



**REGULAR MEETING**

**May 1, 2023**

**EXHIBITS**

Minutes of the  
MEETING OF THE FACULTY SENATE  
April 24, 2023

APPROVED

**PRESENT:** Melissa Bagaglio, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Jason Jarvinen, Lawrence Lawson, Leigh Marshall, Leanne Maunu, Michael Mufson, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Alyssa Vafaei, Elena Villa Fernández de Castro (ZOOM-EC), Anastasia Zavodny

**ABSENT:** Lacey Craft, Kimberly De La Cruz (ASG), Kelly Falcone (ZOOM-A), Erin Hiro, Ben Mudgett

**GUESTS:** Jennifer Backman, Russell Backman, Leah Brown, Luis Guerrero, Richard Hishmeh, Scott Klinger, Michael Lundell, Diane Studinka, Rebecca Wilson

**Notes:** Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

All votes are presumed unanimous unless indicated otherwise.

**CALL TO ORDER** The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

**PUBLIC COMMENTS** – No public comments.

**ANNOUNCEMENTS**

Senate Vice President Jenny Fererro announced Palomar’s PRIDE event takes place on May 10. Also, the PRIDE Flag raising ceremony takes place on June 1 on the San Marcos campus as well as at the Education Centers. More information will be available soon.

Senate Secretary Molly Faulkner announced that *8 Plus 88* is set for Concert Hour at 1 PM on Thursday, April 27. The North County Choral Festival takes place on Saturday, April 29. Senator Michael Mufson added that the next theatre production, *Defying Gravity* starts Friday, May 5. More information regarding Palomar Performing Arts events can be found at [www.palomarperforms.com](http://www.palomarperforms.com)

Senator and PFF CO-President Lawrence Lawson said PFF is sponsoring tickets for members to attend *Defying Gravity*.

Senator Lawson said he recently attended a webinar called *Responding to Legislative Attacks*. The webinar was making the case for academic freedom and institutional autonomy in a challenging political environment. It spoke to free and open academic inquiry and debate on calling campuses being essential to democracy and our national well-being. Lawson said there were some useful tool kits shared in the presentation. Lawson provided the following link: [Academic-Freedom-Resource-Guide-final.pdf](http://Academic-Freedom-Resource-Guide-final.pdf) ([pen.org](http://pen.org))

Senate President Wendy Nelson said she will be sharing links to some powerful presentations she attended at the ASCCC Spring Plenary she just attended. Final resolutions will also be made available shortly.

President Nelson recognized Senator Anastasia Zavodny for getting the resolution passed to add a part-time faculty member to the ASCCC Executive Committee during Plenary.

**AGENDA CHANGES** – There were no agenda changes.

### **APPROVAL OF MINUTES**

**Motion 1: MSC Faulkner/Pearson**

Faculty Senate approval of Faculty Senate meeting minutes dated April 17, 2023 as amended (Exhibit 1).

Abstention: Leanne Maunu

The motion carried.

### **ACTION**

**A. Curriculum Committee**

**Motion 2: MSC Bagaglio/Fererro**

Faculty Senate approval of Curriculum Committee actions taken on April 19, 2023 (Exhibit 2).

The motion carried.

**B. Committee on Committees**

Senator and Committee on Committees Chair Anastasia Zavodny said no action and no report is needed.

**C. Instructional Program Review and Planning Governance Structure Change**

**Motion 3: MSC Zavodny/Hathaway**

Faculty Senate approval to accept the changes made to the governance structure change form for Instructional Program Review and Planning (Exhibit 3).

The motion carried.

### **INFORMATION**

**A. ASG Report** – De La Cruz provided a written report.

**B. Leadership Reports**

**Equivalency (Exhibit 4)**

Scott Klinger, chair of the Equivalency Committee began his report by reviewing the process, guidelines and principles currently in effect.

