

From: [Corey Marvin](#)
To: [cc_faculty_full](#); [cc_adjunct](#)
Subject: Welcome Back! Resources and Procedures, 1 of 4
Date: Tuesday, January 02, 2018 11:21:00 AM

Greetings, Cerro Coso Instructors, Spring Term 2018:

Hope you have had and are continuing to have a peaceful and relaxing winter break. As we head toward the start of the spring semester, many of you will be working on your syllabuses in the next week, so this is a good time to remind you of two or three important resource and procedure issues you need to know. This email is the first of those communications. For those more experienced faculty members, this information is mostly the same from semester to semester. It is nevertheless a good idea to skim the information. **Any policy, practice, or information new to this semester is in RED.**

A reminder, too, that all the information below—and more—is available on the Faculty 411 Resource Site. If you have not visited Faculty 411, you are encouraged to do so. You can access it by clicking on the InsideCC link on the college homepage (www.cerrocoso.edu, upper left corner), logging into the new portal, clicking on the Tools menu in the upper left, and selecting “Canvas” on the drop-down list. One of your options on the Dashboard that comes up is “Online Services – Faculty 411.”

At the Faculty 411 site, you can find information about employment, important contacts, preparing for our first class, things to know for the first day, classroom management, online best practices, grading guidelines, and others. Because some of the information is based on how things were set up in the old portal, some steps may be slightly different from those listed. If you have any questions, please do not hesitate to contact me, your dean, or your faculty chair.

For the upcoming semester, the first thing you need to know is that if you are teaching online the first day of class for full-term classes is **Tuesday, January 16**. As always, online class sections open on the Friday before the weekend (which for this semester would be **Friday, January 12**) in order to give online students several days to sign in. But the first actual day of class for online classes—and the day when you perform your first-day drops—is **Tuesday, January 16**.

Secondly, as you many of you know, you have several resources available to you as a faculty member at Cerro Coso:

- **Library/Learning Resource Center.** Libraries are available at our Ridgecrest, Bishop, Mammoth, and Lake Isabella sites, as well as at a [library](#) page on our website. This extended library offers a host of print and electronic sources, including hundreds of eBooks covering all areas of study; we also subscribe to a dozen or so electronic databases, which are a wonderful resource for research. If you think because we're a small school with multiple campuses that we cannot provide our students with a rich research environment, think again.
- **Tutoring.** Together with the libraries, each campus listed above **as well as Tehachapi** also has tutoring help available through a Learning Assistance Center (LAC). Visit the [tutoring](#) homepage directly or contact our LAC coordinator, [Tyson Huffman](#), for more information about the wide-range of learning support services we offer to students at every campus.

- **Proctoring.** Proctoring services are coordinated through the campus LAC's. This service is available to any instructor of any online course and now includes completely online proctoring. Check out the options and more information at the [proctoring](#) page, or contact Tyson.

Thirdly, here are a few contractual obligations and operating procedures everyone should get familiar (and refamiliar) with every semester:

