

First name Erica Last name Reynolds Email reynoldse@smccd.edu

Submission Date

Program Name

Please select your program

Academic Support and Learning Technologies

Division

Please select your division

Academic Support and Learning Technologies

1. Briefly describe the position being requested (for example, biology faculty with expertise in anatomy).

1. CSM Distance Education Coordinator
2. Online Course Content Accessibility Specialist

2. Describe the rationale and motivation for the request. Include information on program LOAD; ratios of full-time FTEF to hourly FTEF and full-time to part-time faculty; recent faculty retirements; any mandates and regulations affecting the position; and any additional reasons, including impact on the community at large.

If your answer is more than 2000 characters (approximately 300 words), please upload a Word document below (10 MB or less). If you're not sure, please upload your answer. Please upload text only; we cannot ensure that non-text such as images, diagrams, or charts will be retained in the final submission.

Please see attached rationale document.

Rationale and motivation for the request

File upload - Word only

[DE rationale and motivation for the faculty request.docx](#)

3. Discuss how the position will help the department and/or division meet goals and support student learning as described in most recent program review.

If your answer is more than 2000 characters (approximately 300 words), please upload a Word document below (10 MB or less). If you're not sure, please upload your answer. Please upload text only; we cannot ensure that non-text such as images, diagrams, or charts will be retained in the final submission.

Please see attached discussion on how the positions will help the department and/or division.

How the position will help

File upload - Word only

[Discuss how the position will help the department and%2For division meet goals.docx](#)

Classified Staff

There is a 63-character limit (approximately 8 words) per description field.

| Quantity | Description | Classification |
|----------|---|----------------|
| 1 | Faculty: DE Coordinator (0.2 FTE) | Part-time |
| 2 | Faculty: DE Coordinator - DE Handbook Authoring (40 Hours) | Part-time |
| 3 | Online Course Content Accessibility Specialist (0.2 FTE) | Part-time |
| 4 | Staff: Overtime for Saturday Trainings for Fall and Spring (\$1200) | Part-time |

| Quantity | Description | Classification |
|----------|-------------|----------------|
| 5 | | Part-time |

Equipment, Instructional Materials and Software

NOTE: No requests for computers for individuals or learning support centers should be put here. There is a 63-character limit (approximately 8 words) per description field. Please add 20% to the cost for taxes, shipping, and potential price increases. For example, if the cost of the equipment is \$100, add \$20 for a total of \$120.

