract flex obligation.

7. ACCRUING FLEX CREDIT

Eligible activities The time allowed for faculty to obtain flexible calendar credit is **are limited to those activities designed to improve a college's related to "staff, student, and instructional improvement" (Title 5, section § 55724 (a) (4)).** Credit for flex activities may only be earned at times that faculty do not have assigned classes or other scheduled responsibilities (i.e., **such as e.g.**, office hours, exams, division/department/committee meetings).

Faculty receives one hour of flex credit for each hour of participation in an approved flex activity. Faculty who present flex activities receive three times the flex credit. **A maximum of 6 8 hours of flex credit** may be earned on any given day. An exception is made for faculty **who organize** or present flex workshops. In that case, **organizing faculty earns twice the flex credit and presenting** faculty earns three times the flex credit of the presentation.

Flex credit may be accrued for both the Fall and Spring semesters from July 1 through May 15. **Flex hours may not be banked from one school year to another.**

8. FLEX DOCUMENTATION

All flex activities require back-up documentation that provides a description of the activity, the dates and times the activity occurred, and verification of completion of the activity. Flex documentation should be **submitted electronically through the Flex web application** throughout the year until the last day of the Spring Semester.

Appropriate forms of documentation include the following:

- **Yuba College District Flex Workshops**—Printed name and signature on sign-in roster
- **Other College District's Flex Workshops**—Provide a letter from the respective college's flex coordinator that **states that no flex credit has been claimed at that institution**
- **Conferences**—A brochure or agenda, proof of attendance such as a receipt for registration fees, and an explanation of how it relates to improvement of professional effectiveness
- **Enrollment in College Courses**—Course description, plus a transcript, official grade report or **letter from the course instructor**, and an explanation of how the course relates to improvement of professional effectiveness

- **District, College or Campus Committees**—Membership list provided by the committee chair
- **Meetings**—Meeting minutes showing attendance or a sign-in sheet provided by the chair.
- **Research**—An explanation of the research problem undertaken, a summary of activities including dates and times, and an annotated bibliography of all works researched
- **Special Projects/Activities with Students**—Must occur outside of routine class hours and **must be documented with a student sign in sheet containing dates and times of meetings.** ~~be documented on a syllabus or student notice and performed on a specific day~~
- **All Other Activities** should be fully documented by a log, journal or other document verifying dates, times, and an explanation of the activity, and how it relates to improvement of professional effectiveness **and/or student success.**

9. COMPENSATION

Faculty will be paid for completing adjunct and extra-pay flex obligations after the flex documentation has been received and approved by the respective college Flex Committee Representative **and/or the Flex Coordinator.** The pay rate will be at the composite rate for the associated class. Full-time faculty does not accrue flex credit for extra-pay assignments until after the contract flex obligation has been met.

Hours earned in excess of the flex obligation **will not be paid.** Faculty will be paid for flex activity hours **only if the class is not canceled.** Exception: Adjunct faculty who attend the adjunct flex activity/orientation will be paid for fulfilling the flex obligation even if the class is subsequently canceled and if the flex credit cannot otherwise be applied toward another class.

10. PROHIBITION OF DOUBLE PAYMENT

Activities already paid for by other organizations are not acceptable for flex credit. *The respective college Flex Committee Representative and/or the Flex Coordinator decides if double payment is an issue. (See required Flex documentation.)*

Examples of Prohibited Double Payment:

- a. A faculty member, teaching at multiple public institutions, *cannot* receive flex credit and/or monetary payment from multiple institutions for a single event/project geared for a single institution's benefit.
- ~~b. A faculty member, serving on a main committee *cannot* receive additional flex credit for serving on a subcommittee of the main committee.~~
- c. A faculty member awarded reassigned time for committee service *cannot* receive additional flex credit for that service.
- d. A faculty member enrolled in a college course for salary schedule advancement *cannot* receive flex credit for that activity.

11. FLEX ACTIVITIES

Title 5 Regulations (§55724 (a)(4)) lists the general categories of activities which are appropriate in lieu of instruction, or flex credit. These activities include, (*but are not limited to*):

1. Course instruction and evaluation
2. Staff development, in-service training and instructional improvement
3. Program and course curriculum or learning **resource resources** development and evaluation
4. Student personnel services
5. Learning **resource resources** services

6. Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity
7. Departmental or division meetings, conferences, and workshops, and institutional research
8. Other duties as assigned by the district
9. The necessary supporting of activities for the above.

GROUP FLEX ACTIVITIES

The definition of a group activity is an approved flex activity in which at least two or more college divisions/departments are involved; or an activity within a division/department that goes beyond normal duties. (This includes a group activity involving three or more persons.) Department or division meetings conducted each year before the start of the semester are designated as group activities.

College Sponsored Flex Workshops

Workshops open to two or more divisions or departments are considered group activities. Participants may claim credit for the hours attended. Those wishing flex credit must sign a roster. The workshop presenter may claim three (3) times the credit of the actual hours of the workshop. Workshop organizers (who do not present) may claim two (2) times the credit of the actual hours of the workshop. A flex number should be obtained from the respective Flex Committee Representative Coordinator in advance by individuals planning or organizing such group activities.

Adjunct Faculty Participating in Commencement

Those wishing flex credit credits must sign a roster. Those who claim commencement as a flex activity and find they cannot attend commencement must fulfill an alternative flex activity before the commencement date. A maximum of 2 hours may be claimed.