Comments and/or feedback provided by Senators:

- Department chairs should be prompted automatically when an applicant is sent to Equivalency, which is not occurring now. Klinger said this would fall under the responsibility of HR, and if this were to occur, it would certainly slow down the process by a week or two.
- HR should be requiring applicants to provide ALL college transcripts. Klinger said this would be helpful because every path a potential faculty takes to teach must be proven and never just assumed.
- Discipline experts (department chairs) may know more about the classes an applicant has on record that may meet equivalency. Klinger said HR does have information from departments showing what some of the equivalent courses or degrees are that would satisfy the requirements.
- Because of direction from the State, there is hesitation by the Equivalency Committee to create a policy/rubric for using eminence as evidence. Klinger said that this may be possible as local guidance only.
- Senate VP Fererro asked Klinger to provide data to Senate showing the work involved with Equivalency this academic year. Klinger said he could provide this information.

### **Professional Development (Exhibit 5)**

Luis Guerrero, Professional Development Coordinator first reminded faculty that PD hours must be turned in by May 14. He then went into detail about two important goals of the committee which are 1) Successful launch, implementation, and scaling up of the DEIAA PD requirement of AP 3000, and 2) Create the proper structures and full-time support for the measurable success of the Professional Development (PD) Program for all employees. By leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

Comment and/or feedback provided by Senators:

- Any training requirements including DEIAA training must first go through negotiations which Guerrero acknowledged.

### **C. Committee on Committees Structure Change (Exhibit 6)**

Senator and Committee on Committees chair Anastasia Zavodny shared the exhibit reminding Senators that Senate approved the three committee merge back in 2021. An ad hoc group was formed to write recommended roles and some rules that would be honored. Senator Zavodny provided an overview of the steps needed to move forward with this committee as well as some general rules to follow when managing membership with other Senate Committees.

Senator Zavodny will bring this back to Senate for Action.

### **D. Notice of Hourly Employment Update – Tabled.**

### **E. Tutoring (Exhibit 7)**

During Fall 2022, while serving as Acting Vice President of Instruction, Diane Studinka said she began discussions with various departments who are most affected with potential change to Palomar's tutoring plan. In 2020, a new tutoring plan was created but was never implemented for several reasons. Currently, Palomar is looking at it from a student first focus. The Educational & Facilities Vision Plan came back with some guidance for finding a way to combine tutoring into one location.

Studinka said for the future of tutoring, looking at consolidation and expanding services, deciding and actually implementing that decision is her goal. She then explained some of the current difficulties students are faced with. She shared what other regional institutions have done with their tutoring programs and said approximately 62% of those institutions have a combined or centralized tutoring model. For Gooder colleges comparison, approximately 75% have combined or a centralized tutoring model as well.

Moving forward with a 2023 plan, Studinka first consulted with ASG and implemented that feedback wherever possible in the plan. She presented the 2023 plan explaining why those particular decisions were made. She emphasized that implementation of the new plan will take some time to implement. Looking at the people side of this change, roles and

job descriptions, Studinka explained that those considerations are an important part of the plan as well. Lastly, she reviewed the list of some enhancements for the tutoring program that will improve the success of students.

Comments and/or feedback provided by Senators:

- In the presentation, the STEM Center was not reflected or recognized as a tutoring resource for STEM students. In the past, it provided extensive tutoring services for STEM students. Studinka said she would like to have more conversations about the STEM Center.
- Within the English PRP and the Writing PRP, the department would like to retain their Writing Center space and many fulltime faculty are against losing that space. It was noted that the Writing Center is beyond English and serves all students. Locating it to a centralized space brings awareness to all students who are writing papers.
- In 2020, a plan for a new Literacy Center was endorsed by ASG, Faculty Senate and the Executive Team. It's disappointing to know that decision is being unraveled.
- Math classes have been disbursed across the campus in five different buildings at Palomar which means math students and faculty do not currently have easy access to a centralized location for math tutoring. Some colleges have all math classes taught in the same building, all faculty offices are also within that building and the Math Center is located there as well. This is a much better student-focused model.
- Part-time faculty would appreciate the opportunity to provide tutoring at the Ed Centers but are not given that opportunity. Studinka said the Ed Centers have not been forgotten and that plan will come into play soon as well.
- The Teaching and Learning Center has significant space and tutoring takes place there as well. How will those services and their current space be consolidated into the new plan?
- What does ATRC specifically do for students? What services do they offer to justify such a large, intended space for ATRC? It was noted that with the ATRC location change, the hours could be expanded to serve even more students.
- Many students who need tutoring may find it easier to take advantage of this service if tutoring for that course takes place in the same location as the class. Many may not take the time to find the central tutoring location on campus.
- To respond to AB 705 and AB 1705, students are going to need tutoring services more than ever.
- Moving the Writing Center into a shared space on the third floor in the library that has recently experienced dysfunctional management conflicts and a hostile work environment is not conducive to a good writing center. Studinka said that these problems occurred due to a lack of leadership and they are being addressed now.
- More feedback from students is needed before any changes occur. It was also noted that a student tutoring survey is in the works.
- The library needs to expand evening and weekend hours as well.

