



College of the Canyons Academic Senate

March 28, 2019

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

A. Routine Matters

1. Call to order

2. Public Comment

This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

3. Approval of the Agenda

4. Committee Appointments:

- Nick Hernandez, CETL Steering Committee
- Selection Committees List (pg. 3)

5. Approval of the Consent Calendar

Academic Senate Summary, March 14, 2019 (pg. 4-9)	CASL PR Summary, February 13, 2019 (pg. 23-26)
Curriculum Committee Summary, March 15, 2019 (pg. 10-15)	CASL PR Summary, February 27, 2019 (pg. 27-30)
Curriculum Committee Summary, March 21, 2019 (pg. 16-22)	

B. Reports (time limit 7 minutes each)

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Academic Senate President Report

2. Guided Pathways Report, Tara Williams & Erika Torgeson

3. Legislative Report, Wendy Brill

4.

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Academic Senate statement in support of Amanda Zunner-Keating, Gary Collis (pg. 35-36)

2. Election Procedures, Dustin Silva (pg. 37-39)

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. [Local Goal Setting 2018/19 & Student Equity & Achievement \(SEA\) Plan, First Read, Daylene Meuschke](#)

- SEA Plan: <http://www.canyons.edu/Offices/IRPIE/Documents/SEA%202019.pdf>
- Local Goal Setting Process: http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018_19.pdf

- Local Goal Setting Process and SEA Plan Presentation to CPT:
<http://www.canyons.edu/Offices/IRPIE/Documents/CPT%20Goal%20Setting.pdf>
- 2. Academic Departments (BP/AP 4023), David Andrus (pg. 40-44)
- 3. Early Connections & Starfish Program, Collette Gibson, Julianne Johnson (pg. 45-58)
- 4. Emergency Drill & Planning Sub-Committee to discuss possible drill date, Michael Wilding

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Program Viability (BP/AP 4021)
2. Use of Categorical Funds for Sabbaticals

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges

H. Announcements

- Next Academic Senate Meetings April 11, April 25, May 9 & May 23
- 2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, San Francisco
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, Newport Beach
- Academic Senate Fall Retreat, August 15, 2019
- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

I. Adjournment

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

Spring 2019 Selection Committee list

First Name	Last Name
Anna Jane	Almeda
Larry	Alvarez
Tim	Baber
Consuelo	Beecher
Regina	Blasberg
Wendy	Brill
Jason	Burgdorfer
Kelly	Burke
Hencelyn	Chu
Chase	Dimock
Rebecca	Eikey
Chris	Ferguson
Kathy	Flynn
Tricia	Foley
Miriam	Golbert
Patti	Haley
Lee	Hilliard
Susan	Hinshaw
Adam	Kaiserman
Keith	Kawamoto
Anne	Marenco
Sab	Matsumoto
Bob	Maxwell
Heidi	McMahon
Ben	Riveira
Ricardo	Rosales
Cindy	Schwanke
Erica	Seubert
Mike	Sherry
Phylise	Smith
Erika	Torgeson
Heaven	Warner
Tara	Williams

Academic Senate Summary for March 14, 2019

Voting Members					
Senate President	Rebecca Eikey	A	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	Interim At Large Senator	Erica Seubert	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	<i>Benjamin Riveira proxy for Deanna Riveira</i>	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Sonny Requejo	A
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	<i>Lisa Hooper proxy for Erika Torgeson</i>	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	<i>David Andrus proxy for Rebecca Shepherd</i>	X	X= Present	A= Absent	

Non-voting Members	
Dr. Buckley	X
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
Miriam Golbert	X	Kathy Bakhit	X
Garrett Rieck	X	Sarah Farnell, <i>ASG Student Trustee</i>	X
Omar Torres	X	Michelle LaBrie	X

A. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment: none
3. Approval of the Agenda:
 - Motion to table under Discussion, Item #2, Local Goal Setting 2018/19, First Read due to some information not yet available by Marco Llaguno, seconded by Phil Marcellin. Unanimous. Approved.

- Motion to approve the agenda by Sab Matsumoto, seconded by Wendy Brill. Unanimous. Approved.
4. Committee Appointments:
- Ron Mita & Nicole Faudree, Ad-Hoc Emergency Preparedness Work Plan Committee
 - Ron Mita & Shannon Doronio, Web Committee
 - Motion to approve the committee appointments by Jennifer Paris, seconded by Gary Collis. Unanimous Approved.
5. Approval of the Consent Calendar

Academic Senate Summary, Feb. 28, 2019 (pg. 3-8)	At-Large Senator Election Results: <ul style="list-style-type: none"> ○ Jennifer Paris ○ Erica Seubert ○ Mary Corbett ○ David Brill ○ Benjamin Riveira ○ Garrett Rieck Term: July 2019-June 2021
Curriculum Committee Summary, March 7, 2019 (pg. 9-14)	
Joint Meeting-Executive Classified Senate & Academic Senate Summary, Feb. 20, 2019 (pg. 15-18)	

- Motion to approve the consent calendar by Lisa Hooper, seconded by Wendy Brill. Unanimous. Approved.

B. Reports (time limit 7 minutes each)

1. Vice President Report, Jason Burgdorfer
- Jason made an announcement regarding committee vacancies. Jason asked the senate to please communicate to their schools regarding these vacancies. Senators were reminded that list of committees are uploaded on the Senate website and vacancies are listed under red.
 - Academic Staffing has vacancies for the schools of VAPA and Humanities.
2. Academic Staffing Report, Miriam Golbert
- https://www.canyons.edu/Offices/AcademicSenate/Documents/ASC%20Memo%200213_19%20FINAL.pdf
 - <https://www.canyons.edu/Offices/AcademicSenate/Documents/vacancies.FTF.Spring%202019.pdf>
 - Recommendations were sent to the Chancellor on Feb. 5th. Two memo were received, one on Feb. 11th where six positions where recommended. The second memo, dated Feb. 13th, list positions recommended by the Chancellor. There were two presentation on Tuesday for two resignations, one from Counseling and the other in Photography. Both were recommended by the committee. The committee is waiting on a response from the Chancellor. The position for counseling (Veterans) will not be replaced due to lack of funding available.
 - There was reminder that all positions are recommended based on three categories, urgent, strongly recommended and recommended. Positions are listed in alphabetical order. Replacements are listed as “Urgent.”
 - Projected FAN for 2019 is 229, current head count is 221.55.

3. Non-credit report, Garrett Rieck & John Makevich (pg. 31-34)
 - And update on the non-credit program was shared. There are currently 33 non-credit courses. There are additional courses that will come through Curriculum. 22 courses have been approved at the state level but the committee is waiting for the Certificates to be approved. The agenda for the curriculum non-credit final reading was shared. Curriculum committee and chair Lisa Hooper was thanked for scheduling a special meeting for the approval of non-credit classes and by expediting the process. There are additional courses for older adults. There are also courses career skills program, which will start in October. Since October, 130 Certificates of completion have been awarded. The first online courses for the noncredit program have been offered. Christina Chung's Business classes and Wendy Brill's computer courses will be coming through as well.
 - There are several courses in progress for students with disabilities which is a category of noncredit that is currently not being served. Garrett is working with multiple community organizations on employing individuals with disabilities. Garrett has also been working with the Pasadena City College who has a similar program.
 - It was clarified that new conventions of naming and numbering were developed due to this being the first time older adult courses were being processed. A yoga course was not listed as it was not ready to move through.
 - It was clarified that non-credit courses approved after the catalog is published will be added as an addendum. Non-credit courses must appear in the catalog.