Committee Work

Membership on a committee is considered a professional obligation for full-time faculty and vital to the welfare and functioning of the college. A small portion of committee work may be claimed as either group or individual hours as follows: Anyone granted reassigned time or pay for work on a committee is disallowed flex credit for service on the same committee. Those wishing flex credit must provide a statement as supporting document from the Council or Committee Chair verifying that the faculty member is participating on the committee or workgroup. The colleges' Flex Committee endorses the following yearly flex credits for Institutional Service on committees (criteria is given here):

- Academic Senate – 30 hours

Weekly meetings, consultation with constituents, monthly reports to divisions, required service on at least one subcommittee of the senate or screening committee.

- Service on College/Campus Councils and Standing Committees

Flex credit will be awarded as outlined below. For a description of the committees, please refer to the Purpose Statements in the Colleges' Handbooks. In the case where a council or standing committee does not meet as often as indicated by the purpose statement, the flex hours will be granted on a prorated basis.

5 hours - Committee meets once or twice a semester

10 hours - Committee meets monthly or semi-monthly

20 hours - Committee requires an extraordinary amount of work (see below for qualifying committees)

Committee Flex Credit

<u>Committee</u>	<u>Flex Credit</u>
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Academic Calendar Committee	10 hours
Academic Preparation Committee	40 hours
Academic Standards Committee	5 hours
Academic Senate	30 hours
BSI Committee	10 hours
Budget Committee	10 hours
College/Campus Councils	40 20 hours
College Effectiveness and Accreditation Committee	10 hours
Curriculum Committee	40 30 hours
Diversity Committee	10 hours
Educational Resources Planning	10 hours
Equal Employment Opportunity	5 hours
Facilities and Equipment Committee	10 hours
Faculty Staffing	10 hours
Flex Committee	10 hours
Mentor Program	30 10 hours
Mission Project Team	10 hours
SLO Committee	10 hours
Sabbatical Leave Committee	20 hours
Safety Committee	5 10 hours
Staff Development Committee	5 10 hours
Student Services Committee	10 hours
Technology Committee	10 hours
Perkins IV Local Planning Team	5 hours

If the committee responsibility has gone above and beyond normal responsibilities, faculty may claim more hours for Flex after giving justification for the change

- **Subcommittees and Workgroups to Councils and Standing Committees – 5 hours**
 - This applies only to subcommittee members who are not members of the main respective Council or Standing Committee. Activities include monthly meetings, research, review, preparation and presentation of reports. ~~Those wishing flex credit must forward provide a statement as supporting document from the Council or Standing Committee Chair verifying that the faculty member is participating on the subcommittee or workgroup.~~
 - A faculty member, serving on a main committee should be able to receive additional flex credit for serving on a subcommittee of the main committee.
- **New Committees – Hours to be determined**
 - New committees must be approved by the respective College Council and college president. Anyone wishing flex credit must have the committee chair forward a written request along with the Purpose Statement to the respective Flex Committee. The written request must justify the flex hours being requested. ~~New Committees should be approved by the respective College President and forwarded to the Vice Chancellor, Educational Planning and Services to update the Flex AP as appropriate.~~
- **District Project Teams – Hours to be determined**
 - Project teams are short-term committees that usually exist for one year. Anyone wishing flex credit must have the Project Team chair forward a written request along with the Project Team Purpose Statement to the respective Flex Committee. The written request must justify the flex hours being requested.
- **Screening Committee for Full-Time Positions – 10 hours with a maximum of 30 hours**
 - Activities include reading and scoring applications, conducting interviews and deliberating.

12. INDIVIDUAL FLEX ACTIVITIES

Individual flex activities **do not** need prior approval through the flex agreement process to ensure that an activity qualifies for flex credit. ~~, prior approval should be obtained from the Flex Committee Representative.~~ However, they must meet requirements as outlined in these guidelines. Any questions should be addressed to the Flex Coordinator or a Flex Representative.

~~The Flex Committee has developed a detailed list of recommended activities to aid faculty members in the development of individual plans their flex agreements. For any further help needed you may contact your respective flex representative.~~

College Courses

Enrollment in college courses outside one's discipline/assignment, for enrichment, is encouraged ~~but limited to 40 hours per year.~~ Flex credit will be granted up to the full number of hours spent in class for courses related to their teaching discipline/assignment. ~~(Actual number of hours spent in class is to be used on the contract.)~~ Faculty must provide:

- a. the number of hours
- b. a brief explanation of professional effectiveness improvement through the course of choice
- c. a transcript or official grade upon completion of course of choice
- d. ~~evidence of the product/outcome of course of choice and how the acquired knowledge relates to the mission of flex~~

Flex credit may not be claimed for courses or academic programs that will be used to advance on the salary schedule.

Practice in the Discipline

Mastering the skills which improve one's professional effectiveness is **Remote** an appropriate way for **earning** flex credit. However, if the skill is one previously mastered or practiced, this is instead viewed as ongoing preparation or routine responsibility of the faculty member.

