NORCO COLLEGE

Minutes
Norco Academic Senate Meeting
November 16, 2020
1:30-3:30 p.m. Zoom

Call to Order: 1:38 pm

I.   Roll Call:
Officers, Senators, Alternates, and Committee Chairs & Liaisons:
Laura Adams, Kimberly Bell, Quinton Bemiller, Michael Bobo, Courtney Buchanan, Sarah Burnett, Alexis Gray, J. Marie Hicks, Vivian Harris, Dominique Hitchcock, Ashley Johnson, Brian Johnson, Kim Kamerin, Virgil Lee, Barbara Moore, Lisa Nelson, David Payan, Dan Reade, Tim Russell, Jody Tyler, Dana White, Sigrid Williams, Patty Worsham

Absent:

Guests: Meghan Chandler, Michael Collins, Greg Ferrer, Kevin Fleming, Monica Green, Azadeh Iglesias, Pamela Kimbrough, Samuel Lee, Barbara May, Damon Nance, Gustavo Oceguera, Mitzi Sloniger

II. Approval of Agenda

III. Review of **Minutes of November 2, 2020**

IV. **Action Item, Second Read: AP2105 Distance Education (S. Burnett)**
Academic Senate approved Administrative Procedure for Distance Education
        M/B. Moore, S/Hicks, Approved w/ Edits

V.   **Action Item, Second Read: BP/AP2040 Library Services (V. Harris)**
Academic Senate approved Board Policy/Administrative Procedure for Library Services.
        M/V. Lee, S/Hicks, Approved unanimously

VI. **Action Item, First Read: BP2235/AP2235 Credit for Prior Learning**
     (Q. Bemiller/S. Lee)
Academic Senate discussed on Board Policy/Administrative Procedure for Credit for Prior Learning.
   - There is a deadline of December 30th or 31st this year to update our board policy on Credit by Examination, which has been expanded to include Credit for Prior Learning.
   - This expands on Military Articulation Platform.
   - If students receive Credit by Exam, then it can transfer to the other colleges.

- These are to be done on a college-by-college basis if it is a course that's only offered at a particular college in our district. (i.e. Electrical course is only offered at Norco College, so Norco would have to be the approving college)
- This modification seeks to find other ways to give students college credit.
- Approval on this item will be sought at the next Academic Senate meeting.

VII. **Action Item, First Read: Charter for Professional Development Coordinating Network (G. Oceguera)**
Academic Senate will discuss and give recommendations on the first draft of the Charter for the Professional Development Coordinating Network (PDCN).
- This Charter was developed by The Future Structure to Support Professional Development workgroup.
- That work group was chartered in June and has met once a month through the Fall.
- Workgroup includes the chair of the Academic Senate, co-chairs of the Professional Development Committee, co-chairs of the TLC Committee, representatives from CSEA Professional Development Committee, MLA representative, and the ISPC faculty co-chair.
- Workgroup tasked with delivering a formal recommendation to both the Academic Senate and President's Office regarding future structure and scope of a potential advisory group for all the College's professional development activities.
- The PDCN will be tasked with helping to coordinate and maximize resources for professional development of all constituent groups including those associated with Guided Pathways and equity frameworks
- This network will provide a forum for constituent bodies to discuss common professional development needs of constituent groups.
- Approval on this item will be sought at the next Academic Senate meeting.

VIII. **Action Item, First Read: Job Description for Proposed Learning Resource Center (LRC) Faculty Coordinator (D. Nance)**
Academic Senate discussed the proposed LRC Faculty Coordinator position.
- Job description should be about the position and not the person.
- Workload should be modified to say "up to .6".
- Job is not intended to solve the coverage problems of the LRC, it's just one part of it.
- Approval on this item, as well as the LRC plan, will be sought at the next Academic Senate meeting.

IX. **Action Item: ISPC Faculty Advisors (V. Lee)**
Academic Senate voted to approve the terms of Institutional Strategic Planning Council (ISPC) faculty advisors through Spring 2021, as they are currently set to terminate at the end of Fall 2020.

- Earlier this year, faculty representation on ISPC was changed to include six department representatives and three other representatives based on their positions in the college.
- While the Senate had requested two additional seats on ISPC, it was agreed that ISPC would include two additional faculty advisors on ISPC until the reorganization was complete, the target date of which was the end of Fall 2020.
- Since the reorganization completion date has been extended through Spring, the Senate leadership is now requesting that the Senate agree to keep the faculty advisors through the end of Spring 2021.
- There was no objection to this proposal.

X. **Action Item: Norco College Academic Senate Bylaws (V. Lee)**
Academic Senate vote on changes to its Bylaws: Current, Redlined, Clean Edit.

- The changes to the Academic Senate Constitution that were previously approved by the Senate will be submitted to the full-time faculty this week for a vote, since full-time faculty approval is required to change the Constitution. However, once the Constitution changed are approved, the Bylaws will be out of date.
- Thus, Virgil proposed interim Bylaw revisions including changing "members" to "Voting Members" in various places within the Bylaws to make them consistent with the revised Constitution. Virgil proposed, and M. Hicks seconded, these Bylaw changes contingent upon faculty approval of the proposed changes to the Constitution. The motion was unanimously approved.
- Virgil also proposed, and K. Bell seconded, changing the name of APC from the "Academic Planning Council" to the "Academic Planning Chairs" following an early action taken by the Senate. The motion was unanimously approved.

