

Academic Senate Grossmont College

Monday, October 1, 2007
11:00am – 12:20pm in Griffin Gate

I. CALL TO ORDER

- A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*
- B. Approval of Agenda
- C. Approval of Minutes from September 17, 2007

II. PRESIDENT'S REPORT

- A. Nursing Program Update 10 minutes
- B. Call for Election Committee Volunteers 5 minutes
- C. Announcements 5 minutes

III. COMMITTEE REPORTS

- A. None

IV. ACTION ITEMS

- A. Board Policy on Sexual & Other Assaults (Attachment #1) 15 minutes
- B. Board Policy on Child Abuse (Attachments #2, #3, & Hand out) 40 minutes

V. INFORMATION ITEMS

- A. SLO Coordinator (Attachment #4)
- B. Distance Education Coordinator (Attachment #5)

Academic Senate Grossmont College

Minutes of the Meeting – September 17, 2007

PRESENT: Chris Hill (President); Sue Gonda (Vice President); Scott Barr (Senate Officer at Large); Laura Burger (Senate Officer at Large); Jeff Lehman (Senate Officer at Large); Raul Sandelin (Senate Officer at Large); P.J.Ortmeier, Tina Young (Administration of Justice); Jennifer Carmean (ASL); Jim Wilsterman, Jennifer Bennett (Art); Amy Ramos (Behavioral Sciences); Virginia Dudley, Michelle Perchez (Biological Sciences); Judith Zander, Evan Enowitz (Business Administration); Linda Snider, Barb Gillespie (Business Office Technology); Rick Kirby, Don Ridgway (Cardiovascular Technology); Martin Larter, Diana Vance (Chemistry); Sheridan Dewolf, Amy Obegi (Child Development); Joel Castellaw, Jill Carleton, Victoria Howitt (Communication); Janet Gelb, Diane Mayne-Stafford (Computer Science); Donne Leigh, Debbie Lim (Counseling); (Culinary Arts); Kathy Meyers (Dance); Jane Nolan, Carl Fielden (Disabled Student Services); Judd Curran (Earth Sciences); Oralee Holder Joan Ahrens, Tony Ding, Tate Hurvitz, Micah Jendian (English); Pat Bennett, Nancy Herzfeld-Pipkin, Barbara Loveless (ESL); Sylvia Montejano, Pearl Lopez (EOPS); Jim Symington, Randy Abshier, Jamie Ivers, Larry Larsen (Exercise Science and Wellness); Paul Vincent (Foreign Language); Sue Gonda, Devon Atchison (History); Priscilla Rogers (International Business); Pat Morrison (Library); Jenny VandenEynden, Susan Working, Ray Funk, Corey Manchester, Shirley Pereira (Math); William Snead (Media Communications); Derek Cannon (Music); (Nursing); Christine Vicino (Occupational Therapy); David Milroy (PartTime Representatives); Zoe Close (Philosophy, Humanities & Religious Studies); Ross Cohen (Physics, Astronomy, & Physical Sciences); Brian Jennings (Political Economy); Lorenda Seibold-Phalan (Respiratory Therapy); Craig Everett (Theatre Arts).

ABSENT: (President); (Vice President); (Senate Officer at Large); (Senate Officer at Large); (Senate Officer at Large); (Senate Officer at Large); Lance Parr, (Administration of Justice); (ASL); Marion DeKoning (Art); Israel Cardona, Gregg Robinson (Behavioral Sciences); Michael Golden (Biological Sciences); (Business Administration); (Business Office Technology); (Cardiovascular Technology); (Chemistry); (Child Development); (Communication); (Computer Science); Tom Gamboa (Cross Cultural Studies); James Canady (Counseling); Joe Orate (Culinary Arts); (Dance); (Disabled Student Services); Jenny Duncan (Earth Sciences); Adelle Schmitt (English); (ESL); (EOPS); (Exercise Science and Wellness); Yolanda Guerrero, Carmen Hernandez, Edda Temoche-Wedele (Foreign Language); (History); (International Business); (LRC); (Math); Evan Wirig (Media Communications); Paul Kurokawa Steve Baker (Music); Roland Estrella (Nursing); (Occupational Therapy); (Part Time Representatives); Bill Hoaglin (Philosophy, Humanities & Religious Studies); (Physics, Astronomy, & Physical Sciences); Joe Braunwarth (Political Economy); Barry Winn (Respiratory Therapy); Beth Duggan (Theatre Arts).