Remote Off-Campus Activities

Flex credit earned during travel **off-campus activities (seminars, workshops, conferences, shows, etc.)** should be ~~should be~~ related to one's instructional discipline and provide improvement of one's professional effectiveness. **encouraged and require supporting documents.** Credit will be given for actual travel time only. ~~A product or outcome of the activity is required by the respective Flex Committee (such as logs, journals, presentations, lectures, course brochures, etc.) prior to the approval of the activities.~~ Required documentation for such activities could include logs, journals, presentations, lectures, course brochures, etc. and must be submitted after completion of the flex activity before final flex approval. Flex credit may not be claimed for travel time.

~~Product or outcome information is due September 15 following the summer break and on February 15 following the winter break.~~

Research

Flex credit **may be claimed for research in a field related to one's teaching discipline and** should be documented as to location and duration. Faculty members should also be prepared to provide the following minimal requirements to validate a stated research project:

- a. a brief summary of any and all specific research activities
- b. an annotated bibliography of any and all works researched
- c. explanation of research problem undertaken

~~d. A maximum of ten (10) hours per year is allowed for research in pursuing a Ph.D.~~

Flex credit may not be claimed for research in an academic program that will be used to advance on the salary schedule.

Curriculum Development

Adjunct faculty may claim flex credit for curriculum development that is beyond their normal teaching responsibilities, while fulltime faculty may only claim flex credit for developing a new course that has never been offered at any college or school in the district.

Specific explanations of expected outcomes for curriculum work should be provided beforehand. Afterward, specific outcomes are documented:

- a. through a summary statement
- b. official course documents, specific explanations for curriculum and work should be provided
- c. program review materials

~~Examples of curriculum work include developing a course not yet offered in YCCD or integrating "new" technology into already existing courses.~~

Special Projects with Students

Special projects with students must take place apart from the routine work day as defined in the Flex Plan such as class times and office hours. A log of dates and times must be submitted along with the flex submission of the activity. The District does not pay adjunct faculty for office hours through instructional assignment hours or flex credit. However, flex credit may be earned by assisting students with projects outside of class time as long as it is documented on a syllabus or student notice and performed on a specific day. Examples of encouraged special projects include individual study courses, club activities, tutor training, kiln firing, seminars and colloquia and seminars beyond class meetings, etc. Field trips qualify as long as they are outside of, and in addition to, contracted class meetings. No credit will be given for actual travel time, unless there is student-faculty interaction.

Writing, Performing & Consulting/Training

Writing, performing & consulting/training within one's professional arena or area of expertise is acceptable for flex credit (*i.e., musical and theatrical performance is included*) so long as the faculty member is not receiving other compensation. All such work should be fully documented by a log, journal, or other document which verifies the outcome. Activities should be of the sort which brings prestige to YCCD.

Consulting

Consulting consists of that which brings familiarity with "new" technology and techniques in areas which are of value to our student body. A maximum of 10 hours per year is allowed.

Short-Term Courses

~~Flex credit may be earned in lieu of pay for teaching short-term courses.~~ Short-term courses may be offered for flex credit. This activity is encouraged during the January intersession, but is acceptable at other times if the course is out of the ordinary and not possible without flex. (*Courses will be taught for .5-1.0 unit; with the instructor receiving respectively, 20-40 hours of individual flex credit in place of pay.*) 1 hour of Flex credit may be earned for each hour of class room instruction or lab.

Full-time & Adjunct Partnerships

~~Each~~ Partnerships may earn up to six (6) hours of individual flex credit. There is a limit of two (2) partnerships per academic year, for a total possible credit of twelve (12) hours per year.

13. ADDITIONAL RECOMMENDED ACTIVITIES

Since the flexible calendar program removes time from the instructional program, it is a reasonable expectation that use of this time should foster instructional improvement. However, the law provides for staff improvement and student improvement as part of instructional improvement. Personal development activities are a part of faculty/staff improvement as long as they can be connected to the improvement of performance in the workplace. These personal development activities should be reviewed and evaluated as part of a well-planned staff development and flexible calendar program in accordance with the mission and objectives of the institution.

The following list of additional activities list is divided into three broad areas: *Professional Growth, Professional Effectiveness, and Institutional Service.*

PROFESSIONAL GROWTH can include the following:

- a. Preparing for conference and workshop presentations; oral or written presentations to professional conferences, whether invited or in response to a call for papers
- b. Attending professional conferences and workshops (*not limited to just those presenting at a conference or workshop*) **not including actual travel time to and from the conference.**
- c. Creating or learning to use field or discipline-related software.
- d. Writing for Publication: The topic should be related to the writer's field of expertise. Included are journal articles, popular magazine articles, scholarly books, textbooks, and curricular materials. (*Faculty member may not receive other compensation or salary schedule advancement.*)
- e. Engaging in constructive activities and original research which enhance professional standing in one's field or in a related field: This may be at a departmental or interdepartmental level. It may be institutional. However, the activities should be well defined and as pre-planned as possible. Commercial and industrial site visits, journal research and evaluation, reading and analysis of books with implications for one's profession, and colloquium or symposium attendance and participation are examples of these possibilities. (*Faculty member may not receive other compensation or salary schedule advancement.*)
- f. Acquiring foreign language skills : This includes languages which enhance one's ability to work in his or her field of experience and **to better communicate with the diverse student population**
- g. Doing course work in one's related field: The course will typically be upper-division, or graduate level. (*Faculty member may not receive advancement on the salary schedule.*)
- h. Workshops or individually designed activities to improve or enhance a person's skills or knowledge in his/her own discipline