XI. **Discussion: Committee of the Whole (Q. Bemiller/V. Lee)**
Academic Senate will discuss the future of Committee of the Whole (COTW).
- The College is reconsidering whether the COTW should be part of the College's strategic planning process.
- There seems to be consensus that some type of town hall venue is necessary to allow all constituency groups to come together to discuss items that impact the college.
- This can potentially rename or repurpose Committee of the Whole to be that and take away the formality of the vote.
- The fate of the COTW is being discussed in ISPC and action on this matter is scheduled to be taken on Wednesday.
- It has been proposed that the COTW take place at the beginning of the process, rather than at the end.
- COTW is functioning more of a forum instead of functionaing as a committee.
- Some College constituents are scared to speak at these meetings, so a forum might be more inviting.

XII. **Information/Discussion: SPGM Approval Timeline (K. Fleming)**

Academic Senate was updated on the proposed timeline for the modification and approval of the Strategic Planning and Governance Manual (SPGM).

- Second draft with summary of changes was sent out November 2nd.
- After faculty feedback, the final draft will go out November 30th.
- Final draft will be also provided in track changes format to allow the edits from the last draft to be easily seen.
- First read will come to Academic Senate on December 7th and to ISPC on December 9th.
- Second read will come to Academic Senate March 1st, ISPC March 3rd, Committee of the Whole meeting on March 9th, DSPC on March 19th, and Board of Trustees in April (hopefully).
- Appointments and elections for the various committee and councils will be done in the Spring for implementation the Fall 2021.

XIII. **Information: Budget Report (M. Collins)**

Dr. Michael Collins, Vice President for Business Services gave an update on the 2020/2021 Adopted Budget.

[NC 20-21 Adopted Budget Overview](#)

XIV. **College Reports**

A. Associated Students of Norco College (A. Calderon, S. Irfan)

- No Report

B. College President/Vice-President Academic Affairs (M. Green/S. Lee)

- Dr. Green and Dr. Lee thanked the Academic Senate leadership for their participation in last week's State Chancellor's Virtual Listening Tour and wished all Academic Senate members an amazing and relaxing Thanksgiving week break.

XV. **Liaison & Standing Committee Reports**

A. Academic Senate Standing Committees
Program Review (Gray)

- There are no more meetings for the remainder of the semester.
- Any votes that are necessary will be done electronically.
- If there are any issues, Alexis asked that they be submitted by emailed so that she can bring them before the committee.

B. Academic Senate Liaisons

- **Update from Lisa Nelson:**
  - **We are moving ahead with Social Justice ADT in SBS and hopefully launching a Social Justice discipline in COM.**

XVI. **Officer Reports**

A. Secretary/Treasurer (K. Kamerin)

- No Report

B. Vice-President (V. Lee)

- There are three amazing nominees for election of the Faculty Commencement Speaker: Ammanda Moore, Dana White and Dominique Hitchcock
  - Ballots have been sent to faculty and are due by this Friday.

     o Since Dominique cannot participate in the Nominations Committee, Virgil proposed that Barbara Moore take her place for this election. No objection was expressed.
- A vote to approve the proposed Constitution changes will be going out this week.

C. President (Q. Bemiller)
- [Report](#)

XVII. **Open Hearing/Good of the Order**

- The SBS Department voted to move the ECE and ADJ disciplines into BEIT.
- BEIT will vote on this tomorrow.

XVIII. **Adjournment:** 3:32 pm

3Riverside Community College District Procedure   **No. 2105**

Academic Affairs

AP 2105   DISTANCE EDUCATION

References:
>   Title 5 Sections 55200 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.11`

NOTE: *The following procedural language in **red ink** is **legally required** if the District has implemented distance education courses. Local practice may be inserted, but it must include the following minimum requirements contained in Title 5.*

The Distance Education Department, in collaboration with the colleges' distance education committees, is the official District entity that supports distance education at the colleges. This includes, but is not limited to, technology infrastructure, faculty technology training, reporting and regulatory compliance.

Definition: Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of the RCCD approved Learning Management System (LMS).

>   (1) For purposes of this definition, an instructor is an individual responsible for delivering required course content and who meets the qualifications for instruction established by an institution's accrediting agency.

>   (2) Authentication/Verification per Federal Financial Aid or Special Services Eligibility Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates or verifies that the student who registers in a distance education course is the same student who participates in and completes the course of 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 (BP/AP 5040 Student Records, Directory Information and Privacy). The District shall utilize one or more of these methods to authenticate or verify the student's identity:

>>   (i) secure credentialing/login and password; or
>>   (ii) proctored examinations; or

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(iii) new or other technologies and practices that are effective in verifying student identification.