GUESTS: Pamela Amor – Grossmont College, Assoc. Dean Instructional Services
Dr. Sunita Cooke – Grossmont College, President
John Colson – Grossmont College, Vice President Student Services
Sarah Donnelly – District, Research Analyst
Ernie Ewin – Grossmont College Foundation Director
Tim Flood – Grossmont College, Campus Facilities/Operations
Tina Pitt – Grossmont College, Interim Vice President Academic Affairs
Marsha Raybourn – Grossmont College, Supervisor, Instructional Operations
Mary Rider – Grossmont College, Director, Transfer Center
Beth Smith – Grossmont College Faculty & State Academic Senate Representative
Renee Tuller – Grossmont College, Counselor
Pamela Wright – District, Planning & Research

RECORDER: Tasa Campos

I. CALL TO ORDER

Chris Hill, new Academic Senate President welcomed everyone to the meeting. Chris reminded everyone to sign in at all meetings. Chris shared the Grossmont Foundation was holding a drawing at

today's meeting so be sure to fill out your ticket. The prize was \$100.00 for the winning faculty's department to have lunch. The winning ticket would be drawn today after Ernie Ewin, Foundation Director, gave his presentation.

A. Public Comment

None

B. Approval of Agenda

A motion was made to approve the day's agenda.

M/S/U Nolan/Mayne-Stafford

C. Approval of Minutes from May 7, 2007

A motion was made to approve the minutes from the May 7, 2007 meeting.

M/S/U Montejano/Holder

Oralee Holder pointed out some grammar mistakes in the minutes. The changes were noted and the motion was approved.

II. PRESIDENT'S REPORT

A. Introductions of New Senate Officers

Chris again welcomed everyone to the meeting. Since there are so many new faculty representatives on the Senate this semester, Chris suggested an around-the-room introduction. All faculty, Officers, and guests introduced themselves.

The new Senate Officers are:

President:	Chris Hill
Vice President:	Sue Gonda
Senate Officer at Large:	Scott Barr
Senate Officer at Large:	Laura Burger
Senate Officer at Large:	Jeff Lehman
Senate Officer at Large:	Raul Sandelin

B. Refresher on Senate Procedures

Chris gave a brief review of some Academic Senate procedures. The following were briefly discussed:

- Times of the meeting and the importance of arriving on time.
- Agenda items have been allotted estimated times of discussion in order to attempt covering all agenda items.
- The Academic Senate follows "The Brown Act" rules.
- A new Parliamentarian is needed. If interested in volunteering, please contact Chris.
- Only Senators are able to vote on motions.
- Please read all distributed information pertaining to the discussion items prior to action at the next meeting.
- The Parliamentarian's decision during a discussion is the final word. If further discussion and review is felt to be required it can occur after the meeting.

If there are any questions or ideas, please contact Chris Hill or any other Senate Officer.

C. Parking Update

Chris welcomed and introduced Tim Flood. Tim gave an electronic report on the upcoming parking situation and parking structure. He discussed the following:

- a. Parking locations considered.
- b. Parking structure Rendering.
- c. Parking Structure Foot Print.
- d. Parking Structure Construction – Phase I
 - i. Timeline 10/07 – 12/07

- ii. Estimated parking loss – 400 spaces.
 - iii. Estimated parking available – 600 spaces.
 - iv. Impact on campus.
 - v. Staff parking in Lot 5 relocation.
- Parking Structure Construction – Phase II
 - Timeline 3/08 – 12/08
 - Estimated parking loss – 812
 - Estimated parking available – 218
 - All staff and full time faculty will be relocated off of campus.
 - Shuttles will be provided.
 - Special parking will be designated for part time faculty.
 - Storm Water Treatment Installation.
 - Utility Infrastructure Corrections.
 - Storm Drains, Sewer Line, and Gas Line work.