- Use your college email address for all official college correspondence. Sorry, but we have to insist on this. It is not only Kern Community College District operating procedure; it protects students and the institution, and it protects you.
- For both full-time and part-time instructors, please turn in a copy of your syllabus. We are enjoined by Education Code to have these on file. Go to the [syllabus web-input page](#), fill out your name, class, and CRN, and then upload. Voila! **Please do this for EACH CRN, even if you are teaching multiple sections of the same class and your syllabi are identical.**
- **This is also the place for full-time faculty to record office hours. All full-time faculty are required to hold 5 office hours per week proportional to your instructional load. If you are on a 100% instructional assignment--no reassigned time--then you are expected to hold 5 office hours per week. (If you are not sure if you are on reassigned time, you are likely not, but you can always check with your dean.) As the contract notes, the hours may be held in your office, online, and/or at appropriate district locations, such as the learning assistance center. It also notes the hours shall reflect the range of delivery modes of your faculty assignments.**
- Take attendance every day. Some drop requirements are triggered by attendance, so it forms a documented backup for you. But much more importantly, in the case of an emergency evacuation (or drill), it's a record for officials and responders.
- If you are teaching an online class, your instruction must meet the requirements for regular and effective contact and for student authentication. All full-time and part-time instructors teaching online are expected to adhere to the guidelines for regular interaction with students (you must be a shaping presence in the class weekly), for delivery of instruction (lectures cannot be left entirely to textbooks or publisher's websites), for initiating checks of understanding (you cannot *only* wait for students to ask questions), for the giving of effective feedback (your presence in class must manifestly shape students' understanding of the material), and for doing due diligence to verify that the student receiving credit for the class is the same one doing the work (student authentication). For more information on these guidelines, visit the "Teaching Online" section of Faculty 411 or call the CC Online office at 888-537-6932.
- If you are teaching onsite, never leave a classroom or instructional space unattended except in case of an emergency. An appropriately qualified KCCD academic employee must always be responsible and present. If you know on a particular day that you will be absent due to illness or personal necessity, contact your educational administrator right away so that we may put a notice up to alert students. If you are suddenly ill and cannot make class at the last minute, notify us as soon as possible.
- Aside from being sick, if you are planning to combine, cancel, or change meeting times or places of classes or activities, you must have the prior approval of your educational administrator.
- For each semester-length full-term class you are teaching at any campus location, you must

have one final-exam week meeting according to the [final exam schedule](#) (linked under the current semester as the last bullet in the left column). Final exams *mostly* align with class times but may not entirely align given their two-hour structure; please give your students plenty of notice—such as going over it on the first day when you discuss the syllabus—so there are no surprises at the end. While the final examination schedule does not apply to online classes, it is expected that full-term online courses have class assignments that stretch into final exam week. The final examination schedule does not apply to hybrid (half online/half onground classes), short-term, or other irregularly scheduled classes.

- And finally, if you are teaching at the IWV campus, make sure to acquire your parking permit before the first day of class. Full-time instructors keep the same ones; adjunct instructors must get a new one every semester. Instructions for obtaining parking permits can be found [here](#).

Please be aware that since the college runs pretty much year round, there will be times when maintenance is required on college operating systems such as email and online course platforms. Mostly these interruptions are scheduled. Scheduled downtime for IT services facilitates the ability for IT staff to perform necessary maintenance and upgrades and allow District Office and College operational units to plan for and work around these scheduled interruptions of IT systems and services.

These are the scheduled downtimes this semester. Plan accordingly!

- Sunday, February 11, 2018
- Sunday, March 4, 2018 (tentative)
- Sunday, April 1, 2018

For additional information about scheduled downtimes and for a full list of downtimes through the end of the academic year, click [here](#).

People to notify about absences, class cancellations, or change in meeting places are listed below:

Ridgecrest and Online

- For faculty teaching in the **Letters and Sciences** division, email [Stephanie Brantley](#) or call **760-384-6201**. These include classes in
 - English (classes in ASL, ENGL, FILM, LATN, SPAN, SPCH)
 - Library (classes in LIB)
 - Math (classes in MATH)
 - Physical Education (classes in HSCI, PHED)
 - Science (classes in BIOL, CHEM, ENGR, GEOL, PHSC, PHYS)
 - Social Science (classes in ANTH, ECON, HIST, PHIL, POLS, PSYC, SOCI)
 - Visual and Performing Arts (classes in ART, MUSC)
- For faculty teaching in the **Career Technical Education** division, email [Angela Nary](#) or call **760-384-6258**. These include classes in
 - Allied Health Careers (classes in EMTC, HCRS, HMSV)
 - Business and Information Technology (classes in BSAD, BSOT, CSCI, DMA, PARA)
 - Child Development (classes in CHDV, EDUC)
 - Industrial Arts (classes in DRFT, MCTL, WELD)
 - Public Service (classes in ADMJ)
- For faculty teaching in the **Counseling** division, email [Kathryn Coffman](#) or call **760-384-6249**. These include classes in

