

**Academic Senate Agenda
September 28, 2006
I-330 3:00 p.m.**

I. ROUTINE MATTERS

1. Approval of Academic Summary for September 14, 2006 (page. 2)
2. Approval of Curriculum summary for September 7, 2007 (pages 7-8)

II. REPORTS/UPDATES

3. Accreditation Workshop, September 22
4. Staff Development Review

III. ACTION ITEMS

5. Approval, On-Line Instructor Hiring Qualifications (pages 3-4)

IV. DISCUSSION ITEMS

6. On-Line Instructor Evaluation Guidelines (pages 5-6)
7. Faculty Recognition

V. Open Forum/adjournment

Our next meeting is **October 12**, 2006 at 3:00 p.m. in I-330.

Projects from earlier Senate Meetings:

Item	Introduced	Status
Review Perquisite Policies	Sept 14	Ongoing
Review Equivalency Policies	Sept 14	Ongoing
Establish IRB	Sept 14	Ongoing
Seniority List	Sept 14	Awaiting list of Educational Administrators

**Academic Senate Summary
September 14, 2006**

Attendance: Steve Pemberton, Fred D'Astoli, Joan Jacobson, Ana Palmer, Edel Alonso, Kevin Kistler, Scott McAfee, Chelley Maple, Deanna Davis, Chris Blakey, Michael Dermody, Miriam Golbert, Chad Estrella, James Grosslkag, Sherrill Pennington, Nancy Smith, Pamela Borrelli, Phil Marcellin, StanWright, Amy Shennum and Barry Gribbons

Welcome back to the new semester!

The Consent Calendar was approved, which included the summary for the June 9, 2006 meeting, as well as three Curriculum summaries for August 10, August 31, and September 7, 2006.

Equivalency Procedures Review. Sherrill Pennington will head a committee that is reviewing our current procedures and policies for equivalencies. Senators were reminded that equivalencies mean at least EQUAL to the minimum qualifications; they should not be less than the minimum qualifications. There was also the reminder that there are no single-course equivalencies (equivalencies are for the entire discipline, not for a single course). It was also pointed out that once an individual has been granted an equivalence for this college, it remains with them as long as they are employed by the college.

Prerequisites Procedures Review: there will be a committee established to review our current prerequisite policy to ensure that we are in full compliance with all applicable regulations, as well as to see if we need to fine tune the procedures for more effective operation. If you are interested in serving on this committee, please contact Lita.

Statewide Awards are available: the Exemplary Program award, the Hayward for teaching, and the Stanbeck-Stroud award for diversity. The deadlines for these statewide awards are very strict. If you would like to nominate someone from this campus, please check with Michael or Lita for the forms, requirements, etc.

The Seniority list was approved, with corrections. This list will be brought back to the full Senate at the next meeting.

Conceptual Approval for On-line Instructors hiring qualifications was indicated by the Senate. Some additional clarifications were requested, including wording for "Pedagogical Readiness" as well as equivalencies.

Board policy 345, Faculty Role in Governance, was reviewed with the Senate. The distinctions between "Rely primarily" and "mutually agree" were discussed.

Changes in the Math and English Graduation requirements were approved by the Board of Governors. The implementation date for these changes will be June 2009.

Discipline List review, a statewide process, was briefly reviewed with the Senate. Departments currently impacted could be English (adding a Creative Writing Discipline), Counseling (adding "Marriage/Family Therapy as a minimum qualification) and Nursing (addition of "Public Health" being added to the Health Discipline). If you would like some additional information on these items, please see Michael.

Establishment of an Institutional Review Board was discussed by Barry Gribbons. This board would develop policies for any research done on campus using human volunteers. Such a board is increasingly required by many grant-funding agencies (including the Federal Government). The goal is to protect the privacy and legal rights of students, faculty members, and the institution while not becoming overly burdensome or bureaucratic. Edel Alonso will be establishing a committee to develop some possible policies and procedures for an IRB. If you would like to help this formation group, please contact Edel.

The meeting adjourned at 4:35 p.m. **Our next meeting will be September 28, 2006 at 3:00 p.m. in I-330.**

ONLINE INSTRUCTOR QUALIFICATIONS
Prepared by the Educational Technology Committee October 2005
Presented to the Academic Senate, December 2005
College of the Canyons

- *Innovation should always serve the best interests of students, and*
- *Innovation should be initiated by faculty when it enhances student success*

State Academic Senate position paper "Distance Learning in California Community Colleges" (1993)

Revisions from 9/14 are indicated by a yellow shaded, bolded, italicized, and underlined type.

In the interest of promoting innovation, ensuring continued quality of instruction, and enhancing student success, the Educational Technology Committee recommends that instructors who wish to teach online courses must meet the following qualifications.

