

**Distance Learning – Training and Qualifications as discussed and approved by the Distance Learning Committee on September 2, 2011 to take forward to ACAC.**

**Distance Learning – Training and Qualifications**

In order to meet ACC's Administrative Rule 4.01.001- Distance Learning Best Practices, Based on Board Policy: D-1, Statement of Instructional Philosophy <http://www.austincc.edu/admrule/4.01.001.htm> which is based on the SACS Distance and Correspondence Education Policy Statements: <http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>

- An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.
- Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

ACC Distance Learning faculty need to show competency in the following four areas by completing the following four – 1hour workshops in order to teach via Distance Learning:

1. Technology
2. Pedagogy
3. Course Management
4. DL Administrative Processes and DL Support Services

The first three topics will provide a basic introduction to a) Distance Learning Technologies, b) Distance Learning Pedagogy and c) Distance Learning Classroom Management.

These workshops will also show how Distance Learning faculty members can use the features /tools in the Blackboard Course Management System to design, develop and deliver their Distance Learning courses. A Blackboard Quick Start Guide will also be provided.

The fourth topic DL Administrative Processes and DL Support Services will provide Distance Learning faculty members with an overview of ACC processes and procedures related to Distance Learning courses and the numerous support services available to Distance Learning faculty and students.

**Distance Committee Meeting**  
**September 2, 2011**  
**HBC 214 – Minutes**

**In Attendance:** Mario Aguilar, Terry Barksdale, Robert Bermea, Janet Bickham, Tina Buck, Maria Cisneros-Solis, Tasha Davis, Sharon Duncan, Cecile Durish, Scott Gibby, Amanda Karel, Terry Kotrla, Anita McAuley, Juan, Molina, Phylis Molina, Tracie Nobles, Clark Peterson, Al Purcell, Charles Quinn, Nick Sarantakes, Gaye Lynn Scott, Kelly Stockstad, Susan Thomason, Ray Valdez, Priscilla Wicker, Jennifer Krummel, Terry Stewart Mouchayleh, Kirk Kelly

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An introduction of new and existing committee members was conducted as well as review of committee functions: <http://www.austincc.edu/orgref/councils/distance.php>.

Mention was made that the DLC “add monitoring of SACS issues to (Committee’s) official functions.”

**DLC Co-Chair Election:**

Scott Gibby was the only name put forward to serve as DLC Co-Chair for 2011-2012. No other names were put forward. Committee voted to have Scott serve another year. There were no ‘nay’ votes.

**DLC’s Overview of Tasks for FY ‘12**

Robert put forth the following tasks before the DLC Committee for FY 12:

- Meeting SACS Compliance
  - o Continue working on DL Faculty Training, both qualifications and on-going training
  - o Continue working on DL Faculty Evaluations, both revising existing evaluation instrument and increasing student participation
- Support Services
  - o Review existing support services for both DL faculty and students and make recommendations to add, upgrade/update, or sunset existing services.
  - o Student Handbook has been replaced by various online resources and the committee should examine them and make any necessary recommendations

**DL Faculty Training: Qualifications and ongoing workshops:**

Gaye Lynn Scott discussed the proposed changes to the Full-time and Adjunct Faculty Evaluation Summary Forms that include Distance Learning classes and handed out a mock-up of the forms. This was presented during August Faculty and Staff Evaluation Committee meeting.

Gaye Lynn also mentioned that we should update Datatel screen to show DL certification. The following document was discussed; included in the document are the committee changes:

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The fourth topic DL Administrative Processes and DL Support Services will provide Distance Learning faculty members with an overview of ACC processes and procedures related to Distance Learning courses and the numerous support services available to Distance Learning faculty and students.

### Discussion Points:

Al Purcell proposed that the qualifications and training be left to the department, Amanda Karel addressed the difficulty of individual department competencies because each department would have to show documentation of the qualifying rationale as well as provide training and document faculty qualifications which would have to be submitted to SACS.

Committee discussed and said that these four workshops were to be 'the base line' for qualifying instructors to teach Distance Learning, but that individual departments may add additional qualifications as per departmental need and requirements.

Workshops would follow current ACC workshop delivery and tracking model, via Professional Development processes. Terry Stewart Mouchayleh added the proposed DL training would be part of Professional Development and Evaluation process.

Question was "when should faculty be qualified to teach Distance Learning courses?" and Amanda Karel said before they start teaching a DL course. Amanda Karel reminded committee of SACS processes: By

December 2011 ACC must have a draft of responses to SACS, and by March 15<sup>th</sup>, 2012 documentation in SACS' hands. ACC needs to have policies in place – processes planned – get “them” (workshops) going by SU 12 in time for SACS site visit in the Fall 2012.

Susan Thomason will head a subcommittee to work (electronically at first) on developing these four workshops beginning Sept 23. Subcommittee Members include: Kelly Stockstad, Maria Cisneros Solis, Juan Molina, Tracie Nobles, Scott Gibby, Pricilla Wicker, Tina Buck, Janet Bickham, Mario Aguilar and Robert Bermea.

Tracie Noble made motion to send DLC's (above) recommendation to ACAC with change to classroom management terminology and indicating to qualify to teach DL courses when one completes the 4 workshops. Motion was seconded and passed by a majority of votes. There were 5 nays.

Scott also mentioned that the DLC needs to address the issue of on-going workshops for DL faculty as part of their professional development. DLC will continue the discussion.

### **DL Faculty Evaluations:**

The current DL Faculty Evaluation instrument will be reviewed and revised to match content covered in the four above mentioned workshops.

Increasing student participation in DL faculty evaluation process, including look at how 'DL faculty evaluation info' is conveyed to the students by the College will also be discussed.

Tina Buck mentioned there is a student evaluation module in Blackboard 9. Terry Stewart Mouchayleh suggested a pilot program for it in SP12. DLC can look into this prospect. Suzy Thomason mentioned potential problems with Blackboard 9, issues with new patch, and a delayed rollout of Bb9 until SU 12.

Janet Bickham brought a motion that the DL Faculty Evaluation period mirror on campus evaluation period. The motion was seconded and the DLC voted to mirror the on-campus evaluation timeframe. The Faculty and Staff Evaluation Office will work to ensure that this takes place this fall (2011).

A DL subcommittee will be formed in October, once training workshops have been developed to review current DL faculty evaluation instrument and make recommendations on updating it. Time line is to have revised instrument in place for Fall 2012 Faculty Evaluations.

### **Discussion Items/Comments:**

- The college adopted ratings not matching the Class Climate ratings; DLC will look into this as Class Climate has been purchased for conducting faculty evaluations.
- Numbers were based on registered students at a certain point in the semester provided from Datatel.
- Current evaluation participants (students) are those who either love or hate their (DL) experience.
- Janet Bickham voiced concern over students evaluating faculty after they have withdrawn from the class.
- Janet Bickham voiced concern over no (N/A) option and whether specific questions on the evaluation that do not apply to all.
  
- Standards on Instructional Performance (processes and procedures) need to include Distance Learning as per Gaye Lynn Scott's earlier presentation.

- Faculty portfolios was also discussed and be included in future discussions or departmental evaluations of their DL faculty.

### **Online Teaching Conference**

Terry Barksdale brought up the Jossey-Bass Online Teaching and Learning – conference online as a way to provide training for faculty. <http://2011.onlineteachingandlearning.com/wp-content/uploads/2011/03/Program-for-web2011-Complete.pdf>.

If departments are interested in (and have budget funding) attending they should contact Terry.

Terry Stewart Mouchayleh reminded committee several of Lone Star College modules available through Professional Development addressing DL topics.