Studinka said these tutoring conversations will continue before any action is taken.

**F. Student Success Teams Pilot – Tabled.**

**G. DEI Curriculum Framework – Tabled.**

## **REPORTS**

### **ASG (De La Cruz)**

I apologize for the late notice of my absence for today's meeting. My academics and ASG duties have been stretching me a bit too thin as of late, and today the stars aligned with a cancellation of both my Monday classes, allowing me to finally catch a break. I hope you all are well yourselves. I will not be on campus but can still be reached via email. I have attached my report for someone to read on my behalf. The flyer will give you more information from my first bullet point. I hope to see you all again next week!

ASG will be holding our Candidate Forum on April 28, 2023, from 2:30 - 3:30 p.m. I have attached a flyer with the information. Unfortunately, we only had two (2) qualifying candidates who will be running for their respective positions,

to be on ASG next year. Interested students can still be sworn in or fill out an interest form at the beginning of next semester. We still encourage everyone to join us at the Candidate Forum inside the Student Union, and during Elections Week. Please get the word out to your students, if possible. More information can be found on our Instagram: @palomarcollge.asg

As always, for any questions regarding ASG, my own opinion on certain matters, or for a request to bring any presented topic at hand back to the ASG for a more amplified student voice, please contact me via email: [kdelacruz@palomar.edu](mailto:kdelacruz@palomar.edu)

On Friday, we had our Vice President of Events resign from her position and a new VP of Events was appointed. He is fairly new to ASG but his genuine desire to get involved is appreciated. He has my support and I trust that he will have yours as well. Our Comet Hours, as of now, will remain the same until the end of the semester.

Please continue attending our ASG meetings on Fridays, they start at 11:15 a.m. and average about 2 hours. Even if you can attend only for a portion, your presence is very much welcomed. Thank you for continuing to consider our Student Voice.

Finally, our upcoming events go as followed:

- Next Comet Hour: April 27th, 9-10 a.m. on the Student Union balcony. This is where we give free food to those who have their Student Activity Card. The fee to purchase one is often covered by other services, like EOPS. Otherwise, it's \$15 per semester.
- Today, ASG was at the Environmental Day celebration in front of the Student Union area painting rocks and tote bags. A few ICC clubs were present as well.
- On May 2nd, we will have Congressman Scott Peters on campus from 11 a.m. to 12 p.m. in the Student Union. I believe this will be MC'd by our ASG Chair. You all are welcome to join and/or spread the word.

### **President (Nelson)**

I attended the following meetings: Budget Committee, College Council, Governing Board and the ASCCC Spring Plenary.

ASCCC Spring Plenary – In addition to the board elections and voting for resolutions, I attended the following sessions:

- State of the Academic Senate
- Academic Freedom: Making Space for Belonging and Connection in our Classes and Campuses – after attending this session, I think the Senate should review Palomar's policy on Academic Freedom.
- Common Course Numbering – this session provided an update to the taskforce working on how the California Community Colleges will implement.
- All Authentic Faculty Voices & Lived Experiences Belong in Academic Leadership
- Area D meeting
- The Disciplines List, Minimum Qualifications, Equivalency and Assigning Courses to Disciplines

### **Accreditation (Versaci)**

The writing team is reviewing a draft of the accreditation response report, and we are on schedule to present it to the Accreditation Steering Committee at our April 28 meeting.

### **Budget (Nelson)**

We reviewed and discussed the ACCJC Annual Fiscal Report. We also reviewed the PRP Technology and one time requests allocation report totaling \$235,556.

### **College Council (Nelson)**

VPSS Ellison provided a presentation on Basic Needs Services at Palomar College. The presentation led to a variety of discussions around homelessness and students facing housing insecurities. We also discussed an increase in Student Health Services Fees. Some concerns were raised about the increases and the impact on students. We briefly discussed

Board Policy 2350 and the time limit on monthly reports. Finally, we discussed the end of the year celebrations and the procedure for inviting governing board members.