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Adjunct Faculty Minimum Qualification & Equivalencies List for spring 2019 (pg. 23-31)
 - There was a question regarding if the spring 2019 list is mean to be inclusive all new adjunct faculty. It was clarified that some adjunct were not listed due to HR needing additional time to review their minimum qualifications and equivalencies.
 - Motion to approve the adjunct list, with the knowledge that additional list of adjunct will come through the next agenda, by David Andrus, seconded by Ron Mita. One abstention from Lisa Hooper.
2. Meeting Schedule 2019-2020 for Curriculum Committee and Academic Senate
(Note: this section was pulled from Action and moved to Discussion it was agreed upon to have this be item #1)
 - *Note: There are three options presented for consideration. (pg. 32-34)*
 - *Note: Academic calendar included for informational purposes only. (pg. 35)*
 - A new format was created to allow the dates to be arranged more clearly.
 - Option 1: Senate retreat would be held during FLEX week. Fall and spring would each have 7 Curriculum and Senate meetings? The last senate meeting would be right before Thanksgiving break. There would be no meetings during the last two weeks of the spring semester.
 - There was a request to discussion the Academic Senate meeting time. The meeting times have increased over the years. The By-laws were amended last year and a parameter was put in place which states that the senate has to agree in advance how long the meeting should last. In order to meet the by-laws, by vote, a meeting time must be agreed upon. The meeting time may need to pull from the calendar schedule and

- discussed at another time. This may be another item for discussion.
- It was clarified that the note above the calendar for option one is incorrect as this option does not allow for an extra meeting due to no meeting scheduled during finals week.
 - Option 2: Senate retreat happens during the first week of the semester. Meeting times would occur during finals week.
 - Option 3: This option is a combination of the first two. Senate retreat would be held during FLEX week and a senate meeting during finals week of the fall semester. Spring semester would have no meeting during the spring semester. This option could allow for a 15th meeting for Curriculum on May 28th and a 15th meeting for Senate on June 30th. Option 3 also gives the option of no meeting on October 31st. October 31st is arbitrary day to that there would not be too many weeks in between fall break and spring semester. The other option is to not have the retreat during FLEX week and move all the dates down so that October 31st would be a meeting date.
 - Senate could schedule an emergency meeting as needed or Curriculum could schedule an ad-hoc committee.
 - Motion to approve calendar option #1, (without the 3:00pm – 5:00pm time slot) so this can be discussed separately), by Wendy Brill, seconded by Dave Brill. Unanimous. Approved.

Meeting Time Discussion:

- There is a need for an agreement that the meeting time will be increased by 10 minutes. The business of the senate has increased however, other members have obligations which requires members to leave early. The senate must own its time block.
 - Can the meeting time be changed from 3-4:50pm on the calendar?
 - It was stated that most adjuncts teach at 5:00pm. If the meeting ends at 4:50pm this allows 10 minutes for adjuncts to get to their classes.
 - Motion that the Senate meetings will be between 3:00pm -4:50pm by Sab Matsumoto, seconded by Philip Marcellin. Unanimous. Approved.
3. Memo to Senate-Class Size English 101 (pg. 36)
- Warren Heaton thanked the Curriculum committee for including AFT in the class size recommendation. This is the first time AFT has been included in a recommendation for class size.
 - If teaching units were consistent between full-time and adjunct faculty a 4 unit course would be 5.2 and twice 5.2=10.4.
 - Motion to accept the recommendation from the Curriculum committee on the English 101 class size by Wendy Brill, Seconded by David Andrus. Unanimous. Approved.

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Ad-Hoc Committee on Academic Freedom reports, Gary Collis
 - Committee recommendations on process improvement Memo, (pg. 37-38)
 - The first memo was written by Gary Collis to Rebecca Eikay regarding recommendations with respect to changes or improvement in the Academic Policies and Procedures. These were approved by Senate last week.
 - Committee report on Academic Freedom regarding Amanda Zunner-Keating (pg. 39-44)
 - Gary shared a summary of the events detailed in the report.

- There has been a trend, lately, for berating instructors for alleged political bias. Professor Zunner-Keating was teaching in Anthropology and distributed a syllabus in which it stated “students shall not demean on others based on race, gender, ability, nationality, sexuality or any other identity.” In addition, Professor Keating distributed a 300 page reading material package which included an 8 page essay titled “White Privilege: Unpacking the Invisible Knapsack” (“McIntosh Essay”). This was going to be assigned by Professor Zunner-Keating as a reading assignment. However, an anonymous student contributed to an exclusive story on a website called “Red Alert Politics.” The student called out the contradiction between the “White Privilege checklist” while simultaneously including a rule which would punish students by dismissing them from class, losing participating points, or referring them to the dean. This story was picked up by other conservative sites. As a result, Professor Zunner-Keating experience internet trolling and had to shut down all of her internet presence. It was stated that no student came forth or dropped her course. The student remained anonymous. Professor Zunner-Keating is concerned about her viability as a full-time candidate.
- Professor Zunner-Keating was attempting to summarize a lengthy 6 pg. anti-harassment district policy. It is possible that in the process of reiterating a policy you may inadvertently call into question the accuracy of your synopsis. The committee found no discernable difference between the policies as she stated it in her syllabus. The committee also found not violation of Academic Freedom in any way.
- The ultimate recommendation from the committee was for the senate for provide a statement of support for this faculty member. Gary Collis will draft a statement to bring back to senate.

2. Local Goal Setting 2018/19, First Read, Daylene Meuschke (pg. 45-51). (This items was tabled.

3. Categorical Funds for Sabbaticals (pg. 52-53)

- It was clarified that the college’s general fund is Fund 11 which is unrestricted. Categorical funds are in funds which are restricted in terms of how they can be used.
- Lisa Hooper shared some concerns from Erika Torgeson, Guided Pathways liaison representative. It was clarified that these concerns are solely the opinion of Erika and not representative of the Counseling department or anyone else on campus. There are some concerns with using Guided Pathways for fall 2019 sabbaticals. These funds are needed to help move Guided Pathways forward. It is the understanding that there is a separate funds to fund sabbaticals. There was a question as to why Guided Pathways/Equity funds are being looked at? And, where are the funds used to fund sabbaticals? There has been no discussion through the Student Equity & Achievement (SEA) Planning Committee to plan to use Guided Pathways funding for Sabbaticals. Some potential projects which would be of better use with the Guided Pathways funds and which would impact several faculty, staff and students are:
 - Faculty stipends for Starfish/Early Alert Labs for learning how to use this project.
 - Faculty stipends for defining what a faculty lead mentor is.
 - Funds for increasing student involvement in Guided Pathways.
 - Funds to continued remaining work on revising the 2 year program maps.
 - Stipends to further explorer the student success models after the LEAP project

- has been concluded.
- Stipends for faculty, staff and adjuncts who would like to participate in data coach training.
- Creating another round of Professional Development Guided Pathways Institutes that were first introduced last summer.
- Developing a college wide Guided Pathways conference with internal speakers, break sessions and working sessions.
- It was clarified that the initial plan for the Guided Pathways budget did not include sabbaticals. Contractually 5% has been set aside for sabbaticals. There is concern with relying on categorical funds. If these funds ever run out the district may say sabbaticals can no longer be funded.
- It was agreed upon to have a president memo to the Chancellor regarding ensuring funding set aside for Sabbatical.