The group discussed the following concerns and questions:

- Needing more faculty parking spots.
- Pedestrian crossing of new campus road during Phase I.
- Enrollment projections.
- Increasing loads for part time faculty or hiring more full time faculty.
- MTS use.
- Motorbikes and cycles parking availability and bicycles.
- Neighborhood concerns.
- Carpooling benefits.
- Special needs.

Chris thanked Tim for his time and information. She stated information about the parking construction will be posted on the Academic Senate web page by tomorrow afternoon.

D. Introduction of New College President

Chris introduced and welcomed Grossmont College's new President, Dr. Sunita Cooke. President Cooke thanked the Academic Senate for inviting her and stated what a pleasure it was to be here. She commended Grossmont on its commitment to students. Please feel free to contact her with any questions and/or concerns. Chris thanked her for her time.

E. Open Nominations for Part Time Rep Election

Chris stated the nominations for Part Time Representative will open today. She reviewed the election timeline. Volunteers will be needed for the Election Committee.

A motion was made to open the nominations.

M/S/U Barr/Montejano

The motion passed.

Lee Johnson, part time faculty in the Math Department was nominated. The nominations will remain open until Monday, September 24 at 5:00 p.m. Please send your nominations to Chris. Only part time faculty will be voting during this election.

F. Foundation Gala

Ernie Ewin, Grossmont College Foundation Director, gave a brief review of the Foundation and how the college benefits. He reminded the group of the Walk of Fame Gala on Saturday, October 20. Ernie passed around and discussed the program brochures developed by the Foundation at no cost to the departments on campus. If interested in having a brochure developed for your department, please contact the GC Foundation.

Ernie requested Dr. Cooke come up and draw the winning ticket for the raffle. The winner was Jim Symington in Exercise Science and Wellness.

G. Fall 2007 Agenda Items

Chris briefly reviewed the following Fall 2007 Senate Agenda/Discussion Items:

- Basic Skills Initiative
- Nursing update
- Program Review report
- Distance Education report
- Accreditation update
- Academic Dishonesty Policies and Procedures
- Plus/minus grading
- Honor Dean Colli
- SLO workshop for spring flex week
- SLO Plan

III. COMMITTEE REPORTS

None

IV. ACTION ITEMS

None

V. INFORMATION ITEMS

A. Board Policy on Child Abuse – Handout

This item was provided for information and for discussion at the next meeting.

B. Board Policy on Sexual and Other Assaults – Handout

This item was provided for information and for discussion at the next meeting.

VI. OTHER

Chris reminded everyone to please pick up the handouts in the back. Please review the information and if there are any questions, please contact her prior to the next meeting.

Chris shared a gavel presented to the Senate by the Past President, Beth Smith. The gavel was used to close the meeting.

Meeting adjourned at 12:15.m.

***The next meeting will be in the October 1, 2007.**

CH:tmc

AP 3518 Child Abuse Reporting

Board Policy 3518

Reference:

Adoption Date: December 21, 2006
Revised:

Describes the District procedures for educating employees regarding District Policy 3518, Child Abuse Reporting, and establishes procedures for implementation and enforcement of the policy.

FORMS USED:

GCCCD Public Safety Incident Report Forms

State of California Form SS 8572

CODES, REGULATIONS, AND DISTRICT POLICIES RELATED TO THIS PROCEDURE

State of California Penal Code Sections §§ 261 et seq.
State of California Penal Code Section §§ 1164-11174.3

PRIMARY STAKEHOLDER: Vice Chancellor-Human Resources; Presidents; Vice Presidents, Student Services; Assistant Deans, Student Services; Director, Public Safety; Public Safety Officers; Counselors; Child Development Staff.

