

Columbia College

Substantive Change Proposal

Change in Mode of Delivery

Correspondence Education

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Directions: This application should be submitted *at least* 45 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org. Fees must be submitted to ACCJC, 10 Commercial Blvd, Suite 204, Novato, CA 94949

Date of Inquiry: August 12, 2020 **Anticipated Start Date:** May 1, 2021

Institution Name: Columbia College

Address: 11600 Columbia College Drive

City: Sonora **State:** California **Zip:** 95370

ALO Name: Brian Sanders **Telephone:** 209-588-5051 **Email:** sandersb@yosemite.edu

Title of Application and description of Proposal:

Columbia College Correspondence Education

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

<p>Describe the planning process used to determine the rationale and need to offer programs through correspondence education.</p> <p>To meet its mission and expand its reach within its service area, Columbia College began offering courses to incarcerated individuals in a state prison within our community in 2015. The decision to do so was thoroughly discussed through College Council and several instructors were selected for initial offerings. Work at the prison was initiated partly to reach a different demographic, as our student equity data illustrated that we were serving a student population that was less diverse than our region at large. By incorporating courses at the prison, we now serve a student clientele that is better aligned with our regional demographics [1].</p> <p>Courses at the prison proved enormously successful. Students experiencing incarceration are especially motivated to succeed and focused on their education. They do all their homework, come to class prepared, and participate in discussions. Success rates exceed those on campus. Since that initial offering, the College has expanded its courses to include both the Main and</p>
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Tuolumne yards at the Sierra Conservation Center (SCC) and several off-site fire camps operated by the California Department of Corrections and Rehabilitation (CDCR). In Fall 2019, the College offered 26 sections serving 508 students experiencing incarceration [2].

Due to the COVID-19 crisis, however, all face-to-face instruction was halted. In its place, the college, with the acknowledgement of the Commission, shifted its prison courses to correspondence education [3]. Incarcerated individuals are prohibited from accessing the internet, so traditional online instruction was and remains unavailable to these students. Very early in the process, our team contacted correspondence education leaders at Lake Tahoe Community College who have successfully utilized this method of instruction for many years [4]. From them, we learned best practices as to how to prepare course packets, collect work from students, provide feedback to students on what they are learning, and assess content mastery.

The Director of External Initiatives who oversees the program has held multiple training and discussion sessions with faculty teaching in the program and has kept the college community apprised of progress [5], [6]. The college's governance councils and constituent groups and the Board of Trustees have been consulted on this new correspondence education modality and are have been notified that we are seeking approval from the Commission for this Substantive Change Request [7], [8], [9], [10], [11]. The Vice President of Instruction reported on the new Correspondence Education approach at Fall In-Service Day including a notification to the full college community that we would be seeking a Substantive Change approval [12].

Describe how the change is consistent with the mission and goals of the institution.

The [Columbia College Mission](#) states:

Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

SCC and its attendant fire camps represent an important part of the diverse backgrounds in our Sierra foothills. At the prison and fire camps, we maintain our supportive and engaging learning environment, helping students master foundational skills, explore their passions, and attain degrees and certificates on the way to career and transfer pathways. This is a collaborative effort with the prison that has inspired students experiencing incarceration, CDCR staff, and college personnel.

Goals of the College include improving course and program success and closing equity gaps [13]. Because of the high levels of success among students experiencing incarceration, we have seen increased course completion rates. Several students have completed associate degrees. We are also planning to offer a laboratory science course to the prison to provide students the opportunity to earn an associate degree for transfer.

<p>What is the expected impact of this change? What benefits will result from this change?</p> <p>The primary change is to permit the college to utilize Correspondence Education as a modality in this location. This is imperative for the current COVID-19 pandemic. However, prisons are frequently locked down for various reasons, and being approved for Correspondence Education will be extremely beneficial, providing consistency and support for continuity of education for enrolled students. The College may utilize a blend of face-to-face and correspondence courses to augment our offerings at our local prison facilities to better meet student needs. Once approved for the modality, the College may also engage in education of students at other facilities and otherwise unable to participate in traditional distance education.</p>
<p>Describe how CE programs will be incorporated into the college’s integrated planning processes.</p> <p>The College has established a new branch of the administration under the Director of External Initiatives [14]. Budget responsibility codes have been established and college leaders have sought and obtained grants and developed special projects to support these initiatives. Now that the area is established, it will be integrated into normal program review, budget development, and resource allocation processes.</p>

Standard II: Student Learning Programs and Support Services

<p>Describe how the institution will ensure that the CE program is evaluated for academic quality and improvement.</p> <p>As previously described, our CE program has been modeled after the highly successful program at Lake Tahoe Community College. We have adopted their best practices in all aspects of administering the program. Our Program Review process will be augmented to incorporate CE also. In spring and summer 2020, the Curriculum Committee approved 138 courses that may reasonably be completed via CE. The list of these courses is included as Appendix A to this report. In light of these approved courses and their role as components of degrees, and coupled with possible substitution of CE classes from other colleges, Appendix B to this report lists four degrees that may be earned via CE.</p> <p>The quality of individual instruction will be reviewed and monitored through the faculty evaluation process. We will work with our faculty union to establish a faculty evaluation process and set of forms to gauge quality of instruction in this modality.</p> <p>Because of the higher security in this location and the nature of the partnership between the College and CDCR, administration is more intimately involved in day-to-day course activities than at the main campus. When there is a matter of concern, the College is notified by CDCR officials and repairs are developed and applied. Regular communications between College and CDCR officials ensures that concerns are addressed promptly and effectively.</p>

Describe the comparable programs, services and activities which will support correspondence education students (tutoring, learning resources, counseling and advising, etc.), and how students will be informed of their rights and responsibilities including the college's grievance process.

Members of the External Initiatives team directly support students in correspondence education courses. They visit the prison location in person to speak with students and CDCR personnel, advise students of registration procedures, and provide training on rights and responsibilities. A counselor from the college has regular office hours to meet with students, during which time any grievances can be discussed [15], [16]. Written correspondence from students experiencing incarceration is routed to the External Initiatives team, whose members actively intervene as needed with appropriate college personnel to ensure that concerns are addressed and communicated back to the student [17]. Tutoring has proven to be challenging. A tutoring program was established in recent years, but as new CDCR regulations were handed down, our program was disbanded. CDCR provides their own tutoring program for students experiencing incarceration at present. The college is seeking solutions compliant with CDCR regulations, such as assistance from CDCR educational staff, peer-to-peer tutoring, and correspondence forms as described above.

The college is committed to providing comparable services to students in correspondence education and continues to adjust practices to ensure that the needs of these students are met.

Describe how the college will confirm student authentication for enrollment and attendance purposes.

Columbia College has a dedicated educational coordinator at the prison. Students must meet certain criteria established by CDCR and are vetted by the educational coordinator prior to enrollment. Once approved, each student is identified by their name, CDCR number, and college student ID number. All coursework is pre-labeled with the unique identifiers of each student and is delivered directly to their housing unit by correctional officers. Once completed, students submit their work within envelopes that are provided to them and place them in secure receptacles within their designated educational area. All work is hand-written, providing immediate evidence of individual authenticity.

Describe how instruction will be delivered and how communications between faculty and students will occur.

When students have questions or faculty need to make announcements to students, these are done via written notices. Correspondence from students is submitted in hand-written form to the educational coordinator who scans and emails them to the External Initiatives staff, who route them to the appropriate instructor. Responses to students are emailed back to the educational coordinator who prints and distributes them. Feedback on student work is emailed from the instructor to External Initiatives staff on a bi-weekly basis. That feedback is printed at the college and delivered to the prison for distribution twice a month [18], [19].

Standard III: Resources

<p>Human Resources:</p>
<p>Please describe the staffing plan to support the CE program.</p>
<p>The college employs a Director of External Initiatives and a Program Specialist in the area. Another staff member assists as needed. Members of the Admissions and Records department assist with processing award applications as part of their regular duties. Similarly, Financial Aid staff provide direct input, develop forms for use by the program and its students, and process those expeditiously.</p> <p>The college also supports the Mother Lode Educational Opportunity Center (MEOC) whose specialists work directly with students experiencing incarceration on registration and future college planning.</p> <p>Instructors are selected from among existing and new faculty ranks based on mutual interest. The first instructors involved reported high levels of reward and student success, and now the reputation of the program is drawing additional faculty interest in serving this population. Due to the challenging nature of the teaching environment, the Director of External Affairs meets with interested faculty members to fully explain the restrictions and responsibilities of teaching in this environment to ensure a successful teaching and learning experience for both instructors and students.</p>
<p>Financial Resources</p>
<p>Describe the impact on institutional finances, including a budget showing evidence those resources are available and committed to support the change.</p>
<p>The college has committed significant resources to its correspondence education program, one component of its External Initiatives program. There are five components of External Initiatives – Incarcerated Students Program (including Correspondence Education), Dual Enrollment program, Adult Education, Community Education, and Outreach/New Markets. The college devotes significant components of its regional Strong Workforce Program funding (California Community Colleges’ keystone workforce training fund) plus California Adult Education Program funding. In addition, the college is the recipient of a federal Title III Strengthening Institutions grant in the amount of \$450,000 per year for the next five years. The Director’s salary will be primarily funded from this grant, freeing up additional resources to support correspondence and on-site education for students experiencing incarceration. Two full-time and one half-time employee are committed to supporting these programs collectively. Two additional employees are being hired to support other grant activities.</p> <p>Collectively, these activities represent a budget of approximately \$471,000 per year for at least the next five years, as shown below:</p>

FUND	12 - Gen Restricted							
RESP	4740							
2020-21		Thursday, December 10, 2020						
CLASS	SUBFUND	SUBCLASS	BUDGET	ACTUAL	ENCUMBERED	REQUISITIONS	BALANCE	
Expenditures	5750 - Adult Education							
		1000 - Academic Salaries	13,750.00	0.00	0.00	0.00	13,750.00	
		2000 - Classified and Other Nonacadem	27,600.00	9,765.57	0.00	0.00	17,834.43	
		3000 - Employee Benefits	4,929.90	815.53	0.00	0.00	4,114.37	
		4000 - Supplies and Materials	700.00	0.00	0.00	0.00	700.00	
		5000 - Other Op Exp & Srvc	700.00	0.00	0.00	0.00	700.00	
	5750 - Adult Education Total		47,679.90	10,581.10	0.00	0.00	37,098.80	
	5777 - IEPI Innovation Plan-Video							
		2000 - Classified and Other Nonacadem	16,000.00	18,991.89	0.00	0.00	(2,991.89)	
		3000 - Employee Benefits	9,000.00	10,190.38	0.00	0.00	(1,190.38)	
	5777 - IEPI Innovation Plan-Video Total		25,000.00	29,182.27	0.00	0.00	(4,182.27)	
	5811 - Strong Workforce (R 18/19)							
		2000 - Classified and Other Nonacadem	9,847.70	9,847.70	0.00	0.00	0.00	
		3000 - Employee Benefits	5,357.75	5,357.75	0.00	0.00	0.00	
	5811 - Strong Workforce (R 18/19) Total		15,205.45	15,205.45	0.00	0.00	0.00	
	5813 - Strong Workforce (R 19/20)							
		2000 - Classified and Other Nonacadem	35,000.00	4,621.00	0.00	0.00	30,379.00	
		3000 - Employee Benefits	19,200.00	3,212.64	0.00	0.00	15,987.36	
		4000 - Supplies and Materials	360.00	0.00	0.00	0.00	360.00	
		6000 - Capital Outlay	5,000.00	0.00	0.00	0.00	5,000.00	
		7000 - Other Outgo	8,601.16	0.00	0.00	0.00	8,601.16	
	5813 - Strong Workforce (R 19/20) Total		68,161.16	7,833.64	0.00	0.00	60,327.52	
	5815 - Strong Workforce (R 20/21)							
		2000 - Classified and Other Nonacadem	56,909.20	22,738.13	0.00	0.00	34,171.07	
		3000 - Employee Benefits	27,316.42	14,786.72	0.00	0.00	12,529.70	
		4000 - Supplies and Materials	848.07	132.93	650.00	0.00	65.14	
		5000 - Other Op Exp & Srvc	1,530.00	421.70	0.00	0.00	1,108.30	
	5815 - Strong Workforce (R 20/21) Total		86,603.69	38,079.48	650.00	0.00	47,874.21	
	8670 - Title III Part A - SIP							
		1000 - Academic Salaries	10,000.00	0.00	0.00	0.00	10,000.00	
		2000 - Classified and Other Nonacadem	73,400.00	0.00	0.00	0.00	73,400.00	
		3000 - Employee Benefits	54,593.00	0.00	0.00	0.00	54,593.00	
		4000 - Supplies and Materials	5,000.00	0.00	0.00	0.00	5,000.00	
		5000 - Other Op Exp & Srvc	40,750.00	0.00	0.00	0.00	40,750.00	
		6000 - Capital Outlay	28,922.00	0.00	0.00	0.00	28,922.00	
		7000 - Other Outgo	15,577.00	0.00	0.00	0.00	15,577.00	
	8670 - Title III Part A - SIP Total		228,242.00	0.00	0.00	0.00	228,242.00	
Expenditures Total			470,892.20	100,881.94	650.00	0.00	369,360.26	

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness are maintained and sustained?

Academic Senate, College Council, Institutional Effectiveness Council, and Student Success Council are all aware of the transition to Correspondence Education [7], [8], [9], [12]. The College is committed to providing the highest quality CE program possible. As previously noted, we have modeled our CE program after highly successful models at other institutions. Our Director of Research and Planning is working with district IT staff to ensure proper coding of students and courses associated with this program of study, which will enable us to carefully review the success of enrolled students. The Director of External Initiatives convenes both training and debriefing sessions to assess the effectiveness of the program and make any necessary modifications [20], [21]. She also provides regular updates to instructors regarding activities at the prisons [22]. In spring and summer of 2020, in response to COVID-19, the Curriculum Committee engaged in a thorough review of every course in the college catalog to identify and approve all possible modes of delivery, including correspondence education and various distance education modalities. Of roughly 560 courses in the catalog, roughly 130 are approved to be offered via correspondence education. In the next Institutional Self-Evaluation Report, the College will provide a breakdown of student success in the various modalities utilized for students experiencing incarceration, both traditional face-to-face classes and correspondence education classes.