PROFESSIONAL EFFECTIVENESS can include the following:

- a. Developing skills in reading and/or writing across the curriculum and in critical thinking within the classroom
- b. Developing and testing skills and tools for evaluation of one's classroom and/or instructional effectiveness
- c. Creating curricula: while the development of a new course on campus would be included, routine preparation of classroom schedules, readings, **selection and adopting of new books, updating of existing curricula** etc. would not. ~~Non-traditional methods of delivery (i.e., taped lectures, broadcasted lectures) could be investigated.~~
- d. Developing computer/software skills: these skills should be related to one's work for instructional institutions or field of expertise.
- e. Beginning or maintaining District/College outreach projects: these might include information about the college or a program within the college.
- f. Consulting with other campus departments or offices: this might include program coordination or development of interdisciplinary courses.

- g. Examining educational issues: this could be in a small group on campus or at a workshop or other off-campus event, such as Great Teachers seminars.
- h. Visiting business or commercial sites: The purpose may be to identify industry needs, develop or update a campus major or program, or keep current with employment trends for students.
- i. Redesigning/maintaining physical facilities integral to education tasks: This includes renovation/updating of Career Technical Education equipment/shops, or athletic facilities and equipment, *(these are best done by department faculty)*. Includes lab redesign in the sciences, and reorganization of computer labs in other departments. Excludes routine maintenance.
- j. Assessing library holdings: Applies to both the academic and vocational arenas. A written review and recommendation could be submitted to the Director of Learning Resources.
- k. Advising students: departmental, discipline-related, and general educational advising of students is included.
- l. Offering non-instructional programs for students: these could be for informing students about campus issues, or working with students on solutions for campus or community issues/problems, or participating with students in cultural events which have an educational impact *(i.e., drug support groups, music or theater events, field trips, etc.)*.

INSTITUTIONAL SERVICE can include the following:

- a. ~~Restructuring departmental or office organization and procedures to better serve instructional goals~~
Creating and implementing professional development workshops for new and/or part-time personnel
- b. Accomplishing extended committee work: this includes committees which have specific tasks requiring large blocks of time ~~which could meet during Flex Credit days~~ to accomplish tasks
- c. Reviewing articulation of courses and other cooperative efforts between high school, college and university faculty and staff
- d. Assessing and improving the public relations of the District
- e. Becoming informed about and acting on new regulations, legislations, and state programs which affect the District and its colleges/sites
- f. Participating in community college business at the state level: this includes the statewide Academic Senate, and/or other community college associations.
- g. Special ~~recruiting~~ hiring efforts
- h. ~~Student placement follow-up~~

Expanding on those three areas above, faculty may also accrue Flex credit through additional activities related to Staff Improvement, Student Improvement and Instructional Improvement. Some of those activities are limited to 8 hours per academic year.

1. STAFF IMPROVEMENT

- *Developing new programs (e.g., a workshop on designing curriculum/ programs)*
- *Faculty and counselor meetings to address areas of concern (e.g., academic advising, prerequisites, referring students for services)*
- *Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource support services to students*
- *Workshops on how to mentor students or how to mentor faculty*
- *Orientation/education (e.g., new faculty; role of the academic senates; training students, staff, and faculty to serve on committees; changing role of technology in education)*
- *Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities, college sponsored flex workshops on topics of religion or politics)*
- *Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies) – Limited to 8 hours per academic year.*
- *Workshops on how to write grants*

- Wellness activities that assist individuals to be physically and mentally better able to perform their jobs (e.g., humor in the workplace, stress reduction, self-defense, nutrition, exercise, weight reduction) – Limited to 8 hours per academic year.
- Disaster preparedness (e.g., district procedures, first aid, review of facilities to determine areas of need)

2. STUDENT IMPROVEMENT

- Teaching a class in shortened format during a flex period
- Developing a new program to meet changing student needs
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students
- Review of learning resource materials to eliminate outdated items and make recommendations for additions
- Creating self-study modules and/or computer-assisted instruction
- Student advising (e.g., academic advising of students by faculty)
- Mentoring of students
- Faculty participation in student orientation programs
- Matriculation services (e.g., special orientation for ESL students, workshops in specific disciplines for students with undecided majors)
- Meetings (department/division/college-wide) specifically to discuss strategies for improving service to students
- Institutional research focused on meeting the needs of the students (e.g., job market surveys, transfer ratios, ethnicity data on students, gender equity, campus climate)
- Writing grants aimed to improve services to students
- Articulation to improve transfer processes
- Outreach for special projects (e.g., Math, Engineering, and Science Achievement [MESA] program)
- Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, setting academic goals)

3. INSTRUCTIONAL IMPROVEMENT

The time allowed for faculty to obtain flexible calendar credit is limited to those activities designed to improve related to a college's staff, student, and instructional program improvement (Title 5, section §55724 (a) (4)). Professional development activities intended for instructional improvement can be delivered in many formats, including in-service training, workshops, conferences, seminars, individual or small group planned projects or institutionally planned activities. The following list provides examples of instructional improvement activities:

