



# College OF THE Siskiyous

## Substantive Change Proposal

Identified Change: Addition of courses that constitute 50% or more of a program offered through a mode of Distance or Electronic Delivery

College of the Siskiyous  
800 College Avenue  
Weed, CA 96094

Submission Date: April 7, 2015

Submitted by  
Scotty Thomason, Superintendent/President

## Certification of Substantive Change

We certify that this Substantive Change Proposal accurately reflects the nature and substance of the College with respect to Distance Education programs and services.

Signed:

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Scotty Thomason, Superintendent/President

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date

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Greg South, Interim Vice President of Academic Affairs

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date

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Nancy Shepard, Associate Dean, Learning Resources and Technology

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date

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Steven Reynolds, Accreditation Liaison Officer

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date

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## A. Description of the Proposed Change

College of the Siskiyous is expanding its distance education offerings. The College strives to make learning accessible to all students in its large, rural service area. Since the last accreditation visit, this expansion of instruction has included an increased use of distance education, both videoconferencing and online instruction.

College of the Siskiyous has a long history of providing excellent instruction and student services to its constituency. This proposed substantive change to expand distance education as a way for students to complete their associate degrees or certificates will improve the College's ability to respond to growing demand among the digitally literate generation of students coming to College of the Siskiyous.

- This expansion of distance education is firmly planted in the College's mission statement as it serves the many students located in the remote communities of its service area. The distance education program also makes use of the most recent technology available so that there is not a negative impact on the students' learning situation, no matter where they are.
- Through the offering of distance education courses, the College is able to assist students to achieve their hopes and dreams by completing programs, certificates, and courses that would otherwise require long trips to the campus. In most cases, students would not continue with their studies or it would take them much longer to achieve the same goal. The schedules and lives of students is becoming more and more complicated by outside activities, family pressures, tough economic times, high gas prices, and a myriad of other barriers. The delivery of instruction through distance delivery modes is a response to these needs by College of the Siskiyous.

In 2009, the College submitted a Substantive Change Proposal pertaining to an increased use of distance education delivery modes primarily for General Education. The ACCJC approved that proposal in 2009. The number of distance education course offerings is expanding such that, including the general education courses that can be taken through distance education, College of the Siskiyous now has 38 degree and certificates that can be completed 50% or more through distance education.

Table 1 lists the degree and certificate programs in which 50% or more can be completed via distance education. Appendix A contains a complete list of all courses offered via distance education and their approved modes of delivery.

## B. Description, if New Program

This is not a new program.

**Table 1: Programs with courses that can be completed via Distance Education, any form.**

PROGRAM	Number of units in the program that can be completed via Distance Education										
	MIN		MAX		Total Program Units Required (program courses only), not including GE						
					Distance Ed electives possible (60 minus GE minus required courses in the program)		Total Distance Ed units possible (Program requirements + GE + Electives)				
	MIN	MAX	MIN	MAX	MAX needed	MIN needed	MIN	MAX	Min % DE possible	Max % DE possible	
<b>General Education Requirements</b>	<b>25</b>	<b>28</b>	–	–	–	–	–	–	–	–	–
Admin of Justice AS	24	24	30	39	5	0	54	52	90%	78%	
Admin of Justice AS-T	18	20	18	20	17	12	60	60	100%	100%	
Anthropology AA	12	14	19	21	16	11	53	53	88%	88%	
Art AA	6	6	21	21	14	11	45	45	75%	75%	
Art: Web Design Cert	12	12	15	15	–	–	12	12	80%	80%	
Bus Admin: AS Accounting	23	23	29	29	6	3	54	54	90%	90%	
Bus Admin: AS Admin Assistant	9	9	29	29	6	3	40	40	67%	67%	
Bus Admin: AS Bus Admin	20	25	23	25	12	7	57	60	95%	100%	
Bus Admin: AS-T Bus Admin	23	28	26	28	9	4	57	60	95%	100%	
Bus Admin: Accounting Cert	23	23	29	29	–	–	23	23	79%	79%	
Bus Admin: Bus Effectiveness Cert	5	5	5	5	–	–	5	5	100%	100%	
Bus Admin: E-Business Cert	6	9	15	15	–	–	6	9	40%	60%	
Speech Communications AA/AA-T	9	15	18	18	17	14	51	57	85%	95%	
Computer Sci AS	17	28	28	28	7	4	49	60	82%	100%	
Computer Sci: Game Design Cert	10	10	17	17	–	–	10	10	59%	59%	
Computer Sci: Programming Cert	14	14	14	15	–	–	14	14	100%	93%	
Computer Sci: Web Design Cert	9	12	15	15	–	–	9	12	60%	80%	
Early Childhood Educ AS	33	33	36	36	0	0	58	61	95%	95%	
Early Childhood Educ AS-T	21	21	24	24	11	8	57	57	95%	95%	
English AA/AA-T	12	18	18	18	17	14	54	60	90%	100%	

**Table 1 (continued)**

PROGRAM	Distance education units possible of the required courses in the program											
	Distance education units possible of the required courses in the program		Total Program Units Required (program courses only)						Total Distance Ed units possible (Program requirements + GE + Electives)		Min % DE possible	Max % DE possible
			Distance Ed electives possible (60 minus GE minus required courses in the program)		MAX needed	MIN needed	MIN	MAX				
	MIN	MAX	MIN	MAX					MAX needed	MIN needed	MIN	MAX
<b>General Education Requirements</b>	<b>25</b>	<b>28</b>	–	–	–	–	–	–	–	–	–	
English: Creative Writing Cert	19	19	19	19	–	–	19	19	100%	100%		
Envir Resources Power Gen AS	42	42	46	46	0	0	67	70	94%	95%		
Envir Resources Power Gen: Power Gen Technology Cert	24	24	25	25	–	–	24	24	96%	96%		
Envir Resources Sustainable Comm AS	2	6	20	20	15	12	42	46	70%	77%		
FIRE AS Fire/ERT	18	18	38	38	0	0	43	46	68%	70%		
History AA	12	21	21	21	14	11	51	60	85%	100%		
Humanities AA	6	15	21	21	14	11	45	54	75%	90%		
Lib Arts & Sci: AA Humanities	0	18	18	18	17	14	42	60	70%	100%		
Lib Arts & Sci: AA Multicultural Studies	3	18	18	18	17	14	45	60	75%	100%		
Lib Arts & Sci: AS Natural Sciences	0	18	18	18	17	14	42	60	70%	100%		
Lib Arts & Sci: AA Social Sciences	0	18	18	18	17	14	42	60	70%	100%		
Math AS/AS-T	0	8	21	23	14	9	39	45	65%	75%		
Media Communications AA	6	6	24	24	11	8	42	42	70%	70%		
Philosophy AA	9	12	18	18	17	14	51	54	85%	90%		
Psychology AA	18	21	20	21	15	11	58	60	97%	100%		
Soc Sci AA	18	24	24	24	11	8	54	60	90%	100%		
Theatre AS	3	3	22	24	13	8	41	39	68%	65%		
Welding AS	0	3	22	23	13	9	38	40	63%	67%		

### C. Description of the Planning Process

The plan for expanding Distance Education offerings is in response to Siskiyou County's being a large geographic area with few post-secondary educational opportunities. College of the Siskiyous is the nearest college for most people who live in the County. However, for a significant number of county residents, COS is more than a forty-mile commute one-way, sometimes over roads that may be closed in the winter due to adverse weather conditions. COS has already invested a significant amount of resources in 2-way interactive videoconferencing technology, and has invested resources for membership in the Etudes course management system for online and hybrid courses. An important element of our Vision Statement implies the need for distance education: COS desires to "be the first choice for higher education in the communities we serve and beyond." A robust distance education program allows the College to reach students in the far corners of the County and beyond.

Distance Education occupied a significant position in the 2010-2014 Educational Master Plan. Chapter 6 of that plan covered goals, objectives, and outcomes as they relate to Technology. One of the outcomes in the Technology chapter states, "A Distance Learning Plan that clearly outlines online educational pathways." As one measure of the achievement of this outcome, the College identified the following specific objective: "By Spring Semester 2014, COS will determine the feasibility of offering two completely online degrees— one transfer degree in a selected major and one non-transfer degree." The College was aware that it needed to expand its distance education based on the "needs and environment of our communities," and in keeping with student demand, as well as regional and statewide trends. COS desires to be regionally, as well as nationally, competitive in the education marketplace.

To implement the Educational Master Plan, the different areas of the College created "implementation plans" identifying incremental tasks and steps that would lead to attainment of the institutional goals, outcomes, and objectives. Among the implementation plans related to distance education, the College identified several strategies and activities. These were created in 2011, and progress toward their accomplishment was evaluated on an annual basis during the life of the EMP. The strategies, activities, analysis and accomplishments as reported in the final report of 2014 are contained in Appendix A.

One of the activities in the implementation plan was to collect data on students' desire or need for distance education, especially online courses. A survey of students in face-to-face traditional classes was conducted in 2012. Two statements related to online courses were included in the survey, with which students could agree or disagree. For the statement, "I would be interested in taking more of my courses online, 31.2% agreed or strongly agreed, 32% disagreed or strongly disagreed. For the statement, "I would be interested in completing a degree or certificate online, 28.5% agreed or strongly agreed, 37.4% disagreed or strongly disagreed. Fewer younger students (under 20) wanted to take classes online than any other age group. The same was true for wanting to complete a degree online, though in all age categories students seemed to prefer not completing an entire degree online. As indicated above, this survey was not given to any online-only students, as it was administered in classrooms on the Weed and Yreka campuses. Nevertheless, one-third of students in traditional face-to-face classrooms expressed interest in

taking online courses. These data were used to fuel conversations regarding increasing the number of distance education offerings.

Many areas of the campus have been included in the planning phase of the expansion of the distance education program at College of the Siskiyous. The technology plan, instructional plan, and student services plans have all included their various aspects of the distance learning program. Each area has looked at staffing, equipment, maintenance, curriculum, and other related needs to determine what support strategies are needed to make the program a success.

The move toward a strong distance learning program has involved many sectors of the College.