Evidence – See Appendix C

The following evidence files are submitted as part of Appendix C of this report to illustrate that appropriate communication regarding this substantive change proposal has taken place and that the college is providing high quality correspondence education in accordance with the expectations of the ACCJC.

1. SCC-YCCD Executed Agreement
2. Fall 2019 SCC Courses and Enrollments
3. ACCJC Emergency Distance Education Notification – Columbia College
4. Email to LTCC requesting assistance 3.18.20
5. MWalker email to instructors
6. BSanders Emergency Guidance email
7. 2020_09_14_IEC.minutes-Discuss_SubChange
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18. Sample student correspondence 1
19. Sample student correspondence 2
20. Sierra Conservation Center Mandatory Training 8.16.19
21. 8.23.19 Flex Sign-in – SCC Training Session
22. SCC Update Email from MWalker

Instructions for the Reader of this electronic document:

1. Hyperlink from any bracketed evidence number in the document to its description in this list by clicking its number in the paragraph.
2. Hyperlink from any item in this list to the evidence file itself by clicking the list item.
3. Press Alt+Left Arrow to move back to your previous reading location.

Appendix A

Columbia College courses approved to be taught by Correspondence Education as of Fall 2020

	curriculumid	coursetitle
1	CANTHR-1	Biological Anthropology
2	CANTHR-10	Archaeology
3	CANTHR-15	Native People of North America
4	CANTHR-1L	Biological Anthropology Laboratory
5	CANTHR-2	Cultural Anthropology
6	CBIOL-150	Elementary Anatomy and Physiology
7	CBIOL-50	Nutrition
8	CBIOL-99	Independent Study in Biology
9	CBUSAD-25	Job Search and Interviewing Strategies
10	CBUSAD-30	Principles of Marketing
11	CBUSAD-41	Small Business Management
12	CCHILD-1	Child Growth and Development
13	CCHILD-17	Adult Supervision and Mentoring in Early Care and Education
14	CCHILD-19	Introduction to Children With Special Needs
15	CCHILD-22	Child, Family, and Community
16	CCHILD-23	Guiding Children's Social and Emotional Development
17	CCHILD-26	Health, Safety, and Nutrition
18	CCHILD-3	Principles and Practices of Teaching Young Children
19	CCHILD-30	Administration I: Programs in Early Childhood Education
20	CCHILD-31	Admin II: Personnel & Leadership in Early Childhood Education
21	CCHILD-35	Introduction to Curriculum
22	CCHILD-36	Teaching in a Diverse Society
23	CCHILD-4	Observation and Assessment
24	CCHILD-41	Implementing Curriculum for Young Children
25	CCHILD-42	Infant/Toddler Development
26	CCHILD-43	Infant/Toddler Care and Education
27	CCHILD-45	School-Age Child Development, Care and Education
28	CCOMM-1	Introduction to Public Speaking
29	CCOMM-2	Argumentation and Debate
30	CCOMM-4	Introduction to Human Communication
31	CCOMM-5	Intercultural Communication
32	CCOMM-7	Forensics Workshop
33	CCOMM-9	Introduction to Small Group and Team Communication
34	CEDUC-50	Online Course Development
35	CEDUC-51	Emerging Technologies for Online Course Development
36	CEDUC-52	Universal Design for Online Course Development
37	CENGL-10	Creative Writing
38	CENGL-11	Film Appreciation
39	CENGL-132	Writing Short Fiction
40	CENGL-133	Writing It Real: Creative Nonfiction
41	CENGL-149	Reading and Composition Workshop
42	CENGL-151	Preparation for College Composition
43	CENGL-17	American Literature: Colonial Period - Late 19th Century
44	CENGL-18	American Literature: Late 19th Century - Modern Day
45	CENGL-1A	Reading and Composition: Beginning
46	CENGL-1A:E	Enhanced Reading and Composition: Beginning

	curriculumid	coursetitle
47	CENGL-1B	Advanced Composition and Introduction to Literature
48	CENGL-46	Survey of English Literature: Anglo-Saxon Period - 18th Century
49	CENGL-47	Survey of English Literature: 19th and 20th Centuries
50	CENGL-49	California Literature
51	CENGL-50	Introduction to Shakespeare
52	CENGL-650	English Fundamentals
53	CENGL-81	Introduction to World Literature: 1500 to Present
54	CESC-10	Environmental Geology
55	CESC-42	Natural Hazards
56	CESC-62	Meteorology
57	CESC-99	Independent Study in Earth Science
58	CFNR-190	Climate Stewardship
59	CFNR-3	Natural Resources Law and Policy
60	CFNR-61	Introduction to Water Resources Management
61	CFNR-71	Water Use Efficiency
62	CFNR-74	Wastewater Collection Systems
63	CFNR-9	Parks and Forests Law Enforcement
64	CFNR-97	Work Experience in Forestry and Natural Resources
65	CGEOGR-12	Cultural Geography
66	CGEOGR-15	Physical Geography
67	CGEOGR-20	World Regional Geography
68	CGEOGR-60	Introduction to Geographic Information Systems
69	CGEOGR-61	Introduction to GIS Incident Mapping
70	CGEOGR-63	Creating a Basic GIS Map
71	CGEOGR-66	Web Mapping
72	CGEOGR-70	Introduction to Raster-Based GIS
73	CGEOGR-75	Introduction to Remote Sensing
74	CGEOGR-97	Work Experience in Geography
75	CGUIDE-1	Career/Life Planning
76	CGUIDE-100	College Success
77	CGUIDE-10A	Introduction to Helping Skills
78	CGUIDE-10B	Intermediate Helping and Basic Conflict Management Skills
79	CGUIDE-11	Occupational Exploration
80	CGUIDE-18	Life Skills for Higher Education
81	CGUIDE-25	Job Search and Interviewing Strategies
82	CGUIDE-30	Personal Growth and Development
83	CGUIDE-35	Basics of Budgeting & Money Management
84	CGUIDE-50	Guidance for Nursing Majors
85	CGUIDE-51	Principles of Leadership
86	CGUIDE-52	Guidance for STEM Majors
87	CGUIDE-8	Introduction to College
88	CHHP-2	Women's Health Issues
89	CHHP-3	Introduction to Kinesiology
90	CHHP-5	Introduction to Recreation and Leisure
91	CHHP-60	Health and Fitness Education
92	CHHP-63	Sociology of Sport
93	CHIST-11	History of California
94	CHIST-13	World Civilizations: to 1500
95	CHIST-14	World Civilizations: 1500 to Present
96	CHIST-16	United States: to 1877

	curriculumid	coursetitle
97	CHIST-17	United States: 1877 to Present
98	CHIST-5	Introduction to the History and Philosophy of Science
99	CHUMAN-1	Old World Culture
100	CHUMAN-2	Modern Culture
101	CHUMAN-3	World Culture
102	CHUMAN-4	World Religions and Spirituality
103	CLIBR-1	Introduction to Library and Information Resources
104	CLIBR-101	Introduction to the Library
105	CMUSIC-10	Survey of Music History and Literature: Ancient to 1750
106	CMUSIC-11	Survey of Music History and Literature: 1750 to Present
107	CMUSIC-12	American Popular Music: Blues and Jazz to Rock 'n' Roll
108	CMUSIC-2	Introduction to Music
109	CPHILO-1	Introduction to Philosophy
110	CPHILO-25	Twentieth Century Philosophy
111	CPHILO-35	Environmental Ethics
112	CPHILO-5	Introduction to the History and Philosophy of Science
113	CPOLSC-10	Constitutional Government
114	CPOLSC-12	American Political Thought
115	CPOLSC-14	International Relations
116	CPOLSC-16	Comparative Government and Politics
117	CPSYCH-1	General Psychology
118	CPSYCH-10	Lifespan Human Development
119	CPSYCH-20	Sport Psychology
120	CPSYCH-24	Abnormal Psychology
121	CPSYCH-30	Psychology of Adjustment
122	CPSYCH-35	Introduction to Drugs and Behavior
123	CPSYCH-40	Stress Management
124	CPSYCH-5	Human Sexual Behavior
125	CPSYCH-52	Introduction to Peer Support for Psychosocial Rehabilitation
126	CPSYCH-56	Introduction to Psychosocial Rehabilitation
127	CPSYCH-99	Independent Study in Psychology
128	CSIGN-40A	ASL: Beginning Communication with the Deaf
129	CSIGN-40B	ASL: Elementary Communication with the Deaf
130	CSIGN-40C	ASL: Intermediate Communication with the Deaf
131	CSKLDV-610	Introduction to Computer Access
132	CSKLDV-700	GED Preparation
133	CSKLDV-701	Life Strategies for Success
134	CSKLDV-703	Practical Money Skills for Life
135	CSKLDV-705	Preparation for Citizenship Test
136	CSKLDV-706	GED: Math and Language Arts
137	CSKLDV-707	GED: Science & Social Studies
138	CSKLDV-792	Basic Skills for Employment & Education

Appendix B

Columbia College programs that may be earned by students by completing Correspondence Education courses.

- 1. AA – Arts and Humanities**
- 2. AA – Social and Behavioral Science**
- 3. AA-T – Psychology**
- 4. AA-T – Sociology**

Appendix C

Evidence files in support of this substantive change proposal.

MEMORANDUM OF UNDERSTANDING

Between

THE DEPARTMENT OF CORRECTIONS and REHABILITATION

and

Yosemite Community College District (YCCD)

For provision of College Courses at Sierra Conservation Center

This Memorandum of Understanding (MOU) is made and entered into on January 26, 2016, by and between the California Department of Corrections and Rehabilitation (CDCR) and Yosemite Community College District (YCCD) for the provision of educational courses at Sierra Conservation Center. CDCR and YCCD are collectively referred to herein as the "Parties."

RECITALS

Whereas, Senate Bill No. 1391, Approved by Governor and filed with Secretary of State September 27, 2014, allows California Community Colleges (CCCs) to receive full funding for credit-course instruction offered in correctional institutions and seeks to expand the offering of such courses. This legislation amends Education Code Section 84810.5 and adds new Education Code Section 84810.5 and is in compliance with Penal Code Sections 2053-2054 to provide rehabilitative education services to California inmates;

Whereas, Section 84810.5 waives open course provisions in statute or regulations to allow a community college district to provide classes to inmates of CDCR and allows state funding for such courses;

Whereas, Section 84810.7(a) authorizes and directs that CDCR and the Office of the Chancellor of the California Community Colleges (CCCCO) shall enter into an interagency agreement to expand access to community college courses that lead to degrees or certificates that result in enhanced workforce skills or transfer to a four-year university. The courses for inmates in a state correctional facility developed as a result of this agreement will serve to supplement, but not duplicate or supplant, any adult education course opportunities offered at that facility by the Office of Correctional Education of the Department of Corrections and Rehabilitation;

Whereas, this program is subject to the oversight by the California Rehabilitation Oversight Board (C-ROB) in accordance to Section 6141 of the Penal Code. CDCR and CCCCCO agrees to operate with and assist the C-ROB as requested.

Whereas CDCR and CC desire and agree to establish college courses by CC to be offered to inmates of CDCR at Sierra Conservation Center, with each Party to bear their own respective costs thereof.

AGREEMENT

IT IS HEREBY AGREED THAT:

1. Course Offerings and Services to be Provided by Columbia College (CC) at Sierra Conservation Center

CC agrees to:

- A. Establish at least one college course as agreed upon with CDCR that will be offered at Sierra Conservation Center each semester. For each course, CC agrees to:
 - (1) Provide CDCR at least 90 days prior to commencement of each course a list of all materials, tools, and equipment needed for each course. CC agrees to design and organize each course offering for presentation at Sierra Conservation Center to ensure that such courses do not require or provide any non-institution approved tool, software, equipment, or supplies.
 - (2) Submit the name and qualifications of each instructor to CDCR for its approval, at least 60 days in advance of the commencement of the course. CDCR may approve or decline authorization of each nominee to conduct each course in CDCR's sole discretion.
 - (3) Provide a qualified instructor, and substitute instructors as needed. Each instructor, including substitute instructors, shall be subject, for each session of each course, to prior written approval by CDCR which may be granted or declined in CDCR's sole discretion.
 - (4) Assist CDCR in rigorously screening and choosing final inmate participants nominated by CDCR for enrollment in each course.
 - (5) Register approved students, keep and maintain attendance and performance records and process applications for scholarships, fee waivers, and financial aid for students as needed or appropriate.
 - (6) Provide each inmate student with the textbooks and supplies required for each course.
 - (7) Provide alternative and make-up hours of instruction as needed, and at such time as approved by CDCR, where the established schedule is interrupted due "Lock Down" or "Modified Program," or other event(s), that prevent(s) the students or instructor from conducting class(es) at the scheduled time(s).
 - (8) Provide appropriate certificates to participating students who satisfactorily complete the course of instruction, for industry standard certifications or Associate of Arts Degree.
 - (9) Provide Extended Opportunity Programs and Services (EOPS) to the extent possible to all eligible students.
- B. Ensure that all instructors (including substitutes) who are appointed to teach at Sierra Conservation Center are fully vetted to ensure that they meet all CDCR requirements for conduct of educational services at Sierra Conservation Center, and that they each receive

all necessary training and advice for the performance of instruction to inmates at Sierra Conservation Center.