Suzy mentioned other teleconferences such as Academic Impressions - <http://www.academicimpressions.com/>

Juan added that it would be nice to get administration support for faculty: address funding issues at times when faculty would like to take advantage of trainings, etc.

Possible funding though Student Success Initiative and potential grant funding should also be looked at.

Committee will continue discussions.

**DRAFT**  
**(New Rule)**

**Approved for distribution**

**GUIDELINES AND PROCEDURES PROPOSAL: REPORTING OF SUBSTANTIVE CHANGES**

*Subject:* Reporting Substantive Changes to the Southern Association of Colleges and Schools-  
Commission on Colleges (SACSCOC)

*Based on Board Policy:* A-3 Service Area Responsibilities;

E-4 Review of Instructional Programs

**Purpose**

These guidelines and procedures outline the processes faculty, staff, and administrators will use to identify substantive changes and notify the Southern Association of Colleges and Schools-Commission on Colleges (SACSCOC) of these changes. These guidelines and procedures conform to SACSCOC policies and standards.

**Guidelines**

1. College departments, instructional and administrative, will provide information required for letters of notification, prospectuses, and other documents required by SACSCOC in a timely manner to the Accreditation Liaison or his/her designee.
2. A program is defined as a sequence of courses that result in an Associate's degree or Certificate.
3. A substantive change is defined by SACSCOC as "a significant modification or expansion of the nature and scope of an accredited institution" ([SACSCOC Policy Statement: Substantive Change for Accredited Institutions of the Commission on Colleges](#)).
4. SACSCOC has identified three types of substantive change.
  - a. Procedure One Substantive Changes require SACSCOC approval of the change prior to implementation. Procedure One Substantive Changes require the following steps:
    - i. Six months prior to implementation, the College must notify SACSCOC of the substantive change.
    - ii. Three months prior to implementation, the College must submit a prospectus explaining the substantive change.
    - iii. Exceptions: If the substantive change is to offer degrees at a level higher than currently approved, a one year prior notice is required.
  - b. Procedure Two Substantive Changes require the College to notify SACSCOC of the substantive change prior to implementation.

- c. Procedure Three Substantive Changes require the College to notify SACSCOC of the College's decision to close a Program, teaching location, or the College as a whole immediately after the decision is made.
5. Austin Community College uses the following methodology to determine if a new program is significantly different from current programs.
  - a. The following condition must be met: The minimum number of the program's semester credit hours required for completion includes at least 25% of semester credit hours from courses not previously offered at Austin Community College, as indicated by the College's most recent Academic Year catalog.
  - b. If condition "a" is met at least one of the following conditions must be met to be considered a substantive change. The new program requires:
    - i. hiring faculty members with qualifications different from those listed on Austin Community College's current Faculty Qualifications Table; and/or
    - ii. acquiring new/different facilities, learning resources, or library resources than are currently available. The program could not be offered without these resources.
6. Austin Community College uses the following methodology to determine if a teaching location has reached the 25% or 50% thresholds.
  - a. If a location offers at least one course open to any student enrolled at the College, calculations are done based on all course offerings since the College began offering courses at the location.
    - i. Courses offered at a teaching location are identified.
    - ii. All degree plans are analyzed to identify the programs that include the courses offered at the teaching locations, as a required course or elective.
    - iii. The total number of semester credit hours a student could potentially earn at the teaching locations for each program is calculated.
    - iv. The total number of semester credit hours a student could potentially earn is divided by the minimum number of credit hours required for a student to graduate from that program.
  - b. If all courses taught at a location are restricted to dual credit students, calculations are completed on a two-year rolling basis using the methodology outlined in section 6a.

7. At every stage of the substantive change process the Accreditation Liaison, or his/her designee, will provide assistance, guidance, and expertise for faculty, staff, and administrators involved in the substantive change process.

**Procedures**

Program-Related Substantive Changes

1. The following chart describes program-related substantive changes and the timelines and documentation required by SACSCOC.

Type of Change	Procedure	Prior Notification to SACSCOC Required	Time Frame for Contacting SACSCOC	SACSCOC Approval Required Prior to Implementation	Required Documentation
Initiating an Associate’s degree that is a significant departure from previously approved programs <sup>1</sup>	1	Yes	6 months	Yes	Prospectus
Initiating a Certificate program that is a significant departure from previously approved programs <sup>1</sup>	1	Yes	6 months	Yes	Prospectus
Initiating a Certificate program at employer’s request and on short notice that is a significant departure from previously approved programs <sup>1</sup>	1	Yes	Approval required prior to implementation	Yes	Modified prospectus
Closing a program where ACC teaches out its own students	3	Yes	Immediately following decision to close	Yes	Description of teach-out plan included with letter of notification

Type of Change	Procedure	Prior Notification to SACSCOC Required	Time Frame for Contacting SACSCOC	SACSCOC Approval Required Prior to Implementation	Required Documentation
Closing a program where ACC contracts with another institution to teach-out students	3	Yes	Immediately following decision to close	Yes	Letter of notification that includes a description of the teach-out plan and a copy of the signed teach-out agreement that details terms
Altering significantly the length of a program	1	Yes	6 months	Yes	Prospectus
Initiating joint programs with another SACSCOC accredited institution	2	Yes	Prior to implementation	No	Copy of signed agreement and contact information for each institution
Initiating joint degree programs with another an institution not accredited by SACSCOC <sup>2</sup>	1	Yes	6 months	Yes	Prospectus
Initiating dual degree programs <sup>3</sup>	2	Yes	Prior to implementation	No	Copy of signed agreement and contact information for each institution
Initiating programs or courses offered through contractual agreement or consortium	2	Yes	Prior to implementation	No	Letter of notification and copy of signed agreement

Type of Change	Procedure	Prior Notification to SACSCOC Required	Time Frame for Contacting SACSCOC	SACSCOC Approval Required Prior to Implementation	Required Documentation
Entering into a contract with an entity not certified to participate in US Department of Education Title IV programs where the entity provides 25% or more of an educational program offered by ACC	1	Yes	6 months	Yes	Prospectus
Entering into a contract with an entity not certified to participate in US Department of Education Title IV programs where the entity provides less than 25% or more of an educational program offered by ACC	2	Yes	6 months	No	Copy of the signed agreement
Initiating degree completion programs <sup>4</sup>	1	Yes	6 months	Yes	Prospectus
Acquiring any program from another institution	Procedures outlined in <a href="#">relevant SACSCOC policy</a>	Yes	6 months	Yes	Prospectus

<sup>1</sup>For a definition of “significant departure” see guideline number five.

<sup>2</sup>A joint degree programs is a single program where the completed credential bears the names, seals, and signatures of each of the two or more institutions awarding the degree to the student.

<sup>3</sup>A dual degree program is a separate program where the completed credential bears only the name, seal, and signature of the institution awarding the degree to the student.

<sup>4</sup>A degree completion program is typically designed for nontraditional undergraduate students who have completed some college-level work but have not earned a degree. Students in such programs may transfer in credit from previous courses and may receive credit for experiential learning. Courses in degree completion formats are often offered in an accelerated format, meet during evening and weekend hours, or may be offered via distance learning.

