



ACADEMIC SENATE MEETING
APPROVED MINUTES
MAR. 6, 2014

Members Present: James Todd, Jennifer Hamilton, Deborah Laffranchini, Bill Anelli, Chad Redwing, Mike Adams, Allan McKissick, Allen Boyer, Barbara Jensen, Bob Droual, Christopher Briggs, David Boley, Deborah Gilbert, Elizabeth McInnes, Brian Greene (sub for Ellen Dambrosio), Eva Mo, Jim Howen, Jim Stevens, Kevin Alavezos, Nancy Wonder (Sub for Lisa Riggs), Mike Morales, Paul Cripe

Members Absent: Andrew Campbell (ASMJC President), Brian Sinclair (Faculty Liaison to the Board), Curtis Martin, Hunter Wright (ASMJC), Layla Spain, Paul Berger, Travis Silvers

Guests Present: Alida Garcia, Linda Wong, Eric Ivory, Leticia Cavazos, Brenda Roberts, Hanna Louie, Donna Louie, Pam Crittenden

I. APPROVAL OF ORDER OF AGENDA ITEMS

M/S (J. Hamilton, C. Redwing) Move to approve the order of the agenda items.

~~M/S (C. Redwing, D. Laffranchini) Motion to move #3 of Continuing Business – The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges (ASCCC PAPER) to #1 of the Action/Discussion Items.~~

19 Ayes, 0 Opposed, 0 Abstentions

~~M/S (J. Hamilton, C. Redwing) Move to approve the order of the agenda items.~~

19 Ayes, 0 Opposed, 0 Abstentions

II. APPROVAL OF THE MINUTES (Jan. 30, 2014)

Approval of the minutes will be delayed until the next meeting. J. Todd wanted to be able to give Victoria Simmons an opportunity to review prior to handing out.

III. CONSENT AGENDA

- A. Appoint Rob Stevenson, Tom Duchscher and Brian Sinclair to the Photography Instructor Screening Committee.
- B. Replace Optimism One and Timothy Hobert with Shelley Circle and Nita Gopal and add Annaliese Hausler-Akpovi, Sam Pierstorff and Chad Redwing to the English Full-Time Tenure Track Hiring Committee.
- C. Add Charles Cipponeri to the Reading Full-Time Tenure Track Hiring Committee.
- D. Appoint Hector Duarte to the Director of Health Services Hiring Committee.

~~M/S/C (J. Hamilton, D. Laffranchini) Move to approve the Consent Agenda.~~

19 Ayes, 0 Opposed, 0 Abstentions

J. Todd mentioned due to changes in the Brown Act, whoever is present, and he calls for AYES, and he calls for opposed and abstentions, he needs to make sure he hears those opposed and abstention votes. The other votes are to be presumed as AYES. The requirements are to now document all votes at the meeting.

IV. ACTION/DISCUSSION ITEMS

1. The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges (ASCCC PAPER 2012)

Next Academic Senate Meeting: Mar. 20, 2014, Faculty Lounge, Library Annex, East Campus

M/S (J. Hamilton, D. Laffrachini) Move to put The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges (ASCCC PAPER 2012) for a 1st Reading.

Leticia Cavazos along with her comments also had a PowerPoint Presentation. (Slides to follow)

Leticia Cavazos said the purpose of this document is to clarify the role of the Counseling discipline. It talks about the Educational Plan, what that plan is supposed to be, and what the plan is supposed to include for students in the California Community College System. It provides a discussion on the uses and restrictions of paraprofessionals in the delivery of counseling services.

With the SSSP plan some of the colleges are bringing in paraprofessionals to do educational plans. The State Academic Senate wanted to touch on what the State saw as the proper use of paraprofessionals and what the limitations should be. It offers information on minimum qualifications and there is a lot of talk about the use of faculty advising and the role they will play in helping with SSSP. The document talks about the different things being dealt with in terms of technology, the chronology of patterns, legislative activity and things that are constantly affecting them. It discusses the role for the counselors to be able to help the student succeed.

L. Cavazos went over the responsibilities of the Counselors, what is discussed with students, the difficulties students have, the solutions that are found to help them, the support the student needs and also the referrals given to other agencies as needed. She also mentioned the problems that have come up for them and they need to be able to communicate with other counselors and faculty.