- C. Perform all educational services provided by in conformance with the SB 1391 STANDARDS AND METRICS which is attached hereto and incorporated herein by this reference.
- D. Bear all costs and expenses of the performance of its scope of services under this Agreement.
- E. Comply with all relevant laws and regulations necessary for the purpose of providing college courses at Sierra Conservation Center.

2. Services to be provided by CDCR and Sierra Conservation Center

- A. CDCR and Sierra Conservation Center agree to:
 - (1) Provide an adequate classroom facility for course instruction.
 - (2) Provide security for instructors while at Sierra Conservation Center.
 - (3) Select a proposed group of student candidates, and work with CC to rigorously screen and choose the final inmate participants for each course.
 - (4) Work together with CC in the registration of the inmate students and processing of applications for scholarships, fee waivers, and financial aid.
 - (5) Work with CC to provide make-up sessions missed because the facility or the housing unit is "Locked Down" or on a "Modified Program," to ensure that students receive the required hours of instruction for completion of their course requirements.
 - (6) Comply with all relevant laws and regulations necessary for the purpose of providing college courses at Sierra Conservation Center.
 - (7) Ensure inmate student retention for the duration of the course unless paroled or transferred under extenuating circumstances.
- B. Ensure CC ability to conform to the SB 1391 STANDARDS AND METRICS which is attached hereto and incorporated herein by this reference
- C. Bear all costs and expenses of the performance of its scope of services under this Agreement.
- D. Comply with all relevant laws and regulations necessary for the purpose of providing its inmates access to college courses at Sierra Conservation Center.

3. Term of Agreement.

This Agreement shall become effective upon the execution by all parties hereto and shall continue in effect unless terminated by one of the Parties by at least 60 days written notice to the other party. Such notice shall provide for completion of any courses commencing within 30 days of such notice or in progress at the time of the giving of such notice.

4. Indemnification by Yosemite Community College District (YCCD)

YCCD agrees to defend, indemnify and hold CDCR and Sierra Conservation Center, including all employees of CDCR, free from and against any and all liability, claims, losses,

damages, or expenses, including attorneys' fees, arising from obligations of YCCD to pay payroll taxes, provide employee benefits, including insurance, and reimbursement of expenses, or as otherwise required under terms of agreement with each instructor employed by Yosemite Community College District

5. Indemnification by CDCR.

CDCR agrees to defend, indemnify and hold Yosemite Community College District including its officers, officials, employees, agents and volunteers, free from and against any and all liability, claims, losses, damages, or expenses, including attorneys' fees, arising from obligations of CDCR and Sierra Conservation Center under this agreement.

6. Amendment.

Any changes, deletions, or additions to t shall first be considered in a meet and confer with approved modifications documented in writing and signed by all parties prior to becoming effective. No oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

7. No Assignment Without Prior Written Consent.

This Agreement may not be assigned, in whole or part by either party without the express prior written agreement of the other party, which consent may be refused in such party's sole discretion. Any such consent shall not relieve either party from full and direct responsibility for all services performed and obligations incurred by each respective party prior to the effective date of assignment.

8. Notices.

All notices pursuant to this agreement shall be by Express Mail or Express Delivery (2day) services to the Parties at the following addresses:

CDCR: 5150 Obyrnes Ferry Road – Jamestown, CA – 95327 **with a copy to:** David M. Ramirez, CDCR OCE 1515 "S" Sreet – Suite 400 S – Sacramento, CA 95811

COLLEGE: 11600 Columbia College Drive – Sonora, CA - 95370

9. Remedies of Parties.

- A. In the event of a dispute over the performance or alleged non-performance or breach of this agreement each party agrees to engage in mediation prior to the filing of any action for its enforcement.
- B. All disputes that remain unresolved after reasonable efforts at mediation shall be resolved by submission of the dispute to the Office of Administrative Hearings (OAH) which shall appoint an arbitrator for hearing and determination of the dispute. The rules and regulations of the OAH shall govern.
- C. Venue of all proceedings shall be in Sacramento County, California.
- D. Except as determined by final order upon arbitration of a dispute, each party shall bear their own attorney fees and costs incurred in the exercise of the remedies provided by this Agreement.

10. Governing Law.

This Agreement is established and administered in accordance with the legislation SB1391 and all related statutory provisions; this Agreement shall incorporate subsequent legislative changes into its provisions.

11. Authority of Signatories.

The individuals executing this agreement on behalf of each party warrants that he/she is authorized to execute the agreement on behalf of their respective agencies and that the agency will be bound by the terms and conditions herein. The understanding between all parties is that there are no funds obligated under this agreement.

Yosemite Community College District

2/8/16
Date

by Teresa Scott
Teresa Scott, Executive Vice Chancellor
Yosemite Community College District

CDCR OCE
1/28/16
Date

by Shannon Swain
Shannon Swain
Superintendent (A)
Office of Correctional Education
Division of Rehabilitative Programs
California Department of Corrections and Rehabilitation

SB 1391 STANDARDS AND METRICS

STANDARDS AND METRICS TO ASSESS PROGRAM QUALITY FOR COLLEGES PROPOSING EDUCATION PROGRAMS IN CALIFORNIA STATE PRISONS

1. Orientation (Student Success and Support Program (SSSP) Core Service)
 - a. Orientation materials and content should reflect and respond to the unique situation of students in custody. Academic expectations should be made clear.
2. Assessment (SSSP Core Service)
 - a. Consistent and high-quality assessments should be administered to potential students prior to the start of any education program.
 - b. Assessment should determine college readiness as well as accurate placement in appropriate courses.
 - c. An assessment test should comply with CCCCCO requirements, including that the test be validated and approved and should use multiple measures.
 - d. Assessments should be administered to all students, including those who enter the program with prior units from a California Community College, unless a comparable recent assessment is available.
3. Counseling, Advising, and Education Planning (SSSP Core Service)
 - a. Education planning should recognize that the vast majority of these students will be released at some point, and plans should incorporate their continuing education opportunities upon release.
 - b. Education planning should be unique to the student, rather than provided by a generic booklet or text written for all students in custody.
 - c. Counseling, advising and education planning should be in-person or through a real-time interactive method
4. Follow-up for At-Risk Students (SSSP Core Service)
 - a. Additional support should be provided to at-risk students, defined as those students who are enrolled in basic skills courses, have not identified an education goal or course of study, and who are on academic or progress probation or facing dismissal.
5. High-Quality Education
 - a. In-person education delivery or a strong showing of non-feasibility combined with interactive distance education should be required.
 - b. High-quality developmental education should be provided for students who are not college ready.
 - c. Programmatic development of soft skills – such as persistence, resilience, and study skills – should be provided. Examples include cohort model, peer mentors, peer tutors. Soft skills are fostered through in-person interaction with instructors, tutors and counselors, and fellow students; providing students with a text or booklet is not sufficient. This component of a proposed program may require buy-in from the

California Department of Corrections and Rehabilitation (CDCR)
California Community Colleges Chancellor's Office (CCCCO)

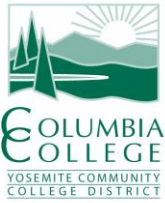
Warden and Principal as it may incorporate demands for space, staff and inmate management beyond the classroom time.

- d. Stackable or transferrable academic or career-technical courses should be required, so that students may build upon their education in the future. All courses should build to a degree or credential, and they should be credit-bearing whenever feasible.
 - e. All courses should be of the same quality as those offered to students in the community. All teaching staff should be fully academically qualified.
 - f. Career-technical programs should demonstrate the feasibility of that career for an individual with a prior felony; licensing requirements and other barriers should be addressed.
6. Costs to students (particularly the cost of textbooks) should be acknowledged and addressed. Programs should determine whether Extended Opportunity Programs and Services (EOPS) resources can be utilized for students. College costs or fees not covered by the Board of Governors (BOG) Fee Waiver should be explicit. Students should be assisted in applying for BOG Fee Waivers, EOPS, and any other available financial assistance.
 7. Potential learning disabilities among the students should be recognized, and a plan for addressing those learning challenges should be developed, including determination of whether Disabled Student Program and Services (DSPS) resources may be used for these students.
 8. Teaching staff should demonstrate both an understanding of the security needs of the institution and cultural competence regarding their students. A process should be developed to identify and remove potential teaching staff with a missionary or voyeuristic attitude.
 9. Compliance with all requirements of the Student Success Act should be demonstrated (orientation, assessment, counseling and education planning, assistance with the education plan, follow-up services to evaluate academic progress, referrals to support services insofar as those are available within CDCR, curriculum offering include basic skills).

**Courses scheduled in Fall 2019 at Sierra Conservation Center or one
of the fire camps operated by the SCC.**

Y320_SEC_LOCATION CSCC

Course	Data	
	# of Sections	Census Enrollment
CANTHR-01-Biological Anthropology	1	21
CBUSAD-030-Principles of Marketing	1	20
CBUSAD-040-Principles of Management	1	18
CCHILD-01-Child Growth and Development	1	29
CENGL-0149-Reading & Composition Workshop	1	15
CENGL-01A-Reading and Composition: Beg.	2	29
CENGL-081-Intro World Lit: 1500-PRESENT	1	21
CFIRE-01-Fire Protection Organization	2	37
CFNR-067-Oper. of Wastewater Plants	1	18
CGUIDE-010A-Introduction to Helping Skills	1	27
CGUIDE-010B-Intermed Helping Skills	1	25
CGUIDE-08-Introduction to College	1	21
CHPMGT-0120-Safety and Sanitation	1	16
CHPMGT-0130-Survey Commercial Food Svc Ops	1	16
CHPMGT-0134-Commercial Baking: Beginning	1	16
CHPMGT-0142-Garde Manger	1	16
CHUMAN-02-Modern Culture	1	27
CHUMAN-04-World Religions & Spirituality	1	22
CMATH-0122-Math Support for Statistics	1	22
CMATH-016-Precalculus	1	20
CMATH-02-Statistics	1	22
CMATH-06-Math for Liberal Arts Students	1	20
CPSYCH-035-Intro to Drugs and Behavior	1	10
CSPCOM-01-Intro to Public Speaking	1	20
Grand Total	26	508



11600 Columbia College Drive • Sonora, California 95370 • 209.588.5100 • Fax 209.588.5104 • www.gocolumbia.edu

NOTIFICATION TO ACCJC OF EMERGENCY DISTANCE EDUCATION OFFERINGS – COLUMBIA COLLEGE

March 16, 2020

TO: Dr. Stephanie Droker, ACCJC President
 CC: Dr. Santanu Bandyopadhyay, President
 Dr. Melissa Raby, Vice President of Student Services
 Trevor Stewart, Vice President of College and Administrative Services
 FROM: Dr. Brian Sanders, Vice President of Instruction and Accreditation Liaison Officer
 RE: Notification to ACCJC of Emergency Shift to Distance Education

In accordance with the memo from President Droker on March 16, 2020, Columbia College is hereby notifying the Accrediting Commission for Community and Junior Colleges (ACCJC) that in response to the COVID-19 crisis, all lectures will be moved to a distance education format effective Wednesday, March 18, 2020, and continuing through the duration of the Spring 2020 semester, concluding May 1, 2020. At this time, select hands-on labs continue to meet face-to-face to better support student learning of critical skills. However, this memo also serves to notify the Commission that these classes will also shift to a distance education modality should it become necessary to do so. Moreover, the Summer 2020 session may be modified to include only online classes.

Columbia College is fully accredited by the ACCJC. In its most recent Institutional Self Evaluation Report and subsequent site visit by an ACCJC team, the College demonstrated that it provides full high quality distance education learning environments, a complete array of effective online student services, and trains faculty to ensure regular and effective instructor-student and student-student interaction in the online environment. The College also submitted and was approved for Substantive Change Proposals in 2017, 2014, and 2011 to offer programs in which students may complete in excess of 50% of the courses online. These factors illustrate that Columbia College is a high quality distance education institution that is well prepared for this emergency action.

Under this action, all lecture instruction and most if not all lab instruction is moving to Remote Learning – an expeditious combination of Canvas (Learning Management System), video-based instruction, and email correspondence on critical coursework. Comparable arrangements are being made for students in off-site locations, including dual enrollment classes at area high schools and courses for inmates incarcerated in local prisons and fire camps.

The administration has met with the Academic Senate, Curriculum Committee, Distance Education Committee, and Yosemite Faculty Association. The Student Services team is collaborating to properly serve students in these challenging times. All parties are supportive of this shift and striving side-by-side to maintain Instructional Continuity for our students. Faculty are resolved to make this work and the administration and staff are resolved to provide the necessary supports to ensure success. Our messaging

is deliberately voiced to support students and assure them that we care for both their health and their education.

Attached, please find:

1. The **list of course sections** that will be offered online. ALL COURSES will now be offered via Distance Education in one form or another. In the screenshot below, (see annotated "1") Column AB indicates whether a course is currently approved to be offered via DE. ALL courses that are marked as "N" in Column AB have been granted emergency approval as part of a Blanket Distance Education Addendum approved by the California Community Colleges Chancellor's Office. For instance, "2" illustrates that ART 31 is now emergency-approved to be taught as DE. Column AC ("3") illustrates the collection of classes that will be offered via DE in phase 1 starting Wednesday, March 18. Those courses marked as "N" in Column AC ("4") will only be shifted online if guidelines or requirements force us to do so. But this listing is intended to notify the Commission that we intend to do so if necessary.