Course Requirements:

(1) 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:
    (i) Providing direct instruction via synchronous or asynchronous methods; or
    (ii) Assessing or providing feedback on a student's coursework; or
    (iii) Providing information or responding to questions about the content of a course or competency; or
    (iv) Facilitating a group discussion regarding the content of a course or competency; or
    (v) other instructional activities approved by the institution's or program's accrediting agency.

> **Commented [BQ1]:** Can we make #1 and #2 like #3? Define course requirement up front.

(2) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency:

    (i)Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
    (ii)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.

(3) Student-to-student interaction (Title 5)

    (i) Instructors will provide opportunities for regular effective contact among students. Interaction is designed to facilitate interaction with and about course content.
    (ii) Unstructured student-to-student interaction should be facilitated by the instructor using a variety of tools and methods available to accommodate a variety of cultures and communication styles.

Curriculum Approval:

For each proposed or existing course offered through distance education, a distance education addendum shall be reviewed and approved. Separate curriculum committee approval is mandatory if any portion of the instruction in a course or a section of a course is designed to be provided through distance education.

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The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 2020 Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Course Approval: When approving distance education courses, the Vice-Chancellor, Educational Services, or designee, will certify the following:

- **Course Standards:** Consistent standards of course rigor and content are applied to the distance education courses as are applied to face-to-face classroom courses.
- **Course Determinations:** Determinations and judgments about the consistency and alignment to existing standards of the distance education course structure were made with the full involvement of the curriculum committee approval procedures.
- **Instructor and Student Interaction:** Each section of the course that is delivered through distance education will include regular and substantive interaction between instructor and students, as well as among students, either synchronously or asynchronously.
- The manner in which face-to-face class (seat) time will be effectively replaced in a distance education format has been addressed.
- Course compliance with Section 508 to ensure the electronic and information technology accessibility needs of individuals with disabilities has been addressed.

Addendum to Course Outline:
An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum must be approved according to the District's curriculum approval procedures. The addendum **must** address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and effective contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are Major Modifications made to the Course Outline of Record.

Authentication of Student Identity
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 courses 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

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statement of the process in place to protect student privacy, level of technology required to activate the authentication process, and estimated additional student charges associated with verification of student identity, if any.

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

- secure credentialing/login and password for the LMS;
- proctored examinations (determined by department); or
- new or other technologies and practices that are effective in verifying student identification.

The District's Chief Instructional Officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

The District requires no additional fees for the authentication methods listed above. If an individual faculty member requires face-to-face proctoring at an off-campus site, any potential or associated fees will be stated in the course syllabus and should be noted in the schedule to alert students to these costs prior to registration.

The faculty teaching DE courses shall authenticate student identification over the period of the course. Opportunities to authenticate include but are not limited to:
- Systematic monitoring and tracking of student work
- Remote online proctored exams using District furnished resources
- Synchronous oral examinations using an approved photo ID
- In-person proctored exams with photo ID check
- Synchronous or asynchronous video activities using an approved photo ID
- Other technologies or procedures specified by faculty in their course syllabus and approved by department.

Legal Issues in Online Classes:
Webcam Use During Live Synchronous Online Classes: While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction and assessment, a carefully tailored cameras-on requirement is appropriate. Community college districts should adopt policies to address these issues to ensure faculty and students are fully informed and that it respects concerns related to personal educational privacy, access, and equity.

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Real Time Captioning During Live Synchronous Online Classes: An auxiliary aid or service is required if the class includes deaf or hearing-impaired students. Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and relevant provisions of state law, require auxiliary aids or services to be provided to deaf and hearing-impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, community colleges also must give "primary consideration" to the choice of aid or service requested by deaf or hearing-impaired students, and weight such requests against the burdens they would impose upon the college program.

Local District Standards for Quality Distance Education Instruction:
Faculty Certification to Teach Online: Faculty requesting or required to teach courses developed for online or hybrid delivery are expected to complete an RCCD Distance Education Department online teaching certification course(s) that includes course development, course design, and course facilitation within the learning management system. Enforcement and waiving of the certification is the purview of Vice-President of Academic Affairs or their designee.

Non-Evaluative Peer Online Course Review: The evaluation of courses designed for fully online and hybrid delivery should consist of a certified team. The courses are evaluated using industry recognized quality course design standards include but are not limited to Quality Matters, the Online Learning Consortium Quality Scorecard, or the CVC-OEI Rubric.

Office of Primary Responsibility: Vice Chancellor, Educational Services & Strategic Planning

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*NOTE: The language in **red ink** is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The Policy & Procedure Service provided legal updates to this procedure in July 2002, August 2003, August 2006, August 2007, February 2008, July 2011, April 2015, April 2017, and **October 2019**. The language in **black ink** is from current RCCD **AP 2105 Distance Education** approved on 6-15-09 and revised on 7-30-12 and 6-16-15 (References and Titles only). The language in **blue ink** is included for consideration. The language in yellow highlighting is included to draw the reviewers' attention, and this language will be removed upon final approval. The language in **gray highlighting** was uniquely added by the District and requires careful review by RCCD leaders to ensure the language remains accurate and up-to-date. **The legal citation language reflected after the page break (below) should be removed following review and revision.***

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Quick Access Link to AP2105 Template with References

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