- **Instruction:** Planning for the addition of new courses to the list of distance education offerings includes increased scrutiny of course curriculum. The Curriculum Committee of the Academic Senate reviews all proposals for courses to be offered via distance delivery modes. In their review of course proposals, faculty and administrators on the committee ensure that all distance education courses maintain the rigor and integrity of the course content and that the instructors will provide regular and effective contact and interactions with the students. No courses can be offered via distance education without having gone through this curriculum review process.
- **Student Services:** The role of Student Services has also been included in distance education planning. The College has made it possible for distance students to receive student support services such as counseling, academic advising, financial aid advising, enrollment services, and other services through phone, email, instant messaging, and video chat. The College also provides face-to-face counseling, advising, enrollment services, and financial aid advising at its Yreka Campus. In addition, the College operates an online student orientation that covers the same information as its on-campus orientations.
- **Learning Support Services:** The College has planned for distance versions of Learning Support Services. Library resources and services may be accessed completely from online. Assistance from technicians and aides in the Academic Success Centers are available by phone or by video chat for synchronous assistance. The Writing Lab within the Weed Academic Success Center has created an Online Writing Lab (OWL) for asynchronous assistance; students are able to upload drafts of their papers to the OWL and receive feedback from the Writing Specialists. And a special course for online students has been created to help with their success in online classes: EDUC 0890, Orientation to Online Learning
- **Technology Services:** Technology Services plays a key role in planning for distance education. Keeping the technology up to date, functional, and properly supported is important to the success of the program. The needs of distance education are included in the Technology Plan to ensure that all 2-way interactive video classrooms at all sites remain fully operational and to ensure that the College maintains adequate hardware and



software to operate all online courses.

- **Facilities, Maintenance and Operations:** Facilities planning includes infrastructure to ensure continuous operations of all necessary components of distance education, for example back-up generators in case of power outages as well as building design that provides easy access to cabling.

#### **D. Evidence that the Institution Has the Necessary Resources and Processes**

College of the Siskiyous has sufficient human resources to support distance education.

- **Administration**  
The Vice President of Academic Affairs, academic deans, Associate Dean of Learning Resources and Technology, and the Associate Dean of Student Success provide sufficient administrative oversight for planning, evaluation, and resource allocation. These administrators in collaboration with faculty provide sufficient oversight of schedule development, including the scheduling of all distance education classes.
- **Faculty**  
The College employs sufficient numbers of full-time and part-time faculty who are trained in distance modalities to continue offering multiple distance education courses each term in various disciplines. All instructors who teach distance education courses receive training on the appropriate hardware and software. Instructors of 2-way interactive video classes are trained to use the media consoles to control volume, camera views, media sources to send, and room lighting. They also receive training on do's and don't's of effective instructional techniques using the video environment. Faculty who teach online must complete training on the Learning Management System before they may offer an online course. They are provided ongoing local training on effective online teaching strategies and are encouraged to seek further professional development regarding effective and innovative online instructional methods.
- **Classified staff**  
The College employs sufficient classified staff with the technical expertise to care for technology infrastructure, hardware, software, 2-way video classroom support, web support, and faculty support.
- **Video Conference Learning**  
A full-time administrator, the Associate Dean of Learning Resources and Technology, has been assigned to guide the technical support of the videoconferencing system. In addition, two part-time technical staff devote 100% of their time to making the system work on a course-by-course basis. As classes begin, the video conferencing staff at the host campus establishes the links, confirms the various participating sites, and provides ongoing support during the class session. In addition, at each remote site a technical support person assists the instructor and students to make sure the technological aspects

of the class run smoothly.

- **Online Learning**

The College has established an Online Learning Coordinator, who is a member of the part-time faculty. Using the Etudes course management system, the College is able to provide excellent support for both instructors and the students. Instructors are provided class shells in which to develop online course materials and organize them prior to the beginning of a semester.

- The Online Learning Coordinator works with the technology staff at the College to establish the proper course setup procedures and determine that proper support is provided to the faculty who teach online classes.
- The Online Learning Coordinator provides staff development every semester to assist new faculty with the development of online courses. In addition, she provides ongoing staff development to faculty who teach online as upgrades and changes are made to the Etudes learning management system (LMS).

- **Human Resources support**

The Human Resources Office has adapted hiring and evaluation practices to accommodate distant instructors. Faculty applications are reviewed for the same qualifications as on-campus faculty in all discipline areas. In conjunction with Instruction Services, interviews may be conducted by electronic means, using phone interviews or video-chat. For faculty evaluations, online surveys have been created for students to complete, and peer reviewers are given access to observe the online classroom. Evaluations for instructors of 2-way video classes are conducted in the same manner as on-campus evaluations, except that student surveys are scanned and emailed back and forth between the near- and far-end sites.

Evidence of appropriate equipment and facilities, including adequate control over any off-campus site:

- College of the Siskiyous began purchasing video conferencing equipment in Fall 1998 and has since expanded the equipment infrastructure. Currently the College has equipped 3 classrooms and three conference/meeting rooms on the Weed campus and six classrooms on the Yreka campus with the necessary components for video conferencing.
  - Various videoconferencing equipment, including a video bridge and integrated videoconferencing classroom builds (codecs; video, audio, and signal switching equipment; and control equipment)
  - Cameras
  - Monitors
  - Projectors and projector screens
  - Sound systems (microphones and speakers)
  - Computers and VGA cabling for laptop plug ins
  - Document cameras
  - DVD and VHS players (though the College is phasing out VHS)

- The Distance Learning Center (DLC), built in 2003, currently houses two videoconferencing classrooms, one video meeting room, and an Adjunct Faculty Office area which can be used by instructors teaching online courses. The Emergency Services Training Center (ESTC), completed in 2007 on the Weed Campus includes one videoconference classroom. The Yreka campus supports five videoconferencing classrooms.
- In partnership with county high schools and other agencies, the College has also arranged video conferencing capability. All off-site locations (non-COS locations) where video conferencing is being used are governed by a Memorandum of Understanding created between College of the Siskiyous and the Board of Trustees at the various high schools in the County. As part of this agreement (see Appendix B on page 18), the high schools provide support during the regular school day and College of the Siskiyous provides support at other times. The MOUs are periodically reviewed and updated to make sure it continues to align with current technology and practices.
- As for the online learning program, no additional equipment is needed except for the ongoing cost of the Etudes subscription and membership contract. Funding for Etudes is a regular and ongoing line item in the College's budget. Furthermore, the College maintains sufficient servers to operate all its web-based functions.
- The Distance Learning web page, <http://www.siskiyous.edu/distancelearning/>, provides links to Distance Learning courses, gateways to the LMS, instructor and staff contacts for the program, and information about the facilities and technology. Admissions information and online registration can also be found at <http://www.siskiyous.edu/registration.htm>. Technology Services staff, under the direction of the Associate Dean of Learning Support and Technology, maintains the Distance Learning website for the most recent information on online and videoconference courses.

Evidence of fiscal resources including the initial and long-term amount and sources of funding for the proposed change:

- The Measure A bond funds (2005) originally provided the bulk of the money to expand the videoconferencing system. Ongoing costs of the system are built into the technology replacement funds that the College has set aside. In addition, each high school participating in the videoconferencing system has provided a maintenance agreement that assures each unit is up to date and functional. To maintain the currency of the equipment owned by the College, DL staff and College administrators continue to work with high school administrators to plan for the upkeep and replacement of the technology placed at the schools.
- Continuing fiscal resources are included in the Technology Plan and in Technology Services budget proposals which are tied to that plan. Each year, as funding allows, distance education technology upgrades are also included in the Technology Services Department's requests for Instructional Equipment monies supplied to the College by the

California Community College Chancellor's Office. For example in 2015, \$18,100 was approved and allocated for hardware upgrades in the two oldest videoconference classrooms on the Yreka campus.

## E. Internal or External Approvals

All distance education courses are subject to internal approval processes within the College's curriculum review procedures.

- All course proposals and course updates, whether for distance education or traditional, are reviewed using the same criteria for quality, rigor, content, student learning outcomes, recommended assessment methods, recommended instruction methods, recommended textbooks, hours and unit load, prerequisites, etc.
- All course proposals and updates are approved internally by the Curriculum Committee, a committee of faculty and instructional administrators, according to an agreed upon process of approval.
- All new course proposals are also forwarded to the State Chancellor's Office for external approval.
- All new or existing courses proposed for distance education are internally reviewed by the Curriculum Committee to ensure regular and effective contact with the instructor and to ensure appropriate adaptation of materials and instructional methods for distance delivery.
- All classes must follow the approved Course Outline of Record, whether the class is taught on campus or via distance modes.
- All budgets, including personnel, equipment, and ongoing contracts with all providers, are a regular part of the annual budget process and subsequently approved by the Board of Trustees.

## F. Evidence that Each Eligibility Requirement Will Still Be Fulfilled Related to the Change

This section of the report discusses how the College's distance education courses and programs impact the Eligibility Requirements for Accreditation and how the Eligibility Requirements (ER) affect distance education. Each ER is discussed briefly as related to distance education.

1. **Authority:** College of the Siskiyous is authorized to operate as an educational institution and to award degrees by the State of California (ref. California Code of Regulations, Title 5, division 6). The development and offering of online courses falls

within the scope of this authority (ref. California Code of Regulations, Title 5, div. 6, chap. 6, subchap. 1, article 3, §55205 &seq.).