														1		DE		3									
														Approved	Shifting												
														Already?	to online	Room	Room	Faculty	SEC								
														Y/N	Y/N												
Division	Depart	Subject	Course	Section	Title	Start	End	Da	Begin	Census	Ending	Non	Pl	Locator	Meeting	Instruct	Begin	T	End	Tm	Building	Room	Room	FF	Faculty	SEC	
CARS	CANTH	CANTHR	3843	1	Biological Anthropology	1/13/20	5/2/20	42	36	34				CONL	DINT						CONL	ONLINE	Y	Y	0	0.00	Garzoli, Adam
CARS	CANTH	CANTHR	3845	10	Archaeology	1/13/20	5/2/20	39	34	33				CC	MW	LEC	*****	*****			CSJG	126	Y	Y	54	62.96	Osborn, Sean
CARS	CANTH	CANTHR	3844	2	Cultural Anthropology	1/13/20	5/2/20	39	34	32				CONL		DINT					CONL	ONLINE	Y	Y	0	0.00	Garzoli, ZTC
CARS	CART	CART	4253	1	Basic Freshman Drawing	1/13/20	5/2/20	27	26	17				CART-3	CC	TR	LEC	*****	*****		CWVL	1	Y	Y	35	74.29	Accanto, John
CARS	CART	CART	4253	1	Basic Freshman Drawing	1/13/20	5/2/20	27	26	17				CC		TR	LAB	*****	*****		CWVL	1	Y	N	35	74.29	Accanto, John
CARS	CART	CART	3846	10	Hist of Art: Renaissance/Mod	1/13/20	5/2/20	42	34	31				CONL		DINT					CONL	ONLINE	Y	Y	0	0.00	Accanto, LJ CI
CARS	CART	CART	4150	18	Art Appreciation	1/13/20	5/2/20	41	38	33				CONL		DINT					CONL	ONLINE	Y	Y	0	0.00	Accanto, LJ CI
CARS	CART	CART	4151	2	Basic Color and Design	1/13/20	5/2/20	32	29	25				CART-3	CC	TR	LEC	*****	*****		CWVL	1	Y	Y	35	82.86	Christensen, I
CARS	CART	CART	4151	2	Basic Color and Design	1/13/20	5/2/20	32	29	25				CC		TR	LAB	*****	*****		CWVL	1	Y	N	35	82.86	Christensen, I
CARS	CART	CART	3847	31	Ceramics: Introductory	1/13/20	5/2/20	39	37	34				CART-3	CC	MW	LEC	*****	*****		CWVL	1	N	Y	35	105.71	Berndt/ZTC
CARS	CART	CART	3847	31	Ceramics: Introductory	1/13/20	5/2/20	39	37	34				CC		MW	LAB	*****	*****		CWVL	1	N	N	35	105.71	Berndt/ZTC
CARS	CART	CART	4152	43	Intro to Digital Photography	1/13/20	5/2/20	34	33	23				CART-3	CC	F	LEC	*****	*****		CFHR	4	N	Y	30	110.00	Lufsi, Jeffrey
CARS	CART	CART	4152	43	Intro to Digital Photography	1/13/20	5/2/20	34	33	29				CC		F	LAB	*****	*****		CFHR	4	N	N	30	110.00	Lufsi, Jeffrey
CARS	CART	CART	3851	71	Ceramic Sculpture Intro	1/13/20	5/2/20	38	36	36				CART-3	CC	MW	I FC	*****	*****		CWVL	1	N	Y	35	67.86	Marcato ZTC

2. **Communications** sent to college employees and students are attached. As of now, the plan is for the campus to remain open, so all support services, including for students with disabilities, remain in place. We will provide on-campus access to technology to support students. We are also considering a loan program of laptops for student use. Should the college close, employees will continue to work remotely.

If the college is required to close entirely, we will share this information with our students via text message alerts and detailed emails.

3. **Effective Dates.** The College intends to utilize this mode of instruction for the duration of the Spring semester and, most likely, through the entirety of the Summer 2020 session, concluding August 21, 2020, or such time as the Governor, health agencies, and regulatory agencies deem it safe for our students to again congregate in our classrooms.

Attachments

1. List of courses moving to Distance Education (Excel file)
2. Remote Learning Columbia Final 3.13.20 (Memo to employees)
3. Communication to students (Word file – including text "CCAlert" and email to students)
4. Curriculum Committee Approval of Blanket DE Request

Brian Sanders

From: Brian Sanders
Sent: Wednesday, March 18, 2020 12:44 PM
To: Michelle Walker
Cc: Reynolds, Shane; Kirsten Frye
Subject: FW: Correspondence Education

Michelle,

In our efforts to maintain a single point of contact on these matters, please contact Mr. Reynolds at 530-541-4660 x 194 (When you dial, there is a long message to students – just push 194# and it'll click you through.)

My request is for a 45-min to 1-hr how-to discussion where our faculty can simply discuss with someone who has *been there* and successfully done correspondence education. Our team doesn't even know what questions to ask, let alone the answers.

Shane was the source of the documents you distributed earlier. I think he'll be a great resource. Remember too that LTCC is our partner on the Title III grant, so we've worked closely with them for several years.

Thank you,



Brian K. Sanders, Ed.D.
 Vice President of Instruction
 Columbia College
 (209) 588-5107
sandersb@yosemite.edu

From: Reynolds, Shane <screynolds@ltcc.edu>
Sent: Wednesday, March 18, 2020 9:30 AM
To: Risdon, Michelle-Vice President of Instruction <RISDON@ltcc.edu>
Cc: Brian Sanders <sandersb@yosemite.edu>; Reynolds, Shane <screynolds@ltcc.edu>; Michelle Walker <walkerm@yosemite.edu>; Kirsten Frye <fryek@yosemite.edu>
Subject: Re: Correspondence Education

I am more than willing to help support. Brian, I'll call shortly.

—SCR

Shane C. Reynolds
 Director, Incarcerated Student Program
 Adjunct Faculty, Wilderness Education Outdoor Leadership
 Lake Tahoe Community College
 530.541.4660

On Mar 18, 2020, at 9:24 AM, Risdon, Michelle-Vice President of Instruction

<RISDON@ltcc.edu> wrote:

Hi Shane,

I am sending you and email (below) from my friend and colleague Brian at Columbia College. They have been great partners with LTCC in the Title III grant work, among other things. They are always stepping up as a resource for us and are needing our support at this tough time. Can I ask you to give Brian a call as soon as possible to see how we can best support them and their incarcerated students?

Thank you!

—Michelle

p.s. Brian and others, Shane is the Director of our Incarcerated Students Program. He is a superstar and will go out of his way to support you, I am certain. Yours in solidarity and salud!

p.p.s. I think we got about 3 feet of snow in two days at my house, Brian. But you are right...dealing with that was strangely calming. Stay well!

From: Brian Sanders <sandersb@yosemite.edu>

Sent: Tuesday, March 17, 2020 6:47 PM

To: Risdon, Michelle-Vice President of Instruction

Cc: Michelle Walker; Kirsten Frye

Subject: Correspondence Education

Michelle, my friend!

I hope you are doing well up in snow country. We got an inch or two yesterday and had to close. But, strangely, the snow closure was the most normal part of my week so far!

Speaking of closure, our local prisons have closed their doors and are not permitting our instructors to go in for class. Consequently, we need to transition to correspondence education. We've had LOTs of training on distance education using Canvas, Zoom, and other electronic means, but NONE on correspondence education.

Would it be possible for us to engage someone at your college to conduct a brief, one-hour how-to session for our faculty via Zoom? The event could be recorded and shared with those unable to attend.

Any pointers from your experienced faculty would be much appreciated.

Stay warm and virus free!

<image001.png>

Brian K. Sanders, Ed.D.
Vice President of Instruction
Columbia College
(209) 588-5107
sandersb@yosemite.edu

Email to faculty previously serving as face-to-face instructors at the prison, converted to correspondence education. Illustrates college's compliance with expectations for quality.

Fw: EMERGENCY GUIDANCE FOR CORRESPONDENCE EDUCATION

Michelle Walker <walkerm@yosemite.edu>

Tue 4/14/2020 6:04 PM

To: Trudi Mullerworth <mullerwortht@yosemite.edu>; Jim Retemeyer <retemeyerj@yosemite.edu>; Marina Koorkoff <koorkoffm@yosemite.edu>; John Sumser <sumserj@yosemite.edu>; Chad Redwing <redwingc@yosemite.edu>; Dameion Renault <renaultd@yosemite.edu>; Twyla Olsen <olsent@yosemite.edu>; Derrick Wydick <wydickd@yosemite.edu>; Peter Lee <leep@yosemite.edu>; Don Nessler <nessld@yosemite.edu>; Randy Barton <bartonr@yosemite.edu>; Kelsey Halstead <halsteadke@yosemite.edu>; Danese Pimentel <pimentelda@yosemite.edu>

📎 1 attachments (612 KB)

ES 20-15 Emergency Guidance for Correspondence Education.pdf;

Attached please find the emergency guidance for correspondence education that just came down from the CCCCCO today. Thanks.

Michelle Walker, MBA

Interim Director of Student Access, Retention, and Support Services

(Dual Enrollment & Prison Education)

Columbia College

11600 Columbia College Drive

Sonora, CA 95370

209-588-5045

www.gocolumbia.edu

From: Rising Scholars <RISING-SCHOLARS@LISTSERV.CCCNEXT.NET> on behalf of LeBlanc, Leslie <lleblanc@CCCCO.EDU>

Sent: Tuesday, April 14, 2020 2:51 PM

To: RISING-SCHOLARS@LISTSERV.CCCNEXT.NET <RISING-SCHOLARS@LISTSERV.CCCNEXT.NET>

Subject: FW: EMERGENCY GUIDANCE FOR CORRESPONDENCE EDUCATION

Please see attached emergency guidelines for Correspondence Education.

Leslie LeBlanc

Specialist, Rising Scholars

Educational Services and Support

(916) 323-2768

lleblanc@cccco.edu

California Community Colleges Chancellor's Office

1102 Q Street, Sacramento, California 95811

www.cccco.edu

From: Chancellor's Office of Communications <Communications@CCCCO.edu>

Sent: Tuesday, April 14, 2020 2:45 PM

To: cccco-all <cccco-all@CCCCO.edu>

Subject: EMERGENCY GUIDANCE FOR CORRESPONDENCE EDUCATION

Colleagues,

To support the ongoing transition and campus closures, attached is Emergency Guidance related to Correspondence Education provided by the Chancellor's Office and ASCCC. Please reach out with any questions or if additional information is needed.

Thank you,

Marty J. Alvarado

Executive Vice Chancellor

Educational Services and Support

malvarado@cccco.edu

California Community Colleges Chancellor's Office

1102 Q Street, Sacramento, California 95811

www.cccco.edu

To unsubscribe from the RISING-SCHOLARS list, click the following link:

<http://listserv.cccnext.net/scripts/wa-CCCNEXT.exe?SUBED1=RISING-SCHOLARS&A=1>

RE: EMERGENCY GUIDANCE FOR CORRESPONDENCE EDUCATION

Brian Sanders <sandersb@yosemite.edu>

Wed 4/15/2020 9:36 AM

To: Michelle Walker <walkerm@yosemite.edu>; Katherine Schultz <schultzk@yosemite.edu>; Michael Torok <torokm@yosemite.edu>; Pam Guerra-Schmidt <guerraschmidtp@yosemite.edu>

Cc: Raelene Juarez <juarezr@yosemite.edu>; Kirsten Frye <fryek@yosemite.edu>; Melissa Raby <rabym@yosemite.edu>; Santanu Bandyopadhyay <bandyopadhyays@yosemite.edu>; Trevor Stewart <stewartt@yosemite.edu>; Cari Craven <cravenc@yosemite.edu>; Cindy Inwood <inwoodc@yosemite.edu>

Relevant slides from today's webinar.

Email to curriculum committee, Distance Education committee, and prison instructors regarding expectations of effective correspondence education.

Correspondence Education: Defining Characteristics

Correspondence Education

- Delivered asynchronously
- Will not include peer-to-peer interactions
- Primarily student-paced
- Limited student and instructor interactions

Distance Education

- Delivered either asynchronously or synchronously
- Require peer-to-peer interactions
- Primarily instructor-paced
- Required to maintain substantive student and instructor interactions

Correspondence Education: College Obligations

- Colleges should ensure effective asynchronous instructor/student contact that supports a progression of learning
- Students in a correspondence education course should have access to student supports including counseling, library services, research assistance, and tutoring support
- Colleges should ensure adequate supports for students with disabilities enrolled in correspondence education



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Correspondence Education: Transitioning to Correspondence Education

- Colleges should clarify which courses, if any, will transition to a correspondence education delivery method
- Colleges should ensure a locally approved course addendum is completed for any course transitioning to correspondence education
- Colleges should track programs that may convert to more than 50% correspondence education and submit a substantive change approval from ACCJC

From: Michelle Walker <walkerm@yosemite.edu>

Sent: Tuesday, April 14, 2020 6:07 PM

To: Brian Sanders <sandersb@yosemite.edu>

Subject: Re: EMERGENCY GUIDANCE FOR CORRESPONDENCE EDUCATION

Done. Thanks.

Michelle Walker, MBA

Interim Director of Student Access, Retention, and Support Services

(Dual Enrollment & Prison Education)

Columbia College

11600 Columbia College Drive

Sonora, CA 95370

209-588-5045

www.gocolumbia.edu

From: Brian Sanders <sandersb@yosemite.edu>

Sent: Tuesday, April 14, 2020 3:40 PM

To: Jessica Anselmi <anselmij@yosemite.edu>; Katherine Schultz <schultzk@yosemite.edu>; Pam Guerra-Schmidt <guerraschmidt@yosemite.edu>; Michelle Walker <walkerm@yosemite.edu>

Cc: Santanu Bandyopadhyay <bandyopadhyays@yosemite.edu>

Subject: FW: EMERGENCY GUIDANCE FOR CORRESPONDENCE EDUCATION

Please forward this to Curriculum Committee members.

Kathy – please forward to DE Committee members.

Michelle – please forward to our instructors at the prisons.



Brian K. Sanders, Ed.D.