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Program Viability (BP/AP 4021)
 2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
 3. Academic Departments (BP/AP 4023)
 - Note: Senators will be discussing this item with their schools
- Election Procedures, Dustin Silva

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

- Early Alert & Retention Program Defining Rules and Responsibilities
- Academic Affairs Convocation Planning

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

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(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
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- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, and Minimum Qualifications & Equivalencies & College Planning Team.

II. Adjournment: 4:32 pm

CURRICULUM COMMITTEE SUMMARY

March 15th, 2019

10:00 am – 12:00 pm

Bonelli Hall 330

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Jeremy Patrich – At large member; Garrett Rieck – Noncredit; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records; Carly Perl – Adjunct Representative; Cindy Stephens – At large member; Physical Education & Athletics - Vacant

NEW NONCREDIT COURSE PROPOSALS – FINAL READ

NC.ARTS-210	Introduction to Painting	32 hours, new SLO's (2).	M. McCaffrey	TBD
NC.BUS-1A	Foundations of Human Resources Management	16 hours, new SLO, new DLA – 100% online and hybrid options.	C. Chung	TBD
NC.BUS-1B	Employment Law Fundamentals	16 hours, new SLO, new prerequisite of NC.BUS-1A, new DLA – 100% online and hybrid options.	C. Chung	TBD
NC.BUS-1C		16 hours, new SLO, new prerequisite of NC.BUS-1B new DLA – 100% online and hybrid options.	C. Chung	TBD
NC.BUS-2A		16 hours, new SLO, new DLA – 100% online and hybrid options.	C. Chung	TBD
NC.BUS-2B		24 hours, new SLO, new DLA – 100% online and hybrid options.	C. Chung	TBD
NC.BUS-3A		16 hours, new SLO, new DLA – 100% online and hybrid options.	C. Chung	TBD

NC.BUS-3B	Strategic Human Resources Management	24 hours, new SLO, new DLA – 100% online and hybrid options.	C. Chung	TBD
NC.CSKL-012		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck A. Kaminsky	TBD
NC.CSKL-013		8 hours, new SLO.	G. Rieck W. Brill- Wynkoop	TBD
NC.CSKL-015		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck W. Brill- Wynkoop	TBD
NC.CSKL-016		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck W. Brill- Wynkoop	TBD
NC.CSKL-017		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck W. Brill- Wynkoop	TBD
NC.CSKL-018		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck W. Brill- Wynkoop	TBD
NC.CSKL-019		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck W. Brill- Wynkoop	TBD
NC.CSKL-020		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck W. Brill- Wynkoop	TBD
NC.CSKL-021		8 hours, new SLO, new DLA – 100% online and hybrid options.	G. Rieck W. Brill- Wynkoop	TBD
NC.OAD-001		15 hours, new SLO.	G. Rieck A. Marengo	TBD
NC.OAD-008		36 hours, new SLO.	C. Boltz D. Brill A. Marengo S. Hinshaw	TBD
NC.OAD-009		36 hours, new SLO's (2).	C. Boltz D. Brill A. Marengo S. Hinshaw	TBD
NC.OAD-010		72 hours, new SLO.	G. Rieck A. Marengo	TBD
NC.OAD-011	_____ _____	32 hours, new SLO's (5).	G. Rieck A. Marengo	TBD
NC.OAD-020		24 hours, new SLO.	G. Rieck A. Marengo	TBD

NC.OAD-100	Health and Fitness for	24 hours, new SLO.	G. Rieck A. Marengo	TBD
NC.OAD-105	_____	54 hours, new SLO.	G. Rieck	TBD
NC.PHOT-050	_____	8 hours, new SLO, new DLA – 100% online and hybrid options.	W. Brill- Wynkoop	TBD
NC.PHOT-052A	_____	8 hours, new SLO, new DLA – 100% online and hybrid options.	W. Brill- Wynkoop	TBD
NC.PHOT-052B	_____	8 hours, new SLO, new DLA – 100% online and hybrid options.	W. Brill- Wynkoop	TBD
NC.PHOT-059	_____	24 hours, new SLO, new DLA – 100% online and hybrid options.	W. Brill- Wynkoop	TBD
NC.PHOT-080	_____	16 hours, new SLO.	W. Brill- Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.PHOT-081	_____	16 hours, new SLO.	W. Brill- Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.PHOT-082	_____	8 hours, new SLO.	W. Brill- Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.PHOT-083	_____	8 hours, new SLO.	W. Brill- Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.PHOT-099	_____	68 hours, new SLO, new prerequisite of NC.PHOT-055, recommended preparation of NC.PHOT-052A & 052B, new DLA – 100% online and hybrid options.	W. Brill- Wynkoop	TBD

NEW NONCREDIT PROGRAM PROPOSALS – FINAL READ

_____	Certificate of Completion	2 courses (NC.CSKL-009 & 012), 16 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD
_____	Certificate of Completion	2 courses (NC.CSKL-008 & 016), 16 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD
_____	Certificate of Completion	3 courses (NC.BUS-3A & 3B), 24 total hours, new Program SLO.	C. Chung	TBD
_____	Certificate of Completion	2 courses (NC.BUS-1A, 1B, 1C), 40 total hours, new Program SLO.	C. Chung	TBD
_____	Certificate of Completion	3 courses (NC.CSKL-015, 017, 021), 24 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD
Navigating Mental Health Issues in the Workplace	Certificate of Completion	2 courses (NC.CSKL-013 & 017), 16 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD
Supervisor's Roadmap	Certificate of Completion	3 courses (NC.BUS-2A & 2B), 40 total hours, new Program SLO.	C. Chung	TBD
Survive and Thrive in the Workplace	Certificate of Completion	3 courses (NC.CSKL-018-019, 020), 24 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD

NC.BUS-1B	Employment Law Fundamentals	New prerequisite of NC.BUS-1A.	C. Chung
NC.BUS-1C		New prerequisite of NC.BUS-1B.	C. Chung