Pedagogical Readiness

1. Prior to teaching online, online instructors must have completed formal college-level coursework or training in online teaching and learning from an accredited college or university, or the equivalent. ***This coursework or training should include instruction in best practices for online teaching and learning, Section 508 compliance, and the College's course management system.***
 - A. **Examples** of such formal college-level coursework or training in online teaching and learning include the COC *Certified Online Instructor* series, Cerro Coso College's *Certificate in Online Teaching* (8 units), UCLA's *Online Teaching for Academic and Business Professionals* program (16 units), or CSU East Bay's *Certificate in Online Teaching and Learning* (12 units).
 - B. **Equivalencies** include:
 - i. two semesters of teaching in a predominantly online format, or
 - ii. a teaching demonstration in an online format, showing evidence of effective student-instructor and student-student contact, assessment of student work, Section 508 compliance, and familiarity with the College's course management system.
2. **Determination** of whether an instructor meets the requirement described in #1 will be made by the relevant department chair in consultation with the Dean of Distance Learning. In the absence of a department chair or designee, the appropriate Division Dean shall make the determination in consultation with the Dean of Distance Learning.
3. An **Appeals Process** will be developed that will rely primarily on the guidance of the Educational Technology Committee or its designee(s). ***The appeals process will recognize the discipline expertise of the department chair.***
4. Instructors teaching online for the first time must document ***previous experience teaching in the discipline*** in a face-to-face format.

5. During a semester prior to teaching online for the first time, online instructors must have supplemented face-to-face classes with at least one of the following:
 - Online syllabus,
 - Online office hours,
 - Online discussion board,
 - Online textbook supplements,
 - Online quizzing/assessment tools.
6. In order to ensure that all students are able to benefit from online education, online instructors must have completed a workshop or other training on accessibility guidelines (Section 508). Online instructors will make all course materials accessible to persons with disabilities.

Technical Readiness

In recognition of the added technical challenges involved with online instruction, an online instructors are expected to be able to:

1. Operate within a standard operating environment (e.g., Windows or Macintosh) and be able to
 - a. manage files, and
 - b. maneuver among multiple applications.
2. Use the standard word processing application(s) (e.g., Microsoft Word) and be able to
 - a. use various formatting techniques,
 - b. select and save document in various file formats (e.g., rtf, html).
3. Use the campus email application(s) (e.g., MS Outlook) and be able to
 - a. use the contacts,
 - b. create groups,
 - c. create and use folders, and
 - d. select and send attachments in appropriate formats.
4. Use the Internet and be able to
 - a. make use of research techniques,
 - b. download files,
 - c. save websites as Favorites/Bookmarks, and
 - d. use different browsers and search engines.
5. Upload and manage content in the current College-supported Course Management System
6. Modify course content and self-created Web sites to provide access to users with disabilities (Section 508 compliant).
7. Ability to use automated grading systems (e.g., Micrograde or Blackboard's Gradebook function).

CHECKLIST FOR ONLINE INSTRUCTOR EVALUATION

Prepared by the Educational Technology Committee
College of the Canyons

“[A] means to fostering an excellent faculty is for the college to have an evaluation policy and procedure that assesses the most important characteristics of an individual faculty member and provides encouragement for improvement.”

State Academic Senate publication, *Accreditation: Evaluating the Collective Faculty*

In the interest of promoting innovation, ensuring continued quality of instruction, and enhancing student success, we recommend that the following guidelines be considered for use when evaluating faculty teaching online.

These recommendations are not meant to abrogate the established role of faculty / department chairs in evaluating online instructors, nor should they contravene the evaluation process established through the collective bargaining process. These guidelines are meant to serve as a helpful tool in maintaining high quality instruction and promoting continual professional development.

Procedural Recommendations

1. Select a member from the department who has online teaching experience. If no member of the department has online teaching experience, seek an experienced online educator from the division to help conduct the evaluation. FLEX credit is available for an experienced online instructor who assists in the evaluation process.
2. Establish the type of online course (hybrid, 100% online, etc.). Establish what type of virtual classrooms / course management system the instructor is utilizing.
3. The evaluator should review the distance learning addendum for the course, paying particular attention to the descriptions of student-instructor and student-student contact.
4. Request permission to enter the evaluatee's website(s) during a specified period of time, preferably a window of between one and three days, or the duration of a learning unit. No one other than the evaluator (and experienced online educator from the division who may be assisting the evaluator) should access the virtual classroom(s) with this user name and password.
5. The evaluatee should be encouraged to provide directions, emphasize features of the website, and otherwise guide the evaluator through the course website.
6. If the evaluatee wishes, he or she should be allowed to personally assist the evaluator in exploring the virtual classroom. This assistance may be provided in person, or via telephone, instant messaging, or other synchronous communication.