- Attending workshops on teaching methods or techniques (e.g., classroom-based research training; Instructional Skills Workshops (ISW); local, regional, national Great Teachers Seminars)
- Development of programs, course curriculum, learning resources and evaluation. However, stepping to a higher level, looking at the course or program as a whole, and then making major revisions does meet the intent of improvement of instruction.
- Developing a new course
- Modifying an existing course to comply with changing institutional or discipline requirements (e.g., changing theories in a discipline, articulation with transfer institutions, critical thinking, multiculturalism, writing across the curriculum) Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules)
- Developing student readiness programs specific to course disciplines
- Faculty and counselor meetings to address areas of curriculum
- Review of learning resource materials to eliminate outdated items and recommend additions
- Creating self-study modules and computer-assisted instruction modules
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
- Departmental or division meetings to discuss overall curriculum and program review
- Institutional research (e.g., job skill requirements, research on transfer ratios, ethnicity data on students and staff. gender equity, campus climate)
- Grant writing to secure funds for improvement of instruction

14. NON-QUALIFYING ACTIVITIES

The preparation required to teach or perform the services on a day-to-day basis are a part of an individual's professional obligation, and consequently, do not meet the purpose of the flexible calendar program. Therefore, Flex activities cannot include tasks that are an ongoing part of the regular teaching responsibilities such as preparing class lectures, holding office hours, grading papers, choosing texts, reading in your discipline, writing lesson plans or syllabus guides, cleaning/organizing offices or classrooms, attendance of full-time faculty at regularly scheduled department or division meetings, etc. Other activities that do not qualify include union activities, political and religious activities as well as those for which the faculty member receives other compensation. However, stepping to a higher level, looking at the course or program as a whole, and then making major revisions does meet the intent of improvement of instruction.

15. OPERATION OF THE FLEX COMMITTEES

YCCD will have two Flex Advisory Committees, one at Woodland Community College and one at Yuba College. The composition of the College Flex Committee will be determined by the College Leadership each college's academic senate. The Committee purpose statement including membership will be listed in each of the College Handbooks. Flex Committees will also be responsible for conducting the annual evaluation of the program at their respective college.

16. FLEXIBLE CALENDAR PROGRAM CERTIFICATION DOCUMENTS

Each college will submit to the State Chancellor's Office the annual Fiscal Year Certification forms by the stated deadline (typically, July 1).

17. CHANGES IN THE GUIDELINES

~~Individuals suggesting~~ Changes to these guidelines ~~require mutual agreement between the Woodland Community College and Yuba College Academic Senates.~~ ~~must have their suggestions approved by the Academic Senates, then forwarded to the respective CHEX representative (i.e., College President) to be presented for review and approval. To maintain standard District guidelines changes will only be considered as outlined in AP 7161. Once recommended by the Senates and approved by CHEX the AP will then be revised and updated to reflect the approved changes.~~

RATIONALE

The intent of the legislation is that the flexible calendar program be optimally flexible. This is accomplished by allowing campus participants to design a program that meets the individual needs of students, staff, and the institution. These needs are determined through an assessment process which is required by Title 5, section §55730(a) and (b).

The scheduling of activities at any time during the fiscal year and any time outside the accountable hours also facilitates the intent of the law. Flexible scheduling enables faculty and staff to participate in workshops when the opportunity arises rather than on arbitrarily scheduled days. Flexible scheduling would facilitate faculty/staff participation in development activities during the summer or throughout the academic year. These activities could include research projects spanning an academic year, summer workshops, articulation programs with feeder schools, provision of special orientation sessions for students, or other professional and instructional improvement activities.

Current Language

Constitution

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, who meet the following definition of "faculty."

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

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 shall be as defined in the Bylaws, Article III, Section 3.

Bylaws

Article III

Section 3

Representation to the senate shall be as follows:

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

1. Mathematics and Science (mathematics, statistics, life sciences, physical sciences)
2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, 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, philosophy, political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

1. 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.

SECTION 6 – Senate Term Limits

The senate president shall serve a two-year term, with elections being held in odd-numbered years. 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 – 2008, 2011, 2014...
2. Math/Science – 2008, 2011, 2014...
3. Social Science – 2009, 2012, 2015...
4. Business/Vocational Education – 2009, 2012, 2015...
5. Student Services – 2010, 2013, 2016...
6. Adjunct for Woodland – 2010, 2013, 2016...
7. Adjunct for Colusa – 2009, 2012, 2015...
8. At Large – 2010, 2013, 2016

PROPOSED LANGUAGE

Bylaws

Article III

SECTION 3 – Election of Senators Representing Academic Groups

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

1. Mathematics and Science (computer science, life sciences, mathematics, nutrition, physical sciences, statistics).
2. Language Arts (art, English, English as a second language (ESL), foreign languages, humanities, library, philosophy, reading, speech,)
3. Career and Technical Education (accounting, administration of justice (AJ), agriculture, business, culinary arts, early childhood education (ECE), economics, mass communications)
4. Social Sciences (anthropology, education, ethnic studies, history, psychology, political science, sociology)
5. Student Services (counseling, Disabled Students Programs and Services (DSPS))

Academic Group 2 (full-time faculty)

1. One at-large senator representing Woodland Community College campus full-time faculty members
2. One at-large senator representing Lake County Campus and Colusa County Campus full-time faculty members

Academic Group 3 (adjunct faculty)

1. One at-large faculty member from the Woodland Community College campus
2. One at-large faculty member from the Lake County Campus or the Colusa County Campus

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

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, 2026...
2. Math/Science –2017, 2020, 2023, 2025...
3. Social Science –2018, 2021, 2024, 2027...
4. Business/Vocational Education –2018, 2021, 2024, 2027...
5. Student Services –2019, 2022, 2025, 2028...
6. At Large Woodland – 2019, 2022, 2025, 2028...
7. At Large Lake/Colusa – 2019, 2022, 2025, 2028...
8. Adjunct for Woodland –2019, 2022, 2025, 2028...
9. Adjunct for Lake/Colusa –2018, 2021, 2024, 2027...