Vice President of Instruction

Columbia College

Cell: (209) 581-4469

Office: (209) 588-5051

Assistant: (209) 588-5107

sandersb@yosemite.edu

From: Chief Instructional Officers <CIO-ALL@LISTSERV.CCCCO.EDU> **On Behalf Of** Alvarado, Marty

Sent: Tuesday, April 14, 2020 2:08 PM

To: CIO-ALL@LISTSERV.CCCCO.EDU

Subject: EMERGENCY GUIDANCE FOR CORRESPONDENCE EDUCATION

Colleagues,

To support the ongoing transition and campus closures, attached is Emergency Guidance related to Correspondence Education provided by the Chancellor's Office and ASCCC. Please reach out with any questions or if additional information is needed.

Thank you,

Marty J. Alvarado

Executive Vice Chancellor

Educational Services and Support

malvarado@cccco.edu

California Community Colleges Chancellor's Office

1102 Q Street, Sacramento, California 95811

www.cccco.edu

COLUMBIA COLLEGE INSTITUTIONAL EFFECTIVENESS COUNCIL MINUTES

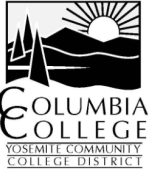
Date: 09/14/2020

Time: 3:00-5:00

Location: Zoom

Academic Senate Voting Members
<input checked="" type="checkbox"/> VPI Brian Sanders/Co-Chair, <input checked="" type="checkbox"/> Colin Thomas/Co-Chair, <input checked="" type="checkbox"/> Ben Marcus, <input checked="" type="checkbox"/> Matt Connot, <input checked="" type="checkbox"/> Tiffnie Versola, <input checked="" type="checkbox"/> Elissa Creighton, <input checked="" type="checkbox"/> Eric Taylor, <input checked="" type="checkbox"/> Marcus Whisenant, <input checked="" type="checkbox"/> Sylvia Watterson, <input type="checkbox"/> Kirsten Frye, <input checked="" type="checkbox"/> Torri Keever, <input checked="" type="checkbox"/> Steve Amador, <input checked="" type="checkbox"/> Jill Olson, <input type="checkbox"/> Kathy Schultz, <input type="checkbox"/> Mike Torok, <input checked="" type="checkbox"/> Pam Guerra-Schmidt, <input type="checkbox"/> Raelene Juarez, <input type="checkbox"/> Cindy Inwood, <input checked="" type="checkbox"/> Jessica Anselmi
Guests and Non-Voting Members
<input checked="" type="checkbox"/> Recorder-Jessica Anselmi
Call to Order: 3:03pm
Approval of Minutes: 4/3/2020 unanimous

Discussion Items:	
1. Accreditation	Brian Sanders - ALO
<p>A. Substantive Change Report – Correspondence Education</p> <ul style="list-style-type: none"> • Courses at Sierra Conservation Center have traditionally been taught face-to-face; with the COVID outbreak, courses switched to Correspondence Education (CE) • CC is seeking ACCJC approval to offer CE by submitting a Substantive Change Proposal <ul style="list-style-type: none"> ○ ACCJC reports to the Federal Government; Approval/Non-Approval has an effect of Federal Financial Aid for students ○ It is the desire of the college for CE to be short term but the reality at the prison is that it can go into lockdown at any time for an undetermined amount of time; thus, having CE in place is essential • The Substantive Change Proposal is going through the process of being completed with all evidence and will be brought before the IEC representatives to be shared with its constituencies to review accuracy • CC has received temporary ACCJC approval for CE with the understanding that the SCP will be submitted <p>B. Midterm Report</p> <p>I. How we responded to recommendations of the site visit team (see Site Visit Report, p.6-7)</p> <ul style="list-style-type: none"> ○ College Rec #1 – continued efforts to fully implement CC plan to sustain meaningful SLO Assessment, incorporation of SLO data into Program Review, and refine and clarify integrated planning processes to link institutional planning, assessment, and continuous improvement efforts ○ College Rec #2 – careful review of the definitions, standards, policies and regulations pertaining to regular and substantive interaction between instructor and student has been increased for faculty, deans, VPI and the DE Committee ○ College Rec #3 – a comprehensive system of evaluation was conducted of the council and committee structures and will be conducted again this year by the VPI and IR 	



**College Council
Meeting Minutes**

September 18, 2020

9:00 a.m. – 11:00 a.m.

Via Zoom

Members Present:

Santanu Bandyopadhyay, Marcus Whisenant, Joey Partridge, Abby Sunday, Lahna VonEpps, Pam Guerra-Schmidt, Trevor Stewart, Raelene Juarez, Craig Johnston

Guest(s):

Melissa Raby, Ben Marcus, Becky Kirby (student), Moriah Wall (student), Eric Taylor (student), Alisah Bowman (student)

Absent:

Brian Sanders, Lesley Michtavy, Kasey Fulkerson, Mary Watts, Ricki Lee Korba (ASCC President)

Agenda

Available on BoardDocs <https://go.boarddocs.com/ca/yosemite/Board.nsf/vpublic?open>

Recommended for Vote

Approval of the Record of Meeting for the April 17, 2020 College Council

It was moved to approve the April 17, 2020, meeting minutes as submitted.

Conclusions:		
Action items:	Person responsible:	Deadline:
TOPIC: Institutional Effectiveness Council (IEC) – Brian Sanders		
<p>Discussion:</p> <p>In Brian’s absence – Ben Marcus provided the following update for the IEC.</p> <ol style="list-style-type: none"> 1. New IEC co-chair: Colin Thomas. 2. Aligning multiple program goals into a unified set of Strategic Imperatives <ol style="list-style-type: none"> a. Establishing short-term baseline goals and stretch goals to make progress on these imperatives. b. Aligning these imperatives with the external reporting/goals we HAVE to do: CCCCO Vision for Success & ACCJC Institution-Set Standards. 3. Revising program review template slightly and inserting into a new system (eLumen) to capture the data. 4. Accreditation <ol style="list-style-type: none"> a. Writing Substantive Change proposal to ACCJC to support Correspondence Education. b. Starting writing process for ACCJC Midterm Report – must be reviewed by College Council by end of Spring 2021, due to commission October 2021. 5. Revising SLOs and remapping to new ISLOs (Through SLO workgroup) 6. Master planning – will return to this process after Strategic Imperatives and planning work 		
Conclusions:		
Action items:	Person responsible:	Deadline:
TOPIC: Student Success Council (SSC) – Melissa Raby		
<p>Discussion:</p> <p>Melissa shared that the SSC will be meeting this afternoon.</p>		
Conclusions:		
Action items:	Person responsible:	Deadline:
TOPIC: Constituent Reports/Updates		
<p>Discussion:</p> <p>CSEA- Joey Partridge Joey shared that CSEA has its first meeting of the year next Friday.</p> <p>Academic Senate (AS) – Pam Guerra-Schmidt Pam shared that the AS is reviewing policy – credit for prior learning and prioritizing faculty positions for the next faculty year. Lots of planning happening in the Diversity, Equity, and Inclusion (DEI) taskforce. Erin Naegle created the welcome statement for DEI. The Cultural and Enrichment Committee created a backdrop. There is a fall plenary in November.</p>		



COLUMBIA COLLEGE ACADEMIC SENATE NEWSLETTER

September 2020



Reports by:

- Academic Senate President: Pam Guerra-Schmidt
- Academic Senate VP/President-Elect: Lahna VonEpps
- Part-time Faculty Senate Council Representative: Rebekah Sandlin
- College Council Faculty Representative: Marcus Whisenant
- College Services Faculty Representatives: Laureen Campana/Sean Osborn
- College Technology Committee: Brian Greene/Kath Christensen
- Curriculum Committee Chair: Mike Torok
- Distance Education: Kathy Schultz
- Institutional Effectiveness Faculty Representative: Colin Thomas
- SLOs: Joe Manlove
- Student Success Faculty Representative: Stephanie Beaver
- Teaching, Learning, and Community: Marcus Whisenant/ Kimberley Robinson
- Foundation: Tamara Oxford

Also included: Ten +1 definitions

Institutional Effectiveness Council Report 9/22/2020



By Colin Thomas

With a weary but enthusiastic “Welcome to Fall 2020” I hope you feel invited take a short read of what the IEC is planning to tackle first this AY. If you’ve spoken to me face-to-face you’ll know brevity isn’t really my thing, but I’ll try to be concise.

The first major task in front of the Council is preparing the Midterm Report for our accrediting body, ACCJC.

We have an aggressive timeline for the preparation of this report, as we would like to have lots of time for all community members to review and reflect upon the work. The report will include:

- Progress on our self-identified Improvement plans specified in the 2017 Institutional Self Evaluation Report ([ISER](#)),
- Responses and reflections with regard to “Quality Improvements,” which include:
 - recommendations from the Commission Action Letter (results) from the last accreditation visit,
 - institutional performance in the areas of SLOs and Institution Set Standards,
 - outcomes from our Quality Focus Projects (which are well-organized in Appendix 1 of the ISER)
 - current fiscal plans and health
- Evidence that justifies any claims in the preceding sections.

Another task before the Council is to resurrect the process of program review, which was necessarily swept aside last Spring semester. This is especially important as the platform (software) we previously used to report on programs has been retired. The software platform eLumen is able to replace that tool, but we have yet to migrate program review to that platform. As the Curriculum Committee is rightfully receiving all of eLumen’s attention, we may choose to use a fillable form which is created from, and similar to, the previous platform. Importantly, this process is critical to the college, our accrediting body, and our programs. If your program is up for review this AY, please do your thoughtful, best work.

Some other items IEC will work on are:

- The important work the catalog “chucking” committee is continuing, painstakingly reviewing/updating policies and procedures
- **A “Substantive Change Report” for our increased reliance on correspondence education**
- Other recommendations from the last accreditation visit, e.g. 1) IT and 2) Facilities Total Cost of Ownership plans

APPROVED MINUTES
Yosemite Community College District
First Adjourned meeting from the Six Hundred Sixtieth Regular Meeting
Board of Trustees Special Meeting
March 17, 2020

Board Members Present: Margie Bulkin, Nancy Hinton, Abe Rojas, Anne DeMartini, Darin Gharat, Antonio Aguilar, Leslie Beggs (present via video ZOOM Meeting ID: 209 575 6509)

Board Members Absent: Student Trustee Savannah Overton

Others Present: Henry Yong, Susan Yeager, G.H. Javaheripour, Tiffnie Versola, Shelley Akiona, Alicia Arcero, Graciela Molina (Recorder)

1. OPEN SESSION AGENDA

1.1 Call to Order

Chair Rojas called the meeting to order at 11:00 a.m.

1.2 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag preceded formal Board action.

1.3 Public Comments

There were no comments from the public.

2. SPECIAL MEETING

2.1 YCCD Resolution 2019-20.04 Declaring Emergency and Authorizing Necessary Actions - Novel Coronavirus (COVID-19)

In December 2019, an outbreak of respiratory illness due to a novel coronavirus (a disease now known as COVID-19) was identified and has impacted more than 100 locations internationally, including the United States. As of March 13, 2020, there were more than 1,000 confirmed cases of COVID-19 in the United States, including 314 in California. Officials expect the number of cases in California, the United States, and worldwide to increase. On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to enable state and local agencies to more effectively respond to the threat of COVID-19.

The Board was presented with YCCD Resolution 19-20.04, declaring emergency conditions exist throughout the District campuses and facilities as a result of the threat of the Novel Coronavirus (COVID-19). Staff provided the Board with an update on efforts being taken at the District and Colleges.

Resolution: That the Board of Trustees adopts Resolution No. 19-20.04, declaring emergency and authorizing needed to take any and all necessary actions to prepare and respond effectively to the Novel Coronavirus (COVID-19).

Motion by Darin Gharat, second by Margie Bulkin.

Final Resolution: Motion Carries

Yes: Abe Rojas, Anne DeMartini, Darin Gharat, Leslie Beggs, Nancy Hinton, Antonio Aguilar, Margie Bulkin

3. ANNOUNCEMENTS/ADJOURNMENT

3.1 The next regular meeting of the Board of Trustees will be held on Wednesday, April 8, 2020. Closed Session will begin at 3:30 p.m. and Open Session at 5:30 p.m. in the Yosemite Community College District Board Room, 2201 Blue Gum Avenue, Modesto, California.

The meeting adjourned at 11:56 p.m.

Abe Rojas, Board Chair
YCCD Board of Trustees

Henry Yong, Ed.S., Board Secretary
YCCD Board of Trustees

BOARD APPROVED 04/08/2020

Note: Board members were made aware of the measures used to address emergency conditions through campus-wide emails and personal communication with Chancellor Yong. These minutes do not delineate correspondence education directly, but neither do they delineate other specifics.

APPROVED MINUTES
Yosemite Community College District
Six Hundred Sixty-First Regular Meeting
Regular Board of Trustees Meeting
April 8, 2020

Board Members Present: Abe Rojas, Anne DeMartini, Darin Gharat, Leslie Beggs, Nancy Hinton, Antonio Aguilar, Margie Bulkin

Board Members Absent: Student Trustee Savannah Overton

Others Presents: Santanu Bandyopadhyay, Susan Yeager, Kimberly Carter, Graciela Molina (Recorder)

1. ZOOM MEETING / VIRTUAL MEETING

1.1 ZOOM Video/Call-In Information

This meeting was held in accordance with the Governor's Stay at Home Executive Order N-33-20 and his Executive Order N-29-20 and did not include in person public attendance. Members of the public observed the meeting and provided comments to the Board. Members of the public were able to view the Board meetings via YouTube Livestream at <https://www.youtube.com/channel/UC0Z03X9tOM4A28TH7ChQWvQ>

2. OPEN SESSION AGENDA

2.1 Call to Order

Chair Rojas called the meeting to order at 3:35 p.m.