| Quantity | Description | Cost |
|----------|---|-------|
| 1 2 | Snagit Software 2019 Licenses | 60 |
| 2 2 | Camtasia Software 2018 Upgrade Licenses | 200 |
| 3 2 | Del PK941 Use & Return High-Yield Black Toner Cartridge | 300 |
| 4 1 | Salary & Benefits: Accessibility and Universal Design Cohort (Faculty and Staff Salaries Benefits) | 16000 |
| 5 1 | Food: Accessibility and Universal Design Cohort (Coffee and Snacks) | 100 |
| 6 1 | Salary & Benefits: Accessibility Workshops, presented by cohort member (Flex Day preparation hours) | 2600 |
| 7 1 | Salary & Benefits: Principles of Online Teaching (Faculty Salary and Benefits) Summer 2019 | 27500 |
| 8 1 | Food: Principles of Online Teaching (Lunch and Coffee) | 1500 |
| 9 1 | Food: Brown Bag/Coffee & Canvas (Food) (Spring 2019) | 200 |
| 10 1 | Professional Development for Instructional Technologist (OTC, OLC, @One Workshops) | 1000 |
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1. Describe the rationale and motivation for the request. Include information on program LOAD; ratios of full-time FTEF to hourly FTEF and full-time to part-time faculty; recent faculty retirements; any mandates and regulations affecting the position; and any additional reasons, including impact on the community at large.
 - **Distance Education Coordinator**
 - The DE Coordinator role:
 - provide leadership in distance education planning, development, implementation and evaluation.
 - assist faculty to locate, design, and/or develop courses using various interactive instructional technologies, including internet-based online and hybrid courses.
 - serve on relevant committees and participating in projects related to distance education at the College.
 - Responsibilities include the following:
 - Ensure compliance with college, state and federal guidelines, regulations, and policies, including Title 5, accreditation standards, copyright and intellectual property rights, and Section 508 of the Americans with Disabilities Act (ADA)
 - Work with the college community to meet institutional goals through effective implementation of distance education instruction.
 - Assist faculty with obtaining Curriculum Committee approval for distance education delivery of their courses. Read and assess all D.E. addendums.
 - Co-chairs monthly CSM Distance Education and Educational Technology Committee
 - Representative to District Distance Education Committee (DEAC)
 - **Online Course Content Accessibility Specialist**
 - On June 29, 2010, the Office of Civil Rights in partnership with the Department of Justice and the Department of Education sent a “Dear Colleague Letter” to college and university presidents that expressed concern about:
 - Requiring use of an emerging technology in a classroom environment when the technology is inaccessible to an entire population of individuals with disabilities – individuals with visual disabilities – is discrimination prohibited by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) unless those individuals are provided accommodations or modifications that permit them to receive all the educational benefits provided by the technology in an equally effective and equally integrated manner.
 - Subsequently, the Dear Colleague Letter (DCL) of 2010 put us on notice that using technology that is not accessible to students with disabilities is discrimination and the Office of Civil Rights now considers non-compliance “willful negligence.”
 - On June 19, 2018, CCC Chancellor Oakley’s Office sent out a “Dear Colleagues” letter introducing a new accessibility standard which “reinforces the requirement that colleges within the system create, purchase, and utilize instructional materials that comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, in accordance with California Government Code §7405, Government Code §11135, Government Code §11546.7, as well as with best practices.”

3. Discuss how the position will help the department and/or division meet goals and support student learning as described in most recent program review.

o DE Coordinator

■ This position will support Goals 4, 5, and 6 of the Distance Education work plan in the following ways:

- Goal 4: Distance education courses have comparable rates of student success, completion, and satisfaction to on-campus courses.
 - a. Improving the academic success of all students by providing support resources for current and prospective DE students.
- Goal 5: Faculty, staff, administrators, and instructional and student services support staff receives effective institutional support for distance education training and learning.
 - a. Provide opportunities for employees to engage in the development of innovative curriculum in the context of applying online pedagogy and course development.
- Goal 6: Comprehensive administrative oversight and staffing for distance education allows students to accomplish their varied goals in a reasonable and predictable timeframe.
 - a. Establish a faculty position to support the needs of faculty teaching online courses and students enrolled in online courses.

o Online Course Content Accessibility Specialist

■ This position will support Goals 4, 5, and 6 of the Distance Education work plan in the following ways:

- Goal 4: Distance education courses have comparable rates of student success, completion, and satisfaction to on-campus courses.
 - a. Improving the academic success of all students by removing barriers for students who may or may not state a disability and request accommodations.
 - b. Improve the effectiveness of distance learning by creating accessible materials that benefit all students. For example, providing captioning on videos supports second-language learners and students with visual-text learning preferences.
 - c. Providing accessible content creates a learning experience that that is fully open to people with a wide range of abilities, disabilities, and other characteristics.
- Goal 5: Faculty, staff, administrators, and instructional and student services support staff effective institutional support for distance education training and learning.
 - a. Provide opportunities for employees to engage in the development of innovative curriculum in the context of applying universal design for learning principles to develop an accessible online course that gives all individuals equal opportunities to learn.
- Goal 6: Comprehensive administrative oversight and staffing for distance education allow students to accomplish their varied goals in a reasonable and predictable timeframe.
 - a. Establish a faculty position to support the needs of faculty teaching online courses and students enrolled in online courses