NC.PHOT-099	Independent Projects in Photography	New prerequisite of NC.PHOT-055, recommended preparation of NC.PHOT-052A & 052B.	W. Brill-Wynkoop
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NC.BUS-1A	Foundations of Human Resources Management	100% online and hybrid options.	C. Chung
NC.BUS-1B	Employment Law Fundamentals	100% online and hybrid options.	C. Chung
NC.BUS-1C		100% online and hybrid options.	C. Chung
NC.BUS-2A		100% online and hybrid options.	C. Chung
NC.BUS-2B		100% online and hybrid options.	C. Chung
NC.BUS-3A		100% online and hybrid options.	C. Chung
NC.BUS-3B		100% online and hybrid options.	C. Chung
NC.CSKL-012		100% online and hybrid options.	G. Rieck A. Kaminsky
NC.CSKL-015		100% online and hybrid options.	G. Rieck W. Brill-Wynkoop
NC.CSKL-016		100% online and hybrid options.	G. Rieck W. Brill-Wynkoop
NC.CSKL-017		100% online and hybrid options.	G. Rieck W. Brill-Wynkoop
NC.CSKL-018		100% online and hybrid options.	G. Rieck W. Brill-Wynkoop
NC.CSKL-019		100% online and hybrid options.	G. Rieck W. Brill-Wynkoop
NC.CSKL-020		100% online and hybrid options.	G. Rieck W. Brill-Wynkoop
NC.CSKL-021		100% online and hybrid options.	G. Rieck W. Brill-Wynkoop
NC.PHOT-050	_____	100% online and hybrid options.	W. Brill-Wynkoop

NC.PHOT-052A	Fundamentals of _____	100% online and hybrid options.	W. Brill- Wynkoop
NC.PHOT-052B	_____ _____	100% online and hybrid options.	W. Brill- Wynkoop
NC.PHOT-059	_____ _____	100% online and hybrid options.	W. Brill- Wynkoop
NC.PHOT-099	_____ _____	100% online and hybrid options.	W. Brill- Wynkoop

-Motion to approve all Items (Except for NC.ARTS-210; NC.OAD-011 & 105; NC.PHOT-050, 052A, 052B, 059, 080, 081, 082, 083, 099; and the Certificates of Completion) on the 03/15/2019 Curriculum Committee Agenda; Motion by Julie Hovden, second Mary Bates. All in favor: Unanimous.

New Credit Courses	-0-	Modified Noncredit Courses	-0-	Modified Prerequisites	-0-
New Noncredit Courses	22	New DLA's	15	Deleted Courses	-0-
New Programs	-0-	New SLO's	23	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	34
Modified Credit Courses	-0-	New Prerequisites	2	Proposals Returned from Technical Review Session	12

CURRICULUM COMMITTEE SUMMARY

March 21st, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Anne Marengo – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records; Jeremy Patrich – At large member; Physical Education & Athletics - Vacant

NC.COUN-010	Career Exploration		D. Solomon A. Kaminsky	TBD
NC.CSEC-001	CSEC Part 1: The Commercial Sexual Exploitation of Children - Awareness and Identification Training		G. Rieck C. Stephens	TBD
NC.CSEC-002				

		treating CSEC victims when compared to		
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-Motion to adopt the need for and conduct a full review of NC.COUN-010; Motion by Garrett Rieck, second by Erin Barnthouse. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review of NC.CSEC-001 & 002; Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous, Lori Young was not present for the vote.

NC.OAD-080		16 hours, new SLO.	W. Brill-Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.OAD-081		16 hours, new SLO.	W. Brill-Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.OAD-082		8 hours, new SLO.	W. Brill-Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.OAD-083		8 hours, new SLO.	W. Brill-Wynkoop A. Juarez A. Marengo G. Rieck	TBD
NC.PHOT-050		8 hours, new SLO, new DLA – 100% online and hybrid options.	W. Brill-Wynkoop	TBD
NC.PHOT-051		8 hours, new SLO, new DLA – 100% online and hybrid options. New recommended preparation of NC.PHOT-050	W. Brill-Wynkoop	TBD
NC.PHOT-052		8 hours, new SLO, new DLA – 100% online and hybrid options. New recommended preparation of NC.PHOT-050	W. Brill-Wynkoop	TBD
NC.PHOT-059		24 hours, new SLO, new DLA – 100% online and hybrid	W. Brill-Wynkoop	TBD

		options. New recommended preparation of NC.PHOT-050		
NC.PHOT-099		68 hours, new SLO, new prerequisite of NC.PHOT-050, recommended preparation of NC.PHOT-051 & 052, new DLA – 100% online and hybrid options.	W. Brill-Wynkoop	TBD

-Motion to approve NC.OAD-080, 081, 082, 083 & NC.PHOT-050, 051, 052, 059, 099; Motion by Mary Bates, second Julie Hovden. All in favor: Unanimous, Lori Young was not present for the vote.

Anthropology	A.A-T Degree	20-21 total major units, new program SLO.	L. Malley	TBD

-Motion to approve the Anthropology A.A.-T Degree; Motion by Julie Hovden, second Mary Bates. All in favor: Unanimous.

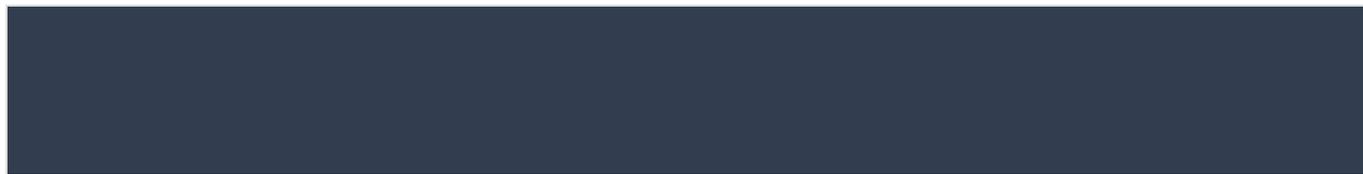
	Certificate of Completion	2 courses (NC.CSKL-009 & 012), 16 total hours, new Program SLO.	G. Rieck W. Brill-Wynkoop	TBD
	Certificate of Completion	3 courses (NC.PHOT-050, 052A, 059), 40 total hours, new Program SLO.	W. Brill-Wynkoop	TBD
	Certificate of Completion	3 courses (NC.PHOT-050, 052B, 059), 40 total hours, new Program SLO.	W. Brill-Wynkoop	TBD
	Certificate of Completion	5 courses (NC.PHOT-050, 052A, 052B, 059, 099), 116	W. Brill-Wynkoop	TBD

Project		total hours, new Program SLO.		
	Certificate of Completion	2 courses (NC.CSKL-008 & 016), 16 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD
	Certificate of Completion	3 courses (NC.BUS-1A, 1B, 1C), 48 total hours, new Program SLO.	C. Chung	TBD
	Certificate of Completion	2 courses (NC.BUS-3A & 3B), 40 total hours, new Program SLO.	C. Chung	TBD
	Certificate of Completion	3 courses (NC.CSKL-015, 017, 021), 24 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD
Navigating Mental Health Issues in the Workplace	Certificate of Completion	2 courses (NC.CSKL-013 & 017), 16 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD
Supervisor's Roadmap	Certificate of Completion	2 courses (NC.BUS-2A & 2B), 40 total hours, new Program SLO.	C. Chung	TBD
Survive and Thrive in the Workplace	Certificate of Completion	3 courses (NC.CSKL-018-019, 020), 24 total hours, new Program SLO.	G. Rieck W. Brill- Wynkoop	TBD

-Motion to approve all of the Noncredit Certificate of Completion Final Reads; Motion by Cindy Stephens, second David Brill. All in favor: Unanimous, Lori Young was not present for the vote.