2. **Operational Status:** College of the Siskiyous is operational, with students actively pursuing courses, certificates, and degrees. Distance education enhances that status.
3. **Degrees:** Distance education provides more opportunities for students to pursue and complete their degree goals.
4. **Chief Executive Officer:** The Chief Executive Officer of the District is Scotty Thomason. Mr. Thomason has served in this position since July 2014 and supports the implementation of distance education to serve COS students.
5. **Financial Accountability:** The College continues to provide excellent oversight of its financial situation, including budget support for necessary staffing, technology, and infrastructure to support distance education.
6. **Mission:** Distance education helps the College achieve its mission to serve global students: “College of the Siskiyous promotes learning and provides academic excellence for today’s global students through accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.” Distance education improves the College’s ability to provide access, flexibility, and innovation.
7. **Governing Board:** College of the Siskiyous functions under the leadership of a governing board made up of seven members representative of individual constituencies within the community college district. Regular meetings are held and minutes are recorded in the Office of the Superintendent. The Board of Trustees supports the use of distance education at COS, making sure there is adequate funding and policy to support distance education..
8. **Administrative Capacity:** There is sufficient administrative capacity at the College to provide for the direction and support of a distance education program. Oversight of distance education is included among the job duties of the Associate Dean of Learning Resources and Technology, who is supervised by the Vice President of Academic Affairs.
9. **Educational Programs:** College of the Siskiyous degree programs support its mission. All programs must receive prior regulatory approval by the California Community Colleges Chancellor’s Office to ensure they are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. All degree programs are a minimum of two academic years in length. Online courses and programs are designed and conducted with the same level of academic

quality and rigor as traditional, face-to-face courses and programs

10. **Academic Credit:** The means of establishing academic credit is outlined in the College of the Siskiyous catalog (pages 16-17). There is no difference in the way credit is established for regular or distance learning courses. All course credit is awarded based on successful completion of student learning outcomes that are clearly established for every course.
11. **Student Learning and Student Achievement:** The College publishes the student learning outcomes for each program in the College Catalog. Degree and certificate learning outcomes are embedded in the required courses for the degrees and certificates. Students who achieve passing grades in courses have demonstrated achievement of the learning outcomes. Distance education classes follow the same official Course Outline of Record that traditional courses follow; thus students who successfully pass a course, whether traditional or distance education, have demonstrated achievement of the learning outcomes.
12. **General Education:** The general education requirements remain the same for all degree programs, whether traditional or distance education. Current policy and criteria used to determine appropriate courses for placement in a general education category will not be altered. Through distance education, the College broadens student opportunity to complete general education.
13. **Academic Freedom:** The College maintains an atmosphere in which intellectual freedom and independence exists. Distance education provides greater avenues for students and faculty to explore intellectual interests.
14. **Faculty:** The provision of distance education courses does not alter the number of faculty and will not require specific hiring practices changes. Faculty are required to complete training in distance education technology and pedagogy, and are encouraged to pursue continuing professional development. Distance education faculty are provided technical support needed to provide successful distance education courses.
15. **Student Services:** Student services are offered to all distance education students through on-campus contacts, telephone, synchronous online video chat, asynchronous email or messaging, or directly through the videoconferencing system. Using MyNavigator on the College website, students have remote access to many student services, such as registration, adding and dropping classes, transcript requests, fee payments, and degree planning.
16. **Admissions:** Since the establishment of online admissions and registration, more than 80% of all College of the Siskiyous students register using the electronic format. Students who are attending the College at a distance have complete access to all registration processes.

17. **Information and Learning Support Resources:** Learning support resources are provided through the library's online catalog and research databases. Students who are learning from a distance have the same access as students who are on campus. Distance education students can request books, periodicals, or other publications through the library website. Tutoring is available through synchronous video chat. Writing Center services are available to distance students through the Online Writing Lab.
18. **Financial Resources:** Ongoing costs are provided through regular budget and planning processes on campus. MOUs with every high school are being updated to establish local agreements to monitor 2-way video conference equipment and software.
19. **Institutional Planning and Evaluation:** College of the Siskiyous continues to use an effective, inclusive institutional planning and evaluation process. This process incorporates all areas of the campus and assures that planning and decisions are based on sound practice and data. Distance education is included as one topic in the College's planning and evaluation processes..
20. **Integrity in Communication with the Public:** The College provides a catalog of accurate, current information regarding all courses, programs, services, requirements, and policies affecting students. This catalog is available in a printed version and in an electronic version on the College's website. Information on distance education and services to distance students can be found on pages 5-7. The print catalog provides web link information related to the many topics described within its pages such that a distance student can find any desired information about the College from any location where internet access is available.
21. **Integrity in Relations with Accrediting Commission:** The expansion of distance education opportunities at College of the Siskiyous does not alter or affect in any way the College's continued commitment to maintain integrity in its relation to the ACCJC.

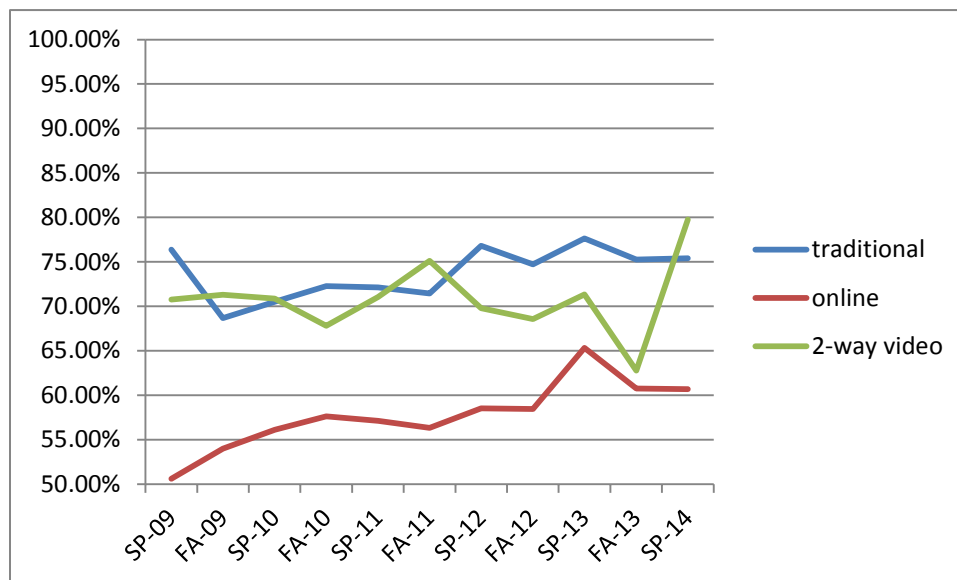
## G. The Standards of Accreditation

This section of the report discusses how the College's distance education courses and programs impact the College's ability to meet the Standards of Accreditation. Distance education's impact on each standard is summarized with references to the individual standards that are specifically relevant to distance education.

### Standard I.A: Mission

Distance education has been integral to the College's mission to reach every student within its service delivery area and beyond (Standard I.A.1). Two-way interactive video allows the College to conduct classes to distance sites in real time, helping distance students toward their degree objective. Online and hybrid classes allow distance students access to classes without the barriers of scheduling conflicts or great distances. In the College's efforts to achieve its mission, distance education provides increased opportunity to serve more students (Standard I.A.3).

**Figure 1: Comparison of success rates by mode of delivery**



The College analyzes and discusses data related to student achievement in distance education compared to traditional courses to help the College understand the extent that distance education helps the institution achieve its mission (Standard I.A.2). For example, the following data (Figure 1) have been discussed in the Academic Senate as part of its task to review Institution Set Standards. The discussion was couched in terms of how well the College is achieving its mission and what expectations the College has for success in distance education. The Senate was pleased to see that the overall trend in success rates for online education are improving, yet they recognized that there is still room for improvement.

**Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

Distance education is a topic of discussion when committees review student success data, enrollment management planning, and development of the class schedules (Standards I.B.1, I.B.2). Student learning in distance education is a periodic topic of discussion in departments, Curriculum Committee, Student Success Committee, and Instruction Council meetings. Planning for class scheduling includes decisions about distance courses and strategies to optimize student success and completion of courses and programs. The Institution Set Standards guide decision making as the College analyzes the impact of delivery mode on student achievement (Standard I.B.3, I.B.4).

Distance education is a key component of the College’s planning and evaluation processes. The results of community needs assessments throughout the county have provided the basis for growth in the area of distance education. Data gathered from the needs assessments and focus groups ten years ago led to inclusion of infrastructure planning in the 2005 bond measure campaign and in continued planning for distance education.

Regarding ongoing assessment and planning for the improvement of its distance education offerings, the College routinely uses program review to evaluate both online and two-way



interactive video courses in regards to student learning and to the effectiveness of the technology (Standard I.B.5). Technology and infrastructure issues are a regular topic of planning and evaluations in Technology Council. Achievement gaps between online delivery and traditional delivery of courses have been discussed, leading to increased staff development for instructors of online courses (Standard I.B.6, I.B.9). The College hired a part-time instructor to serve as mentor/trainer to online instructors. She has maintained regular hours twice each week to train instructors for effective use of the learning management system.

#### **Standard I.C: Institutional Integrity**

In regard to distance education, the College publishes accurate information on the scheduling of online and 2-way interactive video classes (Standard I.C.1, I.C.2). Details of these classes are contained in the Schedule of Classes, which is published twice each academic year. Distance education classes are clearly identified. Each online class includes the following blurb:

“Students enrolling in this course must have internet access and know how to use email. Check the COS online course website at [www.siskiyous.edu/online](http://www.siskiyous.edu/online) prior to the first day of the semester for specific course information.” All 2-way interactive video classes identify the sites where the course will meet or is broadcast: “This course will be taught concurrently in Weed and Yreka using two-way videoconferencing.” To assist students’ ease of locating distance education classes, the printed Schedule of Classes always contains one page listing all online and hybrid classes for each semester and a second page listing all 2-way interactive video classes. The page listing the 2-way interactive video classes also includes information for students with disabilities who may need accommodations in this delivery mode.

For students and prospective students of online courses, the College’s Distance Learning website contains extensive information about online courses, reasons for taking them, personal student attributes that will lead to success, and specific study tips for success. This site also contains information regarding a short orientation course for online students. In addition to the COS website for Distance Learning, each semester the published Schedule of Classes contains information about both videoconference courses and online courses. Furthermore, hybrid courses are clearly identified in the Schedule of Classes each semester.

#### **Standard II.A: Instructional Programs**

The College has determined that distance education via online courses, hybrid courses, and 2-way interactive video provides viable delivery modes for student learning programs and services. Utilizing these modes, the College is able to meet its mission and provide access to all students regardless of location. It is expected that each course offered via any mode of distance education is in every way comparable to the same course offered in a traditional face-to-face format (Standard II.A.1, II.A.6, II.A.7).

Each course offered via distance education must be a course that is already an approved course with student learning outcomes, instructional methods, and assessment methods established in the official Course Outline of Record. Each undergoes a separate approval process for distance education. The instructor who proposes the course for distance education must verify that the course is compatible with distance education modes, that the course will maintain the same quality and content as its traditional face-to-face version, and that the students will be able to experience classroom interactions with the instructor and with other students similar to or

equivalent to interaction in a traditional class. This approval process involves department faculty, deans, Curriculum Committee, and the Vice President of Instruction. The College relies primarily on the expertise of faculty members who propose the course and on the expertise of the faculty members who compose the Curriculum Committee to determine whether a course will work effectively as a distance education course (Standard II.A.2, II.A.3, II.A.5). In 2-way interactive video classes, students receive a syllabus containing the expected learning outcomes identical to the outcomes on the official Course Outline of Record. In online courses, instructors are required to post the syllabus, including the approved learning outcomes contained in the official Course Outline of Record (Standard II.A.3). In all classes, including distance education, instructors are also required to include information regarding how assessment of the learning outcomes will be conducted. Courses for which the instructional methods and assessment methods identified on the Course Outline of Record are not compatible with distance education or that cannot be adapted for distance education, such as lab or performance-based classes, are not taught online or through 2-way interactive video.