2.2 Roll Call - Establishment of Quorum

The Board Stenographer established quorum by roll call. Board Members present in the meeting were Antonio Aguilar, Margie Bulkin, Leslie Beggs, Anne DeMartini, Darin Gharat, Nancy Hinton, and Abe Rojas. Board Member absent was Student Trustee Savannah Overton.

2.3 Public Comments

There were no comments from the public.

3. CLOSED SESSION AGENDA

3.1 Pursuant to G.C. Section 54957 Discipline/Dismissal/Release/Appointment

3.2 Pursuant to G.C. Section 54957.6 - Conference with Labor Negotiators Employee Organizations: CSEA; Agency Negotiator: Kathren Pritchard

3.3 Pursuant to G.C. Section 54957.6 - Conference with Labor Negotiators Employee Organizations: YFA; Agency Negotiator: CC President Santanu Bandyopadhyay

3.4 Pursuant to G.C. Section 54956.9 (a) (b) - Conference with Legal Counsel - five cases; Taylor Gamino vs. Yosemite Community College District, Superior Court of California, County of Stanislaus, Case No. CV-18-000112; Debra Berry vs. Yosemite Community College District, et al; USDC Eastern District, Case No. 1:16-cv-00411-LJO-MJS; Julie Trejo vs. Yosemite Community College District, et Al., Superior Court of California, County of Stanislaus, Case No. CV18001179; Joan Kahl vs. Yosemite Community College District, Superior Court of California, County of Tuolumne, Case No. CV61712; Bryan Silva vs. Yosemite Community College District, et al; USDC Eastern District, Case No. 1:19-cv-00795-LJO-EPG.

Present at 5:30 p.m.

Board Members Present: Antonio Aguilar, Margie Bulkin, Leslie Beggs, Anne DeMartini, Darin Gharat, Nancy Hinton, Abe Rojas, Student Trustee Savannah Overton

Board Members Absent: None

Others Present: Henry Yong, G.H. Javaheripour, Chad Redwing, Florida Arias, Chris Fuzie, Franziska Daumberger, Sargon Yadegar, Mikayla Ramirez, Jennifer Zellet, Santanu Bandyopadhyay, Susan Yeager, Jim Houpis, Brian Sanders, Shelley Akiona, Jillian Daly, Pam Guerra-Schmidt, Allan McKissick, Sarah Schrader, Kimberly Carter, Tiffnie-Ann Versola, Trevor Stewart, Jim Sahlman, Judy Lanchester, Graciela Molina (Recorder)

4. RECONVENE TO OPEN SESSION

4.1 Call to Order

Chair Rojas called the meeting to order at 5:35 p.m.

4.2 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag preceded formal Board action.

4.3 Roll Call - Establishment of Quorum

The Board Stenographer established quorum by roll call. All Board Members were present in the meeting - Antonio Aguilar, Margie Bulkin, Leslie Beggs, Anne DeMartini, Darin Gharat, Nancy Hinton, Abe Rojas and Student Trustee Savannah Overton.

4.4 Report Out from Closed Session

There was no reportable action from closed session.

4.5 Approval of Minutes of the March 11, 2020, Board of Trustees Study Session and Regular Meeting

Resolution: That the Board of Trustees approves the Minutes of the Board of Trustees Study Session and Regular Meeting on March 11, 2020.

Motion by Darin Gharat, second by Nancy Hinton.

Chair Rojas called for a vote by roll call.

Final Resolution: Motion Carries

Yes: Abe Rojas, Darin Gharat, Leslie Beggs, Nancy Hinton, Antonio Aguilar, Margie Bulkin

Abstain: Anne DeMartini

4.6 Approval of Minutes of the March 17, 2020, Board of Trustees Special Meeting

Resolution: That the Board of Trustees approves the Minutes of the Board of Trustees Special Meeting on March 17, 2020.

Motion by Darin Gharat, second by Nancy Hinton.

Chair Rojas called for a vote by roll call.

Final Resolution: Motion Carries

Yes: Abe Rojas, Anne DeMartini, Darin Gharat, Leslie Beggs, Nancy Hinton, Antonio Aguilar, Margie Bulkin

4.7 Public Comments

There were no comments from the public.

4.8 Changes in Order of Business

The Board of Trustees agreed by consensus to pull item 8.6 Resource Allocation Model Pilot for the 2020-2021 Fiscal Year in accordance with Board Policy 7-8049 Section IV.D. Otherwise, there were no changes in the order of business.

Jim Sahlman asked to provide comments on Item 8.6. He provided the timeline surrounding recent discussions of the Resource Allocation Model (RAM) at the YFA Rep Council, MJC Academic Senate, the District Finance Advisory Committee Emergency meeting. He suggested that the RAM and faculty compensation models are two separate issues, and mentioned negotiations. He inquired about the emergency timeline for this topic.

5. BOARD COMMITTEE REPORTS

5.1 Board Finance Committee Report

Trustee Gharat reported the Board Finance committee met on April 6, 2020. The committee received information focused on the Resource Allocation Model Pilot, version 2, for the 2020-2021 Fiscal Year and the 2020-2021 Budget.

5.2 Board Policy Committee Report

Trustee DeMartini reported the Board Policy committee met on Monday, April 6, 2020. The committee reviewed policies and will share/recommend changes later in the agenda for discussion with the full Board. In addition, the Board Policy committee agreed unanimously to ask the Board to consider BP 3-8020 Due Process as a 2nd Reading, and not as currently listed - 1st Reading.

6. REPORTS AND INFORMATION ITEMS

6.1 Association Reports

The following individuals provided their respective association report. Association leaders acknowledged the efforts of their constituents, the collaboration throughout the college, and the challenges and successes experienced as the District in the transition to the remote work environment and remote instruction.

1) Student Senate Activity Reports

Associated Students of Columbia College (ASCC) - ASCC President Franziska Daumberger

Associated Students of Modesto Junior College (ASMJC) - ASMJC President Mikayla Ramirez

2) Yosemite Faculty Association (YFA) - YFA President Shelley Akiona

In addition, Shelley Akiona provided public comments on the following two items: 1) public access to zoom governance meetings for individuals seeking to provide in-real-time public comments and 2) the role of the District Fiscal Advisory Committee (DFAC) and the Resource Allocation Model proposed pilot pulled from the agenda.

3) California School Employees Association (CSEA) - CSEA President Tiffnie Versola

4) Faculty Representative to the Board - Allan McKissick

5) Academic Senate Activity Reports

Columbia College Academic Senate - Academic Senate President Pam Guerra-Schmidt

MJC Academic Senate - Academic Senate President Chad Redwing

6) Leadership Team Advisory Council (LTAC) - LTAC President Jillian Daly

6.2 Columbia College Response to COVID-19

President Bandyopadhyay provided the Board of Trustees the Columbia College response to COVID-19. He summarized the college's response in relation to the five R's - resolve, resilience, return, re-imagine and reform. He commented on staff unity and resilience, identifying additional technology needs, planning for the return to campus, keeping up with the new regulations, taking advantage of funding opportunities, and the virtual town halls and coffee hour forums. Lastly, he congratulated student leaders Franziska Daumberger, Mikayla Ramirez and Savannah Overton on their successes and wished them well in their plans.

6.3 Modesto Junior College Response to COVID-19

President Houpis provided the Board of Trustees the Modesto Junior College response to COVID-19. MJC has shifted to fully remote on-line instruction; Student Services is staffing live chat online in efforts to respond to student inquiries. The college hosted town hall forums for students and for staff and faculty. Distribution of laptops for instructional use continue. Zoom trainings continue to be offered weekly; as well, the college is developing online training cohorts for online instruction. Updates and improvements to the MJC COVID website are ongoing. During this pandemic, MJC has donated use of ventilators, distributed personal protective equipment (PPE) to local hospitals, and began 3-D printing of face shields and sewing of masks. President Houpis thanked the college leadership (students, faculty and classified staff) for working collaboratively, and for the unsung heroes, the Vice Presidents and Deans, for their tireless efforts. He mentioned being proud of the MJC students and thanked them for pressing forward during this time.

6.4 Central Services Response to COVID-19

Chancellor Yong provided the Board of Trustees the Central Services response to COVID-19. He called upon Chris Fuzie, Interim Director of Public Safety, Compliance & Emergency Preparedness; Susan Yeager, Vice Chancellor of Fiscal Services; and G.H. Javaheripour to provide updates for their respective areas.

Chris Fuzie mentioned, as early as February, the District began utilizing the NIMS and SIMS approach and initiated the Emergency Operations Center (EOC) at its lowest level, securing representatives to serve on the team from each campus. On March 10, the EOC shifted to Level 1, and participation grew to included representatives from throughout the District. Early on, the District adopted the California Department of Public Health educational guidelines for response to COVID-19. Since February 28, YCCD has been working with the Office of Emergency Services and Health Services Agencies of both Tuolumne and Stanislaus Counties and are following the direction of California State Office of Emergency Services (OES). He attends two update meetings. One meeting is with representatives from across the District on matters that effect the operation. The second meeting is countywide and includes various local agencies. Campus safety's focus is on safety and loss prevention. Staff continue to assist in various ways due to the remote operation, and he expressed his appreciation for their contributions.

Vice Chancellor Yeager asked Director of Facilities Judy Lanchester to update the Board on Facilities Operations and Planning. She noted that cleaning products and PPE ordered in February, arrived early March. At the onset of the crisis, Facilities implemented extra precautions and began wiping down hard surfaces including doors and doorknobs in efforts to stop the spread of COVID-19; in efforts to keep work areas clean, supplies were also distributed to staff and faculty. Facilities updated their Continuity of Operations Plans (COOP), began working on writing procedures and working on safety training. Facilities staff have returned to work implementing a rotation schedule, completing the COVID-19 screening form, and using the Centers for Disease Control (CDC) recommended guidelines for cleaning procedures. All activities and meeting conducted are implementing social distancing recommendations. Construction meetings have moved to the Zoom platform. She recognized several individuals throughout the District.

Vice Chancellor Susan Yeager mentioned to the top Fiscal Services priorities during the remote operation are the processing of payroll and paying the bills. Currently, purchase orders processed are for essential items in support instruction only. Fiscal Services established a rotation schedule for essential employees to keep departmental operations moving forward. It is likely a secondary budget will be developed, as a budget needs to be in place by June 10, in order to have spending authority on July 1, 2020. Dr. Yeager shared that Fiscal Services will continue to serve colleges and students the best possible.

Vice Chancellor G.H. Javaheripour informed the Board of the Information Technology and Human Resources response to COVID-19. Both departments provide support to the college's students, staff and faculty. Human Resources continues to update the frequently asked questions (FAQs) on the district website. Employees with banked excess vacation received an extension to pre-post vacation to September. Managers are conducting evaluations, and administering interviews via Zoom. CSEA and YFA negotiations continue. Information Technology staff have been instrumental in switching campuses to the online modality of business. Much work has been completed behind the scenes including increasing access to VPN, implementing the web chat feature for Modesto Junior College, creation of Microsoft Teams, deployment of over 120 software phones, technical assistance with ZOOM meetings, preparing and updating over 300 laptops for use during remote instruction. He commended his team for their professionalism and dedication and thanked them for going beyond the call of



Columbia College



IN-SERVICE DAY

AUGUST 20, 2020

Correspondence Education - Module Logistics

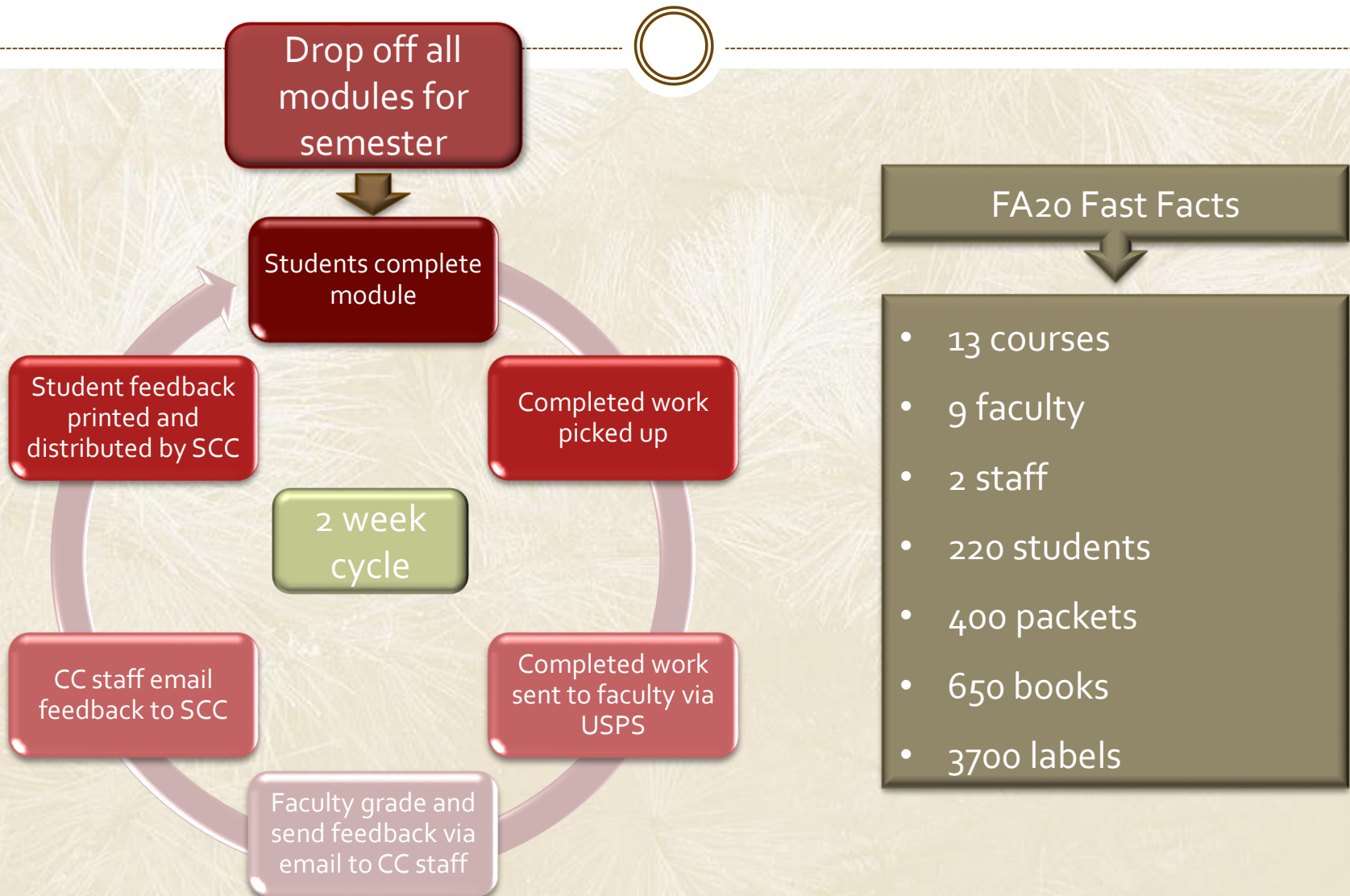


- Faculty email ALL modules to CC staff
- Modules screened and sent to print
- IMC prints mountains of modules!
- Modules organized and packaged
 - Each module labeled with student name, CDCR #, Yard, and Student ID
 - Inventory sheet included in each packet
- Semester welcome letter included
- New students receive SCC student handbook

What does that look like?