COMMENTS

The Grossmont-Cuyamaca Community College District recognizes the responsibility of its staff to report to the appropriate agency when there is a reasonable suspicion that an abuse or neglect of a child may have occurred. Mandated employees who must report under the State of California's system of complaint intake and investigation include those employees whose duties include substantial services to children under the age of 18. Voluntary reporters are all other employees who may have reasonable cause to believe that abuse or neglect of a child may have occurred.

Definitions:

1. Child abuse is defined as physical abuse, neglect, sexual abuse and/or emotional maltreatment. This administrative procedure addresses the sexual assault, exploitation, and/or sexual abuse of a child; the willful

Approved: _____ Issued: _____ PAGE NO. 7 of 3

AP 3518 Child Abuse Reporting

Board Policy 3518

Reference:

Adoption Date: *December 21, 2006*
 Revised:

cruelty or unjustifiable punishment of a child; incidents of corporal punishment or injury against a child; abuse in out-of-home care; and the severe and/or general neglect of a child (defined in Penal Code Section 11165).

2. "Reasonable suspicion" occurs when it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position to drawing when appropriate on his or her training, to suspect child abuse" (Penal Code Section 11166[a]).
3. A child protective agency is a police or sheriff's department, a county probation department, or a county welfare department. District Public Safety is not a child protective agency.
4. Any person not mandated by law to report suspected child abuse has immunity unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Reporting is an individual responsibility. An employee making a report cannot be required to disclose his or her identity to the employer (Penal Code Section 11167[f]). However, a person who fails to make a required report is guilty of a misdemeanor punishable by six (6) months in jail, and/or a \$1,000 fine (Penal Code Section 11172e).

<u>STEP</u>	<u>TASK PERFORMED BY</u>	<u>DESCRIPTION</u>
1	Mandatory reporters and voluntary reporters;	Upon reasonable suspicion of child abuse, report immediately to a local child protective agency, and follow up with a written report in 36 hours.

AP 3518 Child Abuse Reporting

Board Policy 3518

Reference:

Adoption Date: December 21, 2006
Revised:

<u>STEP</u>	<u>TASK PERFORMED BY</u>	<u>DESCRIPTION</u>
2	Mandatory reporters and voluntary reporters;	Upon reasonable suspicion of child abuse, report immediately by phone, and on Form SS 8572 within 36 hours, as required by law.
3	<u>Definition of Mandatory Reporters</u>	<u>Mandatory reporters are comprised of Child Development Center workers, health service workers, public safety employees, counselors, middle college high school employees, and others who reasonably can expect to be predominantly involved in providing regular services to students who are less than 18 years of age.</u>
4	<u>Definitions of Child Abuse</u>	<u>Employees uncertain of their obligations under this procedure should review facts with child development or counseling staff.</u>

Attachment #2

BP 3518 Child Abuse Reporting

Penal Code §§ 261 et seq. and §§ 1164-1174.3 et seq.

Reference:

Adoption Date: December 21, 2006

The Grossmont-Cuyamaca Community College District will comply with applicable provisions of the Child Abuse Reporting Act.

The Chancellor shall establish lines of responsibility and general duties of employees within the District regarding their obligations to report child abuse.

The Chancellor will establish professional development and responsibility courses for mandatory child abuse reporters, and provide a system to disseminate required forms and information within the college community for students and staff.

GC Academic Senate Handout on Board Policy and Administrative Procedures # 3518

The current Board Policy on Child Abuse Reporting states that the GCCCD will comply with applicable provisions of the Child Abuse Reporting Act and establish lines of responsibility and general duties of employees within the district regarding their obligations to report child abuse.

What is the major question?