To assist with degree completion of distance students, the College offers a number of distance education courses that satisfy general education areas and competencies (Standard II.A.11, II.A.12). Adding together these general education courses with electives and degree requirements, the College is now able to offer fourteen degrees and certificates that students can potentially complete 100% through distance education (Standard II.A.13, Table 1).

The College assures the quality of its distance education by regularly assessing student learning in the courses and by analyzing data gathered from students' input on satisfaction and engagement surveys. Student learning assessment results are analyzed as part of the annual Program Review process. The College uses the student learning assessment results and the survey data to determine appropriate improvements to be made to the courses and to the technology (Standard II.A.16).

#### **Standard II.B: Library and Learning Support Services**

Online library services are available to distance students through the College's website. The Library maintains the information on its website and provides detailed instructions to students on how to get a library card, how to access all library catalog information for books and other resources, how to access e-books, how to use the electronic periodicals databases, how to have books and other materials sent to them, and how to contact librarians to receive help with research and other assignments (Standard II.B.1).

Other learning support services are also available to distance students (Standard II.B.1). They have access to faculty and instructional assistants in the Writing Lab through e-mail and telephone. The Writing Lab personnel are also available through an Online Writing Lab (OWL) which students can access through the same learning management system (LMS) as their online courses. The OWL appears as one of the tabs (links) on their screen alongside tabs for each of their courses when they log into the LMS. Distance students also have access to tutoring services. The Director of Tutoring Services is accessible by telephone to arrange tutors for distance students and to work with the Distance Learning staff at outlying endpoints to find appropriate tutors for various subjects. Computers in both the Weed and Yreka Academic

Success Centers are equipped with cameras so that a tutor on either campus can work with a distant student via video chat.

The librarian and Academic Success Center faculty have worked with Tech Services to ensure that appropriate equipment, software, and subscriptions are available to serve distance students. Discipline faculty assist in the selection of library materials and or periodicals to be included in the periodicals databases (Standard II.B.2).

Library and other learning support services are evaluated by students on a regular basis. Data and feedback gathered from these evaluations are used to make improvements to the services provided to students at all locations (Standard II.B.3).

### **Standard II.C: Student Support Services**

Student Support Services have made every effort to accommodate the needs of distance students (Standard II.C.1, II.C.3). All print publications including the College Catalog, the Schedule of Classes, and the Student Handbook are available online through the COS website. Counseling and academic advising are available to distance students through email or telephone. Using the online My Navigator system, distance students have access to registration and enrollment procedures, unofficial academic records, requests for official transcripts, financial aid, and education plans/degree audits. Assessment testing for placement in appropriate reading, writing, and math classes is offered at both campuses and at the outlying centers where 2-way interactive video endpoints are maintained.

All student support services are evaluated on a continuous, ongoing basis (Standard II.C.1) using in-house student surveys and national surveys such as CCSSE, SENSE, and Noel-Levitz. Improvements to services for distance learning students are made based on data gathered from students' evaluations of the services

### **Standard III.A: Human Resources**

The College employs qualified technicians, instructional assistants, and faculty to operate and support all distance learning courses, programs, and services (Standard III.A.1). If a particular position requires expertise in distance education, that detail is published in the job announcement. In addition to regular minimum qualifications in their disciplines, faculty who teach online must also complete training in effective use of the LMS (Standard III.A.2, III.A.4). No faculty member, whether full-time or part-time, may teach an online course without providing documented evidence of having completed training in the LMS. Staff and faculty who work with distance education have as part of their evaluations knowledge and effectiveness in working with distance education technologies and/or methodologies (Standard III.A.5). To support distance education faculty and to ensure currency in technologies and methodologies for distance education, the College regularly offers professional development opportunities for staff and faculty (Standard III.A.13, III.A.14). Appendix B contains a list of professional development opportunities for distance education faculty.

### **Standard III.B: Physical Resources**

Distance education has been one of the important components of recent improvements and additions to physical resources. Each new building since 2005 has been outfitted for two-way

interactive video in at least one of the classrooms. Upgrades to electronic and communications infrastructure have been included in all facilities plans in order to accommodate high speed internet access for all staff, faculty, and students. WIFI is installed in all buildings on both campuses to accommodate student, staff, and faculty use of mobile devices (Standard III.B.2). The College is committed to maintaining the facilities and infrastructure necessary to maintain its distance education offerings. Long range capital plans to grow and sustain distance education began with the passage of Measure A in 2005 (Standard III.B.4).

### **Standard III.C: Technology Resources**

The needs of distance education are a primary component of technology planning and evaluation on campus. Technology planning includes infrastructure coordination with facilities planning and maintenance; needs assessments with Instruction and Student Services; hardware and software considerations and their impact on instruction and on financial resources; effectiveness evaluations of current systems, upgrades, and scheduled maintenance agreements; and so on (Standard III.C.1, III.C.2, III.C.3). Distance education staff and faculty are included on Technology Council, which oversees the planning and evaluation of distance education technologies. When new software or technology is introduced, staff and faculty receive training on safe and effective operation (Standard III.C.4, Appendix B).

The College has appropriate Board Policies (BP) and Administrative Procedures (AP) in place to guide the use of its technology in distance education. The policies and procedures are broadly written to encompass all aspects of technology use, including but not limited to distance education (Standard III.C.5).

- BP 3715 establishes rights over intellectual property created by staff and faculty, which would include any curricular material or web material created for distance education.
- AP 3715 provides definitions and processes related to intellectual property.
- BP 3720 regulates all use of College computers and networks.
- AP 3720 provides detailed descriptions of rights and responsibilities related to use of College computers and networks.
- BP 3750 covers use of copyrighted material by faculty, staff, and students.
- AP 3750 contains a special section pertaining specifically to copyrighted material used in online education.

Appendix C contains copies of each of these policies and procedures.

### **Standard III.D: Financial Resources**

The College demonstrates its commitment to providing access to students regardless of location by ensuring that distance education is included in financial planning and decision-making (Standard III.D.1). Short range and long range financial planning includes recommendations from Technology Council, Instruction Council, Student Service Council, and Facilities Council (Standard III.D.3, III.D.4). Among their many responsibilities, these entities ensure that the financial needs of the College in regards to distance education are included in the budget. Distance education needs are identified in unit plans and departmental program reviews. Resource requests that result from these program reviews are forwarded to the appropriate participatory governance councils, such as Instruction Council, where all requests are reviewed, discussed, and prioritized. The prioritized list of requests is then forwarded to the Budget

Oversight Committee to be considered in the budget planning and decision making processes (Standard III.D.9, III.D.10).

**Standard IV.A:**

Planning and decision-making for distance education are a result of the College's having an environment that encourages innovation and institutional excellence. Through the various committees and governance structures, every constituent group at College of the Siskiyous has had and continues to have a stake in distance education (Standard IV.A.1, IV.A.2, IV.A.3, IV.A.4): faculty, staff, students, and administrators. Technology Council, which oversees technology planning, comprises technical staff, faculty, and an administrator. Curriculum Committee, which oversees approval of distance learning courses and programs, comprises faculty, an administrator, counselor, Instruction Office staff, and a student representative. The Budget Oversight Committee comprises an administrator, managers, staff, and faculty. Instruction Council comprises administrators, faculty, a counselor, managers, and a student representative. Student Services Council comprises counselors, administrators, managers, staff, faculty representatives, and a student representative. Generally, all the bodies that make decisions, create plans, and review evaluation data on distance education and services have broad representation from across the college community. The roles for the members of these bodies are clearly defined, and the roles of the committees themselves in the overall College governance structure are clearly defined (Standard IV.A.5).

**Standard IV.B:**

The Superintendent/President is a supporter of distance education and ensures that the needs of distance education—curriculum, instructors, technology, facilities—and distance students are met. He provides leadership through assigning responsibilities, tasks, and oversight of distance education to appropriate administrators, managers, faculty, and staff (Standard IV.B.1., IV.B.2, IV.B.3. IV.B.5). He provides leadership over planning and budget processes to ensure the viability and continued quality of distance education (Standard IV.B.5).

**Standard IV.C:**

The Board of Trustees is responsible for and oversees the development of and regular review and updating of Board Policies, including those that pertain to distance education (Standard IV.C.5, Appendix C).

## Appendix A: Courses That Have Been Approved for Distance Education

The table below contains a list of all College of the Siskiyous courses that have been approved for Distance Education. The approval process includes a review of the Course Outline of Record by faculty of the Curriculum Committee and by the Associate Dean of Learning Resources and Technology. Courses that are approved for distance education have been deemed appropriate for distance delivery. In requesting distance education approval for a course, the instructors must describe how the course content and expected learning outcomes will remain the same; how teaching methods, assessment methods, and, if relevant, instructional materials will be adapted for distance education; how regular and effective contact with students will be accomplished and maintained; how student identification will be authenticated; and how accommodations will be handled for special needs students.