Counseling (classes in COUN, PDEV)

If you teach at an extension site or center that is not at Ridgecrest (such as Bishop, Mammoth Lakes, Lake Isabella, or Tehachapi), please notify your local campus office:

- Eastern Sierra College Center, Bishop: 760-872-1656
- Eastern Sierra College Center, Mammoth: 760-934-2875
- Kern River Valley Outreach, Lake Isabella: 760-379-5501
- East Kern Center, Edwards, Cal City, Mojave: 661-258-8644
- East Kern Center, Tehachapi: 661-823-4986

As always, feel free to contact me, Dean [Michael Kane](#) if you teach in the Career Technical Education division, Dean [Chad Houck](#) if you teach in the Letters and Sciences division, your local site director, or your faculty chair if you have questions.

Hope you have an enjoyable and productive semester.

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From: [Corey Marvin](#)
To: [cc_faculty_full](#); [cc_adjunct](#)
Subject: Spring Semester 2018 Info, 2 of 4: Managing Rosters
Date: Tuesday, January 02, 2018 12:14:00 PM

This is the second of the new semester's welcome back emails. Sorry in advance for the length. But it contains the practices and policies every instructor should know about managing your classroom enrollments. If you are a new instructor for us, please read the following carefully so that you are familiar with the policies and practices regarding roster management: wait lists, drops, active and inactive participation, etc. If you are an experienced instructor, it's probably still a good idea to read it again (though long!) to double check your practices. **Any policy, practice, or information new to this semester is in RED.**

All this information is on the Faculty 411 Resource Site. You can access Faculty 411 by clicking on the InsideCC link on the college homepage (www.cerrocoso.edu, upper left corner), logging into the new portal, clicking on the Tools menu in the upper left, and selecting "Canvas" on the drop-down list. One of your options on the Dashboard that comes up is "Online Services – Faculty 411." At the 411 site, you can find information about employment, important contacts, preparing for our first class, things to know for the first day, classroom management, online best practices, grading guidelines, and others.

- **On the first day:**

- Drop students who do not show up to your first class meeting. These are considered no-shows. Unless you have heard from a student in advance and have agreed to hold a spot (which is totally within your discretion to do), no-shows must be dropped from both your roster and your waitlist. For online classes, students are considered no-shows if they do not sign in before 8:00 pm on the first day of instruction. (Note that online students do not have to do anything other than sign in—they do not have to introduce themselves or take a syllabus quiz or complete a homework exercise. The mere fact of entering the class is enough to avoid being considered a no-show on the first day.)
- Drop no-shows electronically in MyBanWeb before 10:00 pm on the night of the first class meeting. Do this by clicking on the "MyBanWeb" link at the top of the new portal, selecting "MyBanWeb Main Menu," selecting "Faculty and Advisors," and selecting "Registration Drop/Withdraw."
- For online classes, students are considered no-shows if they do not sign in before 8:00 pm on the first instructional day—for the vast majority of you, **Tuesday, January 16**. Remember that online students get access to your class several days before classes start. If they have not signed in by 8:00 pm on the first day, it is right to drop them and allow a waitlisted student to add.

- **On the second day and after:**

- **Starting Spring 2017, the Office of Instruction closed classes on Friday at the end of the first week (and similar timeframe for short-term classes). This is a change from previous semesters, when classes were closed on the second morning. This change was recommended by the Cerro Coso Academic Senate and means that students will be able to add themselves directly into classes or onto wait lists through the first week.**

There is nothing you need to do about this change other than be aware that new students might be appearing in your class or wait list (if you have not closed it) up to the first Friday.