We are being asked to provide input on the proposed administrative procedures, including consideration of whether we, as faculty, should be regarded as mandated or non-mandated (voluntary) reporters.

How does the law define a "mandated reporter"?

Penal Code section 1165.7 defines “mandated reporters” of child abuse as follows:

- (1) a teacher
- (2) an instructional aide
- (3) a teachers’ aide or teacher’s assistant employed by any public or private school
- (4) a classified employee of any public school
- (5) an administrative officer....of any public or private school
- (6) An employee of a school district police or security department
- (7) A peace officer
- (8) ...a family and child counselor

What would my obligations be in each scenario?

<u>Mandated</u>	<u>Non-Mandated</u>
<ul style="list-style-type: none"> • Required to call Child Protective Services directly to report suspicion of child abuse and to file a written report in 36 hours “if they know or have reasonable suspicion of child abuse and neglect, encountered in the scope of their employment” • Subject to more intensive types of criminal background checks before employment 	<p>May report suspicion of child abuse to Child Protective Services</p>

What are my legal protections in each scenario?

<u>Mandated</u>	<u>Non-Mandated</u>
<ul style="list-style-type: none"> • The Child Abuse Reporting Act provides absolute immunity from civil or criminal liability when making the required report. • Immunity doesn’t eliminate the possibility that actions may be taken against the Mandated Reporter, therefore the state will reimburse up to \$50,000 in legal fees in the case of such a suit. 	<p>Also has immunity from civil and criminal liability, unless there is proof that the reporter made the report while knowing it was false.</p>

What happens if I am a mandated reporter and fail to report child abuse?

A mandated reporter who fails to report is guilty of a misdemeanor crime, punishable by up to 6 months in county jail and/or up to \$1000 in fines and may lose their license or credential.

The sections below are excerpts from a publication of the Academic Senate for California Community Colleges entitled "Minors on Campus: Underage Students at Community Colleges" adopted in Fall 2006.

Are faculty members at community colleges considered to be mandated reporters?

California Penal Code §§11165 and 11166 include information about child abuse reporting requirements and who is considered a mandated reporter. Based on a legal opinion from the System Office (<http://www.cccco.edu/divisions/legal/opinions/attachments/02-03.pdf>), which itself was based on a ruling by the Attorney General in 1989, the term "teacher" used in Penal Code §11165.7 regarding mandated reporters, while arguably a reference to K-12 and not community colleges, should not be construed narrowly and applies to community college faculty. Therefore faculty are considered mandated reporters, and any community college employee who has direct contact with minors may also be considered a mandated reporter of child abuse or neglect. Counseling faculty are explicitly enjoined to report abuse in Education Code §72621.

If I become a mandated reporter, won't I need to know which students in my class are minors?

At this point, most colleges do not inform faculty that there are minors in their classrooms. However, given that faculty are mandated reporters for child abuse, faculty should have access to this information. One college adds a symbol next to names on course rosters to show which students are minors.

If I become a mandated reporter, does the district have to provide training?

No, they do not. Penal Code §11165.7(c) encourages employers to provide such training, but it does not require such training. Employers are required to ensure that employees have read Penal Code §11166, which details the circumstances and procedure for child abuse reporting. In addition, districts that do not provide such training must report to the State Department of Education the reasons why this training is not provided.

Where can I get training?

Although districts are not mandated to provide training for mandated reporters of child abuse, Sonoma State University offers a two-hour online training for educators. You can get more information about their training at <http://www.sonoma.edu/cihs/mr/index.html>.

The Attorney General's Office offers a document *Child Abuse: Educator's Responsibilities*, which is used for mandated reporter training at Mission College. You can access the document at <http://www.safestate.org/shop/files/CAEd.Resp.pdf>.

Relevant paragraphs from the Legal Opinion of the 2002 California Community Colleges Chancellor's Office:

"A broad interpretation of "teacher" is consistent with the 1989 conclusions of the California Attorney General who considered whether a teacher of ballet at a private ballet school was required to report instances of child abuse under the Act. (72 Ops.Cal.Atty.Gen. 216 (1989).)"