The counselors must hold minimum qualifications for a Master's program in various disciplines. Title V lists the four functions for counseling programs: academic, career, personal and coordination with all the services on campus as well as off campus.

In regards to paraprofessionals, the integrity needs to be protected of the counseling discipline. More colleges are bringing in paraprofessionals and the concern is they might decide to ask why hire counselors when they could hire paraprofessionals. The paraprofessional might not be fully qualified to do the job. They may have an AA degree or a BA degree but might not be at a Master's degree level. Paraprofessionals can hand out information to students but can't go beyond that. They are not to answer questions regarding classes, make decisions or ask questions. When activities with students go beyond providing specific information and goes into goal setting, planning and decision making the student needs to be referred to a counseling faculty member.

The Non-Counseling Faculty Advisors play an important role in advising students as a vehicle to express that interest. The faculty advisors need to have the qualifications to teach in their subject area. If a faculty advisor does personal counseling and something is said that is inappropriate or incorrect the student could come back to the advisor. Documentation and accountability is very important. The counselors make notes and document all meetings with students. The recommendation is to refer the student to the Counseling Office for personal counseling.

J. Todd mentioned there is an intersection as to what we do as faculty and what counseling does overall. We are now being asked to do more than initially was done; to have an initial Ed Plan and then a Comprehensive Ed Plan done for the student to get priority registration.

L. Cavazos said they are not opposed to faculty doing advising in their own discipline as they are experts in their field. They welcome that and when the student sees a counselor the information received can be researched or the student can be put on a computer to do research. Counselors do at times refer the students back to the faculty, as the faculty knows the correct order of classes, and the job markets in their area.

Faculty advisors can explain and clarify information. It would be good to be able to work together with faculty. Phone calls from faculty with questions are welcome and they will call faculty with

questions. Faculty advisors shouldn't be helping students that are undecided, on probationary status or transfer students that generally require more than a basic counseling appointment.

L. Cavazos mentioned the reason this document was passed was SSSP was going to greatly impact Counseling and wanted to be supportive and faculty to be supportive.

B. New Business

1. Substantive Change Report

M/S (J. Howen, E. McInnes) Move to put the Substantive Change Report for a 1st Reading.

J. Hamilton reported that the majority of the document is evidence. The actual report is approximately the first 3 - 30 pages. The purpose of the report is anytime there is a significant change in the institution, whether a program is added, the mission is changed, or any program, degree or certificate goes more than 50% available online, that is considered a "substantive change" and we are obligated to notify ACCJC. While on sanctions you are unable to submit a sub change report. In this report there are 36 Associate Degrees, both AA and AS and 4 Certificate of Achievements that has happened since the last time we submitted a sub change report in 2010. Part of the notifications is proving to the Commission that all agree with the mission and the mission statement has room for Distance Education and the additions do not prohibit us from continuing to meet the standards.

J. Hamilton went over the new degrees that have gone through our local approval and the Chancellors office. There is only 1 pending CCCCCO approval. When you're talking about an Associate Degree it is considered a Distance Education Course if it is over 50% online when you add in the online general education components.

She briefly went over the MJC Mission, approved September 2013 and commented that Distance Education meets the mission statement.

The report goes through every standard, defends why certain things are done and explains the rationale. It turns out that we are doing this well. Our DE committee and DE plan is really good. We are ahead of the curve as far as Distance Education teaching. She relies heavily on the DE plan to show the process and this is what we are doing.

When looking at the data the vast majority of our students are located here in Modesto. When you break down the demographics who the students are, the majority of our students are Caucasian but proportionately speaking, our Hispanic students are taking online classes in greater numbers than our Caucasian students.

What does that mean as we construct our courses? What does that mean to us as an institution? Who are we serving? Why are we serving in this way? Why is it that group of students focus on online education? It may or may not help us construct our courses, but it informs our teaching. There are a lot of questions that are begging for conversations.

Our job as a Senate is to look at this, at least the first 30 pages. We need to be informed what the institution is telling ACCJC. She has done her best to reach out to the appropriate groups and people to get the best information possible.

If there are any new changes, any new ADTs that get approved or anything that goes beyond the 50%, a new sub change will have to be submitted next year. This is an ongoing thing. This time just happens to be large since we haven't submitted anything since 2010. If there is any feedback please email J. Hamilton.