2. The Accreditation Liaison, or his/her designee, will be an ex officio member of the Curriculum and Programs Committee and is included on the Committee's information distribution list to facilitate the identification of program-related substantive changes
3. The Curriculum and Programs Committee's forms completed by departments to request approval of curriculum revisions will include questions to facilitate the identification of substantive changes.
4. To meet SACSCOC deadlines, program-related substantive changes must be approved by the Curriculum and Programs Committee no later than the following dates.
  - a. Procedure One Substantive Changes (except the initiation of a Certificate at employer's request on short notice that is a significant departure from previously offered programs):
    - i. Implementation in the fall semester - January 31
    - ii. Implementation in the spring semester - June 30
    - iii. Implementation in the summer semester - October 31
  - b. Procedure One Substantive Change resulting from the initiation of a Certificate at employer's request on short notice that is a significant departure from previously offered programs:
    - i. Implementation in the fall semester - July 1
    - ii. Implementation in the spring semester - December 1
    - iii. Implementation in the summer semester - May 1
  - c. All Procedure Two Substantive Changes:
    - i. Implementation in the fall semester - July 31
    - ii. Implementation in the spring semester - November 30
    - iii. Implementation in the summer semester - March 31
  - d. All Procedure Three Substantive Changes:
    - i. Implementation in the fall semester - July 31
    - ii. Implementation in the spring semester - November 30
    - iii. Implementation in the summer semester - March 31

5. If a substantive change is identified, the Accreditation Liaison, or his/her designee, will work with the appropriate College departments, instructional and administrative, to notify SACSCOC of the substantive change and write a substantive change prospectus if required by SACSCOC.
6. If the Vice President for Instruction is notified by Texas Higher Education Coordinating Board that an associate-level degree or certificate is to be closed, he/she will immediately notify the Accreditation Liaison, or his/her designee. The Accreditation Liaison, or his/her designee, will work with the appropriate College instructional and administrative departments to submit the required paperwork to SACSCOC.

Location-Related Substantive Changes

1. The following chart describes location-related substantive changes and the timelines and documentation required by SACSCOC.

Type of Change	Procedure	Prior Notification to SACSCOC Required	Time Frame for Contacting SACSCOC	SACSCOC Approval Required Prior to Implementation	Required Documentation
Initiating teaching locations (including Early College High Schools programs offered at a high school) where 50% or more credits toward a program are offered	1	Yes	6 months	Yes	Prospectus
Initiating teaching locations (including Early College High School programs offered at a high school) where 25-49% credits toward a program are offered	2	Yes	Prior to implementation	No	Letter of notification
Offering 50% or more of a program for the first time via distance learning	1	Yes	6 months	Yes	Prospectus

Type of Change	Procedure	Prior Notification to SACSCOC Required	Time Frame for Contacting SACSCOC	SACSCOC Approval Required Prior to Implementation	Required Documentation
Offering 50% or more of additional programs via distance learning that are significant departures from programs currently approved to be offered via distance learning	2	Yes	Prior to implementation	No	Letter of notification
Offering 25-49% of a program via distance learning	2	Yes	Prior to implementation	No	Letter of notification
Initiating a previously approved Certificate program at a new teaching location	1	Yes	6 months	Yes	Prospectus
Expanding program offerings that are significantly different from current programs at a previously approved teaching location	2	Yes	Prior to implementation	No	Letter of notification
Initiating a previously approved Certificate program at employer's request and on short notice at a new teaching location	1	Yes	Approval required prior to implementation	Yes	Modified prospectus
Relocating an off-campus teaching location (serving the same geographic area)	2	Yes	Prior to implementation	No	Letter of notification with new address and starting date
Relocating a main or branch campus <sup>1</sup>	1	Yes	6 months	Yes	Prospectus

Type of Change	Procedure	Prior Notification to SACSCOC Required	Time Frame for Contacting SACSCOC	SACSCOC Approval Required Prior to Implementation	Required Documentation
Acquiring any site from another institution	Procedures outlined in <a href="#">relevant SACSCOC policy</a>	Yes	6 months	Yes	Prospectus
Initiating a branch campus <sup>1</sup>	1	Yes	6 months	Yes	Prospectus
Adding a permanent location at a site where ACC is conducting a teach-out for students from another institution that is closing	Procedures outlined in <a href="#">relevant SACSCOC policy</a>	Yes	6 months	Yes	Prospectus

<sup>1</sup>A branch campus is a teaching location that is: geographically apart from the main campus; is permanent; offers courses leading to a degree, certificate, or other educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

2. The department(s), instructional or administrative, responsible for implementing a location-related substantive change must notify the Accreditation Liaison, or his/her designee, of the potential substantive change no later than the following dates.
  - a. Procedure One Substantive Changes (except the initiation of a previously approved Certificate at employer's request on short notice at a new location):
    - i. Implementation in the fall semester - January 31
    - ii. Implementation in the spring semester - June 30
    - iii. Implementation in the summer semester - October 31
  - b. Procedure One Substantive Change resulting from the initiation of a previously approved Certificate at employer's request on short notice at a new location:
    - i. Implementation in the fall semester - July 1
    - ii. Implementation in the spring semester - December 1
    - iii. Implementation in the summer semester - May 1

- c. Procedure Two Substantive Changes
  - i. Implementation in the fall semester - July 31.
  - ii. Implementation in the spring semester - November 30.
  - iii. Implementation in the summer semester - March 31.
3. The Accreditation Liaison, or his/her designee, will be an ex officio member of the Schedule Development Committee and is included on the Committee's information distribution list to facilitate the identification of location-related substantive changes.
4. The schedule development process will include a review of the proposed schedule for potential location-related substantive changes.
  - a. The Instructional Support Services Supervisor will review the schedule for substantive changes at teaching locations.
  - b. The Instructional Support Services Supervisor will report any identified substantive changes and all new locations where the College is scheduled to offer courses in upcoming semesters to the Accreditation Liaison, or his/ her designee.
5. The Executive Director of School Relations will monitor the College's dual-credit programs for potential location-related substantive changes. The Executive Director will inform the Accreditation Liaison, or his/her designee of:
  - a. new off-site locations where dual-credit courses may be offered when planning begins;
  - b. when high schools have requested additional courses not originally included in the course schedule as requests are made; and
  - c. when off-site locations that previously offered only dual-credit courses begin to offer courses open to any ACC student.
6. The Accreditation Liaison, or his/her designee, will track the coursework offered at each teaching location based on the information from the Schedule Development Committee, the Instructional Support Services Supervisor, and the Executive Director of School Relations.

7. When courses are scheduled at a location, the Accreditation Liaison, or his/her designee, will cross-reference the courses with the courses previously offered at the location to identify:
  - a. if the course is new to the location;
  - b. the programs offered at the location;
  - c. if programs added to the location are significantly different than the programs previously offered;
  - d. the current percentage of each program; and
  - e. the number of semester credit hours that could move a program to the 25% or 50%
8. Each semester the Accreditation Liaison, or his/her designee, will report the following information to the Instructional Support Services Supervisor and the Executive Director of School Relations about each ACC off-site teaching location:
  - a. the courses that have been offered at the location;
  - b. the programs offered at the location;
  - c. the percentage of each program offered at the location; and
  - d. the number of semester credit hours to reach the 25% or 50% threshold.

This allows the Executive Director of School Relations and Support Services Supervisor to proactively identify substantive changes when scheduling courses and notify the Accreditation Liaison, or his/her designee, as necessary.

9. When a location is within six semester credit hours of the 25% or 50% threshold for an Associate's degree or within three semester credit hours of the 25% or 50% threshold for a certificate, the Accreditation Liaison, or his/her designee, will take the appropriate actions to report the location as an upcoming substantive change to SACSCOC.
10. The Accreditation Liaison, or his/her designee, will work with the Instructional Support Services, School Relations, and the appropriate Department Chair(s) and Dean(s) to notify SACSCOC of the substantive change and write the required substantive change prospectus, if required.

Compliance with College-Related Substantive Changes

1. The following chart describes College-related substantive change and the timelines and documentation required by SACSCOC.