"The Attorney General noted that the purpose of the Act was "to detect and prevent child abuse."

The ballet school teacher was thus "in daily contact with persons under the age of eighteen. It would also seem fair to say that because of the nature of ballet classes, the ballet teacher would be in a special position to observe instances of child abuse." (72 Ops.Cal.Atty.Gen. at p. 218.)

However, the Attorney General still looked to the language of the Act to determine if the ballet teacher should be included within the scope of "teacher" under the Act. Because "teacher" was not defined in the Act itself, the Attorney General concluded that the term must be interpreted "according to its usual, ordinary and generally accepted meaning" and noted that the Act was not limited as to "particular subjects, knowledge, or skills." (*Id.* at p. 221.)

The Attorney General also noted:

"Without intending to suggest that the meaning of the word 'teacher' as found in the Act is without bounds and mandates a reporting duty on any person who happens to impart some knowledge or skill to a child, we do not accept the proffered limitation that it applies only to teachers in K-12 schools. We find nothing in the statutory language of the Child Abuse and Neglect Reporting Act to support such a limitation on the plain meaning of the word 'teacher.' Second, it bears noting that the particular private Ballet School that has been described does not operate free from all governmental oversight. It is 'licensed' by a state agency to operate as a Private Postsecondary Educational Institution in California . . . and its credentials permit it to participate in the Student Tuition Recovery Fund and to apply for other student financial assistance programs. In its operation, it deals with students as young as eight years of age, whom it owes as much a duty of care and supervision as does a public or private K-12 school." (*Id.* at p. 225.)

The Attorney General expressly rejected the notion that the type of academic preparation of the teachers affected their inclusion: "But most important, we cannot accept the notion that a ballet teacher at the School would not be a type of trained 'professional' upon whose judgment and experience the Legislature relied to report known or suspected instances of child abuse. Such a person is professionally in contact with children on a regular and continuous basis . . . and deals with them in a setting where evidence of child abuse may be uniquely readily apparent." (*Id.* at p. 225.) The private nature of the institution was rejected as a basis for exclusion from coverage by the Act. The Attorney General concluded: ". . . a person who teaches ballet at a private ballet school is a 'teacher' and thus a 'child care custodian' as defined by the Act, and therefore has a mandatory duty to report instances of child abuse under it." (*Id.* at p. 226.)

The Attorney General noted that the types of persons who were required to report child abuse had expanded over the years: in the beginning only physicians were required to report. Indeed, after the Attorney General's 1989 opinion, the scope of mandated reporters has been significantly expanded. At present, it includes such persons as district attorney investigators, firefighters, animal control officers, and even commercial film processors. Based on the scope and purpose of the Act, its legislative development, and the Attorney General's analysis that underscores professional contact with children, we conclude that it applies to those community college "teachers" whose scope of employment places them professionally in contact with children on a regular and continuous basis where evidence of child abuse or neglect would be readily apparent. Based on similar reasoning, we believe that "classified employee[s] of any public school," who are included by section 11165.7(a)(4) as mandated reporters, includes community college district classified employees if their scope of

employment places them in similar contact with children on a regular and continuous basis such that evidence of child abuse or neglect would be readily apparent."

In addition to community college instructors and classified employees whose duties place them in a position to observe potential instances of child abuse or neglect, the Act applies to community college counselors. Education Code section 72621 addresses the confidentiality of information disclosed during student counseling.

"Finally, in 1991, the Act was amended to add the following individuals to the list of those who must report under the Act: "administrator[s] or employee[s] of a public or private organization whose duties require direct contact and supervision of children." (Ed. Code, § 11165.7(a)(8).) This addition is broad enough to encompass all community college employees whose scope of duties fit within that definition."