**Sabbatical Leave (Epstein)**

Meeting Information for April 13, 2023

1. The committee approved two requests for salary credit.
2. The committee decided on three of the six sabbatical reports from Fall 2022. The remaining three will be voted on in the next meeting on 4/20/23.

**ADJOURNMENT** The meeting was adjourned at 4:00

Respectfully submitted,

*Molly Faulkner*

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Molly Faulkner, Secretary



**GOVERNANCE STRUCTURE GROUP REQUEST**

<b>Request submitted by:</b> Anastasia Zavodny on behalf of Committee on Committees			<b>Date:</b> April 17, 2023		
<b>Proposed Name of Requested Group:</b> Elections, <u>Petitions, and Ethics</u> Committee					
<b>Type of Group:</b>	<input type="checkbox"/> Council	<input checked="" type="checkbox"/> Committee	<input type="checkbox"/> Subcommittee	<input type="checkbox"/> Ad Hoc Committee	
	<input type="checkbox"/> Task Force		<input type="checkbox"/> Joint Operational Committee		
<b>Action Requested:</b>	<input type="checkbox"/> Add	<input type="checkbox"/> Delete	<input checked="" type="checkbox"/> Change		
<b>Reporting Relationship:</b> Faculty Senate					
<b>Meeting Schedule:</b> <u>At least twice per semester and</u> as needed <del>or as called</del>					
<p><b>Role:</b>  <del>To poll faculty when directed by either the Senate . The Senate Elections Committee shall also conduct all elections of Faculty officers or Senate members as well as members of other elected committees.</del></p> <ul style="list-style-type: none"> <li><u>As directed by Faculty Senate, provide recommendations as necessary regarding specific projects and tasks related to academic and professional matters.</u></li> <li><u>Address, review, and make recommendations to the Senate on Academic Due Process policy and procedures</u></li> <li><u>Poll all faculty when directed by the Senate (Article 4, Section 10 of Faculty Senate Constitution)</u></li> <li><u>Conduct all elections of Senate members (Article 4, Sections 5 and 6 of the Faculty Senate Constitution)</u></li> <li><u>Address, review, and make recommendations to the Senate on alleged violations of the Ethics Codes (Article 3 and Article 4, Section 9 of the Faculty Senate Constitution)</u></li> <li><u>Address, review, and make recommendations to the Senate on petitions submitted by Faculty Senate membership (Article 4, Section 11 of the Faculty Senate Constitution)</u></li> </ul>					
<b>Chair:</b> Senator					
<b>Voting Members:</b> Five faculty members <del>determined by committee chair</del>					
<p><b>Revision History:</b>  <b>April 14 2023:</b> <u>Replaces former Faculty Senate committees: Elections Committee, Personnel Standards &amp; Practices Committee, and Professional Procedures Committee.</u></p>					





<b>GOVERNANCE STRUCTURE GROUP REQUEST</b>
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<b>Request submitted by:</b> Anastasia Zavodny on behalf of Committee on Committees		<b>Date:</b> April 17, 2023	
<b>Proposed Name of Requested Group:</b> Academic Standards and Practices			
<b>Type of Group:</b>	<input type="checkbox"/> Council	<input checked="" type="checkbox"/> Committee	<input type="checkbox"/> Subcommittee
	<input type="checkbox"/> Ad Hoc Committee		<input type="checkbox"/> Task Force
<input type="checkbox"/> Joint Operational Committee			
<b>Action Requested:</b>	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete	<input type="checkbox"/> Change
<b>Reporting Relationship:</b> Faculty Senate			
<b>Meeting Schedule:</b> As needed or as called			
<b>Role:</b> To annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement and academic freedom, and recommend changes in existing policies and standards to the Senate.			
<b>Chair:</b> Senator			
<b>Voting Members:</b> Five faculty members			
<b>Revision History:</b> <b>April 17 2023: Recommendation of Committee on Committees to reconstitute this committee (previously it had been approved in Faculty Senate to be merged with Personnel Standards and Practices and Professional Procedures Committee).</b>			