We will look at this at the next meeting for a 2nd reading and will still be in the time frame of the due date Mar. 31, 2014.

Next Academic Senate Meeting: Mar. 20, 2014, Faculty Lounge, Library Annex, East Campus

A. Continuing Business

1. Election for College Council

J. Todd mentioned there is one person that has agreed to serve in the 4th College Council position from now until Fall 2014 and we will have a full election at the beginning of the new year. Curtis Martin has agreed to run for the open position and serve in that capacity

M/S/G (A. McKissick, P. Cripe) Move the procedure to open election for College Council from now until the Fall 2014.

19 Ayes, 0 Opposed, 0 Abstentions

J. Hamilton nominates Curtis Martin for the College Council position to serve from now until Fall 2014.

M/S/G (J. Hamilton, B. Anelli) Motion to nominate Curtis Martin for the College Council position to serve from now until Fall 2014.

19 Ayes) 0 Opposed, 0 Abstentions

2. Academic Senate Faculty Appointee Governance Handbook – 2nd Reading

M/S (J. Hamilton, D. Laffranchini) Move to accept the Academic Senate Faculty Appointee Governance Handbook for a 2nd Reading.

Allan McKissick wanted to confirm that page 21, item 7, should read at the end of the sentence *in the areas of primarily rely and mutually agree. (10 + 1)* There was agreement and the sentence will be changed to add the words *mutually agree*.

M/S/G (J. Hamilton, D. Laffranchini) Move to accept the Academic Senate Faculty Appointee Governance Handbook with the minor change in wording.

19 Ayes, 0 Opposed, 0 Abstentions

3. Student Success and Support Program (SSSP) Plan – not to be discussed today

4. FSA Discipline Specialists – nothing to report

5. Facilities Council – No Report

6. Student Services Council – Report following

B. Greene commented on the 4th bullet of the report re: online orientation. Platform or software is being looked at that will help do counseling orientations and new student orientations. Input is being solicited as to what capabilities that software should have and what types of things should be included.

J. Todd mentioned that the company Comevo (Communication Evolve) purchased from Columbia College is a platform that gives information about different areas of campus but is also available for department introductions videos. As many modules can be used once the base platform is purchased.

B. Greene mentioned that in the absence of MJC coming up with an alternative MJC could tag along with Columbia College.

He also mentions ASMJC is talking about bringing MTV-U to the campus. It is not approved yet, but MTV would potentially put up monitors in certain areas around campus and have MTV content, and the commercials would be MJC commercials. It is unknown yet where the monitors would be placed and if it would be just video or video and audio.

7. Instruction Council

Deb. Laffranchini mentioned Instruction Council met and ranked 16 positions. 1 position was presented as being a mandated position, which would have given it a higher ranking. When they were together they observed the presentations, scored them independently and discussed whether the certified Athletic Director position was truly a mandated position. Several scored that position as if it was a mandated position and scored it higher. They were given an opportunity to rescore once it was determined that it was mandated that we have a certified trainer at all competitive events and it doesn't have to be a faculty person. Those that wanted to rescore did so, and there were 2 ways to rank them. 1 way was a sum of scores and the other was a sum of ranks. Basically it was in alignment regardless of which way was used. They identified problems and decided in the future before presentations, if there was a mandated position coming up it would be determined whether it truly was a mandated position.

There was a discussion of the rankings on an Excel spreadsheet presented and how they could be ranked differently.

M. Morales mentioned on the mandated position, it was discussed as a soft mandate. The way he viewed it from the Administration's point of view, it's a mandated position but some else could be hired and go away from the division's #1 ranking; but a position was wanted to teach as well as do the position. As a member of that committee he believes it was his position to read the applications as presented and was best for the college. If the guidelines and rules were followed only two should have been ranked.

D. Laffranchini said there were different strategies and as long as you were consistent in the way you scored it wouldn't harm the process.

J. Todd said we need to have a written report about what needs to happen next time so it can be examined, looked at and what needs to change. He has had inquiries about the process of the mandate or not to mandate.

J. Todd suggested that we could have a joint meeting of a committee between Academic Senate and the Instruction Council to talk about the rubric, the process and help generate a report from both inside and outside the council that would help give as much advise as possible and decide whether there needs to be a recommendation have a rubric sent to them.

This is also to be presented to College Council and discussed there. He will come back to Senate about a rubric but wants a report what happens at College Council first.