Woodland Community College
Distance Education Handbook
Purpose: The purpose of this handbook is

- 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)
- Provide parameters for instructors already teaching online classes
- Provide guidance for Woodland Community 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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- Certification
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- Student Attendance Dates

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- C.5 DEC Course Review and Evaluation:
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- VI. Course Scheduling
- VII. Action Process
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 - A. Participation required:
 - B. Attendance:
- APPENDIX
- LIST once organized

I. Purpose of the Distance Education Handbook:

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

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

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

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

Definitions:

- Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)
- Online: A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams still allowed for this classification)
- Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools
- Web Enhanced: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.

Course Approval:

- The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development.
- No course shall be taught via distance education until it has been reviewed and received separate approval for distance education by each college's Curriculum Committee. This requirement applies if any portion of the instruction in a course section is designed to be provided through distance education (§ 55206).

Certification:

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

- Course Quality Standards: The same standards of course quality were applied to the distance education courses as are applied to traditional classroom courses (§ 55002, 55202).
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee(s) approval procedures (§ 53200).
- Instructor Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.
 - Ensuring regular, effective instructor/student contact guarantees that the student in an online or hybrid course receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts with the class through announcements, lectures, activities and discussions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.
 - For distance education courses there are a number of acceptable modes of interaction between student and instructor, not all of which require in-person contact (§ 55204):
- Initiated Interaction: Instructors will regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.
- Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students.
- Establishing Expectations and Managing Unexpected Instructor Absence: An instructor- and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular, effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.
- Minimum Contact: Regarding the type of contact that will exist in all YCCD DE courses, instructors will use the following resources to initiate contact with students:
 - Discussion forums (or equivalent) with appropriate instructor participation
 - Email
 - Timely response to student emails or inquiries
 - Weekly announcements in the Learning Management System

- Timely feedback for student work
- Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class
- Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities”) and/or teleconference, video conference, pod cast, or other synchronous technologies may also be included.
 - It is suggested that instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Student Attendance Dates

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

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

See also:

- WCC Curriculum Handbook: <http://wcc-curriculum.yccd.edu/handbook.aspx>
- YC Curriculum Handbook: <http://php.yccd.edu/documents/viewdocument.php?id=2643>

III. Faculty Guidance based upon AP4105

A. Course Delivery Definitions:

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

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

- **Broadcasted Education:** One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices. NOTE, at this time this is not listed in the AP..WE need guidance on this....

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 Woodland Community College defines to include each of the following:

B.1 Definitions

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

B.2 Contact Expectations

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

C. Online Course Development:

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

C.1 Definition:

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

- The course will be evaluated using the OEI Rubric and all sections of the course have met the following Criteria. NOTE: Discipline Content is not evaluated by the DEC, only the course structure.
 - Course Design
 - Interaction and Collaboration
 - Assessment
 - Learner 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 XXX) is available for faculty to provide information and justification of the online course format. Submission and approval of the Curriculum Committee's DE Addendum is NOT the same as approval of your course by the DEC. The DEC is simply one step in the approval process before the Curriculum Committee reviews this course for approval.

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

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

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

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

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

C7. DEC will maintain a list of approved courses by discipline with review dates. The courses will be reviewed every XXX years???. And placed on a recurrent evaluation list. Need help on this one.

D. New Course Approval:

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

E. Current Course Approval:

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

F. Course Standards:

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

G. Intellectual Property Rights Agreement:

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

IV. Faculty Approval Process

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

- Have previously taught using a distance education modality and their course meets the OEI rubric with a passing score.
- 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)
- Have completed a CCC Chancellor’s office-sponsored training course (e.g. @One) or equivalent.

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

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

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

V. Faculty Training:

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

- There will be a 1-year extension for instructors currently teaching without certification or course approval. If they are non compliant, they will no longer be able to teach their online course.

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

- Faculty Orientation
- Canvas Instructor Guide
- Canvas Designer Guide
- Get to know Canvas (webinar)
- Webinar Archives
- The Canvas Community (forums)
- View & Sign up for trainings at [Flex Website](#)

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

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

VI. Course Scheduling

Since the print deadline may be far in advance of the completion of training and course development, the DEC will approve the scheduling of courses in a timely manner. Faculty must recognize that if training and/or course development are not completed by the appropriate deadlines prior to finalizing the schedule, the course will be removed from the schedule.

VII: Action Process:

After approval from your department faculty and scheduling dean to offer a course in the DE formation, start the official course approval process by submitting your course for review

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 JULIE these are not in the appropriate order at this time,,, they need to be organized as they are listed in the content.. I can fix this later.