Module Completion and Grading Cycle



Sub-Change: Correspondence Education



- Correspondence Education is NEW for us
- ACCJC requires institutions to validate that they are properly supporting students in any new modality
- ACCJC approval is required to maintain good standing with the federal government
- Good standing with the feds is required for financial aid for all students

- We must complete a Substantive Change proposal to illustrate that we're doing Correspondence Education WELL!

College Council Agenda November 20, 2020

Time: 9:00 a.m. – 11 a.m.

Location: Via Zoom

Dates to Remember

- 12/11 Friday, YCCD Board Meeting via remote
- Next College Council Meeting **December 18, 2020**
9 – 11 a.m.

* Attachment(s)

Recommended for Vote

1. Approval of the Record of Meeting for the October 16, 2020 College Council Meeting *, Santanu Bandyopadhyay

Discussion Items

2. Athletics in Spring – Santanu Bandyopadhyay
3. Coping with the pandemic – Santanu Bandyopadhyay
4. Adhering to campus protocols – mask wearing on campus – Santanu Bandyopadhyay
5. Technology Plan / Adopt YCCD IT Total Cost of Ownership as Columbia College Tech Plan* – Trevor Stewart
6. Strategic Goals* – Brian Sanders
 - a. Increase Award Completion
 - b. Increase Transfer Readiness
 - c. Reduce Barriers to Completion
 - d. Increase Workforce Readiness
 - e. Reduce Equity Gaps
 - f. Maintain Institutional Stability
7. Institution-Set Standards* – Brian Sanders
8. Graduation – Santanu Bandyopadhyay and Melissa Raby
9. Other Item(s)

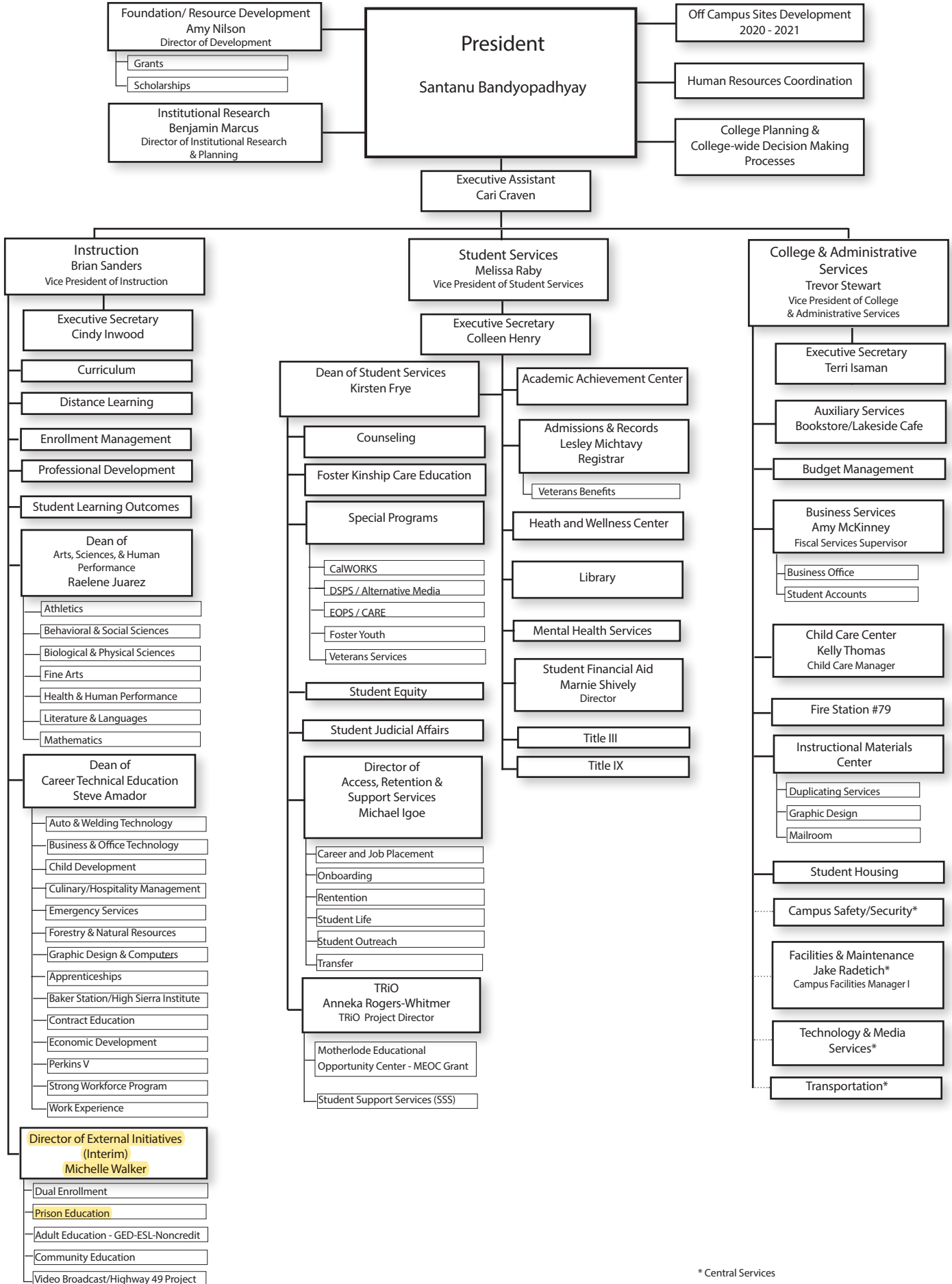
Information Items

8. College Services Committee – Trevor Stewart
9. Institutional Effectiveness Council – Brian Sanders
10. Student Success Council – Melissa Raby

11. Constituent Reports/Updates

- a) Academic Senate – Pam Guerra-Schmidt
- b) Leadership Team Advisory Council – Raelene Juarez
- c) YFA – Craig Johnston
- d) Student Senate - Ricki Lee Korba (ASCC President)
- e) Classified Senate – Abby Sunday
- f) CSEA – Joey Partridge

2020 - 2021



* Central Services
Revised - November 2020 - clc

Starfish

◀ December 2019 ▶

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11

Today

Appointment Types

All Appointments ▼






Available Only



My Calendar

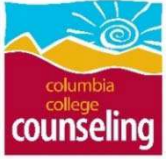
Calendars I Manage

[Deselect All](#) [Select All](#)

- Beaver-Guzman, Stephanie
- Dorner, Nicole
- Fox, Matthew
- Graham, Heather
- Harris, Ramona
- Henry, Colleen
- Jumpers, Claim
- Kolstad, Alicia

-  Office Hours
-  Appointment
-  Group Session
-  Event
-  Reserve Time

Agenda	Day	Week	Schedule
8:00 am			
:15			
:30			
:45			
9:00 am			 [REDACTED] (9:00 am)
:15			
:30			
:45			
10:00 am			 [REDACTED] (10:00 am)
:15			
:30			
:45			
11:00 am			
:15			
:30			
:45			
12:00 pm			



Student Educational Plan for TRANSFER • AS-T • AA-T

NAME:	NAME REDACTED	STUDENT ID#:	REDACTED
DATE:	Dec 17, 2018	CATALOG YR:	18-19

EDUCATIONAL GOAL: AS-T AA-T UNIV. TRANSFER (for Associate Degrees or Certificates, use alternate ed plan form)

SPECIAL PROGRAMS:

- CalWORKs DSPS TRiO
 EOPS/CARE VETERANS

MAJOR: LABS, Emphasis Behavioral/Soc Sci, Sierra Conservation Center

RECOMMENDED PLACEMENT based on Assessment AP Test Transcripts Multiple Measures (High School Transcripts/Other College Transcripts)

ENGLISH:	<input type="checkbox"/> ENG 650 →	<input type="checkbox"/> ENG 151 →	<input type="checkbox"/> ENG 1A
MATH:	<input type="checkbox"/> MATH 601 →	<input type="checkbox"/> MATH 602 →	<input type="checkbox"/> MATH 101/100A & B → <input type="checkbox"/> MATH 104 → <input type="checkbox"/> TRANSFER MATH (1-99)

- 60 transferrable units (1-99), completed general education and major coursework are requirements for Associate Degree for Transfer (ADT= AA-T and AS-T)
- Transfer requirements vary, determined by each university. Major preparation coursework for CSU or UC can be found at www.assist.org.
- Courses can be 'double-counted' to meet requirements between general education, major coursework and transfer requirements, but units will only be counted once.

MAJOR PREPARATION			GENERAL EDUCATION COURSEWORK (choose one)					
AA-T, AS-T and/or Univ Lower Division Major Prep (refer to assist.org)	UNITS	GRADE	CSU BREADTH AD-T and/or transfer to CSU	UNITS	GRADE	IGETC (must be C or higher in each area) AD-T and/or transfer to UC or CSU	UNITS	GRADE
UNIV:			AREA A: 9 units (all must be C or higher)			AREA 1: 6-9 units		
Guide 10 A/B counsel.	3		A.1: SpCom 1	3		1A:		
Soc 1 or 2	3		A.2: Eng 1A LTCC	3	Sp19	1B:		
Psych 30 adjustment	3		A.3: Eng 1B or 1C	3		1C: CSU only		
Soc 5, Ethnicity in US	3		AREA B: 9 units (B.4 must be C or higher)			AREA 2: 3 units		
Socio 12, Soc CCC	3		B.1: ESC 33	3		2:		
Child 22, Child/fam/comm	3		B.2: Biology at Coastline	3		AREA 3: 9 units		
Guide 1, Career Dev.	0		B.3: Lab			3A:		
Soc 12	3		B.4: Math 2	4		3B:		
Hist 17	0		AREA C: 9 units			3A/3B:		
			C.1: Art 12	3		AREA 4: 9 units, 2 disciplines minimum		
			C.2: Sign 40A	3		4:		
			C.1/C.2: Other C	3		4:		
			AREA D: 9 units (Recommend POLSC 10 & HIST 16 or 17 for CSU transfer)			4:		
			D: History 17	3		AREA 5: 7 units, 1 lab min		
			D: Soc 5	0		5A:		
			D: Psych 35	3		5B:		
			AREA E: 3 units (or DD214)			5C: Lab		
			E: Guide 1	3		AREA 6: Foreign Language (UC only)		
MAJOR PREP UNIT TOTAL	21		CSU GE BREADTH UNIT TOTAL:	37		Course:		
PRE-REQ and/or ELECTIVE COURSES:			NOTES:			AREA 7: (CSU only)		
Eng 151	5		R.Aug 2020, to Lanchaster. Interested in business. Take as many GE as possible, boosted by Coastline or LTCC.			US History		
Guide 8	.5					US Government		
						IGETC GE UNIT TOTAL:		
						TOTALS	GE Units:	37
							Major Units:	21
							Elective Units:	5.5
							GRAND TOTAL:	63.5
			* INDICATES PREREQUISITE COURSEWORK					

STUDENT: _____ DATE: _____ COUNSELOR: **Derrick Wydick** Digitally signed by Derrick Wydick
DN: cn=Derrick Wydick, o=Counseling, email=wydick@yosemite.edu, c=US
 Date: 2018.12.13 09:53:16 -0800 DATE: _____

SEMESTER COURSE PLANNING

- List courses by Columbia College Catalog discipline and number (i.e. ENG 1A)
- Check the Projected Two Year Course Offerings in the back of the current Columbia College Catalog

Name: NAME REDACTED
 ID#: REDACTED
 Date: Dec 17, 2018

TERM Fall 2017	UNITS
TOTAL	

TERM Spring 2018	UNITS
TOTAL	

TERM Summer 2018	UNITS
TOTAL	

TERM Fall 2018	UNITS
Math 101	5
Eng 151	5
TOTAL	10

TERM Spring 2019	UNITS
TOTAL	

TERM Summer 2019	UNITS
TOTAL	

TERM Fall 2019	UNITS
TOTAL	

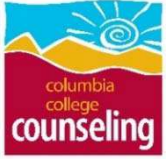
TERM Spring 2020	UNITS
TOTAL	

TERM Summer 2020	UNITS
TOTAL	

TERM Fall 2020	UNITS
TOTAL	

TERM Spring 2021	UNITS
TOTAL	

TERM Summer 2021	UNITS
TOTAL	



Student Educational Plan for TRANSFER • AS-T • AA-T

NAME:	NAME REDACTED	STUDENT ID#:	REDACTED
DATE:	Dec 17, 2018	CATALOG YR:	18-19

EDUCATIONAL GOAL: AS-T AA-T UNIV. TRANSFER (for Associate Degrees or Certificates, use alternate ed plan form)

SPECIAL PROGRAMS:

- CalWORKs DSPS TRiO
 EOPS/CARE VETERANS

MAJOR: LIBS, Emphasis Behavioral/Soc Sci, Sierra Conservation Center

RECOMMENDED PLACEMENT based on Assessment AP Test Transcripts Multiple Measures (High School Transcripts/Other College Transcripts)

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- Transfer requirements vary, determined by each university. Major preparation coursework for CSU or UC can be found at www.assist.org.
- Courses can be 'double-counted' to meet requirements between general education, major coursework and transfer requirements, but units will only be counted once.