# Credit for Prior Learning Report to Senate 5/1/23

## **CPL Data from Fall 2022 - Spring 2023, May 1st**

MIL Program 100 - 103 classes: 401  
Other disciplines: 53  
Total: 454

## **CPL DATA April 14, 2021 - May 17, 2022**

MIL Program 100 - 103 classes: 433  
Other disciplines: 57  
Total: 490

Students earned credits through CPL in the following disciplines:

ACCT  
AJ  
ASL  
BUS  
CSIT  
CSNT  
EME  
ESL  
FREN  
GCIP  
GERM  
HE  
ITAL  
JAPN  
MIL  
MUS  
PHOT  
SPAN  
WELD  
WTE

## **New disciplines added this year:**

ID  
CHDV  
BIOL

## **Credit by Exam Fees**

- As of May, 2022, the administration has permanently removed all Credit by Exam fees.
- The other methods of CPL assessment (portfolio review, industry certification and military transcripts) can not have fees. (title 5 55050)

- This is fantastic news and provides an equitable opportunity for our students to petition for CPL through the exam process, and all other methods of assessment.

#### **CPL Petition Form version 2.0**

- This new version of the petition form rolled out last fall
- There is a new section for faculty to input a grade for credit by exam or portfolio review.
- Students can now accept or deny their CPL grade in the form. (title 5 55050)

#### **CPL Timeline**

- We've implemented a new timeline that is posted on our [Apply for Credit for Prior Learning website page](#)
- This deadline allows for everyone in the approval process to have adequate time to complete their tasks and ensures the student can complete their petition process in a timely manner.

**Palomar Community College District Procedure****AP 4105****INSTRUCTIONAL SERVICES****AP 4105 DISTANCE EDUCATION****References:**

[Education Code Sections 66700 and 70901 et seq.;](#)

Title 5 Sections 55200 et seq.

[Title 5 Sections 55260 et seq.;](#)

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.1

**Authentication:**

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

**Definition:**

[Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. An "online" distance](#)

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*(Replaces all previous versions of AP 4105.)*

education course uses the District supported Learning Management System with no face to face or on-campus requirements. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a "partially online" course.

**Definitions:**

**Distance Education:** Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:

- the internet,
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices,
- audio conference,
- Other media used in a course in conjunction with any of the technologies listed in this definition.

**Note:** Distance education does not include correspondence courses.

**Correspondence Education:** Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course.

**Note:** Correspondence education is not distance education.

**Publication of Distance Education Course Section Facts:**

- The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:
  - Details of the class format, including any in-person synchronous meeting days/dates and times.
  - Any required asynchronous, in-person activities.

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- o Any required technology platforms, devices, and applications for all class formats.
- o Any test or assessment proctoring requirements.

**Class Formats:**

- **Fully Online:** All approved instructional contact hours, including online proctored assessments or course orientations, are delivered online. No in-person assessments or meetings are required.
  - o **Synchronous Online:** Learning where the instructor and the student meet at the same time and interact through the use of technology.
  - o **Asynchronous Online:** Learning in which the instructor and student are separated by time and distance and interact through the use of technology.
- **Face-to-Face:** Learning that requires instructor and student to meet in person at a set time and location.
- **Partially Online:** A combination of Synchronous Online or Asynchronous Online and Face-to-Face class formats.
  - o The combination is specified through the Publication of Distance Education Course Section Facts.

**Commented [LR1]:** No mention of Hyflex?

**Commented [LR2]:** Orientations should be online as well. Can be NO in-person requirement.

**Course Approval:**

Each new or existing course to be provided through distance education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required.

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development.

When approving courses to be offered through distance education, the Curriculum Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to any portion of a class conducted through distance education as are applied to in-person classes. Areas that are part of the Distance Education Review process include, but are not limited to:
  - o Student Access to Resources

**Commented [LR3]:** Fully online classes also require the same facts be published.

**Commented [FK4R3]:** @Loucks, Richard we are addressing the Publication of Distance Education facts, so it is specific to DE. Title 5 specifically states: (e) Whether the course is offered in a distance education format, and if so, include the following information: (1) All online and in-person synchronous meeting days/dates and times; (2) Any required asynchronous in-person activities; (3) Any required technology platforms, devices and applications; (4) Any test or assessment proctoring requirements.