Helpful Questions for Evaluating Online Instruction

1. Do the course syllabus and calendar of assignments clearly reflect the pedagogy described in the course outline of record and distance learning addendum?
2. Are the assignments appropriate to and in keeping with the pedagogy described in the course outline of record and the distance learning addendum?
3. If the course is not offered via Blackboard, does the instructor provide clear and concise instructions on how to access the course?
4. Does the instructor provide clear and concise instructions about course navigation?
5. Does the instructor maintain effective student-instructor contact and student-student contact? (For example, timely feedback at discussion forums and via email, discussion board threads guided by the instructor's own comments.)
6. Is the website / virtual classroom easy to navigate? Are uploaded documents easy to open and read? Do web pages reflect standard design principles for navigation and readability?
7. Does the instructor employ a variety of assessment techniques?
8. Are the website documents, links, and other features updated and functioning appropriately?
9. Does the instructor provide clear and concise assignment instructions?
10. Is the website 508 compliant? (For example, images have alt tags, video & audio have accompanying text.)
11. Does the technology / virtual classroom being used facilitate student learning: critical thinking/reading, group discussion, and writing?
12. Do the activities and assignments prepare students to meet the course's Student Learning Outcomes?
13. Does the type and amount of work seem appropriate for the level and unit value of the class?

CURRICULUM COMMITTEE SUMMARY

DATE: September 21, 2006

TIME: 3:00 – 5:00

PLACE: I-330

COMMITTEE UPDATE:

CONSENT CALENDAR: Items in “Consent” are recommended for approval by a Technical Review Committee that met on 9-18-06.

Subject	#	Title	Description of action	Author/s
Physical Education – Kinesiology AA Degree			Removed PHYSED-146 and 161 as possible activity courses – both were deleted from inventory: APPROVED	R. dos Remedios

NEW COURSES:

Subject	#	Title	Description of action	Author/s
CMPNET	041	Introduction to Home Computers: Hardware	.50 units., 4 hrs lect., 4 hrs lab, NDA, no repeat, no prereq., Stand Alone, implement Spring 2007: NOT APPROVED – author agreed to resubmit after he has met with Dr. Capet – these courses may need to be offered in non credit???	L. Hilliard
CMPNET	042	Introduction to Home Computers: Operating Systems	.50 units., 4 hrs lect., 4 hrs lab, NDA, no repeat, no prereq., Stand Alone, implement Spring 2007: NOT APPROVED	L. Hilliard
CMPNET	043	Introduction to Home Computers: Network	.50 units., 4 hrs lect., 4 hrs lab, NDA, no repeat, no prereq., Stand Alone, implement Spring 2007: NOT APPROVED	L. Hilliard
CMPNET	044	Introduction to Home Computers: Security	.50 units., 4 hrs lect., 4 hrs lab, NDA, no repeat, no prereq., Stand Alone, implement Spring 2007: NOT APPROVED	L. Hilliard
CMPNET	045	Introduction to Home Computers: Maintenance	.50 units., 4 hrs lect., 4 hrs lab, NDA, no repeat, no prereq., Stand Alone, implement Spring 2007: NOT APPROVED	L. Hilliard
CMPNET	175	WAN Security 2	3.5 units, 54 hrs lect., 27 hrs lab, no repeat, Prereq – CMPNET-174 WAN Security 1, this course is a required in the “Computer Networking-Securities Technology Certificate of Completion”, new DLA 100% online, Spring 2007: RETURNED TO AUTHOR TO DEFINE EFFECTIVE STUDENT CONTACT HOURS IN THE DLA – UPON RESUBMITTING, PROPOSAL WILL BE REVIEWED BY A TECH REVIEW COMMITTEE:	L. Hilliard

NEW PROGRAMS: NONE

MODIFIED COURSES: NONE

MODIFIED PROGRAMS: See "CONSENT"

NEW DISTANCE LEARNING ADDENDUMS:

Subject	#	Title	100% ON-LINE, HYBRID, CTV	Author/s
CMPNET	175	WAN Security 2	100% Online: NOT APPROVED	L. Hilliard

MODIFIED DISTANCE LEARNING ADDENDUMS: NONE

NEW PREREQUISITES:

Subject	#	Title	Suggested Prerequisite	Author/s
CMPNET	175	WAN Security 2	Prerequisite: CMPNET-174 WAN Security 1: NOT APPROVED	L. Hilliard

MODIFIED PREREQUISITES: NONE

DISCUSSION ITEMS: Title V Repeatability guidelines for physical education courses

COMMITTEE ATTENDANCE:

Bogna, Gina – Curriculum Coordinator Non-voting member	Present	Jacobson, Joan	Present	Solomon, Diane	Present
Davis, Deanna – Faculty, Co-Chair	Absent	Lowe, Ann	Present	Stanich, Diane	Present
Green, Audrey - Administrator, Co-Chair & Articulation Officer	Present	Patenaude, Robert	Absent	Sara Vogler or Steve Pemberton ASG, Non-Voting member	Present
Hooper, Lisa	Present	Robinson, Patty	Present		

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ITEMS APPROVED ON THIS AGENDA

New Courses	-0-	New Non Credit Courses	-0-	New Prerequisites	-0-
New Programs	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
Modified Courses	-0-	New DLA's	-0-	Deleted Courses	-0-
Modified Programs	1	Modified DLA's	-0-	Deleted Programs	-0-