- You can choose at any time after class starts to STOP the WAITLIST ROLL. Do this if your class is full and you don't want students on the waitlist to continue to roll into the class after the first week. Until or unless you stop the waitlist roll, students on the list will continue to transition into the class every time a seat becomes vacant. Now, this may be okay with you. In your judgment, late-starters can be successful up to whatever time you choose. But just know that until you stop the waitlist roll, these students will continue to transition over when others drop ... all the way till the last day to drop without a "W."
- **On the Last Day to Drop without a "W" (so-called 20% date):**
 - Drop *inactive* students on the Last Day to Drop without a "W." For full-term classes, this drop date is always the Sunday before the start of the third week of school—for this semester, **Sunday, January 29**. For short-term and other irregularly scheduled classes, see your class roster or click on your class's CRN number on the [searchable schedule](#).
 - So who counts as inactive? Certainly, any student who came to class once or signed in once and never came back is inactive. This is much easier to determine onsite from your roll sheet. Online, you might have to go to the student's activity log to double check.
 - A student may have signed in a couple of times but seems to have disappeared. This can sometimes be a gray area—is the student really gone or not? Use your best judgment. The good news is that you can always UNdrop a student by contacting your dean's assistant.
 - Avoid dropping students who are NOT inactive.
 - Maybe they are lazy/unsuccessful students. They attended one time a week but don't turn anything in. They didn't do the reading. If it's an onsite class, maybe they spent all their time texting on phones. Yes, it is certainly irritating, but we have to make the distinction between students who show non-successful behaviors and inactive students. Ed Code requires us to drop inactive students.
 - Maybe they did not sign up at the publisher's website.
 - Online, maybe they did not complete a syllabus quiz, or the first exercise, or introduce themselves in a discussion forum.
 - *For the purposes of this drop*, it's all about whether a student is still "around," not about whether he or she is completing certain assignments.
- **Throughout the semester up to the Last Day to Drop With a "W" (60% date):**
 - **14-day mandatory drop**
 - You must drop students who do not engage in any "academically-related activity" for 14 *consecutive* days. It is not enough for students show up to class or log in to your online class. They have to meaningfully engage in the course's designed learning activities—turn in a quiz, participate in a discussion forum, submit an exercise, etc. This means you cannot just take attendance. You must keep record of the academically related activities in your class on a session-by-session basis and determine whether students are meaningfully participating in them.

- Note that the Department of Education that requires this drop draws no distinction between short-term, long-term, and irregularly scheduled courses: 14 days is 14 days. Just because you teach an 8-week class does not mean the period becomes 7 consecutive days.
 - Have evidence. A screen capture of an online activity log would be a good to have as evidence for online classes. Participation sheets would be good for onsite classes.
 - Monitor your classes and student participation continuously through the semester. Note this 14-day deadline is a maximum limit; you must drop students *no later* than 14 consecutive days after they have stopped participating. If you decide to drop a day or two earlier, great, be consistent with all students and *put it on your syllabus*. **Helpful Tip: use the specific language of "no later than 14 days" so that students do not think it has to be at least 14 days**
 - When you initiate this drop—any drop between the 20% and the 60% dates—you will be prompted to enter the date of the student’s last academically related activity. Refer to your roll sheet or online activity log for the last time the student meaningfully engaged in the course’s designated learning activities. You will not be allowed to complete the drop process without this information.
 - Put this practice on your syllabus. If you have any questions whatsoever about whether or not a student should be dropped, contact your educational administrator.
- **Equivalent of two-week elective drop**
 - What about students who do not actively participate for 14 *non-consecutive* days? Perhaps onsite they do not show up for a week, come for a day, miss another week, come for two days, miss another day, etc. They are never entirely gone for consecutive two-week period, but they are clearly not engaged meaningfully or consistently throughout the class. Online, a student might show the same pattern: miss a lot of the activities but check in to the required discussion forums just often enough to avoid being outright absent over a 14 day period.
 - You *may* drop these students, but it has to be very clearly explained on your syllabus what your rules are for these drops. It is a practice that is permitted locally. Board policy permits the individual colleges to develop procedures related to attendance, and this is a practice Cerro Coso has had for years.
 - One very important difference to note right up front is that this is elective for instructors. You do not *have* to drop students for a non-consecutive lack of participation. But if you do, make sure to put it on your syllabus.
 - A second important difference is that this rule is elastic with the length of the class. If you are teaching a short-term class of only 8 weeks (half term), then the equivalent of two weeks is one week. So that would be the case for the vast majority of you during the summer session.
 - If you choose to exercise this option, you must think carefully about what constitutes non-participation over non-consecutive days and communicate