Type of Change	Procedure	Prior Notification to SACSCOC Required	Time Frame for Contacting SACSCOC	SACSCOC Approval Required Prior to Implementation	Required Documentation
Significantly altering the educational mission of the institution <sup>1</sup>	1	Yes	6 months	Yes	Prospectus
Initiating coursework or programs at a more advanced level than currently approved	1	Yes	12 months	Yes	Application for level change Due: April 15 or October 1
Changing governance, ownership, control, or legal status of an institution	Procedures outlined in <a href="#">relevant SACSCOC policy</a>	Yes	6 months	Yes	Prospectus
Initiating a merger/consolidation with another institution	Procedures outlined in <a href="#">relevant SACSCOC policy</a>	Yes	6 months	Yes	Prospectus due: April 15 or October 1
Closing an institution where ACC teaches out its own students	3	Yes	Immediately following decision to close	Yes	Letter of notification including a description of teach-out plan
Closing an institution where ACC contracts with another institution teaches out its students	3	Yes	Immediately following decision to close	Yes	Letter of notification including a description of teach-out plan and a signed copy of the teach-out agreement that details terms

<sup>1</sup>Significant changes in mission are those that lead to a fundamental shift in the institution's nature (e.g., an institution that had offered only professional programs adding general education courses).

2. The College President will notify the Accreditation Liaison of pending College-related substantive changes.

3. The Accreditation Liaison, or his/her designee, will work with College departments, instructional and administrative, to take the appropriate actions to report the substantive change to SACSCOC.

DRAFT



Draft Rule with Proposed Changes

Administrative Rules

Subject: Admission AR# 1.02.003
Based on Board Policy: A-2, Equal Educational Opportunity
Recommended by Council/President: Academic and Campus Affairs Council
Date Approved/Amended: 06/18/1973, amended 01/15/79, 04/04/88, 10/14/98, 09/21/99, 02/14/03, 04/21/06

Value Statement

The Austin Community College District values access to higher education and training as the primary means by which individuals and communities are able to reach their potential.

Administrative Rule

Austin Community College maintains an "open-door" admissions policy to promote access to a wide range of post-secondary educational programs.

A student may be admitted to the College according to any one of the following conditions:

- 1. Be a graduate of an accredited high school or have completed a home school program, have completed all coursework requirements of an accredited high school or have successfully completed all requirements of a General Education Development (GED) program..
2. A person who is 18 years of age or over may be exempt from the above ACC admission requirements and admitted by the Director of Admissions and Records or designee, provided the student can demonstrate an ability to benefit from instruction.
3. A student who has completed the sophomore year of high school may, upon the recommendation of the high school principal or home school administrator and with the approval of his/her parent or guardian, be permitted to enroll in the College.
4. Be an eligible student enrolled in a Texas Education Agency-approved Early College High School (ECHS) with freshman, sophomore, junior, or senior high school standing. (Texas Higher Education Coordinating Board Rule, Section 4.161.)

A student, who wishes to appeal an admission decision made based on the criteria above, may appeal to the Director of Admissions and Records.

Admission to the College does not guarantee admission to all programs; some instructional programs maintain additional admission requirements. Individual instructional program areas will establish and ensure compliance with all relevant, program-specific admission requirements. Program admission requirements are subject to final approval by the appropriate Vice President. The Director of Admissions will collect and maintain a document that includes all admission rules specific to departments.

President/CEO: Stephen B. Kinslow

Date: 07/29/10

Actions:

Presented to the Admissions and Registration Committee (ARC) at the April 12, 2011 meeting. The draft rule was approved and forwarded to the Student Services Council for action.

Presented to the Student Services Council (SSC) for first reading at the June 2, 2011 meeting. Draft was reviewed and several non-substantive wording changes were requested. Draft rule has been updated to include the SSC-requested changes. Draft rule will be presented for a second read and vote at the July 7, 2011 SSC meeting.

Presented to the Student Services Council (SSC) for second reading and vote at the July 7, 2011 meeting. Revised rule was approved by a vote of the members and is recommended for further approval by the Academic and Campus Affairs Council.

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## DRAFT



## *Administrative Rules*

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**Subject:** Copyright Ownership AR# 4.02.006

**Based on Board Policy:** [D-2, Academic Freedom & Responsibility](#)

**Approved by Council/President:** Academic Affairs Council

**Date Approved/Amended:** 03/07/1988; amended 02/27/01

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### VALUE STATEMENT:

The objective of this policy is to encourage the production of copyrightable material (“Works”) that advance Austin Community College’s scholarly, academic, and public service missions and that contribute to the professional stature of those involved in the creation of the Works.

### ADMINISTRATIVE RULE:

#### 1. Scope of Policy

This policy governs the respective ownership rights of the College and all of its employees, both academic and non-academic, in copyrightable material produced within the scope of employment or otherwise arising out of the participation of individuals, including students, in the activities of the College. While the College will not assert its ownership interest in scholarly and academic Works created by members of the faculty who use generally available College resources, the College does assert ownership of copyrightable Work where significant College resources are utilized in the creation of the Work or in other circumstances as required pursuant to an agreement with a third party or where the Work is a *work made for hire*. Generally available resources include one’s office, office computer, telephone (excluding long-distance charges), library and other resources that may be included in the accompanying Intellectual Property Agreement Form.

This Policy is specifically applicable to the creation of technology-mediated courseware in any form and format, including but not limited to video and Internet-based materials. However, this Policy is *not* intended to affect the compensation of faculty and other College personnel involved in the *delivery* of instruction independent of the ownership of the courseware that may underlie such instruction.

#### 2. Ownership Principles and Standards

College faculty, students, and staff routinely create intellectual property (**1**) that is subject to copyright (**2**) protection.

However, copyright protects only the original expression of facts and ideas that have been fixed in a tangible medium of expression such as a written work, computer software, video, photographs, painting, or other item of tangible (even if virtual) expression.

Copyright protections does not protect the underlying facts or ideas in and of themselves, because facts and ideas exist independent of the effort or contribution of the author to fix them in tangible form. Under the federal Copyright Act of 1976, original works of authorship are automatically protected by copyright simultaneously with their fixing in a tangible form of expression. The owner of the copyright to a Work has the exclusive right to reproduce it, display, perform, or distribute it to the public, and make adaptations or derivative Works based on the original. This Policy is designed to delineate the identity of the owner of the Work as well as set forth a framework for the sharing of value that might arise from the creation of a Work.

## DRAFT

In cases where the provisions of this Policy state that the College cedes copyright ownership to the author(s), it is the intention that such ownership will be ceded to the author(s) by operation of this Policy without requiring further action by the College.

As a general rule, the author of a Work is the owner of the copyright. It is the general policy of the College that Works that are created on an individual's own independent initiative outside the time, place, and scope of employment or activity within the College are owned by the author.

Conversely, under the *work made for hire* doctrine of the Copyright Act, the author, and, therefore the owner, of the copyright in Works created by persons *within the scope of their employment* is the employer rather than the individual creator. Therefore, unless modified by this Policy or by the specific terms of a written agreement signed by the faculty member or other employee or covered individual and the President or his or her designee, as a matter of law, Works created by College faculty members in the course of their teaching and research and by other personnel in the course of their employment (including students working in conjunction with faculty), are the property of the College. ***NOTE: The copyright for Works produced by a student during the normal completion of a course belong to the student and may only be used by the College with the consent of the student.***

However, since a fundamental principle of the College as an academic organization is to encourage the development and widest possible dissemination of scholarly Work produced by members of the College community, and consistent with longstanding academic tradition, except as described below, the College cedes copyright ownership to the faculty member who writes or develops a scholarly or academic tangible or virtual Work (including books, papers, lecture notes, articles, and similar materials) where such Work is created by a faculty member either using his or her own resources or using College resources that are generally available to the College faculty. In such cases the faculty member is entitled to determine, consistent with the College's Use of Name and Conflict of Interest/Conflict of Commitment policies, how the Work is to be disseminated and to keep any net income it produces.