8. Accreditation Council – covered

9. Resource Allocation Council – No Report – to meet Mar. 7, 2014. Tomorrow there is a deadline for additional resource requests to go to your dean's that was sent out by J. Stearns.

10. College Council – No Report

B. New Business (continued)

Report from Accreditation Institute – delayed until a later time

C. REPORTS

a. Student Senate – no report

b. Faculty Representative to the Board – Brian Sinclair - No Report

J. Todd believes this may be Brian's last semester as Faculty Representative to the Board.

c. Legislative Analyst - Chad Redwing – No Report

Next Academic Senate Meeting: Mar. 20, 2014, Faculty Lounge, Library Annex, East Campus

d. Outcomes Assessment Work Group (OAW) -

J. Todd mentioned that the assessments for PLO's, GELO's and ILO's are being completed. There are a number of disciplines that have to do Program Reviews this year. It will be initiated in April and they will have through the summer to complete.

e. Curriculum Committee - Jennifer Hamilton – No Report

J. Hamilton mentioned they had an extensive discussion regarding the use of the expedited approval when courses are being put through. There is specific criteria for getting a course approved for expedited approval. Faculty need to be encouraged if applying for expedited approval to make sure it meets the criteria because Curriculum Committee will decline the request if it doesn't meet the criteria.

The deadlines are listed on the Curriculum Committee homepage.

J. Todd mentioned it is important to report back to the local division that if expedited approval is being done it meets the criteria.

f. Faculty Professional Development Committee and PDCC - Bill Anelli

B. Anelli mentioned yesterday there was a meeting with PDCC and the Diversity Committee and they voted to ask Jill Stearns to make room for a joint space in the Library Basement with Academic Senate and Distance Education. They added to the list a plan for that center, what it might look like and would take into account the Student Success Initiative, the new Accreditation Standards that might be coming up and new standards of Professional Development. It is unknown what the new standards are; they are just recommendations. They are trying to find out what the state is mandating. This is actually the result of 10 + 1.

J. Todd that staff and professional development is involved also and mentioned the ASCCC is attempting to put together a Professional Development College.

g. Distance Education Report – Eva Mo – Report following

h. President Report – James Todd

J. Todd briefly went over the items that are currently taking place that are difficult and challenging. One of the issues is with the Counselors and what is happening in their area regarding Paraprofessionals, faculty advising and to take care of the 4500 students that will be coming in.

Another area is the Math Department. He met with them and heard their concerns about issues getting their curriculum through Curriculum Committee. He still thinks Curriculum Committee is where it needs to happen. There will be a meeting with faculty, the Personnel Committee and will be getting together with the President for a discussion.

There is a lot on our plate to try to get through, with Program Discontinuance Document, the Curriculum issues, SSSP and Student equity issues to get through.

J. Hamilton said our Strategic Plan has expired and if we don't have something in the works by October she hesitates to think what could happen. She doesn't want to go on sanctions again.

J. Todd said there may be some days during the summer that conversations will need to take place.

D. ITEMS FOR FUTURE AGENDAS - None

E. OPEN COMMENTS FROM THE PUBLIC - None

F. ADJOURNMENT adjourned at 5:50 pm.

Next Academic Senate Meeting: Mar. 20, 2014, Faculty Lounge, Library Annex, East Campus

"In accordance with the Ralph M. Brown Act and SB 751, minutes of the MJC Academic Senate records the votes of all committee members as follows. (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority."

Next Academic Senate Meeting: Mar. 20, 2014, Faculty Lounge, Library Annex, East Campus

THE ROLE OF COUNSELING FACULTY AND DELIVERY OF COUNSELING SERVICES IN THE CALIFORNIA COMMUNITY COLLEGES

The Academic Senate for California Community Colleges
Adopted Spring 2012

THE PURPOSES OF THIS PAPER ARE THREEFOLD.

First, it clarifies the role of the counseling discipline and provides a description of a comprehensive student education plan in the California Community College system.

Second, it provides a foundation for discussion on the uses and restrictions of paraprofessionals in the delivery of counseling services (within the counseling discipline).

Third, it offers updates on minimum qualifications,

- the use of faculty advisors, and
- current trends in technological tools, and
- online counseling, as well as a
- chronology of funding patterns and legislative activity to date, that provide a more wide-ranging perspective of how the profession of counseling has evolved—or not—since 1994.