that on your syllabus. In onsite classes, this is much easier to determine—you count the number of class periods the student is absent or not actively participating. If your class is a full-term class that meets twice a week, for example, a student not actively participating for the equivalent of four class periods would be eligible for the drop. Online, this is much trickier. But however you determine non-participation, *put it on your syllabus*.

- Make sure you apply your participation criteria equally and consistently. They are the same for students getting A's as for those getting D's, so think carefully about what constitutes essential participation for you and your class. And, again, stay mindful of the difference between passing and participating. You could very well have students who are participating but not passing—which is okay; these rules apply to non-participating students only. Students who are trying but still getting F's (the so-called 'earned F') do not fall under the drop rule.
- Note that this two-week trigger is a minimum limit. As mentioned above, you do not have to drop students for non-consecutive participation at all, but if you do, it has to be at least 14 days.
- Put this practice on your syllabus. Students will want to know what constitutes meaningful active engagement. And it protects you from students who claim they didn't know.... This has to be said: if a student challenges a drop and your guidelines are not reflected clearly on your syllabus, there is no way for me or your dean to uphold the drop.
- If you have any questions whatsoever about whether or not a student should be dropped, contact your dean.

- **On the Last Day to Drop with a “W”:**

- If you have done everything correctly so far, there should be nothing to do here. Make first drops carefully. Stop your waitlist rolls on after the first week or when you don't want any more new students. Check and double-check your census enrollments for accuracy. Clear rosters of students throughout the semester who are not engaging in academically-related activities. If all that has been done, your roster at the 60% date should show only students who are actively participating. Again, not all students may be passing, but all students will be active.
- For this semester, full-term semester-length classes have a 60% date of **Friday, March 23**. For short-term and other irregularly scheduled classes, check your class roster or the dates on the searchable schedule.
- No students may be dropped by an instructor for any reason after the 60% date.

Note: when you go to give grades at the end of the semester, students receiving a W or an F have to have the last date they were active recorded along with the grade. This may be the last day of the semester if they attended all the way through the final. Keep good records of your students' active participation!

Remember that you can add five seats to your classes at the beginning of the semester. You can do this from the Wait List screen by clicking on 'Add More Seats to the Class' at the bottom. This presents no problems online, but in the onsite environment please be mindful of room limitations.

We do not want five students sitting on the floor even if you know in two weeks the numbers will be down to room capacity.

Thanks for helping us to adhere to policies and practices that are in part legal requirements, part Board policy, and part local operating practices recommended by the faculty through the Academic Senate.

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From: [Corey Marvin](#)
To: [cc_faculty_full](#); [cc_adjunct](#)
Subject: Spring 2018 Semester Info, 3 or 4: Online Practices for Regular and Substantive Interaction
Date: Tuesday, January 02, 2018 12:23:00 PM

This is the third of the new semester's welcome back emails. This one is specifically for online instructors. **Any policy, practice, or information new to this semester is in RED.**

It has been a rule in distance education for many years now that if you are teaching in the online environment, you must conduct your classes so that they include regular effective and substantive interaction between instructor and students. This is not just a best practice in the sense of it'd be great if you do it. It is a requirement for distance education courses at the federal level if the college is expecting its students to receive federal financial aid. And it is a regulatory requirement straight up in the state of California for any instruction offered by distance education—financial aid or not.