The College does **not** cede ownership in the following situations:

### **a) Assigned Projects and Tasks.**

The College retains ownership of the copyright to Works created:

- (i) by faculty members as part of an assigned project or task, where the assignment explicitly states that the work will be owned by the College;
- (ii) by staff members in any work they perform for the College; and
- (iii) by graduate interns or other fellows, and student employees in the course of any assigned duties other than research tasks performed in support of a project directed by a faculty member that does not fall within any other exception.

### **b) External College Agreements.**

Ownership of the copyright to works commissioned or developed by a faculty member or other employee pursuant to an agreement that the College has with an entity outside of the College will be governed by the terms of such agreement. If the agreement does not specify ownership by the outside entity, ownership shall vest in the College. All such agreements must be approved in writing by the President or his or her designee.

### **c) Institutional Works.**

# DRAFT

Unless the parties agree in writing to the contrary, the College shall own the copyright in a work if the College:

- (i) will make or has made a significant investment in the development of the work through the provision of substantial financial, personnel, technology, facilities, or other resources beyond that which is generally provided faculty in the ordinary course of instruction and research; or
- (ii) enters into a written agreement with the developer(s) that makes provision for copyright ownership;

### 3. Revenue Distribution

The identity of the owner of a Work does not dictate the manner in which revenues derived from that Work may be distributed among those involved in its creation, distribution and use. Unless otherwise agreed in writing, the College shall share with the creator(s) the net income (that is, the gross income less all costs incurred by the College in the development, production and distribution of the Work) received from commercialization or exploitation of Works owned by the College in accordance with the following formula. The change in distribution formula will only affect net revenues above the triggering amount, whenever such revenues are received.

<b>Cumulative Net Revenue</b>	
Developer/Creator	35%
Developer's Academic Department*	15%
General College	50%

(\*The purpose of the Departmental share is to support additional instructional development activities. If the developer is not a faculty member, the Department share is allocated to the General College.)

### 4. Intellectual Control

Where the College owns the copyright in a Work, the College grants the creator(s) a royalty free, non-exclusive license to reproduce and use the work for his or her own noncommercial academic or scholarly purposes, subject to the College's policies on Conflict of Interest/Conflict of Commitment and Use of Name. Use or distribution of such Works outside of the College, or distribution to colleagues, whether within or outside of the College, for their use outside of the College, must be in accordance with guidelines established by the College.

Faculty creator(s) of Works owned by the College have the right to update, correct, edit, or otherwise revise Works that become dated or that will be in need of revision within a particular period. It is the policy of the College that such rights be agreed upon and incorporated into a written agreement that is entered into prior to the creation of the Work.

Regardless of whether such an agreement has been entered into, if the College believes a revision is necessary and the creator(s) fail to make the revision in a timely manner or if the revision made does not, in the College's opinion, meet customary standards as determined by the College, the College may employ other persons to revise or update the Work. In the latter instance, the creator(s) may request that his or her name(s) be removed from the Work, and such request will be honored by the College.

### 5. Disclosure

The creator(s)/developer(s) of any Works shall promptly disclose to the ~~Office of Instructional Affairs~~ **Copyright Officer** any copyrightable materials covered by this policy that may be within the ownership rights of the College.

### 6. Transfer of Ownership

## DRAFT

Where the College retains ownership of a Work, it may, upon request, transfer ownership to the creator(s) or developer(s) of the work by written assignment signed by the President or ~~his or her~~ the **Copyright Officer**. In such cases, unless otherwise agreed to in writing, the College retains a royalty free, non-exclusive right to reproduce and use such works for its purposes.

### 7. Third Party Materials

It is the policy of the College that all faculty, students, and employees comply with the requirements of law, specifically including state and federal copyright and privacy laws. Because liability may arise from incorporating into a work copyrighted material owned by third parties and images and voices of individuals, it is the responsibility of the creator(s) or developer(s) to obtain in writing all permissions and releases necessary to avoid copyright infringement and invasion of the personal rights of others, regardless of the ultimate ownership of the created work.

### 8. Dispute Resolution

This Policy shall be administered by the ~~Office of Instructional Affairs~~ **Copyright Officer**, who will provide advisory interpretations upon the request of any member of the College community. Disputes concerning the interpretation and application of this Policy shall be resolved by the Academic and Campus Affairs Council. The decision of the Council may be appealed to the President. The decision of the President is final and binding.

### *Definitions from Black's Law Dictionary (9<sup>th</sup> ed. 2009)*

- (1) *Intellectual property, n. (1808) 1. A category of intangible rights protecting commercially valuable products of the human intellect. • The category comprises primarily trademark, copyright, and patent rights, but also includes trade-secret rights, publicity rights, moral rights, and rights against unfair competition. 2. A commercially valuable product of the human intellect, in a concrete or abstract form, such as a copyrightable work, a protectable trademark, a patentable invention, or a trade secret.*
- (2) *Copyright, n. (18c) 1. The right to copy; specifically, a property right in an original work of authorship (including literary, musical, dramatic, choreographic, pictorial, graphic, sculptural, and architectural works; motion pictures and other audiovisual works; and sound recordings) fixed in any tangible medium of expression, giving the holder the exclusive right to reproduce, adapt, distribute, perform, and display the work. 2. The body of law relating to such works. • Copyright law is governed by the Copyright Act of 1976.*

## DRAFT

**Subject:** Staffing of Adjunct Faculty

**AR#** 4.06.002

**Based on Board Policy:** [D-6. Employment of Adjunct Faculty](#)

**Approved by Council/President:** Academic and Campus Affairs Council

**Date:** 03/26/1999; amended 04/17/00, 08/21/00, 04/04/01, 08/03/03, 06/16/06,

**Approved/Amended:** 11/30/07, 02/06/09, 06/03/11

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### Value Statement

The Austin Community College District values the contributions of adjunct faculty, and intends to make the best use of individual adjuncts in light of the skills revealed by evaluation and supervisory observation. To facilitate this process, the College has established clearly stated principles to guide the process of scheduling adjunct faculty.

### Administrative Rule

Staffing of Adjunct Faculty is the process by which specific sections are assigned to members of the Adjunct Faculty for teaching. Department Chairs have the responsibility to make such assignments only to members of the Adjunct Faculty who are on the appropriate eligibility list and only in accord with the rules of staffing below.

All staffing shall be completed through the use of the eStaffing system except as exempted by approval of the Vice President upon the recommendation of the eStaffing Committee. All staffing, whether by eStaffing or otherwise, shall be completed in accord with the rules below. *(Note: Department Chairs are exempt from these rules and procedures only when complying with the staffing needs of Early College Start classes. Deans are responsible for monitoring departmental compliance with the requirement that early college start staffing, nonetheless, be fair.)*

Prior to soliciting Adjunct Faculty teaching preferences in a given term, Department Chairs and Deans must verify the accuracy of all Eligibility Lists and confirm the priority status of all Adjunct Faculty on the lists. The types of priority status for staffing (MSTA, IA, CA, HPTH, and Senior) are discussed in section 2 below.