The core functions of counseling faculty are detailed in Academic Senate's Standards of Practice for California Community College Counseling Faculty and Programs (2008) and have not changed over the past 30 years. Rather, it is the recognition of the relevance and necessity of that role, and how counseling services are delivered, that has evolved.

COUNSELING FACULTY ARE PROFESSIONALLY TRAINED TO:

Diagnose the difficulties students face in pursuing and achieving their educational goals, to prescribe solutions for those difficulties, and to support students as they inch or stride toward success.

THIS MAY INCLUDE:

Consideration of and planning for multiple layers of student goals, e.g. associate degree to transfer to professional schools.

Recommended course sequencing that reflects a balanced course load based on a student's strengths, scheduling patterns, and course requirements with prerequisites built in.

Student support referrals to services both on and off campus.

Information about auxiliary requirements to meet a student's educational goals, e.g., testing, Advanced Placement (AP) scores, minimum GPA, and deadlines.

Planning for and prioritizing multiple transfer institutions.

Recommendations of courses to increase a student's competitiveness for admission, if transfer is intended.

Distinction of catalog rights and options for selecting a catalog year.

Professional knowledge of programs.

Evaluation of transcripts from other institutions.

MINIMUM QUALIFICATIONS AND OTHER ROLES

Counseling faculty must hold a "Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling.

TITLE 5 §51018 LISTS THE FOLLOWING FOUR FUNCTIONS FOR COUNSELING PROGRAMS:

Academic
Career
Personal and
Coordination with the counseling aspects of other services available to students.

ROLES AND USES OF PARAPROFESSIONALS AND FACULTY ADVISORS

Paraprofessionals (also called counselor assistants, information technicians, educational advisors, or specialists).

Use of paraprofessionals continues to grow despite ongoing concern they might be pressed into roles beyond their job duties and for which they may not be qualified.

CLARIFYING ROLES:

To identify the appropriate roles of paraprofessionals, colleges must clarify the activities that do not require the minimum qualifications of the counseling discipline.

Following is a list of such possible activities:

- Assisting at registration by providing information
- Providing information about program requirements (as printed in catalog, for example).
- Facilitating and supporting activities

Counseling faculty must clarify the limits on the use of paraprofessionals in order to protect the integrity of the counseling discipline.

When activities with students go beyond providing specifically required information and migrate into the areas of

- goal setting, planning, and decision-making, the student needs to be referred to a counseling faculty member.

MJC Counselors unanimously agree that at no time should a paraprofessional be developing an abbreviated or comprehensive ed plan, which always includes one or more of the three components previously mentioned.

NON-COUNSELING FACULTY ADVISORS

Non-counseling faculty can play an important advising role and serve as a vehicle to express that interest, provided the advising does not expand to functions reserved for counseling faculty.

Faculty advisors should have the minimum qualifications to teach in the subject area in which they provide advising and should exhibit the following competencies:

ability to interact non-judgmentally with students using effective helping skills
interest in serving as an advisor (no one should be assigned advising responsibilities automatically).

ACTIVITIES WITHIN THE SCOPE OF FACULTY ADVISORS ARE THE FOLLOWING:

providing information regarding programs, career opportunities, and course selection in their disciplines.

faculty advisors can provide a link for the student with other essential services: counseling, financial aid, career center, transfer center, veteran's resource center, services for students with disabilities, tutoring center, health center, etc.

non-counseling faculty are excellent resources for discipline-related information;
counseling faculty can provide comprehensive training on skills and strategies necessary for successful advising.
Instructors who advise and the counselors who train them share the responsibility to make faculty-advising activities a supplement to, rather than a replacement for counseling services.

Faculty advisors explain and clarify information for students and present their material in a manner sympathetic to the needs and situation of the student.
Advising responds to student requests for discipline-specific information.
Counseling is required when the student needs more than just specific information.

Advisors should not advise undecided, probationary or transfer students who, by the nature of their situation, typically require counseling.
Nor is it appropriate for advisors to be called counselors. This practice only adds to the confusion of students about the roles of the individuals serving them.