MAJOR PREPARATION			GENERAL EDUCATION COURSEWORK (choose one)					
AA-T, AS-T and/or Univ Lower Division Major Prep (refer to assist.org)	UNITS	GRADE	CSU BREADTH AD-T and/or transfer to CSU	UNITS	GRADE	IGETC (must be C or higher in each area) AD-T and/or transfer to UC or CSU	UNITS	GRADE
UNIV:			AREA A: 9 units (all must be C or higher)			AREA 1: 6-9 units		
			A.1: SpCom 1	3		1A:		
Guide 10 A/B counsel.	3		A.2: Eng 1A	3		1B:		
Soc 1 or 2	3		A.3: Eng 1B or 1C	3		1C: CSU only		
Psych 30 adjustment	3		AREA B: 9 units (B.4 must be C or higher)			AREA 2: 3 units		
Soc 5, Ethnicity in US	3		B.1: ESC 33	3		2:		
Socio 12	3		B.2: Anth 1	3		AREA 3: 9 units		
Child 22, Child/fam/comm	3		B.3: Lab			3A:		
Guide 1, Career Dev.	0		B.4: Math 2	4		3B:		
			AREA C: 9 units			3A/3B:		
Hist 17	0		C.1: Art 12	3		AREA 4: 9 units, 2 disciplines minimum		
			C.2: Sign 40A	3		4:		
			C.1/C.2: Other C	3		4:		
			AREA D: 9 units (Recommend POLSC 10 & HIST 16 or 17 for CSU transfer)			4:		
			D: History 17	3		AREA 5: 7 units, 1 lab min		
			D: Soc 5	0		5A:		
			D: Psych 35	3		5B:		
			AREA E: 3 units (or DD214)			5C: Lab		
			E: Guide 1	3		AREA 6: Foreign Language (UC only)		
MAJOR PREP UNIT TOTAL	18		CSU GE BREADTH UNIT TOTAL:			Course:		
			37			AREA 7: (CSU only)		
PRE-REQ and/or ELECTIVE COURSES:			NOTES: R 2024, LA County. Interested in carpentry or counseling career.			US History		
						US Government		
Eng 151	5					IGETC GE UNIT TOTAL:		
Guide 8	.5					TOTALS	GE Units:	37
							Major Units:	18
				Elective Units:	5.5			
				GRAND TOTAL:	60.5			

* INDICATES PREREQUISITE COURSEWORK

STUDENT: _____ DATE: _____ COUNSELOR: **Derrick Wydick** Digitally signed by Derrick Wydick
DN: cn=Derrick Wydick, o=Counseling, email=wydick@yosemite.edu, c=US
 Date: 2018.12.13 09:53:16 -0800 DATE: _____

SEMESTER COURSE PLANNING

- List courses by Columbia College Catalog discipline and number (i.e. ENG 1A)
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Name: NAME REDACTED
 ID#: REDACTED
 Date: Dec 17, 2018

TERM Fall 2017	UNITS
TOTAL	

TERM Spring 2018	UNITS
TOTAL	

TERM Summer 2018	UNITS
TOTAL	

TERM Fall 2018	UNITS
TOTAL	

TERM Spring 2019	UNITS
TOTAL	

TERM Summer 2019	UNITS
TOTAL	

TERM Fall 2019	UNITS
TOTAL	

TERM Spring 2020	UNITS
TOTAL	

TERM Summer 2020	UNITS
TOTAL	

TERM Fall 2020	UNITS
TOTAL	

TERM Spring 2021	UNITS
TOTAL	

TERM Summer 2021	UNITS
TOTAL	

Sierra Conservation Center Students seen by Derrick Wydick

Date: 11/16/18

Name	W-ID	Service	Ed plan?	Notes
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	Updated ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
Names and IDs redacted				

Sierra Conservation Center Students seen by Derrick Wydick

Date: 11/16/18

Name	W-ID	Service	Ed plan?	Notes
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	Updated ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
		Couns	y	1st semester ed plan
Names and IDs redacted				



11600 Columbia College Drive, Sonora CA 95370



Correspondence Form

Student Information	
Last Name [REDACTED]	First Name [REDACTED]
CDCR Number: [REDACTED]	Housing: [REDACTED]

Please check whom are you trying to communicate with?

Instructor: _____
 Academic Counselor
 Admin Staff

Student Question / Comments:

MY CCCID IS [REDACTED] ABOUT A
 YEAR AGO I SENT A REQUEST TO COASTLINE
 COMMUNITY COLLEGE, ASKING THEM TO SEND YOU
 A COPY OF MY "OFFICIAL TRANSCRIPT." I DID NOT
 HEAR BACK FROM THEM AND I WANTED TO KNOW
 IF YOU EVER RECEIVED A COPY OF THAT
 OFFICIAL TRANSCRIPT. THANK YOU.

Student Signature: [REDACTED] Date: NOV. 14, 2020

Staff / Instructor Response:

Columbia College received a transcript from Coastline Community College in October of 2019. At that time you had a few in progress courses that could not be evaluated. Please request to have an updated transcript sent to my attention at: 11600 Columbia College Drive, Sonora CA 95370.

Staff Signature: Kelsey Halstead Date: 11/16/2020

INMATE REQUEST FOR INTERVIEW

DATE	TO	FROM (LAST NAME)	CDCR NUMBER
11/13/20	Ms. Acty	[REDACTED]	[REDACTED]
HOUSING	BED NUMBER	WORK ASSIGNMENT	JOB NUMBER
[REDACTED]	[REDACTED]	N/A	FROM TO
OTHER ASSIGNMENT (SCHOOL, THERAPY, ETC.)			ASSIGNMENT HOURS
			FROM TO
<p>Clearly state your reason for requesting this interview. You will be called in for interview in the near future if the matter cannot be handled by correspondence.</p>			
<p>I received back grades from Columbia and I have handed in all my homework and am nearly caught up but ^{Child 1} Child 1 says they haven't received worked books 1-4 but have 5 through 7, and Humanities says I'm missing Assignment #s 3, 4, 7, 8. I really need to find out where the homework went or how I can make up for it. Please don't let me to come up and figure out what else I need to do degree-wise. Thank You.</p>			
Do NOT write below this line. If more space is required, write on back.			
INTERVIEWED BY			DATE
DISPOSITION			

Your Child-1 instructor confirmed she has received work for chapters 8, 9, and 10. She is still missing chapter 11 work and the midterm. If this work is included in the next pickup at SCC, she will review and update your grade via your next feedback sheet. I will send another correspondence form to you with information regarding your Human-2 course.

Kelsey Halstead 11/18/2020

Your Human-2 instructor responded that the only work received to date is for weeks 1, 2, 5, 6 and 8. All other work has not been received. You may submit any of this late work up until the end of the term to receive full credit.

Kelsey Halstead 11/23/2020



11600 Columbia College Drive, Sonoma CA 95370



Correspondence Form

Student Information	
Last Name [REDACTED]	First Name [REDACTED]
CDCR Number: [REDACTED]	Housing: [REDACTED] (B-YARD)

Please check whom are you trying to communicate with?

Instructor: MIKE MURAKI Academic Counselor Admin Staff

Student Question / Comments:

(HISTORY 17) CAN I PLEASE GET MODULES 2 THROUGH 5 SO I CAN REDO THEM? I ASSURE YOU THEY WILL BE COMPLETED PROPERLY AND IN A TIMELY MANNER. THANK YOU.

RESPECTFULLY,

Student Signature: [REDACTED]

Date:

11/17/20

Staff / Instructor Response:

Your instructor will respond to you via your next feedback sheet with more information regarding your final grade in this class. If you happen to not pass this course with a "D" or better, you may opt to have the failing grade removed from your record by filling out the enclosed COVID petition. Do not fill this out and return to me until your final grade is confirmed by the college.

Staff Signature:

Kelsey Halstead

Date:

11/20/2020



 Edit  Busy  Categorize  Delete 

● **Prison training**

 Fri 8/16/2019 8:00 AM - 5:00 PM

 Calendar

 [Prison/Dual Enroll...](#)

 Remind me: Never 

 **RSVP:**

- Yes –
Randy
Jeff Gullotto
Tiffeny
Marina
Katryn
Twyla
Peter
Derrick
Sean

- No –
Trudi
Kelsey
Jim
Raelene
Chad
Erik
Anneka
Abby
Tira



Prison Education

FLEX Presentation

Sign-in Sheet

Friday, August 23, 2019

<u>Name</u>	<u>Department</u>
Jim Petermeyer	Math
Anca Husker	Physics / Math / ASTRO
Brian Abraham	SCC
Donavan Walker	SCC
Randy Banton	Bus / Econ
Tina Trolier	Psychology
Derrill Wipoll	Law
JEFF GULLOTO	HSPT.
Marina Kooroff	Psych & Child Development
Jufe [unclear]	Communication
Katryn Weston	Math
Catherine Ales	SCC
Trudi Mallerwonin	English
Heidi Frye	Dean of Student Services
Judy Reiman	Oftec

SCC Update

Michelle Walker <walkerm@yosemite.edu>

Wed 9/16/2020 12:32 PM

To: Sean Osborn <osborns@yosemite.edu>; Marina Koorkoff <koorkoffm@yosemite.edu>; Derrick Wydick <wydickd@yosemite.edu>; Chad Redwing <redwingc@yosemite.edu>; Joe Manlove <manlovej@yosemite.edu>; Stevee Machado <machados@yosemite.edu>; Trudi Mullerworth <mullerwortht@yosemite.edu>; Michael Muraki <michael.muraki@gmail.com>; Peter Lee <leep@yosemite.edu>

Cc: Brian Sanders <sandersb@yosemite.edu>; Kelsey Halstead <halsteadke@yosemite.edu>; Raelene Juarez <juarezr@yosemite.edu>; Steve Amador <amadors@yosemite.edu>; Tiffany Moore <mooret@yosemite.edu>; Kelsie Gillen <gillenk@yosemite.edu>; Kasey Fulkerson <fulkersonk@yosemite.edu>; Kirsten Frye <fryek@yosemite.edu>; Kyla Hatler <hatlerk@yosemite.edu>

 1 attachments (13 KB)

ReworkedSCC FA20 correspondence schedule.xlsx;

Hello esteemed faculty of the Incarcerated Students Program!

General Update

As you know, we've had great difficulty with the distribution of materials to students, primarily on the Main side. I am told that the last of the packets for students on Main were distributed yesterday. That means that those students are quite a bit behind and we are going to have to adjust our calendar accordingly. On the flip side, Kelsey picked up work from the Tuolumne yard today. She will mail those out to you all on Friday. **If you have not already provided Kelsey your mailing address, please do that ASAP.**

New Correspondence Schedule

I have reworked the correspondence schedule the best that I can for now. I am hoping that we can closely abide by this schedule, but I thank you for your patience and flexibility. In these unprecedented times we are simply doing our best to continue to provide our students high quality education and pivot when we have to. I know it's difficult, but I want to thank you for hanging in there with me!

So, those teaching on Tuolumne should get your packets by early next week. Please email us your feedback by the following Monday, as noted on the schedule. I put 10am as the cut off time because we need enough time to print everything out and prepare it to go out to SCC the following day. Thank you for helping us to make this happen. As most of you know, we need your feedback to be in a continuous document with one page for each student. This is so that we can print it out and distribute the pages individually to students. If you need a template, please let me know. Some of our faculty have some great ones that are easy to use.

For those teaching on Main, you won't get your first set of work until the first week in October. So, the modules will be off from what is listed on the original schedule, but we have notified the Deans and A&R so that they are aware things are running behind.

Large Student Movement

We were also notified today that there are about 80 students that are being moved from Tuolumne to Main and that they could be shipped out to other prisons. We have decided to just let those students participate as long as they can with the knowledge that things change so quickly with CDCR.

It's quite possible they will be there for the entirety of the term. On the other hand, things also happen without warning all the time with them too. Nobody really knows what will happen. Regardless, we will continue to be in close contact with Donovan to see what happens with those students and will let you know if we have to drop any of your students.

Teaching Via Correspondence SP21

I know it seems a little strange to broach the subject of the spring term at this point, but we need to finalize our courses and get the ball rolling on the production of another semester of correspondence courses. We are hoping that we will be able to avoid distribution issues going forward, but we will just have to do the best we can. **Please let me know if you would be interested in teaching any courses in the spring, which course(s), and how many.** We estimate that we will need all modules for the spring term by **Monday, December 7th** so that we can get everything printed, packaged, and delivered before the holiday. That should give SCC enough time to search and distribute everything after the holiday and before the term starts. So, please keep that in mind when you respond with your availability to teach.

Thanks, again, for all your flexibility and your dedication to our students. Please let me know if you have any questions. Thanks!

Michelle Walker, MBA

Interim Director of Student Access, Retention, and Support Services

(Dual Enrollment & Prison Education)

Columbia College

11600 Columbia College Drive

Sonora, CA 95370

209-588-5045

www.gocolumbia.edu