As the term itself suggests, the contact must be regular; it cannot be haphazard, intermittent, or left up to the student to initiate. It must be substantive in the sense that it does more than just direct students to a resource, remind them of a course policy, report a grade, or give a one-phrase reply to substantive assignments: it must show evidence of guiding students' understanding of course concepts and materials. And finally of course it must be between instructor and students.

A fourth item not explicitly stated in the language of the regulation but a clear consequence of it is that regular effective contact must be documentable. It doesn't count if we (the college) cannot show that it exists in your class.

Several years ago the Cerro Coso Academic Senate approved a statement of regular and effective contact between faculty and students. That statement served as the basis for a procedure that is now part of Board Policy that specifically addresses regular effective contact (BP Procedure 4B3). The procedure says in part that any faculty member teaching an online or hybrid course shall do the following:

1. Respond to student questions, emails, and other communications within 48 hours, Saturdays, Sundays, non-instructional, and leave days excepted;
2. Regularly (at least twice a week) initiate contact with students in the online classroom;
3. Monitor student-to-student interaction in classroom activities requiring interaction;
4. Select and incorporate some combination of strategies to verify student identity and authenticate the originality of work
5. Provide information to students regarding the items above on the class syllabus
6. The faculty member teaching an online or hybrid course shall include all course syllabus information as described in the CCA contract within the District's adopted class management system and likewise shall conduct all forums, wikis, and other student-to-student class interactivity entirely within the class management system.

You can view the complete document [here](#) (opens a .pdf; regular effective contact procedure is on pages 76-77).

Below are some practices that do NOT fulfill the requirements of the Board Policy procedure, or of our accrediting agency's interpretation, or of the Chancellor's Office requirements for regular and substantive interaction:

- Providing contact only two or three times a semester after big projects (not regular, not effective). Accreditors and auditors are looking for *weekly* regular and effective contact. This can be by discussion forums, wikis, journal feedback, assignment feedback, etc.
- Telling your students to do the reading and assignments and contact you if they have questions (not regular, not effective). The Chancellor's Office interpretation very clearly states that regular effective contact must be initiated by the faculty member; the board policy procedure further specifies this must happen as at least twice a week.
- Grading that is entirely automatic, such as self-graded quizzes, exercises, and exams (not regular, effective, or between the instructor and students). While automatically graded assignments can be used as one very effective type of formative assessment in your course, they cannot be your only type.
- Letting the publisher's website be the sole form of instruction and feedback (not between instructor and student). The materials from our accrediting commission are very clear that textbooks and publishers websites cannot be the sole form of teaching in a distance education class: instructors must deliver lectures and initiate feedback loops with students.
- Having a discussion forum where students only respond to other students. While in some teaching circles this is deemed pedagogically sound, it is not contact between instructor and student. Contact that is ONLY student-to-student in a unit is not enough if there is no faculty input into the discussion to provide guidance, shaping of received ideas, and supervision.
- Using your phone, email, or text messaging as the predominant method of student feedback (could be regular, effective, and between instructor and student but it is not documentable). Note: sending an email to a student or calling on the phone is certainly appropriate at times and often the right way to respond in certain kinds of interaction—don't think that option is ever OFF the table. But such contact should be the exception rather than the rule. Documentable regular effective contact is expected to be a built-in part of the class . . . with any emails, text, or phone calls being over and above this baseline.

Of particular importance is the final item of the board procedure, to clearly describe your practice and expectations regarding regular effective contact *in your syllabus*. This helps remove any doubt between you and your students about contact hours and methods, response time expectations, interaction format, and grading turn-around times. Your statement might also include how and when this contact is to take place, its effect on the overall course grade, and any scoring rubrics that are applicable. This clarity not only protects students but you as well in the case of a complaint.