**Commented [LR5R3]:** okay ... odd to mention the publication of the facts in one format and not the other. Not a show stopper.

**Commented [LR6]:** AP 4020 does not mention these items.

**Commented [FK7R6]:** @Loucks, Richard I believe this is referring to our regular curriculum approval process, is that in a different AP?

**Commented [LR8R6]:** Not that I have seen ...

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- Student Services
- Intervention and Remediation Recommendations
- Test Security
- Academic Integrity
- **Course Quality Determinations:** Determinations and judgments about the quality of the course offered through distance education are made with the full involvement of the Curriculum Committee.
- **Substantive interaction:** For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
  - Providing direct instruction;
  - Assessing or providing feedback on a student's coursework;
  - Providing information or responding to questions about the content of a course or competency;
  - Facilitating a group discussion regarding the content of a course or competency;  
or
  - Other instructional activities approved by the institution's or program's accrediting agency.
- **Regular interaction:** Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
  - Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
  - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- **Instructor Contact:**
  - **Distance Education:** Each section of the course that is delivered through distance education will include regular and substantive interaction between the instructor(s) and students, as well as among students, as described in the course

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outline of record, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

- **Correspondence Education:** Each section of a course conducted through correspondence education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the Curriculum Committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress. Students who participate in correspondence education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the Curriculum Committee.

- **Instructor to Student Interaction:** Any portion of a course through distance education includes instructor-initiated regular substantive interaction between instructor and students either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, e-mail, or other activities.

- **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective student-to-student contact. Best practices include, but are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

- **Accessibility Standards:**

- All course materials must be accessible, as explained in Title 5: "a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a

**Commented [LR9]:** Earlier it is spelled out that correspondence education is not distance education. Should stricken from 4105 be its own AP?

**Commented [FK10R9]:** @Loucks, Richard CCLC actually had even more Correspondence education information included in AP4105. I believe the intent on including more detailed info about Correspondence in 4105 is to be very clear that DE must have regular and substantial interaction, whereas Correspondence does not have regular and substantive interaction.

**Commented [LR11R9]:** Just saying ... the CO is very clear that correspondence education is not distance education. Not show stopper.

**Commented [LR12]:** Removing all student-to-student contact?

**Commented [FK13R12]:** @Loucks, Richard It is now included within the Substantive Interaction and the Regular Interaction. Also under Instructor Contact -DE.

**Commented [LR14R12]:** Not seeing it. Substantive Interaction selects 2 -- doesn't have to include group discussion. Not seeing it in the other example sections.

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disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”

- Electronic course materials, e textbooks, websites, and course packs must be in compliance with the Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG).
  - Instruction provided as distance education is subject to the requirements of 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), and Web Content Accessibility Guidelines (WCAG). Distance education courses, materials, and resources 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. Distance education resources must generally be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

**Course Outline of Record or Addendum to Course Outline:** The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance or correspondence education **must** address the following:

- How course outcomes will be achieved in a distance or correspondence education mode;
- For distance education, how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction;
- For correspondence education, how the portion of instruction delivered via correspondence education documents and facilitates learning progression through a cycle of assignment submissions and feedback; and,
- The course design and all course materials must be accessible to every student, including students with disabilities.

**Duration of Approval:** All distance and correspondence education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Commented [LR15]: Remove correspondence education?

Date Approved: 5/15/2012; Revised: 9/17/19

(Replaces all previous versions of AP 4105.)

**Faculty Selection and Workload:** Instructors of course sections delivered through distance or correspondence education are individuals responsible for delivering course content who meet the qualifications for instruction established by the District's accrediting agency. Instructors will be selected using the District or college's same procedures for determining other instructional assignments.

Commented [LR16]: ... and District policy?

- **Faculty Online Certification:** Validation of preparedness or certification of faculty to teach online shall be determined in at least one of the following ways:
  - Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.
  - Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.
  - Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate.
- **List of Certified Online Faculty:** Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college's comprehensive list of certified online instructors.
  - ~~Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements.~~
  - ~~An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.~~
  - For assigning of distance education courses, refer to Article 20.
- **Maintaining DE Currency:** To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

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*(Replaces all previous versions of AP 4105.)*

Office of Primary Responsibility: Faculty Senate and Instruction Office

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