INTELLECTUAL PROPERTY RIGHTS

Intellectual Property Rights Agreement MOU

Page 1

MEMORANDUM OF UNDERSTANDING

The following memorializes the understanding of the Yuba Community College District (hereinafter referred to as "District") and the Woodland Community College Faculty Association (hereinafter referred to as "YCFA") to pilot the Intellectual Property Rights (IPR)

Agreement for the term of the contract, July 1, 2014 to June 30, 2017, at which time it will sunset. The Intellectual Property Rights Agreement will be reviewed during the negotiating process for the following YCFA 3-year contract. Modifications to the IPR Agreement, if any, will be agreed upon by March 2017 prior to ratification of the 2017-20 contract.

A. Mission and Purpose

In the interest of academic freedom, the District values and protects intellectual property rights. In keeping with our vision statement, "***INSERT HERE," the District promotes collaboration and the sharing of original works among its faculty.

The District and all employees have a mutual interest in establishing an environment that fosters and encourages the creativity of faculty members. The purpose of this agreement is to establish ownership of creative products of faculty members when District resources are used.

B. Definitions

1. "Works" means any material that is eligible for copyright protection including but not limited to books, articles, dramatic and musical compositions, poetry, instructional materials (e.g. syllabi, lectures, student exercises, multimedia programs, and tests), fictional and non-fictional narratives, analyses (e.g. scientific, logical, opinion or criticism), works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreography.
2. "District Support" includes the use of district funds, personnel, facilities, equipment, materials, or technology. District Support may be either Nominal or Substantial, or a combination thereof.
 - a. "Nominal District Resources" include those that are customarily available or provided in the course of the faculty member's usual appointment or assignment, such as but not limited to the following: support services provided by other employees, standard indirect costs, the use of computers, photocopy machines, office supplies, the use of an assigned office and telephone, library services, software, multi-media equipment, learning management system for delivery of online learning, compensation for any required training, and performance capture equipment available for use by any faculty member. A budget which is customarily provided for the faculty member's usual appointment or assignment shall be considered a Nominal District Resource.
 - b. "Substantial District Resources" shall be direct costs to the District and include the provision of a budget over and above any budget customarily provided for the

faculty member's usual appointment or assignment. The assignment by the District of other employees to provide secretarial, technical, or creative services specifically for the creation of the Work shall be considered Substantial District Resources. Expensive or substantial District equipment, facilities, and/or other resources (professional recording and filming studios, professional television cameras, etc.) are Substantial District Resources. Reassigned time or stipends allocated for the creation of specific Works are Substantial District Resource; such specific Works include the creation and delivery of new online courses.

C. Policy

1. Copyrights for Works created by a faculty member using Nominal District Resources will be owned by the faculty member. This is the case even if those Works are created in connection with courses taught or other duties performed as a faculty member while employed by the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement Form between the District and faculty member (see Appendix A). Such Works cannot be used by the District or any District employee other than the faculty member unless the faculty member has specifically consented to this in the Agreement Form.
2. Copyrights for Works by a faculty member created under a contract which specifically identifies such Works as being "for hire" shall be the property of the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement Form between the District and faculty member (see Appendix A). Such Works cannot be used by the faculty member unless the District has consented to this in the Agreement Form.
3. Copyrights for Works created by a faculty member using Substantial District Resources shall belong both to the District and faculty member. All royalties or profits are to be divided as provided in the Intellectual Property Rights Agreement Form to be signed before the project is begun (see Appendix A). Any use by either the District or the faculty member of pertinent Works must be permitted by the terms of the Agreement Form.
4. If the Work in question is the creation of a new online course by the faculty member receiving Substantial District Resources, both the District and the faculty member are automatically restricted in their use of such course for an initial two-year period. During this two-year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that he/she will not use the course in any manner other than within his/her District employment. Any exception to this automatic two-year restriction by either party must be documented in an Intellectual Property Rights Agreement Form.

D. Dispute Resolution

Disputes between a faculty member and the District concerning this Agreement shall be resolved pursuant to the grievance procedures contained in the district's agreements with YCFA but with one exception to those procedures: should an arbitrator be necessary, the arbitrator chosen by the parties should be an expert in copyright law. If the parties are unable to agree on an arbitrator, one should be chosen in accordance with the commercial arbitration rules of the American Arbitration Association. The District and the faculty member's Association shall share equally in the payment for the services and expenses of the arbitrator. Arbitration is advisory and not binding. (Current grievance procedures are specified in the BCEA agreement under Article X and in the PFA agreement under Article IX.)

Woodland Community College District; Woodland Community College Intellectual Property Rights Agreement Form

This work is titled:

It is proposed by:

The description of this work is as follows:

Is this a work created by a faculty member using Nominal District Resources, a work done "for hire," or a work created by a faculty member using Substantial District Resources?

If there is an expectation for the contribution of Substantial Resources from the District?

If yes, describe:

What is the expected faculty contribution and compensation?

Ownership of copyrights and royalties to the product shall be % faculty member and % District. Usage allowed of this work is as indicated in the District/YCFA Intellectual Property Rights Policy unless different usage or competition policy is specified here:

Ten working days prior to signing by the faculty member and District, this agreement will be shared with the faculty member's representative union. YCFA also recommend that the faculty member personally review this agreement form with a union representative prior to signing. As stated in the Intellectual Property Rights Agreement between the District and the Associations, if the Work in question is the creation of a new online

course by the faculty member, both the District and the faculty member are automatically restricted in their use of such course for an initial two-year period. During this two-year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that he/she will not use the course in any manner other than within his/her District employment. Any exception to this automatic two-year restriction by either party must be documented in this Agreement Form.