<b>SUBJ</b>	<b>CRSE</b>	<b>TITLE</b>	<b>APPROVED DELIVERY MODE</b>
ADJ	1001	Intro to Admin of Justice	Distance Ed 2-way video/audio
ADJ	1001	Intro to Admin of Justice	Dist. Ed Internet Delayed
ADJ	1002	Introduction to Forensics	Dist. Ed Internet Delayed
ADJ	1002	Introduction to Forensics	Hybrid
ADJ	1503	Legal Aspects of Evidence	Dist. Ed Internet Delayed
ADJ	1517	Community Relations	Dist. Ed Internet Delayed
ADJ	2002	Concepts of Criminal Law	Distance Ed 2-way video/audio
ADJ	2002	Concepts of Criminal Law	Dist. Ed Internet Delayed
ADJ	2002	Concepts of Criminal Law	Hybrid
ADJ	2200	Juvenile Procedures	Dist. Ed Internet Delayed
ADJ	2506	Patrol Procedures	Dist. Ed Internet Delayed
ADJ	2522	California Statutory Law	Dist. Ed Internet Delayed
ADJ	2524	Introduction to Corrections	Dist. Ed Internet Delayed
ADJ	2525	Juvenile Procedures	Distance Ed 2-way video/audio
ADJ	2525	Juvenile Procedures	Dist. Ed Internet Delayed
ADJ	2526	Criminal Court Process	Distance Ed 2-way video/audio
ADJ	2526	Criminal Court Process	Dist. Ed Internet Delayed
ADJ	2526	Criminal Court Process	Hybrid
ANTH	1010	Intro to Cultural Anthropology	Distance Ed 2-way video/audio
ANTH	1010	Intro to Cultural Anthropology	Dist. Ed Internet Delayed
ANTH	1010	Intro to Cultural Anthropology	Hybrid
ART	1011	Photography	Dist. Ed Internet Delayed
ART	1011	Photography	Hybrid
ART	1032	Digital Imaging	Dist. Ed Internet Delayed
ART	1035	Web Design	Dist. Ed Internet Delayed
BA	901	Customer Service	Dist. Ed Internet Delayed
BA	902	Communication	Dist. Ed Internet Delayed
BA	903	Attitude in the Workplace	Dist. Ed Internet Delayed

<b>SUBJ</b>	<b>CRSE</b>	<b>TITLE</b>	<b>APPROVED DELIVERY MODE</b>
BA	904	Conflict Management	Dist. Ed Internet Delayed
BA	905	Decision Making/Problem Solve	Dist. Ed Internet Delayed
BA	906	Ethics and Values	Dist. Ed Internet Delayed
BA	907	Managing Organizational Change	Dist. Ed Internet Delayed
BA	908	Stress Management	Dist. Ed Internet Delayed
BA	909	Team Building	Dist. Ed Internet Delayed
BA	910	Time Management	Dist. Ed Internet Delayed
BA	920	Practical Accounting	Dist. Ed Internet Delayed
BA	920	Practical Accounting	Hybrid
BA	959	Business and Practical Math	Distance Ed 2-way video/audio
BA	959	Business and Practical Math	Dist. Ed Internet Delayed
BA	959	Business and Practical Math	Hybrid
BA	960	Exploring Bus. Opportunities	Dist. Ed Internet Delayed
BA	960	Exploring Bus. Opportunities	Hybrid
BA	973	Triple Bottom Line Business	Distance Ed 2-way video/audio
BA	973	Triple Bottom Line Business	Dist. Ed Internet Delayed
BA	973	Triple Bottom Line Business	Hybrid
BA	985	Intro to Entrepreneurship	Dist. Ed Internet Delayed
BA	986	It's Your Business II	Distance Ed 2-way video/audio
BA	986	It's Your Business II	Dist. Ed Internet Delayed
BA	1001	Financial Accounting	Distance Ed 2-way video/audio
BA	1001	Financial Accounting	Dist. Ed Internet Delayed
BA	1001	Financial Accounting	Hybrid
BA	1006	Introduction to Business	Distance Ed 2-way video/audio
BA	1006	Introduction to Business	Dist. Ed Internet Delayed
BA	1018	Legal Environment of Business	Distance Ed 2-way video/audio
BA	1018	Legal Environment of Business	Dist. Ed Internet Delayed
BA	1018	Legal Environment of Business	Hybrid
BA	1028	Leadership Development	Dist. Ed Internet Delayed
BA	1057	Electronic Commerce	Dist. Ed Internet Delayed
BA	1501	Managerial Accounting	Dist. Ed Internet Delayed
BA	1501	Managerial Accounting	Hybrid
BIO	891	Biology Preparation	Dist. Ed Internet Delayed
BIO	1500	Human Biology	Distance Ed 2-way video/audio
COMS	1100	Public Speaking	Distance Ed 2-way video/audio
COMS	1200	Small Group Communication	Distance Ed 2-way video/audio
COMS	1200	Small Group Communication	Dist. Ed Internet Delayed
COMS	1300	Interpersonal Communication	Distance Ed 2-way video/audio
CSCI	1001	Intro To Computer Science	Dist. Ed Internet Delayed
CSCI	1004	Visual Basic Programming	Distance Ed 2-way video/audio

<b>SUBJ</b>	<b>CRSE</b>	<b>TITLE</b>	<b>APPROVED DELIVERY MODE</b>
CSCI	1004	Visual Basic Programming	Dist. Ed Internet Delayed
CSCI	1004	Visual Basic Programming	Hybrid
CSCI	1007	Programming I	Dist. Ed Internet Delayed
CSCI	1016	Introduction to Internet	Distance Ed 2-way video/audio
CSCI	1016	Introduction to Internet	Dist. Ed Internet Delayed
CSCI	1032	Computer Networks	Dist. Ed Internet Delayed
CSCI	1037	Computer Game Design I	Distance Ed 2-way video/audio
CSCI	1037	Computer Game Design I	Dist. Ed Internet Delayed
CSCI	1037	Computer Game Design I	Hybrid
CSCI	1038	Computer Game Design II	Distance Ed 2-way video/audio
CSCI	1038	Computer Game Design II	Dist. Ed Internet Delayed
CSCI	1038	Computer Game Design II	Hybrid
CSCI	1039	Introduction to Linux	Dist. Ed Internet Delayed
CSCI	1507	Programming II	Distance Ed 2-way video/audio
CSCI	1507	Programming II	Dist. Ed Internet Delayed
CSCI	1507	Programming II	Hybrid
CSCI	1512	Web Programming	Dist. Ed Internet Delayed
CSCI	1528	Web Publishing II	Dist. Ed Internet Delayed
CSCI	2006	Assembly Language Programming	Dist. Ed Internet Delayed
ECE	960	Preschool/Lit Curriculum I	Dist. Ed Internet Delayed
ECE	961	Preschool/Lit Curriculum II	Dist. Ed Internet Delayed
ECE	1001	Intro to Early Childhood Educ	Distance Ed 2-way video/audio
ECE	1002	Child Development	Distance Ed 2-way video/audio
ECE	1002	Child Development	Dist. Ed Internet Delayed
ECE	1002	Child Development	Hybrid
ECE	1003	Child, Family, & Community	Distance Ed 2-way video/audio
ECE	1003	Child, Family, & Community	Dist. Ed Internet Delayed
ECE	1003	Child, Family, & Community	Hybrid
ECE	1500	Materials and Curriculum	Distance Ed 2-way video/audio
ECE	1500	Materials and Curriculum	Dist. Ed Internet Delayed
ECE	1500	Materials and Curriculum	Hybrid
ECE	1501	Child Guidance & Management	Distance Ed 2-way video/audio
ECE	1501	Child Guidance & Management	Dist. Ed Internet Delayed
ECE	1502	Serv Child/Fam Diverse Society	Distance Ed 2-way video/audio
ECE	1502	Serv Child/Fam Diverse Society	Dist. Ed Internet Delayed
ECE	1999	Human Development	Distance Ed 2-way video/audio
ECE	1999	Human Development	Dist. Ed Internet Delayed
ECE	2000	Observing & Assessing	Distance Ed 2-way video/audio
ECE	2002	Child Nutrition, Health/Safety	Distance Ed 2-way video/audio
ECE	2003	Young Child With Special Needs	Distance Ed 2-way video/audio



<b>SUBJ</b>	<b>CRSE</b>	<b>TITLE</b>	<b>APPROVED DELIVERY MODE</b>
ECE	2003	Young Child With Special Needs	Dist. Ed Internet Delayed
ECE	2500	Supporting Family	Distance Ed 2-way video/audio
ECE	2500	Supporting Family	Dist. Ed Internet Delayed
ECE	2501	Administration of ECE	Distance Ed 2-way video/audio
ECE	2501	Administration of ECE	Dist. Ed Internet Delayed
ECE	2502	ECE Practicum	Distance Ed 2-way video/audio
ECE	2502	ECE Practicum	Dist. Ed Internet Delayed
ECE	2502	ECE Practicum	Hybrid
ECE	2504	Infant Development	Dist. Ed Internet Delayed
ECE	2510	Art Activities/Young Children	Distance Ed 2-way video/audio
ECE	2510	Art Activities/Young Children	Dist. Ed Internet Delayed
ECE	2512	Science Experiences/Children	Dist. Ed Internet Delayed
ECE	2525	Staffing/Employee Relation ECE	Dist. Ed Internet Delayed
ECE	2527	Adult Supervision of ECE	Dist. Ed Internet Delayed
ECON	1010	Principles of Macroeconomics	Distance Ed 2-way video/audio
ECON	1010	Principles of Macroeconomics	Dist. Ed Internet Delayed
ECON	1020	Principles of Microeconomics	Distance Ed 2-way video/audio
ECON	1020	Principles of Microeconomics	Dist. Ed Internet Delayed
ECON	1020	Principles of Microeconomics	Hybrid
EDUC	890	Orientation to Online Learning	Dist. Ed Internet Delayed
EDUC	894	Tutor Training	Dist. Ed Internet Delayed
EDUC	1002	Introduction to Education	Dist. Ed Internet Delayed
ENGL	1001	College Composition	Distance Ed 2-way video/audio
ENGL	1001	College Composition	Dist. Ed Internet Delayed
ENGL	1001	College Composition	Hybrid
ENGL	1004	Technical Writing	Distance Ed 2-way video/audio
ENGL	1004	Technical Writing	Dist. Ed Internet Delayed
ENGL	1004	Technical Writing	Hybrid
ENGL	1012	Folklore	Dist. Ed Internet Delayed
ENGL	1019	Intro to Creative Writing	Dist. Ed Internet Delayed
ENGL	1022	Adv.Creative Wrtg-Nonfiction	Distance Ed 2-way video/audio
ENGL	1022	Adv.Creative Wrtg-Nonfiction	Dist. Ed Internet Delayed
ENGL	1038	Multicultural Communication	Distance Ed 2-way video/audio
ENGL	1038	Multicultural Communication	Dist. Ed Internet Delayed
ENGL	1501	Adv. Composition-Literature	Distance Ed 2-way video/audio
ENGL	1501	Adv. Composition-Literature	Dist. Ed Internet Delayed
ENGL	1501	Adv. Composition-Literature	Hybrid
ENGL	1502	Adv. Comp-Critical Thinking	Distance Ed 2-way video/audio
ENGL	1502	Adv. Comp-Critical Thinking	Dist. Ed Internet Delayed
ENGL	2042	World Literature	Distance Ed 2-way video/audio