COMS-190	Forensics	Changing unit spread to 1 – 4 units (formerly 2 – 4 units), no change to curriculum. Adding DLA, Hybrid option only.	T. Rice A. Kaminsky	Fall 2019
MATH-102	Trigonometry	Adding DLA, 100% online and Hybrid options.	A. Palmer	Fall 2019
MATH-103	College Algebra	Adding DLA, 100% online and Hybrid options.	A. Palmer	Fall 2019

NC.PHOT-021A	Adobe Photoshop Certification Training I	Channing title (formerly “Adobe Certification Training I”)	W. Brill-Wynkoop	TBD
NC.PHOT-021B	Adobe Photoshop Certification Training II	Channing title (formerly “Adobe Certification Training II”)	W. Brill-Wynkoop	TBD
NC.PHOT-021C	Adobe Photoshop Certification Training III	Channing title (formerly “Adobe Certification Training III”)	W. Brill-Wynkoop	TBD



COMS-105	Fundamentals of Public Speaking	Revised objectives and content.	T. Stokes-Rice	Fall 2019
COMS-105H	Fundamentals of Public Speaking – Honors	Revised objectives and content.	T. Stokes-Rice	Fall 2019
COMS-235	Intergenerational Communication	Revised objectives and content.	T. Stokes-Rice	Fall 2019
COMS-260	Communication and Gender	Revised objectives and content.	T. Stokes-Rice	Fall 2019
MFGT-132	CAD/CAM II	Revised objectives and content, updated textbook.	T. Baber	Fall 2019
MFGT-141	CATIA I	Revised description, objectives and content.	T. Baber	Fall 2019
MFGT-142	CATIA II	Revised description, objectives and content.	T. Baber	Fall 2019
NURSNG-061	Interpretation of Laboratory Tests	Revised objectives and content, updated textbook.	T. Waller	Fall 2019
NURSNG-114		Revised objectives and content, updated textbooks.	A. Vo	Fall 2019
NURSNG-124		Revised objectives and content, updated textbook.	T. Waller	Fall 2019
NURSNG-126		Revised objectives and content, updated textbooks.	T. Waller	Fall 2019
NURSNG-234		Revised objectives and content.	T. Waller	Fall 2019
NURSNG-240		Revised objectives and content.	T. Waller	Fall 2019

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

NC.PHOT-051		New recommended preparation of NC.PHOT-050.	W. Brill-Wynkoop
NC.PHOT-052		New recommended preparation of NC.PHOT-050.	W. Brill-Wynkoop
NC.PHOT-059		New recommended preparation of NC.PHOT-050.	W. Brill-Wynkoop
NC.PHOT-099		New prerequisite of NC.PHOT-050, recommended preparation of NC.PHOT-051 & 052.	W. Brill-Wynkoop

COMS-190	Forensics	Hybrid option only.	T. Rice A. Kaminsky
MATH-102	Trigonometry	100% online and Hybrid options.	A. Palmer
MATH-103	College Algebra	100% online and Hybrid options.	A. Palmer
NC.PHOT-050		100% online and hybrid options.	W. Brill-Wynkoop
NC.PHOT-051		100% online and hybrid options.	W. Brill-Wynkoop
NC.PHOT-052		100% online and hybrid options.	W. Brill-Wynkoop
NC.PHOT-059		100% online and hybrid options.	W. Brill-Wynkoop
NC.PHOT-099		100% online and hybrid options.	W. Brill-Wynkoop

-Motion to approve all items on 03/21/2019 Consent Calendar; Motion by Mary Bates, second Cindy Stephens. All in favor: Unanimous, Lori Young was not present for the vote.

Discussion Items:

- Chair Report, Lisa Hooper

-English Class Size memo received and voted “to accept” by the Senate. AFT thanked us for supporting them in terms of our recommendation for equal load, AFT in negotiations currently.

-SNCCCFRM was a success, although I promise to never have such an ambitious agenda going forward! Thanks to all who made time on a Friday and thanks to Omar for the awesome food! Need to discuss the future of Noncredit in terms of Curriculum Committee processes.

- Next year’s revision list is quite large so please announce at division meetings. It appears some departments will be revising all their curriculum on the same cycle; we may want to encourage spreading it out a bit

-CANVAS. Certainly a better way to handle final reads. Can we/should we handle Tech Reviews on this platform? If so when do we delete files? After BOT approval, after Chancellor’s Office approval, end of year, only to make room for new documents?

- Articulation Officer Report, Patrick Backes

-Chancellor’s Office Curriculum Inventory (COCI). A memo was sent from the State Chancellor’s Office regarding COCI stating, “The current COCI product is nearing the end of its shelf-life. The CCCCOC conducted a market scan to determine if viable, off the shelf vendor products exist that would be able to replace COCI, thereby bringing system stability, enhanced accuracy along with cost and time efficiencies to our campuses. The results of the market scan validated that viable products do exist, which would meet both the needs of the CCCCOC and the campus community.” The CCCCOC will be issuing a formal Request for Proposals (RFP) for a potential replacement of the current COCI system that would also provide a school-based curriculum management solution. It is anticipated that the review and selection process will conclude around September 2019.

New Credit Courses	-0-	Modified Noncredit Courses	-0-	Modified Prerequisites	-0-
New Noncredit Courses	9	New DLA’s	8	Deleted Courses	-0-
New Programs	12	New SLO’s	21	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO’s	-0-	Proposals Reviewed in Technical Review Session	13
Modified Credit Courses	13	New Prerequisites	4	Proposals Returned from Technical Review Session	-0-

CASL/Program Review Committee Minutes

February 13, 2019

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Cindy Stephens (CASL co-chair), Brittany Applen (ePortfolio Faculty Coordinator, Humanities), Alexa Dimakos (ePortfolio-Faculty Coordinator, Humanities), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), , Christine Iskander (Humanities), , Anne Marengo (SBS), Gary Quire (SB), Erika Torgeson-(Counseling), Tara Williams (MSHP)
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Topic	Discussion/Conclusion	Recommendations/ Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Consent Item</u>: Minutes for 11.28.18 Meeting 	<p>At the suggestion of co-chair Saburo Matsumoto, the committee members remembered the late professor Guido Santi with a moment of silence. Co-Chair Nicole Faudree moved to amend the February 13, 2019 agenda, to add a discussion on assessment loop closing recording through eLumen action plans.</p> <p>The minutes for November 28, 2018 were approved with input by Nicole Faudree, Anne Marengo, and Saburo Matsumoto.</p> <p>The disaggregation categories for assessment data, which were discussed at the last meeting, will be uploaded by the MIS department after the first Spring 2019 census, for the semester-length courses. Those categories will not apply retroactively to past terms assessment data.</p>		<p>Motion to amend the 2.13.2019 agenda was approved</p> <p>Minutes approved</p>
2. CASL: <u>Discussion and action items:</u> <ul style="list-style-type: none"> ISLOs to assess update Review of process for assessing CASL member participation 	<ul style="list-style-type: none"> The first ISLO will be assessed by using one of the AAC&U Leap rubrics. SLO Coordinator Nicole Faudree has sent an email to department chairs and curricular coordinators for departments with courses mapped to Information Literacy to invite them to participate in two meetings. In the first meeting they will discuss the Information Literacy rubric. They will discuss what they assess in their courses that map the Information Literacy ISLO. For example, the Business Department might use a business plan presentation, the English Department might use an essay. Attendance of the first meeting is necessary. Although representatives from 7 departments have volunteered, in anticipation of scheduling issues, they are seeking additional faculty volunteers. 		