Faculty Signature _____ Date _____

District Signature _____ Date _____

Date: _____ Date: _____

By: _____ By: _____

Appendix C Course Design Rubric for the OEI

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:

Course Design
Interaction and Collaboration
Assessment
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.

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Subpages (4): A. Course Design B. Interaction and Collaboration C. Assessment D. Learner Support

APPENDIX

DE Addendum

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

General Information:

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

Yes

No

If no, explain

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

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

Accommodations for Students with Disabilities

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

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

Section 508 Checklist for HTML

508 STANDARDS Requirement/Purpose	Yes	No	Explain
1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art. <i>This will enable a screen reader to read the text equivalent.</i>			
2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content. <i>The description would inform a sight-impaired student of what a picture represented.</i>			
3. Ensure that information conveyed by the use of color is also understandable without color. <i>For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.</i>			
4. If you are using either more than one language or words which are "imported" from another language (such as <i>faux pas</i>), ensure that any changes in language be identified by using the HTML "lang" attribute. <i>This enables Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation.</i>			
5. Provide textual equivalents to audio information (captioning). <i>The text will enable hearing-impaired students to know what others are hearing.</i>			
6. Provide an alternative audio description for multimedia presentations. <i>The sound will enable sight-impaired students to know what others are seeing.</i>			
7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <i>The movement can be distracting for students with certain disabilities.</i>			
8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). <i>This provides students with mouse-dexterity problems an alternative to interact.</i>			
9. Identify, by labeling or other appropriate means, row and column headers. <i>The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</i>			
10. Provide title frames and include sufficient information as to their purpose and relationship			

to each other. <i>This will help sight-impaired students understand the organizational purpose of the frame.</i>			
11. Ensure (test) the usability of pages, and provide the Curriculum Committee with an evaluation printout from the DE committee.			

This course maybe offered as:

- Streaming Video
- Online: A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams are allowed for this classification. Approximate dates and times should be noted in the Class Schedule.)
- Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools . (Ask Nili)

Example:

Based upon the units of this course and the normal number of meeting that would be scheduled if an on campus course, the amount of replaced time will be established as

- Less than 1/3 the normal scheduled time
- Between 1/3 and 2/3s of the normal scheduled time
- Less that full-time but more than 2/3s
- YES THIS NEEDS TO BE WORK ON**

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

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

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

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

- Yes

Communication Methods:

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

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be

distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

Check box to acknowledge reading of this paragraph []

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

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

Online (The following are all under online drop down)

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

Frequency:

Daily M-F []

Weekly []

Periodically []

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

Frequency:

Daily M-F []

Weekly []

Periodically []

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

Frequency:

Daily M-F []

Weekly []

Periodically []

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

Timely Feedback on Student Work: Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or

misunderstanding) of the material. As in a face-to-face class, this contact is crucial to the learning process. The timing of this feedback is at the discretion of the instructor, and it depends on the type of learning being achieved, but timely appropriate feedback is essential. Computer-generated exams typically provide immediate feedback, but feedback on written work takes time. Students should be made aware of the parameters of the feedback, which can consist of written, audio, or video material.

Frequency:

Daily M-F []

Weekly []

Periodically []

Which of the following will be used:

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

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

[] Yes

[] No

Frequency:

Daily M-F []

Weekly []

Periodically []

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

[] Yes

[] No

Frequency:

Daily M-F []

Weekly []

Periodically []

Facilitating Student-to-Student Contact. This contact can be synchronous or asynchronous, face-to-face or mediated through technology, individual or group, and highly moderated or lightly moderated. In this case, instead of the regular effective contact occurring between instructor and student it involves interaction between

learners. As with face-to-face classes, this type of communication is very effective in providing opportunities for collaborative learning among students. The timing of this interaction depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

Yes

No

Frequency:

Daily M-F

Weekly

Periodically

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

Yes

No

Frequency:

Daily M-F

Weekly

Periodically

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

- Virtual
- In person

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

Yes

No

Frequency:

Daily M-F

Weekly

Periodically

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

Announcements

Yes

No

Email within the LMS

Yes

No

Email personal

Yes

No

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

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

Frequency:

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

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Frequency:

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- Weekly []
- Periodically []

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

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- Weekly []
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Frequency:

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Weekly

Periodically

No

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Yes

Frequency:

Daily M-F

Weekly

Periodically

No

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[] No

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[] Yes
[] No

Email personal

[] Yes
[] No

Course Design Rubric for the Online Education Initiative Course Scoring Rubric

Objective	Score (6-0)	Discussion/Suggestions
Section A: Course Design		
A.1 Objectives		
A.2 Content Presentation		
A.3 Learner Engagement		
Section B: Interaction and Collaboration		
B.1 Communication Strategies		
B.2 Development of Learning Community		
B.3 Interaction Logistics		
Section C: Assessment		
C.1 Expectations		
C.2 Assessment Design		
Section D: Learner Support		
D.1 Supplemental Software		
D.2 Course/ Institutional Policies & Support		
D.3 Technical Accessibility		
D.4 Accommodations for Disabilities		
Total Points		
Overall Assessment		