<b>SUBJ</b>	<b>CRSE</b>	<b>TITLE</b>	<b>APPROVED DELIVERY MODE</b>
ENGL	2042	World Literature	Dist. Ed Internet Delayed
ENGL	2044	American Literature I	Distance Ed 2-way video/audio
ENGL	2044	American Literature I	Dist. Ed Internet Delayed
ENGL	2046	British Literature I	Distance Ed 2-way video/audio
ENGL	2046	British Literature I	Dist. Ed Internet Delayed
ENGR	2035	Mechanics/Engineers Statics	Dist. Ed Internet Delayed
ERPG	950	Power Plant Fundamentals	Dist. Ed Internet Delayed
ERPG	951	Mechanical Fundamentals	Dist. Ed Internet Delayed
ERPG	952	Environmental Health & Safety	Dist. Ed Internet Delayed
ERPG	953	Technical Document Reading	Dist. Ed Internet Delayed
ERPG	961	Steam Generation and Boilers	Dist. Ed Internet Delayed
ERPG	962	Steam Turbine/Support Systems	Dist. Ed Internet Delayed
ERPG	963	Power Plant Support Systems	Dist. Ed Internet Delayed
ERPG	964	Chemistry for Power Generation	Dist. Ed Internet Delayed
ERPG	970	Combustion Turbines/Support	Dist. Ed Internet Delayed
ERPG	971	Electrical Generators	Dist. Ed Internet Delayed
ERPG	972	Instrumentation/Process Contrl	Dist. Ed Internet Delayed
ERPG	973	Electrical Fundamentals	Dist. Ed Internet Delayed
ERPG	2049	ERPG Work Experience III	Dist. Ed Internet Delayed
ERRT	1014	Prin & Tech WldInd Fire Manage	Distance Ed 2-way video/audio
ERRT	1014	Prin & Tech WldInd Fire Manage	Hybrid
ETHN	1001	Ethnic Studies	Distance Ed 2-way video/audio
ETHN	1001	Ethnic Studies	Dist. Ed Internet Delayed
FCS	1011	Nutrition	Dist. Ed Internet Delayed
FIRE	1001	Fire Protection Organization	Dist. Ed Internet Delayed
FIRE	1002	Fire Prevention Technology	Dist. Ed Internet Delayed
FIRE	1003	Fire Prot. Equipment & Systems	Dist. Ed Internet Delayed
FIRE	1004	Build Construct/Fire Protect	Dist. Ed Internet Delayed
FIRE	1005	Fire Behavior and Combustion	Dist. Ed Internet Delayed
FIRE	1006	Fire & Emergency Services	Dist. Ed Internet Delayed
GEOG	1110	Physical Geography	Distance Ed 2-way video/audio
GEOG	1110	Physical Geography	Dist. Ed Internet Delayed
GEOL	1110	Environmental Geology	Dist. Ed Internet Delayed
GEOL	1120	Geology of the National Parks	Dist. Ed Internet Delayed
GEOL	1130	Geology of California	Dist. Ed Internet Delayed
GER	1010	Elementary German I	Distance Ed 2-way video/audio
GER	1010	Elementary German I	Dist. Ed Internet Delayed
GER	1510	Elementary German II	Distance Ed 2-way video/audio
GER	1510	Elementary German II	Dist. Ed Internet Delayed
GUID	1001	Collegiate Orientation	Dist. Ed Internet Delayed

<b>SUBJ</b>	<b>CRSE</b>	<b>TITLE</b>	<b>APPROVED DELIVERY MODE</b>
GUID	1002	Career and Life Planning	Dist. Ed Internet Delayed
HEA	1010	Health in Action	Dist. Ed Internet Delayed
HIST	1004	Western Civilizations to 1600	Dist. Ed Internet Delayed
HIST	1005	Western Civ. Since 1600	Dist. Ed Internet Delayed
HIST	1006	California History/Politics	Dist. Ed Internet Delayed
HIST	1010	World Civilizations Since 1450	Dist. Ed Internet Delayed
HIST	1017	United States History to 1877	Distance Ed 2-way video/audio
HIST	1017	United States History to 1877	Dist. Ed Internet Delayed
HIST	1018	U.S. History Since 1877	Distance Ed 2-way video/audio
HIST	1018	U.S. History Since 1877	Dist. Ed Internet Delayed
HUM	1001	Introduction to Humanities	Dist. Ed Internet Delayed
HUM	1005	Humanities and Film	Dist. Ed Internet Delayed
MATH	804	Arithmetic for College Stdnts	Dist. Ed Internet Delayed
MATH	830	Pre-Algebra	Dist. Ed Internet Delayed
MATH	830	Pre-Algebra	Hybrid
MATH	850	Elementary Algebra Review	Dist. Ed Internet Delayed
MATH	850	Elementary Algebra Review	Hybrid
MATH	851	Beginning Algebra I	Distance Ed 2-way video/audio
MATH	851	Beginning Algebra I	Dist. Ed Internet Delayed
MATH	851	Beginning Algebra I	Hybrid
MATH	852	Beginning Algebra II	Distance Ed 2-way video/audio
MATH	852	Beginning Algebra II	Dist. Ed Internet Delayed
MATH	852	Beginning Algebra II	Hybrid
MATH	980	Intermediate Algebra	Dist. Ed Internet Delayed
MATH	980	Intermediate Algebra	Hybrid
MATH	1050	Elementary Statistics	Dist. Ed Internet Delayed
MATH	1050	Elementary Statistics	Hybrid
MATH	2500	Ordinary Diff. Equations	Dist. Ed Internet Delayed
MATH	2500	Ordinary Diff. Equations	Hybrid
MCOM	1000	Film and Television Writing	Dist. Ed Internet Delayed
MUS	1234	Diversity in American Music	Dist. Ed Internet Delayed
MUS	1633	Survey of Jazz and Pop	Distance Ed 2-way video/audio
MUS	1633	Survey of Jazz and Pop	Dist. Ed Internet Delayed
MUS	1633	Survey of Jazz and Pop	Hybrid
NURS	1045	Medical Terminology	Distance Ed 2-way video/audio
NURS	1045	Medical Terminology	Dist. Ed Internet Delayed
PEFI	1035	Physical Fitness Lab	Dist. Ed Internet Delayed
PEMA	1030	Prin./Phys. Fitness/Wellness	Dist. Ed Internet Delayed
PEMA	1034	Introduction to Kinesiology	Dist. Ed Internet Delayed
PEMA	2137	Sports Nutrition	Dist. Ed Internet Delayed

<b>SUBJ</b>	<b>CRSE</b>	<b>TITLE</b>	<b>APPROVED DELIVERY MODE</b>
PEMA	2137	Sports Nutrition	Hybrid
PHIL	1010	History/Ancient/Medieval Phil	Dist. Ed Internet Delayed
PHIL	1011	Modern/Contemporary Philosophy	Dist. Ed Internet Delayed
PHIL	1020	World Religions: West. Cultures	Dist. Ed Internet Delayed
PHIL	1021	World Religions: East. Cultures	Dist. Ed Internet Delayed
PHYS	1020	Weird Science	Distance Ed 2-way video/audio
PHYS	1020	Weird Science	Dist. Ed Internet Delayed
POLS	1001	Am. Gov: Nat/State/Local	Distance Ed 2-way video/audio
POLS	1001	Am. Gov: Nat/State/Local	Dist. Ed Internet Delayed
POLS	1001	Am. Gov: Nat/State/Local	Hybrid
PSY	1001	General Psychology	Dist. Ed Internet Delayed
PSY	1003	Social Psychology	Distance Ed 2-way video/audio
PSY	1003	Social Psychology	Dist. Ed Internet Delayed
PSY	1003	Social Psychology	Hybrid
PSY	1004	Psychology of Prejudice	Hybrid
PSY	1502	Abnormal Psychology	Dist. Ed Internet Delayed
PSY	2001	Intro to Resrch Methd in Psych	Distance Ed 2-way video/audio
PSY	2001	Intro to Resrch Methd in Psych	Dist. Ed Internet Delayed
READ	990	College Reading	Dist. Ed Internet Delayed
SOC	1001	Introduction to Sociology	Distance Ed 2-way video/audio
SOC	1001	Introduction to Sociology	Dist. Ed Internet Delayed
SOC	1002	Social Problems	Distance Ed 2-way video/audio
SOC	1002	Social Problems	Dist. Ed Internet Delayed
SOC	1002	Social Problems	Hybrid
THEA	2000	Introduction to Theatre	Dist. Ed Internet Delayed

## Appendix B: Local Professional Development Workshops for Distance Education Instructors and Staff

In addition to the workshops below, the College hired a part-time staff person, a seasoned online instructor, to offer ongoing, weekly instruction and assistance with the Learning management System and for mentoring distance education instructors on effective teaching strategies for online learning.

Title	Date
Introduction to Camtasia and Jing	11-Aug-2009
Course Management System (ETUDES) Workshop	11-Aug-2009
Curriculum Development Workshop	12-Aug-2009
Curriculum Development	7-Jan-2010
Introduction to Online Teaching Using a Course Management System (CMS)	8-Jan-2010
Course Management System (ETUDES) Workshop	8-Jan-2010
Using Open Source Textbooks: Reduce Student Textbook Expense without Reducing Course Quality	11-Aug-2010
Course Management System (CMS) Workshop	11-Aug-2010
CurricUNET	7-Jan-2011
CurricUNET Training (Steve Thyberg)	9-Aug-2011
ETUDES User Workshop	12-Jan-2012
CurricUNET for the Somewhat Experienced	12-Jan-2012
CurricUNET for Beginners	12-Jan-2012
Effective Use of Online Resources	13-Jan-2012
Using CCC Confer for Online Webinars and Meetings	13-Jan-2012
ETUDES Users Workshop	15-Aug-2012
CurricUNET Training	17-Aug-2012
Educational Technologies: Effective, Low-Cost Ways to Engage Students	17-Aug-2012
CurricUNET Focus Group	9-Jan-2013
ETUDES Users Workshop	11-Jan-2013
CurricUNET SLO Assessment training	21-Jan-2013
Program Review Assessment Module	16-Apr-2013
Update Program Review and Assessment PR/CurricUNET Training	15-Aug-2013
ETUDES Users Workshop	16-Aug-2013
PROGRAM REVIEW-CurricUNET TRAINING	28-Sep-2013
CurricUNET Training: Assessment Module	5-Oct-2013
Etudes Users Workshop	7-Jan-2014
ETUDES Users Workshop	13-Aug-2014
ETUDES Users Workshop	8-Jan-2015

**Appendix C: Board Policies and Administrative Procedures  
Related to Distance Education**

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**CHAPTER 3: GENERAL INSTITUTION  
BOARD POLICY NO.: 3715**

**BOARD POLICY  
SISKIYOU JOINT COMMUNITY COLLEGE  
DISTRICT**

**Subject: Intellectual Property**

**Adoption Date:**

07/28/08

**Revision Date(s):**

9/2/08

**Review Date(s):**

6/5/12

**Policy Reference: 17 USC 101 et seq.; 35 USC 101 et seq.; and 37 CFR 1.1 et seq.**

\*\*\*\*\*

\*\* The **Superintendent/President** shall develop procedures that define the rights, interests, protection and transfer of intellectual property created by the District employees and students.