## 1. Staffing

### 1.1 Staffing Responsibilities

- Staff members of the Adjunct Faculty in a fair and consistent manner
- Staff members of the Adjunct Faculty in a fair and consistent manner
- Consider the preferences of members of the Adjunct Faculty as noted in the eStaffing system (e.g. preferred sections, time, locations, etc.)
- Ensure that Adjunct Faculty will be staffed to the appropriate workload prior to the staffing of any Adjunct Faculty of lower priority
- Consider whether sections are marginal or have substantial chance of cancellation when staffing MSTAs, IAs, and CAs

### 1.2 Priority Order for Staffing

Adjunct Faculty shall be staffed in the following order:

#### Phase I

- Multiple Semester Term Appointment (MSTA)-~~Exception~~ **Senior**
- Multiple Semester Term Appointment (MSTA)
- Instructional Associate (IA)/College Associate (CA) (Senior)
- Instructional Associate (IA)/College Associate (CA)

## DRAFT

- Highest Priority To Hire (HPTH) (Senior)
- Highest Priority To Hire (HPTH)

### Phase II

- All other Adjunct Faculty on the Eligibility List for that course

### 1.3 Staffing Limitations

- Prior to soliciting teaching preferences from Adjunct Faculty in Phase I, the sections assigned to Full-Time Faculty in accord with their workload limits shall be removed from the set of available sections. Prior to soliciting teaching preferences from Adjunct Faculty in Phase II, the sections assigned during Phase I staffing shall be removed from the set of available sections.
- All Adjunct Faculty assignments, regardless of ranking, are contingent upon availability of sections. There is no guarantee of any particular section, time slot, or location for any Adjunct Faculty regardless of priority status on the eligibility list.
- Teaching assignments are subject to the applicable workload limitations noted in [Administrative Rule 4.06.013, Adjunct Faculty Load Limits](#). Adjunct Faculty should not be scheduled above the established load limits without written exception approval by the appropriate Instructional Vice President. When course cancellation results in a Full-Time Faculty member being assigned less than their required LEH, the Department Chair may reassign sections from adjunct faculty to enable a Full-Time Faculty member to meet LEH requirements. Reassignments may also occur to guarantee an overload section for Full-Time faculty when classes are available. Reassignments may not occur to guarantee a second overload for Full-Time Faculty.
- Whenever a course cancellation or reassignment to a Full-Time Faculty member results in MSTAs, IA, or CA failure to meet their workload, the Department Chair will consult with the affected person holding MSTAs, IA, or CA priority status to afford the opportunity to select a replacement course first from any unstaffed courses or to assume a course previously assigned to a member of the adjunct faculty with a lower staffing priority status.

## 2. Definition Eligibility List Status

### 2.1 Multiple Semester Term Appointment

A Multiple Semester Term Appointment (MSTA) is an appointment held by selected Adjunct Faculty that allows for priority status in the assignment of sections over multiple semesters. It is accepted operational standard of the College, as presented in [Board Policy D-6 \[4 b\]](#), to “make extensive use of multiple-semester appointments for adjunct faculty.”

#### Types of MSTAs

- ~~MSTA (Exception): allows Adjunct Faculty who have, in a single semester prior to summer, 1999, taught at the maximum workload permitted under [Board Policy D 3\(c\)](#), to teach up to that workload for the duration of the appointment.~~
- ~~MSTA: allows Adjunct Faculty to teach up to the maximum workload allowed by [Administrative Rule 4.06.013, Adjunct Faculty Load Limits](#).~~

### Eligibility Standards

To be eligible for an MSTAs, a member of the Adjunct Faculty must have:

- Received summary teaching evaluations, when last evaluated, of very good or excellent in all categories and have received acceptable evaluations with respect to compliance with administrative procedures.
- Received HPTH status on at least one course eligibility list.

### Appointment Procedures

## DRAFT

- All MSTA appointments will be made by Department Chairs with approval of their Dean.
- The number of MSTA appointments shall be determined by Department Chairs in consultation with their Deans based on the size of department, complexity of scheduling, and available courses.
- All MSTAs will be granted in the spring semester for the coming year. Appointments will follow the completion of the faculty evaluation process.
- MSTAs are renewable one-year appointments. A member of the Adjunct Faculty who has held an MSTA for three consecutive years shall receive a three-year appointment that shall be renewed each year that he or she meets the eligibility standards.

### 2.2 Instructional Associate

Instructional Associate (IA) is a college professional/technical position that is associated with a department and that is held by a member of the Adjunct Faculty.

#### Eligibility Standards

To be eligible for an IA, a member of the Adjunct Faculty must:

- Have, in a single semester prior to Summer, 1999, taught at the maximum workload permitted under [Board Policy D-3 \(c\)](#).
- Currently hold HPTH status on at least one course eligibility list
- Receive very good or excellent evaluations for both the teaching and non-teaching portions of the appointment.

#### Appointment Procedures

- All IA appointments will be made by the appropriate Vice President, with approval of the President.
- All IA appointments will be granted in the spring semester for the coming year. Appointments will follow the completion of the faculty evaluation process.
- IAs are automatically renewable one-year appointments.
- IAs not meeting the eligibility standard for two consecutive years will not be renewed.

### 2.3 College Associate

College Associate (CA) is a college professional/technical position that is associated with a support area of the college and that is held by a member of the Adjunct Faculty.

#### Eligibility Standards

To be eligible for a CA, a member of the Adjunct Faculty must:

- Have, in a single semester prior to Summer, 1999, taught at the maximum workload permitted under [Board Policy D-3\(c\)](#).
- Currently hold HPTH status on at least one course eligibility list
- Receive very good or excellent evaluations for both the teaching and non-teaching portions of the appointment.

#### Appointment Procedures

- All CA appointments will be made by the appropriate Vice President, with approval of the President.
- All CA appointments will be granted in the spring semester for the coming year. Appointments will follow the completion of the faculty evaluation process.
- CAs are automatically renewable one-year appointments.
- CAs not meeting the eligibility standard for two consecutive years will not be renewed.

## DRAFT

### 2.4 Senior Adjunct Faculty

The designation Senior Adjunct Faculty applies to members of the Adjunct Faculty who have taught at least 10 semesters *in the same discipline (e.g., Anthropology, Commercial Music Management, Japanese, Marketing, Speech)* at ACC not counting more than two semesters from any one year.

### 2.5 Employed Industry Specialist

A Department Chair, with the approval of the appropriate Dean, may designate a member of the Adjunct Faculty as an Employed Industry Specialist if the person so designated

- Receives his or her primary income and benefits come from an organization or source other than ACC, or is retired with benefits, and
- Has knowledge of special technical skills required for successful employment in a particular industry or business.

To receive or retain this designation, the member of the Adjunct Faculty must submit evidence yearly of employment and benefits or retirement with benefits.

### 3. Review of Staffing

Any member of the Adjunct Faculty who believes that this Administrative Rule has not been properly implemented may request a Procedural Review in accord with [Administrative Rule 4.06.005, Review of Adjunct Faculty Administrative Rules](#).

# Austin Community College 2012-2013

## Academic Year Calendar

# DRAFT

July 12						
Su	M	Tu	W	Th	F	Sa
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August 12						
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September 12						
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October 12						
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November 12						
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December 12						
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January 13						
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February 13						
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March 13						
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April 13						
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May 13						
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June 13						
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July 13						
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August 13						
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ACC Employee Holiday

College Closed

Semester Start Date

Semester End Date

## Notes

Labor Day	September 3
Thanksgiving	November 22-23
Winter Break	Dec. 21-Jan. 1
MLK Day	January 21
Spring Break	March 11-15
Memorial Day	May 27
Independence Day	July 4

Closed	November 24-25
Closed	March 16-17
Closed	March 31

**Important Note:** Academic Calendar holiday and break inclusive dates indicate the entire period during which no classes are held and College offices are officially closed. **When the College is closed, exempt and non-exempt employees regularly scheduled to work will receive administrative leave.** Exempt employees, if they worked anytime during the prior week, will be paid for holidays and break periods. For additional information, consult the ACC Employee Handbook.