If you have questions about whether your current practice meets the definition or not, how you might tailor something you do to come into compliance better, or even how to make your forums more effective because the last time you tried one, it didn't work out very well—you have a variety of options. You can view the resources on the Faculty 411 site, you can discuss it with your faculty chair or other department colleagues, or you can get guidance from your educational administrator or from the Distance Ed Office at 760-384-6175.

Thanks very much for helping us adhere to parameters we must operate under if we wish to provide

distance education options for students.

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From: [Corey Marvin](#)
To: [cc_faculty_full](#); [cc_adjunct](#)
Subject: Spring 2018 Semester Info, 4 of 4: Language for Drop Practices
Date: Tuesday, January 02, 2018 12:45:00 PM

This is the last of the new semester's welcome back emails. Please find below some boilerplate language that can be inserted into your syllabus to give students guidance on drop practices at the beginning of the term and throughout the semester.

Please note that while you are not required to use the language below, it is strongly encouraged. It has been developed with some precision based on late add appeals and arguments made by students over the past semesters. (The practices below align with the roster management guidelines in the second of the new semester's welcome back emails.)

As for the bottom paragraph, this is for you to fill in if you have a drop practice for non-consecutive lack of participation. Many of you do. Maybe you drop students who do not show for a total of any four class periods (consecutive or not), you drop students who do not show for any six classes, you drop students who miss any four labs, you drop online students who do not submit the weekly major assignment for any three (or four or two) weeks during the term, etc., etc.. If you have something like this, you must alert students to it. Make your third paragraph out of it. Remember that this practice must be for some kind of serious lack of active participation only. (You can't drop a student who got a C on the midterm, for instance.)

Regular active participation is expected of all students enrolled in the college. Students not actively participating in a course may be dropped from the course. As noted in the college catalog, the active participation practice for each course is established by the instructor and communicated in the course syllabus. Instructors are responsible for maintaining accurate records of active participation.

Last Day to Withdraw Without a W on the Permanent Record (also known as the "20% date")

A student whose pattern of participation shows him or her to be inactive shall be dropped by the instructor prior to the Last Day to Withdraw without a W on the Permanent Record.

Last Day to Withdraw With a W on the Permanent Record (60% date)

A student also shall be dropped by the instructor anytime up to the 60% date when he or she has not been actively participating in class for a total of two consecutive weeks.

A student also shall be dropped by this instructor up to the 60% date for ... [insert your non-consecutive rule here]

It is also highly recommended that you state very clearly in your syllabus what constitutes activity/active participation. It is recommended that you do so for the period up to the 20% date and then separately for the period up to the 60% date. For example, Students will be considered inactive prior to the Last Day to Withdraw Without a W and dropped from the course if any two of the following four assignments are not completed by the end of the second week: 1) self-

introduction in the discussion forum, 2) syllabus quiz, 3) unit 1 discussion responses, 4) unit 1 exam.
Or: In order to be considered actively participating up to the Last Day to Withdraw With a W, students must post sufficient responses in the weekly discussion forums, submit completed homework exercises, and attempt chapter quizzes.

If you are a new instructor and feel like you've been dropped into the middle of a conversation ... well, you have. Getting these drop practices right and applied consistently is an ongoing refinement. Please refer to the drop practices explained in [Faculty 411](#), ask your faculty chair, ask your dean, reply to this email, or simply call the office of instruction (760-382-6201). We will address your question!

As always, [Faculty 411](#) IS a good place to get many of your questions answered. It can seem like a LOT of topics at the start, but you can look at them in any order, and we've tried to make them bite-size pieces.

Note that we have not yet gotten around to revising all the Faculty 411 entries in regard to the new portal, so some of the step-by-step instructions will be off until you get to MyBanWeb; after that, they should sync up. You get to MyBanWeb easily these days by logging into the portal and selecting "MyBanWeb" in the upper left corner of the portal and then "MyBanWeb Main Menu."

Thanks. AND HAVE A WONDERFUL SEMESTER!

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