**See Administrative Procedure 3715**

**CHAPTER 3: GENERAL INSTITUTION  
ADMINISTRATIVE PROCEDURE NO. 3715**

**COLLEGE OF THE SISKIYOU**

**Procedure Manual**

**Title:** Intellectual Property

**Adoption Date:** October 7, 2008

**Revision Date:** August 21, 2012

**Responsible Area:** Superintendent/President

**Responsible Office:** President's Office

**Policy Reference:** 17 USC 101 et seq.; 35 USC 101 et seq.; and 37 CFR 1.1 et seq.

The following intellectual property procedure shall be interpreted consistent with other District policies, including, but not limited to, the District's policy on academic freedom and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements.

**Definitions**

For the purposes of this procedure, the following definitions apply to the following words or phrases:

“Administrative Activity” means the execution of the District's management or administrative functions such as preparing budgets, policies, contracts, personnel management, printing course materials and catalogues, maintenance of computer data, long range planning, and keeping inventories of equipment. Teaching and academic endeavors are not administrative activities.

“Author” or “Creator” means an individual who alone or as part of a group of other creators, invent, author, discover, or otherwise create intellectual property.

“District Resources” means all tangible resources including buildings, equipment, facilities, computers, software, personnel, and funding.

“Course Materials” Materials prepared for use in teaching, fixed or unfixd, in any form, including, but not limited to, digital, print, audio, visual, or any combination thereof. Course materials include, but are not limited to, lectures, lecture notes, and materials, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, web-ready content, and educational software.

“Course Syllabus” means a document that includes information about the outline, standards for student evaluation, and additional information which reflects the academic work of the faculty member.

“Digital Encoded Work” means a work (on a bit-sequence) that can be stored on computer-readable media, manipulated by computers, and transmitted through data networks.

“Employee” means an individual employed by the District, and shall include full-time and part-time faculty, classified staff, student employees, appointed personnel, persons with "no salary" appointments, and academic professionals, who develop intellectual property using District resources, unless there is an agreement providing otherwise.

“Intellectual Property” means works, products, processes, tangible research property, copyrightable subject matter, works of art, trade secrets, know how, inventions and other creations the ownership which are recognized and protected from unauthorized exploitation by law. Examples of intellectual property include scholarly, artistic, and instructional materials.

“Student” means an individual who was or is enrolled in a class or program at the District at the time the intellectual property was created.

“Student Employee” means a student who is paid by the District, and may include students participating in a work study program or who receive stipends while they are acting within the scope of their employment at the District at the time the intellectual property was created.

“Substantial Use of District Resources” means use of District resources beyond the normal professional, technology, and technical support generally provided by the District and extended to an individual or individuals for development of a product, project or program. The use of District resources must be important and instrumental to the creation of the intellectual property.

The following do not constitute substantial use of the District’s resources: (1) incidental use of District resources and/or (2) extensive use of District resources commonly available to District employees. A substantial use of the District’s resources may be implicated in situations where the creator spends such time and energy in the creation of a work that results in a great reduction of the creator’s teaching activity.

“Work” means an “original work of authorship fixed in a tangible medium” as used in the Copyright Act.

### **Ownership of Intellectual Property**

The ownership rights to a creation at the District shall be determined generally as set forth below, unless ownership is modified by an agreement.

**Employee Intellectual Property Rights.** A District employee who is the creator of an academic work in his or her field of expertise owns the copyright in that work. Academic works include textbooks, lecture notes and other course materials, literary works, artistic works, musical works,



architectural works and software produced with no more than nominal or incidental use of the District's resources. Academic works described in this paragraph are owned by the employee even though such works may have been developed within the employee's scope of employment. Intellectual property unrelated to an individual's employment responsibilities at the District, and that is developed on an individual's own time and without the District's support or use of District facilities is the exclusive property of the creator and the District has no interest in any such property and holds no claim to any profits resulting from such intellectual property.

**District Intellectual Property Rights.** The District owns all other intellectual property, including but not limited to patentable inventions, such as computer software, created by its employees under the following circumstances:

- (1) If intellectual property is created through the District's administrative activities by an employee working within his or her scope of employment; or
- (2) If intellectual property is created by an employee executing a duty or specific assignment designated by the District; or
- (3) If intellectual property is created through the substantial use of District resources; or
- (4) If intellectual property is commissioned by the District pursuant to a signed contract; or (5) If intellectual property is produced within one of the nine categories of works considered works for hire under copyright law pursuant to a written contract, or
- (6) If intellectual property is produced from research specifically supported by state or federal funds or third party sponsorship.

Where circumstances give rise to District intellectual property rights, as described above, the creator of the potential intellectual property will promptly disclose the intellectual property to the District. The District and the creator may enter into a written agreement whereby the creator executes documents assigning intellectual property rights to the District.

The *Superintendent/President* may waive the District's interests in its intellectual property by executing a written waiver.

**Student Intellectual Property Rights.** District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the District: (1) intellectual property created to meet course requirements using College or District resources, and (2) intellectual property created using resources available to the public. Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

#### **Modification of Ownership Rights**

The general provisions for ownership of intellectual property rights set forth in Section II may be modified by the parties as follows:

**Sabbatical Works.** Generally, intellectual property created by District employees during a sabbatical is defined as an academic work. However, where a work to be created as part of an approved sabbatical plan requires resources beyond those normally provided to other employees

during a sabbatical (substantial use District resources), the parties may enter into an written agreement to define the District and employee's intellectual property rights in the sabbatical work.

**Assignment of Rights.** When the conditions outlined in the sections on employee intellectual property rights or student intellectual property are met, ownership will reside with the employee or student responsible for creating the intellectual property. In these circumstances, the creator may pursue intellectual property protection, marketing, and licensing activities without involving the District. If such a decision is made, the creator is entitled to all revenues received.

Any person may agree to assign some or all of his or her intellectual property rights to the District. In the event the creator offers to share or assign intellectual property rights in the creation to the District, the District may support and finance application for intellectual property protection (trademark, patent, or copyright) or it may enter into an agreement for other exploitation of the work, including management, development and commercialization of the property under terms and conditions as may be agreeable to the parties. After evaluating the creator's offer, the District may or may not decide to become involved in a joint investment agreement. A negative response from the District will be communicated in writing to the creator. An affirmative response from the District will be summarized as a offer to enter into a written contract. If the creator accepts the District's proposed contract, any revenues received from commercialization of the intellectual property will be distributed as defined in the contract.

**Sponsorship Agreements.** A sponsored work is a work first produced by or through the District in the performance of a written agreement between the District and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include journal articles, lectures, books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsored agreement states otherwise. Ownership of copyrights to sponsored works shall be with the District unless the sponsored agreement states otherwise. Where a sponsorship agreement does not define ownership of the intellectual property, ownership shall be determined under applicable law. Any sponsorship agreement that provides for ownership of the work by one other than the District generally shall provide the District with a nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

**Collaboration/Partnership Agreements.** The District may participate in projects with persons/organizations that result in the creation of intellectual property. Ownership rights of such intellectual property will be defined by the collaboration/partnership agreement, or shall be determined under applicable law.

**Special Commissions.** Intellectual property rights to a work specially ordered or commissioned by the District from a faculty member, professional staff member, other District employee, or other individual or entity, and identified by the District, as a specially commissioned work at the time the work was commissioned, shall belong to the District. The District, and the employee shall enter into a written agreement for creation of the specially commissioned work.

**Use of Substantial District Resources.** In the event the District provides substantial resources to an employee for creation of a work and the work was not created under an agreement (such as a sponsorship agreement, individual agreement, or special commission) the District and the creator shall own the intellectual property rights jointly in proportion to the respective contributions made.

**Encoded Works/Software for Administrative Activities.** The District may hire an individual or entity to develop software or other encoded works, to be used in the District's administrative activities. The District shall maintain ownership of the intellectual property rights in such encoded works. Similarly, the District shall have ownership of the intellectual property rights in encoded works created by an employee, even where the work was created out of the employee's own initiative, if the work is related to the employee's job responsibilities. For example, if an employee in the student records office creates a software program, on his own initiative, that will organize student records, such work is related to the employee's job duties and will belong to the District. Where an employee creates a program that does not relate to his or her job duties, and that program was created on the employee's own time, the work belongs to the employee.

**Collective Bargaining Agreement.** In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

**Jointly Created Works.** Ownership of jointly created works shall be determined by separately assessing which of the above categories applies to each creator, respectively. Rights between joint owners of a copyright shall be determined pursuant to copyright law.

**Work Acquired by Assignment or Will.** The District may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with District policies and these procedures.

#### **Materials Implicating Third Party Rights**

District employees and students must comply with District policies and state and federal laws, including copyright and privacy laws, in creating works. District employees and students must obtain all required licenses, consents, and releases necessary to avoid infringing the rights of third parties. District employees and students with questions or concerns regarding third party rights should direct all inquiries to the Vice President, Student Learning.

#### **Intellectual Property Coordinator**

The Vice President, Student Learning shall be the District's Intellectual Property Coordinator. The coordinator shall administer this procedure and will implement the District's Intellectual Property Policy. The Intellectual Property Coordinator will also monitor the development and use of the District's intellectual property. Any questions relating to the applicability of the District Intellectual Property or this procedure may be directed and answered by the Intellectual Property Coordinator.

### **Preservation of Intellectual Property Right**

**Protection of Rights.** The District shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the District is the sole or joint owner of intellectual property rights. The District may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which it maintains intellectual property rights.

**Payment of Costs.** The District may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which it exclusively owns intellectual property rights. If the District has intellectual property rights in a jointly owned work, the District may enter into an agreement with the joint owners concerning payment of such costs.