Whereas, The Academic Senate for California Community Colleges adopted resolution 8.01 F11 that called for an update to the 1994 paper *Role of Counseling Faculty in the California Community Colleges*;
Whereas, The topics covered in the newly revised paper include updated and current minimum qualifications, specific guidance on appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, and the creation and use of education plans; and
Whereas, The California Legislature is considering the Student Success Act of 2012, and this legislation will impact counseling and counseling services;
Resolved, That the Academic Senate for California Community Colleges adopt the updated paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges*; and
Resolved, That the Academic Senate for California Community Colleges include in the final version of *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* a reference to the updated 1986 Seymour-Campbell Matriculation Act, which will be known as the 2012 Student Success Act, if the legislation is finalized prior to the final publication date of the paper.

Student Services Council Report
2/28/2014

- ❖ The SSSP planning retreat will take place on March 28, 2014.
- ❖ FTES updated, we are at 460 FTES below our target.
- ❖ Friday & Saturday courses taught during summer 14. But campus will be closed on Fridays during summer14. If campus is closed what kind of services are going to be available to students? Possibly having food carts on campus for the Friday/Saturday classes.
- ❖ On-line orientation: Columbia College is set with a new on-line orientation purchased from a company called Comevo (Communication Evolve). MJC is also looking at purchasing on-line orientation. Feedback was provided regarding having videos verse text for students to view. Students prefer visual aid over reading text.
- ❖ New Student Day will be held on Saturday March 8th, this will include orientation, assessment, and advising which would include one semester abbreviated ed. Plan. ASMJC will provide food, and will help students get their picture ID cards. Student services programs will have tables from each area for students.

Distance Education Report to Senate – March 2014

- A substantive Change Report has been filed. Thank you to Jennifer Hamilton for her work on this. Please take a look at the work so far at this site: <https://www.dropbox.com/s/nen6zd3eug3dubk/Sub%20Change%202014%20Final%20Draft.doc> You will find most of our DE plan is at this site as well. Look especially at pages up to 32 (32 to 90 is mostly evidence). Jennifer and the DE committee are seeking your feedback.
- Online forms are now on the back burner. Not sure of the reasoning other than we are short of people to work this in the right departments. Fairly soon, we will have a simply form system (form gets filled out, and the information will be sent to the right department via their email). Notice that this data is not streamed. It means that we will need to use our email even more to do filing. Not sure what this means regarding the size of our email allotment.
- Currently there is an attempt to fill in our help desk hours. Cheryl gets there at 12:30 (which means that the morning hours are not being supported). Susan Kincade approved getting YCCD help three weeks ago. Unfortunately, there is no forward movement in terms of who will be trained, and appointments regarding training. Until this happens, students do not have morning helpdesk support.
- DE is beginning a conversation regarding the curriculum committee and its role in DE outlines and COR addendums. We would like this conversation to continue with the curriculum committee and the senate.
- Josh will launch the new MJC website by the end of this week. You can preview it at this site: <http://dev.mjc.edu>. He would appreciate any and all feedback: https://docs.google.com/forms/d/1727_Kl8WKla-AoUjeqitwudpRJJpSw2pQ2r88RuAepo/viewform
Main department links will be forwarded (for example, disability services). But there will be broken links if you created a link to a non-main MJC department. Please be aware of this, and fix your links. It is recommended that you change your links to main departments as well.
- Summer online teaching cohort funding has been approved. Mike will be sending out invitations for applications in two weeks. This cohort will begin study in late April. \$400.00 stipend for each class, \$1200.00 for taking all three classes. Title V funding disappears this summer, so this might be the last chance to take these online teaching classes with stipends. Classes will be offered in the future, and alternative forms of support will be used: column movement and flex, for example.
- The Community College Chancellor's office would like online colleges to send out surveys to online students and online faculty. We are considering this. The surveys do not identify individual classes, rather overall satisfaction program-wide.
- Archiving will be done in May (we are moving the December archiving to May). This will be done annually and courses two years or older will be archived.
- We will have the MJC online teaching summit again this year. DE would like to query online faculty as to their interest, schedules, and availability. The question is whether to have this in May or June. It seems that there are many who will be teaching in May, and therefore preclude participation. Please contact your local friendly DE rep and let them know your preference.
- DE would like to clarify the requirements to teach online (for first time online instructors at MJC). Ideally, part of the DE online cohort classes with advanced blackboard training. However, any training that instructor can demonstrate (@One as one example) understanding and facility with online pedagogies and technologies.