	<p>The collected, assessment data will be discussed at a second meeting in June 2019. This would be an interdisciplinary discussion on course level assessment data for courses that map to the Information Literacy. Interim Associate Vice President of the Academic Affairs, Omar Torres, was reported to have promised to pay an hourly rate to the faculty who will participate in the assessment results discussion meeting. This idea, on how to assess ISLOs, had come directly from the AAC&U Conference that the SLO Coordinators had attended in June of last year.</p>		
<p>3. CASL: <u>Discussion and action item:</u></p> <ul style="list-style-type: none"> • Review of SLOs in curriculum on an ad hoc basis • Paralegal 101 SLO as example • Action Plans 	<ul style="list-style-type: none"> • Following up on the committee’s goal of making CASL a working committee, one way of doing so is to include CASL members in the review of CSLOs as a course moves through the curriculum process. Cindy Stephens and Saburo Matsumoto in their role as SLO reviewers for the Curriculum Committee, will select and bring course SLOs to CASL for review. This will equip the participating CASL members to better help the faculty in their division with their SLO questions. • Nicole Faudree asked the committee to review the SLO for Paralegal 101. When designing an SLO for Paralegal 101 the committee discussed the following items: <ul style="list-style-type: none"> - The most important information that the student may get from the course - The assessment instrument that could be appropriate for the assessment. - The course objectives and drawing on broad, overarching concepts - How, if the CSLO aligns with the course objectives - Drawing from experience and principles used to assess similar survey courses from other disciplines, such as Business, Sociology, ECE, Biology -Scaffolding course design in order to include overarching CSLOs • Action Plans in eLumen memorialize the loop closing discussions to assessment. There is a need to record the discussions faculty have on the CSLOs and PSLOs as a requirement for the annual ACCJC report as well as in order to memorialize the work done in the different departments. 		

	<p>The SLO Coordinators will be offering more open labs, in order to support faculty with recording information in eLumen Action Plans. The Action Plans and loop closing reminders could be pushed out by the SLO Technician Evis Wilson whenever there is enough data collected through assessing and reporting results. This can be different for different courses. The default prompts on eLumen are not clearly visible. The different departments have the ability to customize the Action Plans prompts. Determining the timing and type of reminder will be a future CASL-PR meeting agenda item.</p>		
<p>4. CASL: <u>Discussion item:</u></p> <ul style="list-style-type: none"> ePortfolio update 	<ul style="list-style-type: none"> eLumen has not yet shown any meaningful work toward implementing the changes and updates that were part of the requirements in their e-portfolio portion of the contract 3 years ago. They have not implemented the updates agreed upon in a meeting in December 2018. Digication, PeppblePad are platforms that have been reviewed. They both fulfill the requirements for retrieving information that relates to ePortfolios and their assessment integration with Canvas. The ePortfolio Coordinators are leaning toward Pepplepad but they are also considering pricing and reviewing the features and options based on the faculty input they have gathered, and their own experience. Long term access to the students' own work is considered beneficial. Connection of the ePortfolio to the student's social media platforms such as LinkedIn, is viewed as beneficial. Being able to select items from their own work that can be made public can be beneficial to the student. 	<p>Evis Wilson has been asked to help with the details of possible integration of data from Pebblepad to Canvas to eLumen</p>	
<p>5. PR: <u>Update:</u></p> <ul style="list-style-type: none"> Status of APR <p><u>Discussion:</u></p> <ul style="list-style-type: none"> Feedback on Year 1 Prioritization of phase 2 PR modifications 	<p>The first roll out of Program Review has taken place.</p> <ul style="list-style-type: none"> There are concerns regarding duplication on the prompts and headings. Miscoding in Perkins funding, miscoding in forced costs has created difficulties. A drop list may remedy the issue, as there are many budget codes that may end up being confusing. Working on integrating the staffing forms for academic and classified staffing, so they will not be done in a separate process. 		

	<p>The five year equipment list would be built into the system, into the database, so the items can be checked when needed and automatically submitted.</p> <p>The committee would need to work on clarifying the language of the prompts.</p> <p>They will review the new PR to identify prompts where they had encountered issues.</p> <p>They will work on better messaging regarding the purpose of year 1 PR: Identify ways in which a department may communicate to their faculty, the program goals toward which that given department is working.</p>		
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CASL/Program Review Committee Minutes

February 27, 2019

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Cindy Stephens (CASL co-chair), , Alexa Dimakos (ePortfolio-Faculty Coordinator, Humanities), Jeff Baker (VAPA), , Rebecca Eikey (Senate, MSHP), , Christine Iskander (Humanities), Ron Karlin (Learning Resources), Anne Marengo (SBS), Gary Quire (SB), , Erika Torgeson-(Counseling), Tara Williams (MSHP)
Other attendees	Daylene Meuschke, Omar Torres

Topic	Discussion/Conclusion	Recommendations/ Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Consent Item</u>: Minutes for 2.13.18 Meeting 	Input for the minutes was provided by Nicole Faudree, Anne Marengo, and Saburo Matsumoto.		
2. CASL: <u>Discussion and action items to forward to Senate for approval:</u> <ul style="list-style-type: none"> Mapping CSLOs to PSLOs to ISLOs by spring 2020. Assessing and loop closing PSLOs by 2020. Recommendation of minimum number of sections, students, or semesters being assessed before loop closing 	<ul style="list-style-type: none"> The committee members agreed to forward the goal of completing mapping CSLOs to PSLOs to ISLOs by 2020 to the Academic Senate for their approval. Completing the mapping will continue to be done at the department level. The SLO Coordinators will offer Open Labs to help the faculty with the mapping. <p>CASL members agreed that the assessment of PSLOs should be completed by Fall 2020. This goal serves as strong encouragement to the departments to assess and loop close.</p> <ul style="list-style-type: none"> Assessment of PSLOs will be done not through direct assessment, but assessment implied through the assessment results for courses that map to the PSLOs. The results of the assessment scores for the courses mapped to the PSLOs will be discussed at the department level. Campus wide PSLOs assessment loop closing is estimated at 10%. Reasons for the lack of participation: <ul style="list-style-type: none"> - eLumen implementation issues - Lack of information regarding the means of engaging the adjunct faculty in loop-closing discussions Suggestions on finding ways to meet the goal of completing the PSLOs assessment by 2020: <ul style="list-style-type: none"> - Using department retreats or course orientation meetings to engage the adjunct and full- time faculty in PSLO loop-closing discussions 		