### **Commercialization of Intellectual Property**

**Right of Commercialization.** The District may commercialize its Intellectual Property using its resources or it may enter into agreements with others to commercialize the work as authorized by law.

**Distribution of Proceeds.** An employee who creates a work and retains an intellectual property interest in such work in which the District maintains intellectual property rights is entitled to share in royalties, licenses, and any other payments from commercialization of the work in accordance with applicable agreements and applicable laws. All expenses incurred by the District in protecting and promoting the work including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the District before the creator is entitled to share in the proceeds.

**Intellectual Property Account.** The District shall deposit all net proceeds from commercialization of intellectual property in its own general intellectual property account. The Vice President, Student Learning may use the account to reimburse expenses related to creating or preserving the District's intellectual property rights or for any other purpose authorized by law and District policy including the development of intellectual property.

### **Notification**

The Intellectual Property Coordinator shall provide a copy of these Intellectual Property Procedures to persons upon request. The District shall arrange training on a periodic basis for faculty, staff and/or other persons who are covered by this Intellectual Property Procedure.

**For Draft Agreements see the Intellectual Property Coordinator.**

**CHAPTER 3: GENERAL INSTITUTION BOARD POLICY NO.: 3720**

**BOARD POLICY  
SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT**

**Subject: Computer and Network Use**

**Adoption Date:**

07/28/08

**Revision Date(s):**

9/2/08

**Review Date(s):**

6/5/12

**Policy Reference:**

**Education Code Section 70902; 17 U.S.C. Section 101 et seq.; Penal Code Section 502; Cal. Const., Art. 1 Section 1; Government Code Section 3543.1(b)**

\*\*\*\*\*

Employees and students who use District computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The **Superintendent/President** shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

**See Administrative Procedure 3720**



**CHAPTER 3: GENERAL INSTITUTION  
ADMINISTRATIVE PROCEDURE NO. 3720**

**COLLEGE OF THE SISKIYOU**

**Procedure Manual**

**Title:** Computer and Network Use

**Adoption Date:** March 1, 2011

**Responsible Area:** Technology Services

**Responsible Office:** President's Office

**Policy Reference:** Board Policy No. 3720; Education Code Section 70902; 17 U.S.C. Section 101 et seq.; Penal Code Section 502, Cal. Const., Art. 1 Section 1; Government Code Section 3543.1(b)

**I. Introduction**

To comply with federal and state regulations, laws, and harassment mitigation policies, educational organizations are compelled to establish Internet safety guidelines otherwise known as Acceptable Use Agreements (AUAs) for the appropriate use of computer systems.

**II. Rights and Responsibilities**

Use of computers, services, and networks owned by College of the Siskiyous (COS) is a privilege governed by certain regulations and restrictions as defined by the College as well as by all applicable federal, state, and local laws.

The user agrees to abide by the regulations set forth in this AUA. This means that the user agrees to behave responsibly according to the standards established by COS and this document while using college systems and network resources.

**III. Right to Privacy**

COS supports each individual's right for personal communication; however, messages on computing resources are accessible to others through normal system administration activities and to the public through public records laws. Therefore COS cannot guarantee privacy of electronic communication.

The system administrator reserves the right to monitor the usage of all network resources to ensure compliance with this policy, College policy, and federal, state and local laws. User files may be subject to search by law enforcement agencies under court order if such files contain information which may be used as evidence in a court of law.

COS users are expected to comply with copyright and intellectual property laws. Users who become aware of any violation of this policy should notify the proper authorities.

#### **IV. Student E-mail**

A College of the Siskiyous e-mail address (username@ins.siskiyous.edu) is provided to all students as an official means of communication. Students are responsible for all COS communication sent to their Siskiyous e-mail address.

It is expected that students check their e-mail account on a frequent and consistent basis. To ensure that students remain current with COS-related communications, students are strongly encouraged:

- To check their e-mail at least two times a week.
- To respond to all official COS communications as directed in each communication (e.g., responding in person, by surface mail, or by e-mail).
- Not assume an e-mail response is a satisfactory substitution when directed otherwise.

Students are subject to this policy during academic terms for which they are enrolled, during breaks between terms, and during COS holidays and vacations.

Students may forward their COS e-mail to another e-mail address (e.g., @gmail or @hotmail). However, COS is not liable for any problems that may result from forwarding COS e-mail to another account (e.g., problems with spam filters, full mailboxes, or loss of attachments). Students should understand that forwarding their COS e-mail may have the unintended consequence of exposing their privacy information to third parties because Internet e-mail is handled in a public fashion.

Faculty members determine how they will use e-mail in their classes. Faculty may wish to include their e-mail expectations in the course syllabus. The distribution of mass communications is restricted to COS departments and offices for COS business. External requests for mass communications will not be honored.

COS employs various measures to protect the security of its computing resources and users' accounts. However, users should be aware that COS does not and cannot guarantee such security. Furthermore, individuals are advised to exercise caution when sending sensitive or FERPA-protected student information via e-mail. In addition, individuals are reminded that some COS information is not appropriate for e-mail communication.

#### **V. Enforcement**

Violations of this policy will be reported to the appropriate administrator and, if warranted, the appropriate civil authorities. Non-compliance with this policy may also result in the loss of access to computer resources.



### **Acceptable Use Agreement**

Conduct which is deemed non-acceptable use of COS technology resources includes, but is not limited to, the following activities:

- Using a computer account without authorization.
- Using the campus network to gain unauthorized access to any computer systems.
- Connecting unauthorized equipment to the campus network.
- Using a personally-owned wireless access point or wireless device acting as an access point on campus.
- Attempting to circumvent data protection schemes or uncover security loopholes. This includes creating and/or running programs that are designed to identify security loopholes and/or decrypt intentionally secure data.
- Knowingly or carelessly performing an act that will interfere with the normal operation of computers, terminals, peripherals, or networks, e.g., deleting programs or changing icon names.
- Knowingly or carelessly running or installing on any computer system or network, or giving to another user a program intended to damage or to place excessive load on a computer system or network. This includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms.
- Deliberately wasting/overloading computing resources, such as printing too many copies of a document.
- Violating terms of applicable software licensing agreements or copyright laws.
- Violating copyright laws and their fair use provisions through inappropriate reproduction or dissemination of copyrighted text, images, movies, etc.
- Using College resources for commercial activity, such as creating products or services for sale.
- Using electronic mail to harass or threaten others. This includes sending repeated, unwanted e-mail to another user.
- Initiating or propagating electronic chain letters.
- Inappropriate mass mailing. This includes multiple mailings to newsgroups, mailing lists, or individuals, e.g. "spamming," "flooding," or "bombing."
- Forging the identity of a user or machine in an electronic communication. Transmitting, reproducing, or publicly displaying materials that are slanderous or defamatory in nature or that otherwise violate existing laws or COS regulations.
- Attempting to monitor or tamper with another user's electronic communications. Reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
- Transmitting pornographic material. This may be in violation of federal law. Software theft (pirating). Users will not install unapproved software on computers owned by COS, including software that does not include a site license agreement via COS Tech Services. This is a violation of federal law.

**CHAPTER 3: GENERAL INSTITUTION  
BOARD POLICY NO.: 3750**

**BOARD POLICY  
SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT**

**Subject: Use of Copyrighted Material**

**Adoption Date:**

10/07/08

**Revision Date (s):**

6/5/12

**Policy Reference:**

**U.S. Code Title 17. Copyright Act of 1976; Education Code Sections 32360, 67302**

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Faculty and other employees at College of the Siskiyous adhere to the legal fair use practices when dealing with any copyright issue.

In addition, the College posts signs in copy areas informing students and the public that we adhere to the copyright laws. There are source books available in the Library outlining issues surrounding copyright.

**See Administrative Procedure 3750**

**CHAPTER 3: GENERAL INSTITUTION  
ADMINISTRATIVE PROCEDURE NO. 3750**

**COLLEGE OF THE SISKIYOU  
Procedure Manual**

<b>Title:</b>	<b>Use of Copyrighted Material</b>
<b>Adoption Date:</b>	<b>October 7, 2008</b>
<b>Revision Date:</b>	<b>July 25, 2012</b>
<b>Responsible Area:</b>	<b>Superintendent/President</b>
<b>Responsible Office:</b>	<b>President's Office</b>
<b>Policy Reference:</b>	<b>U. S. Code Title 17, Copyright Act of 1976; Education Code Sections 32360, 67302</b>

Employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the "fair use" doctrine.

Reference:  
Copyright Act, Section 107

**Fair Use**

The "fair use" doctrine permits limited use of copyrighted materials in certain situations, including teaching and scholarship. In some instances, copyright may be required for works that fall within "fair use."

**I. Single Copying for Teachers**

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book
- B. An article from a periodical or newspaper
- C. A short story, short essay or short poem, whether or not from a collective work
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

**II. Multiple Copies for Classroom Use**

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and
- B. Meets the cumulative effect test as defined below; and
- C. Each copy includes a notice of copyright

**Definitions:**

**Brevity:**

- i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
- iii. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- iv. "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "i" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

**Spontaneity:**

- i. The copying is at the instance and inspiration of the individual teacher; and
- ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

**Cumulative Effect:**

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- iii. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts are accumulated or are reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:

- i. substitute for the purchase of books, publisher's reprints or periodicals
- ii. be directed by higher authority
- iii. be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of the photocopying.

### **Compilations**

#### **Reference:**

Basic Books, Inc. v. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522; and Princeton University Press v. Michigan Document Services, Inc. (6th Cir. 1996) F.3d 1381

Permission from the copyright owner should be obtained when using excerpts of copyrighted work to create anthologies or “course packs,” even if the excerpts fall under the definitions in the “fair use” doctrine.

#### **Reference:**

##### **Online Courses**

The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112

The Teach Act provides instructors greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

The online instruction is mediated by an instructor.

The transmission of the material is limited to receipt by students enrolled in the course.

Technical safeguards are used to prevent retention of the transmission for longer than the class session.

The performance is either of a non-dramatic work or a “reasonable and limited portion” of any other work that is comparable to that displayed in a live classroom session.

The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.

The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.

The district notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

#### **Obtaining Permission to Use Copyrighted Material**

Faculty and other employees at College of the Siskiyous adhere to the legal fair use practices when dealing with any copyright issue.

In addition, the College posts signs in copy areas informing students and the public that we adhere to the copyright laws. We provide a source book, available in the Library, outlining issues surrounding copyright.