AGENDA

1. Call to Order

2. Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate Executive Committee.

3. Action Items
   3.1 Approve September 12 Meeting Minutes (Attachment)

4. Discussion
   4.1 Senate Agenda for October 3 (Attachment)
   4.2 Area E Multicultural Understanding “Criteria”, Dan Calderwood
   4.3 Professional Relations Committee Revised Bylaw, John Johnston
   4.4 Distance Ed Training/Certification, Mark Renner (Attachment)
   4.5 Resolution for Adopting Canvas, Mark Renner
   4.6 Old Business: Revising Senate Constitution

5. Announcements/Open Forum
   5.1 No Executive Meeting on October 24; meeting on October 31?

6. Adjournment

Public Notice—Nondiscrimination:
College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats. Please contact Debbie Williams, Academic Senate Support, 7351 Tompkins Hill Road, Eureka, CA 95501, (707) 476-4259, 9 a.m. to 4:00 p.m., Monday, Tuesday, Thursday & Friday.

Next Meeting:
Friday, October 10, 2014
Members Present: All members present.

1. Call to Order: Copresident Calderwood called the meeting to order at 12:15p.

2. Public Comment: No comments forwarded.

3. Action Items
   3.1 Approve August 27 Meeting Minutes: Approved as written.

4. Discussion
   4.1 CRGE for Area E: Copresident Johnston would like to change the “triggers” for inclusion in Area E, removing alignment with HSU; 10 courses are ready for fast tracking; discussion resulted in:
   1. Add as Discussion to Sept. 26 agenda with Copresident Johnston to present
   2. No fast track – courses targeted for Area E should go through the prescribed Curriculum process
   3. Faculty should be encouraged to submit courses now for offering via Area E in Spring 2015

4.2 Topics and Schedules for Senate Persistence Initiatives for Faculty Meetings: Discussion included during 4.4, and at the meeting:
   1. Copresident Johnston will review outcome of retreat and the Senate’s goals for persistence
   2. Executive Committee will solicit ideas at the meeting Sept. 26
   3. Copresident Johnston will compose a Survey Monkey to solicit faculty ideas

4.3 Revisit Senate Constitution for Division/Department Representation: Two opinions developed:
   1. Representatives represent Divisions, NOT locations (DN, KT, etc.)
   2. If DN requires a representative, then Eureka should have an “at large” representative.
September 26

Further discussion will happen at the next Senate Executive meeting.

4.4 Senate Agenda for September 19: Action item 4.6 for DE Substantive Change does not need approval, so it was decided to move it to discussion in order to have a “second reading” and get more feedback, if warranted. Item 5.2 for Professional Relations was removed, and John Johnston will draft a version of the Bylaws for reinstituting this Senate Standing Committee. Due to conversations today, there will be an additional Discussion item #5.3 regarding Area E Trigger modification. College Council update will be by Keith instead of John. A time was decided for the next Faculty Meeting – Sept. 26 from 11-12, in the Board Room.

4.5 Revisit Professional Relations Committee: Committee members are concerned that the committee is not well defined. Recommendation to re-draft the bylaw and bring it back to the Executive Committee for further discussion. Copresident Johnston will draft new text and also frame committee charter as a service to help colleagues act in a professional manner.

5. Announcements/Open Forum

6. Adjournment: By mutual agreement, the meeting was adjourned at 1:10p.

Public Notice—Nondiscrimination:
College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats. Please contact Debbie Williams, Academic Senate Support, 7351 Tompkins Hill Road, Eureka, CA 95501, (707) 476-4259, 9 a.m. to 4:00 p.m., Monday, Tuesday, Thursday & Friday.

Next Meeting:
Friday, September 26, 2014
AGENDA

1. Call to Order
2. Introductions and Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.
3. Approve September 19, 2014 Academic Senate Minutes, Dan Calderwood (Attachment)
4. Action Items
   4.1 Approve Academic Senate Proposed Appointments, Dan Calderwood (Attachment)
   4.2 Approve Curriculum Committee September 26 Recommendations, George Potamianos (Attachment)
   4.3 Approve Faculty Qualifications Committee September 26 Recommendations, Michelle Haggerty (Attachment)
   4.4 Approve Late Start (1:45 p) for November 7 Senate Meeting (Counselor’s Day), Dan Calderwood
   4.5 Approve Academic Senate Copresidents’ Signatory Authorization of ACCJC Midterm Report, Dan Calderwood
   4.6 Approve Academic Senate Copresidents’ Signatory Authorization of Basic Skills Initiative, Dan Calderwood
5. Discussion
   5.1 Area E criteria
   5.2 ENG 150 and the catalog deadline
6. Reports
   6.1 College Update, Keith Snow-Flamer
   6.2 ASCR Update, Jerred?
7. Announcements and Open Forum
   7.1 Faculty Meeting Scheduled for October 24, from 11 to 12 in the Boardroom!
   7.2 Upcoming CR Events (please announce any events!):
      • Homecoming Game vs. Mendocino, TOMORROW October 4, 2 PM, Community Stadium
      • 50 Anniversary Celebration TOMORROW October 4 – After the Game!
      • SCIENCE NIGHT! Friday, October 24 at 5 PM on Campus!
      • Counselor’s Day November 7
8. Adjournment

Public Notice—Nondiscrimination:
College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats. Please contact Debbie Williams, Academic Senate Support, 7351 Tompkins Hill Road, Eureka, CA 95501, (707) 476-4259, 9 a.m. to 4 p.m., Monday, Tuesday, Thursday, and Friday.
September 26 Executive Committee Meeting

AGENDA ITEM 4.1

*Next Meeting:*
Friday, October 17, 2014
Policies affecting Distance Education:

REDWOODS COMMUNITY COLLEGE DISTRICT
AP 4105 Administrative Procedure
DISTANCE EDUCATION

“Distance education is defined…as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously” (ACCJC, 2013).