### Fall 2012

16A Weeks	Aug. 27 - Dec. 16
12A Weeks	Sept. 24 - Dec. 16
08A Weeks	Aug. 27 - Oct. 21
08B Weeks	Oct. 22 - Dec. 16

### Spring 2013

16A Weeks	Jan. 14 - May 12
12A Weeks	Feb. 11 - May 12
08A Weeks	Jan. 14 - Mar. 10
08B Weeks	Mar. 18 - May 12

### Summer 2013

11A Weeks	May 28 - Aug. 13
09A Weeks	May 28 - July 30
08A Weeks	May 28 - July 23
5.5A Weeks	May 28 - July 3
5.5B Weeks	July 8 - Aug. 13

# Austin Community College District 2013-2014

## Academic Year Calendar

### DRAFT - Option 1

July 13						
Su	M	Tu	W	Th	F	Sa
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August 13						
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September 13						
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October 13						
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November 13						
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December 13						
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January 14						
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February 14						
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March 14						
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April 14						
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May 14						
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June 14						
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July 14						
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August 14						
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31						

 ACC Employee Holiday

 College Closed

 Semester Start Date

 Semester End Date

## Notes 2013-14

Labor Day	Sept. 2
Thanksgiving	Nov. 28-29
Winter Break	Dec. 23 – Jan. 1
MLK Day	Jan. 20
Spring Break	Mar. 10-14
Memorial Day	May 26
Independence Day	July 4
Closed	Nov. 30 - Dec. 1
Closed	Mar. 15-16
Closed	Apr. 20

**Important Note:** Academic Calendar holiday and break inclusive dates indicate the entire period during which no classes are held and College offices are officially closed. **When the College is closed, exempt and non-exempt employees regularly scheduled to work will receive administrative leave.** Exempt employees, if they worked anytime during the prior week, will be paid for holidays and break periods. For additional information, consult the ACC Employee Handbook.

### Fall 2013

16A Weeks	Aug. 26 - Dec. 15
12A Weeks	Sept. 23 - Dec. 15
08A Weeks	Aug. 26 - Oct. 20
08B Weeks	Oct. 21 - Dec. 15

### Spring 2014

16A Weeks	Jan. 13 - May 11
12A Weeks	Feb. 10 - May 11
08A Weeks	Jan. 13 - Mar. 9
08B Weeks	Mar. 17 - May 11

### Summer 2014

11A Weeks	May 27 - Aug. 12
09A Weeks	May 27 - July 28
08A Weeks	May 27 - July 21
5.5A Weeks	May 27 - July 2
5.5B Weeks	July 7 - Aug. 12

# Austin Community College District

## 2013-2014

### Academic Year Calendar

### DRAFT - Option 2

July 13						
Su	M	Tu	W	Th	F	Sa
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August 13						
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September 13						
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October 13						
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November 13						
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10	11	12	13	14	15	16
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December 13						
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22	23	24	25	26	27	28
29	30	31				

January 14						
Su	M	Tu	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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February 14						
Su	M	Tu	W	Th	F	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 14						
Su	M	Tu	W	Th	F	Sa
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April 14						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 14						
Su	M	Tu	W	Th	F	Sa
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25	26	27	28	29	30	31

June 14						
Su	M	Tu	W	Th	F	Sa
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22	23	24	25	26	27	28
29	30					

July 14						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 14						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

 ACC Employee Holiday

 College Closed

 Semester Start Date

 Semester End Date

### Notes 2013-14

Labor Day	Sept. 2
Thanksgiving	Nov. 28-29
Winter Break	Dec. 20 – Dec. 31
MLK Day	Jan. 20
Spring Break	Mar. 10-14
Memorial Day	May 26
Independence Day	July 4
Closed	Nov. 30 - Dec. 1
Closed	Mar. 15-16
Closed	Apr. 20

**Important Note:** Academic Calendar holiday and break inclusive dates indicate the entire period during which no classes are held and College offices are officially closed. **When the College is closed, exempt and non-exempt employees regularly scheduled to work will receive administrative leave.** Exempt employees, if they worked anytime during the prior week, will be paid for holidays and break periods. For additional information, consult the ACC Employee Handbook.

#### Fall 2013

16A Weeks	Aug. 26 - Dec. 15
12A Weeks	Sept. 23 - Dec. 15
08A Weeks	Aug. 26 - Oct. 20
08B Weeks	Oct. 21 - Dec. 15

#### Spring 2014

16A Weeks	Jan. 13 - May 11
12A Weeks	Feb. 10 - May 11
08A Weeks	Jan. 13 - Mar. 9
08B Weeks	Mar. 17 - May 11

#### Summer 2014

11A Weeks	May 27 - Aug. 12
09A Weeks	May 27 - July 28
08A Weeks	May 27 - July 21
5.5A Weeks	May 27 - July 2
5.5B Weeks	July 7 - Aug. 12

**COMMENTS: NEW Substantive Change AR (Guidelines)**

I have some concerns as to how the substantive change AR has been written. My comments are below.

The second attachment is the process DL has currently in place for tracking these 'percentage change points'

A) In looking at this new AR --- DL SACS Substantive Change has been grouped in with "Location Related Substantive Changes" section. I think it needs to be either in the Program Related Substantive Changes section or its own section "Delivery Mode" Substantive Changes.

B) Also this only deals with the 50% or more offering at DL but doesn't mention the 25% or 100% threshold which we currently are reporting..

C) This document doesn't show who is responsible for reporting the Distance Learning percentage changes.

D) Has SACS indicated that this is the way they want Substantive Changes reported?

**SACS Substantive Change Notification – Degree or Certificate being offered at 100%, 50% or 25% via Distance Learning**

SACS requires community colleges to report when a degree or certificate program offered via Distance Learning, reaches the following percentages: 100%, 50% and 25% and ACC must provide SACS with a Substantive Change Report. Distance Learning submits this notification to SACS via the Office of Effectiveness & Accountability.

By planning ahead, we can make sure ACC meets the SACS Substantive Change Reporting criteria and meets the timeline for offering these new Distance Learning Courses.

Distance Learning needs **DL Course Approval Forms** for all the new (never offered before in any mode) DL courses as per Administrative Rule 4.03.004 – Section 5 Distance Learning <http://www.austincc.edu/admrule/4.03.004.htm> .

An example of deadlines (for FY '13) for submitting DL Course Approval Forms are as follows:

<b>Fall Semester 2012</b>	<b>March 1, 2012</b>
<b>Spring Semester 2013</b>	<b>July 15, 2012</b>
<b>Summer 2013</b>	<b>December 1, 2012</b>

General rule of thumb for any new Distance Learning course, never offered in any DL mode, is to have its completed Course Approval Form in the DL Office **six months prior** to the course being delivered to students. If the deadline is not met, the department will need to wait to offer the new course during the subsequent semester. These deadlines are also made known via the Schedule Development Committee Timelines -

<http://www.austincc.edu/orgref/councils/schedule.php>



Draft Rule with Proposed Changes  
Senate Academic Affairs and Policy and  
Procedure Committees Recommendations

### *Administrative Rules*

**Subject:** Admission

**AR#** 1.02.003

**Based on Board Policy:** A-2. Equal Educational Opportunity

**Recommended by  
Council/President:** Academic and Campus Affairs Council

**Date Approved/Amended:** 06/18/1973, amended 01/15/79, 04/04/88, 10/14/98, 09/21/99, 02/14/03, 04/21/06

**Value Statement**

The Austin Community College District values access to higher education and training as the primary means by which individuals and communities are able to reach their potential.