	<ul style="list-style-type: none"> - Using incentives available through grant funding (such as Perkins for CE programs) for participation and training - Inviting SLO Coordinators to go to department PSLO assessment training sessions, to help lead the dialog - Involving adjunct faculty in creation of PSLOs <ul style="list-style-type: none"> • Data from courses with low enrollment, which are offered as single sections, and/or infrequently, may provide very little value to loop closing discussions. CASL recommends accumulating 45 to 50 assessment results from those courses in order to compile more data for loop closing discussions. This recommendation is a starting point. The committee will wait to hear from faculty who assess a lot, to see if this recommendation is meaningful at the disaggregation level of 45 to 50 students. They will then address issues that may come up as with data suppression of certain data categories, and if necessary make adjustments to the recommended range. 	<p>The SLO Coordinators will compile a one page document to serve as a PSLO mapping resources guide</p>	
<p>3. CASL: <u>Discussion and action item:</u></p> <ul style="list-style-type: none"> • End time of 2:50 pm for passing period • SLO Action Plan (aka Loop Closing or Phase II) pushed to coordinators/chairs for courses being assessed 	<ul style="list-style-type: none"> • Modeling what other committees have done, in order to have a passing period between the meetings, CASL agreed to end the meeting at 2:50pm. • In the past, two forms have been used in connection with assessments: Phase I form to record the plan and assessment results and then Phase II to memorialize the loop closing discussions. In eLumen Phase II is referred to as SLO Action Plan. The committee agreed that when the SLO Technician, Evis Wilson, sees a course that is reporting assessments, she would then contact either the course coordinator or the department chair for that course, to notify them of the form and link where they would record their loop-closing. The Action Plan prompts are at the macro level, and are completed by course coordinators and department chairs. This approach, where the SLO Technician pushes out Action Plans to department chairs or course coordinators for courses that have assessed, can be changed in the future, if needed. 		<p>Approved</p>
<p>4. CASL: <u>Reporting item:</u></p> <ul style="list-style-type: none"> • Updates on SLO Symposium • AAC&U GE and Assessment Conference • Learning Assessment Conference • ePortfolio update 	<ul style="list-style-type: none"> • AAC&U take-aways: <ul style="list-style-type: none"> - Showcase of a college where students are given a contextualized research assignment, and then are asked to present their results in formal research format. This is an institutional effort; incentives for faculty participation are provided in the form of CETL training and stipends, and the engagement with students happens at a class level while the research assignment is embedded in the curriculum. There are parallels to that with work currently being done at COC with guided pathways. This assignment could be tied in with experiential learning. 		

	<ul style="list-style-type: none"> - Presentation showcasing a college that holds a convocation where they highlight what each department is doing. The audience for the convocation is the faculty. At our college it could be broadened to engage faculty and students. - Attending a national conference, was beneficial because one can find out what is going on nationwide: Many states, like California, are focusing on acceleration. Reports show good results. - Many sessions featured different approaches in GE courses which are becoming more interdisciplinary. - Institutions of higher learning focusing on integrated and experiential learning. They are asking the students to apply what they are learning, making meaning out of what is learned. - Creating courses for Liberal Arts, such as the Math 100 for non-math majors - Learning Assessment Conference was brought to us by Harriet Happel. It might be beneficial that a team attend in the future. - At the closing session the participants synthesized all they had learned at the conference. - Some colleges have dedicated student learning outcomes coordinators. The role has been particularly centered in building relationships with faculty and then offering support with assessment - Quantitative and qualitative aspects of disaggregated assessment data and how to capture the students' voice and different ways to do so. - Aurora CO, College in scaffolding course materials, and the use of effective teaching strategies, toward engaging and motivating students <ul style="list-style-type: none"> • SLO Symposium workshops regarding assessing the SLO process: <ul style="list-style-type: none"> - Cerritos College had asked all faculty regarding identifying the CSLOs and PSLOs, whether they had knowledge of running reports on the assessment of the SLOs in eLumen. They had asked the faculty and collected information on challenges that the faculty had identified. They had disaggregated the data for full-time and adjunct faculty. The responses informed the changes and training they needed to provide. 		
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	<ul style="list-style-type: none"> - Normalizing scores and what eLumen is able to provide in connection to that. Perhaps when the time comes and faculty have to compare the different assessments scores that map to different PSLOs, we will need to revisit this issue again. • ePortfolio: They are considering the features of a platform called PebblePad. At an upcoming zoom meeting a PebblePad rep will walk them through the student and faculty experience. At previous conference meeting they had received information regarding Canvas and PebblePad integration. They want to ensure that they identify an ePortfolio platform that has features to serve faculty, students and other campus users, well. • Conference take-away on the ePortfolio included <ul style="list-style-type: none"> - the presentation focused on student engagement to create ePortfolios that would support their careers. - Stanford University is using ePortfolios in a way of creating culture and developing a personal brand: embedding ePortfolios in courses such as first year experience. Those ePortfolios were learner centered to show how course work develops and changes a person over time. It parallels work that is done by students in COC though the Counseling department in Counseling courses. 		
<p>5. PR: <u>Update:</u></p> <ul style="list-style-type: none"> • Status of APR <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Feedback on Year 1 • Prioritization of phase 2 PR modifications 	<p>Program review issues include:</p> <ul style="list-style-type: none"> • Sorting objectives, that may have met, or still in progress. • Requesting items individually by creating separate activity sheets for each goal/objective • The committee will address issues of PR by creating a subcommittee that (with help from Daylene) will engage with department chairs. • Embedding Academic Staffing and fixing the upload and Sorting issues from budget requests will be priorities of the phase 2 PR modifications 	<p>Jason will get together a subcommittee team.</p>	

**Noncredit Report to Senate
3/14/2019**

Current Noncredit Courses

- ESL 1A-4B (8 courses)
- Vocational ESL
- GED preparation (2 courses; math/sci and social studies/language arts)
- Citizenship prep
- Computer applications and web technologies (4 courses)
- Arithmetic (2 courses)
- Construction technology (2 courses)
- Career skills (8 courses)

The certificates below have been submitted to the state for final approval. All course associated with these certificates have already been approved by the state:

Adobe Photoshop Association Certification Exam Preparation Certificate of Completion

This program is designed to prepare a student for Adobe Certified Associate exam a credential certifying the individual has the entry-level skills to plan, design, build and maintain effective communications using Adobe Photoshop.

- NC.PHOT-021A, 021B, 021C (Courses are approved, Certificate submitted)
- NC.PHOT-021A Adobe Certification Training I
- NC.PHOT-021B Adobe Certification Training II
- NC.PHOT-021C Adobe Certification Training III

CBEST Preparation Certificate of Completion

This certificate is designed to prepare students for the CBEST - California Basic Education Skills Test. The CBEST is the standardized exam that future TK -12 teachers must pass prior to being accepted into a Teacher Credential Program or hired as a teacher in California.

- NC.EDUC-001 Test Prep for CBEST English Basic Skills Test
- NC.EDUC-002 Test Prep for CBEST Math Basic Skills Test

Career Strategist Certificate of Completion

The Career Strategist Certificate trains students to develop the skills needed to gain an accurate understanding of their strengths, interests, abilities and work values. Students also develop the skills to combine personal characteristics with career information to improve their skills at seeking, obtaining, maintaining and changing jobs. Each related course is designed and taught by a career counselor to improve the career development competencies.

- NC.CSKL-009 Personalized Career Planning.

- NC.CSKL-010 Strategic Job Search
- NC.CSKL-011 LinkedIn for Business

Global Navigation Satellite System (GNSS) Certificate of Completion

GNSS technology has become a Land surveying industry standard and there is an increasing need for Land Surveyors with GNSS technology skills. This program will provide students with a fundamental understanding of GNSS technology, Geodesy, field techniques and applications, GNSS data adjustments, processing, and analysis, and map projections. The purpose of the program is to provide both current surveyors and those new to the profession the skills and knowledge needed to conduct and process surveying projects in the workplace using GNSS technology.