Course Quality Standards
The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses. Refer to the Curriculum Handbook.

Separate Course Approval
Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development and the Curriculum Handbook.

Instructor Contact
Each section of the course that is delivered through distance education shall include regular effective contact between instructor and students. Instructor contact guidelines can be found on the Curriculum Committee website.

Student Authentication Process
Consistent with federal regulations pertaining to federal financial aid eligibility, the District shall authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit.

The Chief Instruction Officer (CIO) shall authorize one or more methods to authenticate or verify the student’s identity approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student’s identity.
Online Course Proctoring

Instructors of online classes are encouraged to have important exams proctored. For enrolled students, proctoring is available at any College location.

Students distant from a College location may use a proctor not affiliated with the College who meets any of the following criteria: librarian, testing coordinator, administrator, or teacher at an elementary or secondary school, community college, or university. In addition, military chaplains, testing administrators, education services officers, or prison officials are acceptable. These or other alternatives must be approved by the instructor and supervising administrator. It is the student’s responsibility to make arrangements with the proctor using the College “Student/Proctor Agreement Form” and to pay all costs for proctoring.

Privacy
The District shall provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

ADA Compliance
All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Also, see Administrative Procedure 3412 Access to Programs and Facilities.

Instructor Preparation and Professional Development *
Faculty shall meet qualification criteria as outlined in the Collective Bargaining Agreement (CBA). [see Memorandum of Understanding on next page]

Evaluation of Instructors
Instructors teaching online classes shall be systematically evaluated using criteria applied to all classes, in addition to criteria specific to online instruction.

Student Grievances
The CIO or designee will maintain a file of all student grievances related to distance education and their resolutions. This file will not be used for the purpose of evaluating faculty.

REFERENCES:
“Guide to Evaluating Distance Ed. and Correspondence Ed.” ACCJC publication, July 2013;
Title 5 Sections 55200 et seq.;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
Title 34 Code of Federal Regulations - Section 602.17.
Certification Standards for Online Teaching

Developed by Academic Standards and Policies 2/28/14
Revised by ASPC as per Academic Senate direction 3/28/14
Approved by Board of Trustees New Procedure
* Instructor Preparation and Professional Development

Faculty shall meet qualification criteria as outlined in the Collective Bargaining Agreement (CBA). [Memorandum of Understanding below]

Memorandum of Understanding
Redwoods Community College District (District)
College of the Redwoods Faculty Organization (C.R.F.O.)

Instructor Preparation and Professional Development

Faculty shall meet any of the following three criteria prior to teaching an online course for College of the Redwoods:

1. **Complete College of the Redwoods Online Teaching and Learning Training** sponsored by the DE Committee in consultation with the Academic Senate.
2. **Certificate of Completion in Online Teaching** from an accredited college or university, such as UCLA online Teaching Program, Cerro Coso Online Educators Certificate Program, or @One Teaching Certification Program.
3. **Demonstrate prior successful experience** in teaching online course(s) with a copy of a Faculty Evaluation Report (A-5/AF-5) or equivalent that includes one or more online sections.

As Faculty Evaluation Reports for online instructors may not be available for current online faculty, all current and past online College of the Redwoods faculty shall be provisionally certified to teach online until their next regularly scheduled evaluation. Full certification would occur after meeting [one of] the above criteria.

The district shall provide ongoing training and professional development in support of distance education.

The District and CRFO further agree that this MOU will expire on June 30, 2016 unless mutually agreed to by the District and CRFO.

For the District

[Signature]
Kathy Smith - President
Abh Fielding - Director Human Resources
8-30-14

For C.R.F.O.

[Signature]
Peter Blakemore - President
John Johnson - Chief Negotiator
8/27/14
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 class 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.

Title 5 regulations do not make a distinction between regular and distance education (DE) courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Title 5 and the Distance Education Guidelines for the California Community Colleges require each community college to have a policy regarding regular effective contact between instructor and student including “the type and frequency of interaction appropriate to each DE course/section or session.”

**College of the Redwoods Policy:**

All DE courses at CR, whether hybrid or fully online, will include regular effective contact as described below:

- **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. At the very least, the number of instructor contact hours per week that would be available for face to face students will also be available, in asynchronous and/or synchronous mode, for DE students. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.

- **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 CR DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:
- Threaded discussion forums (or equivalent) with appropriate instructor participation.
- General email/messages.
- 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 CCCConfer, video conference, pod cast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System.

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.

Regulations: Title 5/Distance Education Guidelines for the California Community Colleges state:

55202. Course Quality Standards.
The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2. NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202
This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor.
Guideline for Section 55204.
This section defines what contact must be maintained between instructor and student:
Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. Subsection (b) establishes the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define “effective contact, including how often, and in what manner instructor-student interaction is achieved.” It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Resources:

College of the Desert, Distance Education Regular Effective Content Policy.
Mt. San Jacinto College, Regular Effective Contact Policy.
Mendocino College, Distance Education Procedures Regular Effective Contact