**Administrative Rule**

Austin Community College maintains an "open-door" admissions policy to promote access to a wide range of post-secondary educational programs.

A student may be admitted to the College according to any one of the following conditions:

1. Be a graduate of an accredited high school or have completed a home school program, have completed all coursework requirements of an accredited high school or have successfully completed all requirements of a General Education Development (GED) program..
2. A person who is 18 years of age or over may be exempt from the above ACC admission requirements and admitted by the Director of Admissions and Records or designee, provided the student can demonstrate an ability to benefit from instruction.
3. A student who has completed the sophomore year of high school may, upon the recommendation of the high school principal or home school administrator and with the approval of his/her parent or guardian, be permitted to enroll in the College.
4. Be an eligible student enrolled in a Texas Education Agency-approved Early College High School (ECHS) with freshman, sophomore, junior, or senior high school standing. (Texas Higher Education Coordinating Board Rule, Section 4.161-), upon recommendation of the high school principal or home school administrator and with the approval of his/her parent/guardian.

A student, who wishes to appeal an admission decision made based on the criteria above, may appeal to the Director of Admissions and Records.

Admission to the College does not guarantee admission to all programs; some instructional programs maintain additional admission requirements. Individual instructional program areas will establish and ensure compliance with all relevant, program-specific admission requirements. Program admission requirements are subject to final approval by the appropriate Vice President. The Director of Admissions will collect and maintain a document that includes all admission rules specific to departments.

**President/CEO:** Stephen B. Kinslow

**Date:** 07/29/10

**Comment [LWI]:** No need to mention freshman, sophomore, junior or senior, since it is covered by "a student enrolled in an ECHS." This additional language mirrors our requirements for Early College Start.

**Deleted:**

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**Actions:**

Presented to the Admissions and Registration Committee (ARC) at the April 12, 2011 meeting. The draft rule was approved and forwarded to the Student Services Council for action.

Presented to the Student Services Council (SSC) for first reading at the June 2, 2011 meeting. Draft was reviewed and several non-substantive wording changes were requested. Draft rule has been updated to include the SSC-requested changes. Draft rule will be presented for a second read and vote at the July 7, 2011 SSC meeting.

Presented to the Student Services Council (SSC) for second reading and vote at the July 7, 2011 meeting. Revised rule was approved by a vote of the members and is recommended for further approval by the Academic and Campus Affairs Council.

***Shared Governance Comments on AR 1.02.003 Admission***

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Professional Technical Employees

I am not sure this is appropriate. Just what are they trying to determine with "benefit from instruction" Does that really mean we have an "open-door" policy. It seems that this is very vague, and subjective.

I recall in conversations with Connie Wall in OIEA, that there were limitations to what the school was allowed to set for admission criteria that were higher than the state. The topic came up when the testing/ placement revision just came up. It seemed that ACC was not allowed to set higher standards than the state. Would that also not infer that programs could not do so?



Recommendations from Senate Committees:  
Academic Affairs and Policy and Procedures

### *Administrative Rules*

**Subject:** Distance Learning Best Practices

**AR#** 4.01.001

**Based on Board Policy:** D-1, Statement of Instructional Philosophy

**Approved by Council/President:** Academic and Campus Affairs Council

**Date Approved/Amended:** 11/21/2008; amended 06/04/10, 11/19/10

#### **Value Statement**

Austin Community College District recognizes that distance education provides or enhances access to higher education. In addition, the College acknowledges that evolving technology has provided and will continue to provide opportunities for learning outside the traditional classroom. To ensure a high quality of instruction, student learning, student satisfaction, student access, and student success, the Austin Community College District is committed to providing college resources and support for Distance Education courses.

#### **Administrative Rule**

##### **Distance and Correspondence Education - Policy Statement**

##### **Definition of Distance Education**

For the purposes of the Commission's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

##### **Definition of Correspondence Education**

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

##### **Policy Statements**

1. At the time of review by the Commission, the institution must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.
2. An institution that offers distance or correspondence education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission.
3. Institutions must ensure that their distance and correspondence education courses and programs comply with the Principles of Accreditation. This applies to all educational programs and services, wherever located or however delivered.

Austin Community College District is committed to the standards and principles established in the Southern Association of Colleges and Schools' (SACS) *Distance and Correspondence Education – Policy Statement and Best Practices for Electronically Offered Degree and Certificate programs*, and adopts the following SACS policies as minimum standards for distance learning courses and programs at ACC.

#### **Guidelines in the Application of the Principles of Accreditation To Distance and Correspondence Education**

With the underlying concept that the Principles of Accreditation apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following guideline statements in implementing and reporting on distance and correspondence education programs.

##### **Mission**

If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission.

##### **Curriculum and Instruction**

- The faculty assumes responsibility for and exercises oversight of distance education and correspondence education, ensuring both the rigor of programs and the quality of instruction.
- The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.
- Distance education and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.
- Academic support services are appropriate and specifically related to distance education and correspondence education.
- Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence education.
- For all degree programs offered through distance or correspondence education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education.
- For all courses offered through distance or correspondence education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining its equivalency.
- An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

##### **Faculty**

- An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.
- The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.
- Department chairs shall document that faculty who are teaching distance learning courses are competent to teach distance learning courses. ~~Faculty who teach in distance and correspondence education programs and courses receive appropriate training.~~

**Comment [LW4]:** This places responsibility on the faculty to ensure that those teaching courses in a DL format are competent. See first statement under Curriculum and Instruction Heading.

##### **Institutional Effectiveness**

- Comparability of distance and correspondence education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.
- The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

##### **Library and Learning Resources**

- Students have access to and can effectively use appropriate library resources.
- Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.

##### **Student Services**

- Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.
- Students in distance and correspondence programs have an adequate procedure for resolving their complaints and the institution follows its policies and procedures.
- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students. Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.
- Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

#### **Facilities and Finances**

- Appropriate equipment and technical expertise required for distance education and correspondence education are available.
- The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

*\*Adopted: Commission on Colleges, June 1997*

*Updated in accord with the revised Principles, December 2006*

*Endorsed: Executive Council, SACS Commission on Colleges, June 2009*

*Adopted: SACSCOC Board of Trustees: June 2010*

#### **Implementation**

Departments will collaboratively establish guidelines for Distance Education courses which meet the minimum standards established in SACS Distance Education and Correspondence Education - Policy Statement while respecting the academic freedom of individual faculty members. Departments may also develop and implement additional Departmental Best Practices for Distance Learning Courses.

Departmental guidelines for distance education courses apply to both courses being developed for delivery via Distance Learning and already existing DL courses.

- Departments will review courses being developed for offering via Distance Learning to ensure courses are developed and delivered in accordance with departmental guidelines.
- Existing DL courses will be reviewed as part of the normal Program Review and Faculty Evaluation processes to ensure they are delivered in accordance with departmental guidelines.

College will provide appropriate Faculty Professional Development as well as appropriate support to both faculty and students to allow effective implementation of departmental guidelines. College DL support services will adhere to the minimum expectations for DL established by SACS' Distance Education and Correspondence Education - Policy Statement.

The DL Committee is responsible for researching, establishing, maintaining and publishing recommended DL Best Practices. Departments may adopt these recommended best practices, or establish program specific guidelines. In the implementation process, academic freedom will be fully protected.

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**President/CEO:** Stephen B. Kinslow

**Date:** 04/19/11