Attachment #4

Job Description for the Grossmont College Student Learning Outcome Coordinator

- Develop, update, and facilitate an institutional SLO plan that encompasses instructional, student services, and administrative services outcomes and assessments.
- Coordinate with the VPs of Academic Affairs, Student Services, and Administrative Services to develop, recommend, and manage a budget for the institutional SLO program.
- Assist faculty, staff and administrators in planning, designing, implementing, analyzing, and reporting student learning outcomes.
- Provide expertise in the selection or design of assessments that measure student learning.
- Design and offer workshops for faculty and staff to learn and share SLOs and assessment methods.
- Lead the institution-wide outcomes assessment effort and facilitate the implementation of student learning outcomes.
- Assist college administrators, including deans, department chairs, and coordinators, as well as program review committee members in ensuring that student learning or service assessment results are used effectively for program improvement.
- Prepare and submit any required reports on the results of the student learning outcome assessment cycle.
- Support the college and its programs in their accreditation and other program-based evaluation needs.
- Serve as a resource to the college divisions for current assessment practices and research findings about student learning in higher education.
- Participate in the analysis and reporting of results of college-wide assessment projects.
- Develop and maintain a college SLO website that organizes and stores information developed on SLOs.
- Attend conferences and workshops to remain current with regard to SLOs and statewide requirements.

Information Item – October 1, 2007

Attachment #5

Distance Education Coordinator

Proposal: To obtain reassigned time for a faculty Distance Education Coordinator

Grossmont College has distance education classes and needs to develop a comprehensive Distance Education Program. More and more departments are becoming interested in offering distance education courses as well as hybrid courses. The Academic Senate approved a Distance Education Plan that responds to the needs of the faculty and students regarding this new learning modality. With the increased interest in this teaching modality and the commitment to best practices in online education, the college must commit resources to developing distance education. This would include identifying an individual who will be responsible for shepherding the plan. It is anticipated that the DE coordinator will work as part of a subcommittee of the Instruction Administrative Council (IAC) (along with the VPAA (or designee), an Instructional Dean, and the Dean of Learning Resources) to provide the campus with a resource to increase and improve distance education courses and identify other resources to assist distance education faculty.

Below is a list of job duties for the Faculty Distance Education Coordinator. The Academic Senate realizes that this job requires collaboration across the campus with administrators, technology experts, teaching experts, and others, including Cuyamaca College. It is the intent of the senate to develop a team of facilitators and experts that the faculty can tap to develop, sustain and improve Distance Education by providing human and fiscal resources.

- Maintain currency of knowledge of college and district policies and procedures related to Distance Education.
- Assess and recommend appropriate educational technology resources and accessibility based on the latest issues, trends, legalities, best practices, and the current state of Distance Education.
- Work with the Curriculum and ICC/Distance Education Committees to ensure that consistent application of curriculum standards applies to all courses proposed for the online method of delivery.
- Monitor the course offerings online, and work with responsible personnel to promote, market, and advertise the online classes.
- Act as the central clearinghouse for ideas and questions regarding online classes and disseminate information concerning college distance learning programs and courses to faculty, students, administrators, and others.
- Disseminate information to faculty and administrators to ensure that policies and procedures regarding Distance Education are implemented.
- Work with ICC and the specialist staff to develop a procedure and process to ensure that online classes are in compliance with licensing and copyright laws and regulations such as those relating to ADA and accessibility.
- Coordinate professional development activities for Distance Education.
- Coordinate all distance learning initiatives on campus.
- Coordinate student services for online students.
- Provide regular reports to the Academic Senate and to the ICC on implementation of the Distance Education Plan.
- With the Academic Senate and the UF, recommend better systems and processes for the evaluation of Distance Education classes.
- Research and assist in writing grants for Distance Education.
- In conjunction with Instructional administrators and faculty, design a process to ensure that faculty are prepared to teach online.
- Monitor the college web page to ensure it contains the most current information for faculty and students regarding Distance Education.