- NC.SURV-010 Principles of GNSS Technology
- NC.SURV-015 Fundamentals of Geodesy
- NC.SURV-020 GNSS Leveling
- NC.SURV-025 Survey Data Adjustments
- NC.SURV-030 GNSS Techniques
- NC.SURV-035 Map Projections
- NC.SURV-040 Control Surveys Using GNSS
- NC.SURV-045 GNSS Processing and Analysis

Green Gardener Certificate of Completion

The Green Gardener Program is comprised of two non-credit, sequential courses that will allow gardeners and landscapers to identify, describe and apply best practices in professional water wise gardening. The program emphasizes the efficient use of resources and appropriate customer communication in residential and commercial landscape maintenance practices. The curriculum is designed to help students prepare for entry-level positions in gardening and landscaping as well as refine the existing skills of industry professionals preparing for a leadership role in landscaping.

- NC.WATR-100A Green Gardener I
- NC.WATR-100B Green Gardener II

Personal Trainer Preparation Certificate of Completion

This certificate is designed to prepare students for the Certified Personal Trainer exam through the National Strength and Conditioning Association (NCSA). Students will learn the basics for instructing and coaching individuals in an exercise setting, as well as the CPR and First Aid skills needed when working as a personal trainer.

- NC.HLTH-001 Adult and Pediatric CPR, First Aid, and AED
- NC.HLTH-002 Personal Trainer Certification Preparation
- NC.HLTH-003 Principles of Coaching

**Courses on the Agenda for Special Noncredit Curriculum Committee Final Read Meeting
(SNCCFRM!)**

- NC.OAD 100 Healthy Aging for Older Adults
- NC.OAD 150 Health & Fitness for Older Adults
- NC.OAD 151 Aquatic Fitness For Older Adults
- NC.OAD 101 Current Events & Issues Impacting Older Adults
- NC.OAD 110 Painting for Older Adults
- NC.OAD 111 Film Appreciation for Older Adults
- NC.OAD 112 Creative Expression through Acting for Older Adults
- NC.OAD 113 Autobiographical Storytelling for Older Adults
- NC.OAD 114 Photography for Older Adults
- NC.OAD 115 Photographic Presentations for Older Adults
- NC.OAD 116 Photographing Nature for Older Adults
- NC.OAD 117 Photographing People for Older Adults
- NC.CSKL012 Job Shadowing
- NC.CSKL013 Mental Health First Aid in the Workplace
- NC.CSKL015 Adaptability
- NC.CSKL016 Digital Fluency
- NC.CSKL017 Empathy
- NC.CSKL018 Entrepreneurial Mindset
- NC.CSKL019 Resilience
- NC.CSKL020 Self-Awareness
- NC.CSKL021 Social-Diversity Awareness
- NC.BUS1A Elements of the Human Resources Function
- NC.BUS1B Employment Law Fundamentals
- NC.BUS1C Foundational Human Resources Activities
- NC.BUS2A Supervisors Role in Workplace Compliance
- NC.BUS2B People Management
- NC.BUS3A Legal Review and Update for Human Resources Professionals
- NC.BUS3B Strategic Human Resources Management
- NC.PHOT050 Fundamentals of Digital Camera Equipment
- NC.PHOT052A Fundamentals of Photographic Exposure
- NC.PHOT052B Fundamentals of Photographic Composition
- NC.PHOT059 Lab Practices for the Digital Darkroom
- NC.PHOT099 Independent Projects in Photography

Courses that could potentially be approved locally at Curriculum Committee this semester

- NC.ESL060 College Reading, Writing, and Grammar I
- NC.ESL061 College Listening and Speaking I

- NC.CAWT11A Exploring Adobe InDesign
- NC.CAWT11B Creating Newsletters and Brochures with Adobe InDesign
- NC.CSEC001 CSEC Part1: The Commercial Sexual Exploitation of Children – Awareness/Identification Training
- NC.CSEC002 CSEC Part 2: The Commercial Sexual Exploitation of Children – Intervention/Prevention Training

STATEMENT OF THE COLLEGE OF THE CANYONS ACADEMIC SENATE REGARDING PROFESSOR AMANDA ZUNNER-KEATING

During the fall of 2017, Professor Amanda Zunner-Keating taught Physical Anthropology Lab at College of the Canyons (“COC”). A website called “Red Alert Politics” published a story titled “Professor: Use of ‘identity-based stereotypes’ will be punished” (the “Article”) several weeks after the semester began. The Article criticized Professor Zunner-Keating’s anti-harassment policy, as articulated in the class syllabus, and her distribution of a short essay by Peggy McIntosh, among hundreds of pages of reading material, titled “White Privilege: Unpacking the Invisible Knapsack” (“McIntosh Essay”). The Article further quoted alleged statements by an unnamed student who claimed to fear that conservative political views were unwelcome in the class.

The Article was distributed widely, in whole or in part, across the internet, especially on websites devoted to publicizing complaints about alleged hostility to conservative political views amongst academics. After the Article’s publication, Professor Zunner-Keating and her family were harassed and targeted online by large numbers of strangers, through social media outlets and other means, with aggressive, rude, vulgar, and sexist commentary.

The Academic Senate created a committee to investigate the Article’s allegations and the shocking vitriol directed to Professor Zunner-Keating and her family. The committee examined all pertinent evidence reasonably available to it and reported its findings and conclusions to the Academic Senate. After considering the committee’s full report, the Academic Senate makes the following statements:

1. Academic freedom, as defined by COC Board Policy 4030, “means that faculty members ... have the prerogative to present and explore all issues relevant to their disciplines which contribute to the education of students regarding the substance of each course’s content ...” By distributing the McIntosh Essay, Professor Zunner-Keating exercised her academic freedom rights appropriately, particularly in light of the course outline’s requirement that students “[e]xamine the contemporary constructs and validity of the race concept in modern humans.”
2. During the entirety of fall semester of 2017, the unnamed student in the Article never revealed himself or herself to Professor Zunner-Keating, never complained anonymously to Professor Zunner-Keating or, to the best of the Academic Senate’s knowledge and belief, any COC employee about his or her treatment in the course or otherwise, and Professor Zunner-Keating never discipline any student for violating the class anti-harassment policy. The Academic Senate lacks any information supporting the Article’s vague and ambiguous suggestion, based largely on statements by an alleged but unidentified student, that Professor Zunner-Keating created a hostile environment for students holding conservative political views.

3. Academic freedom is absolutely essential to the advancement of human knowledge and to a functioning, mature democracy. Online bullying of academics for exercising this essential freedom threatens learning and democratic values and, thus, the Academic Senate firmly opposes and rejects it. More specifically, the Academic Senate strongly condemns the disgusting online harassment that Professor Zunner-Keating and her family suffered following the Article's publication of a misleading narrative. The torrent of crude, vulgar, and sexist online commentary that the Article unleashed was, in the Academic Senate's judgment, intended to chill Professor Zunner-Keating's exercise of her academic freedom rights enshrined in law and policy.

Academic Senate Elections Committee Procedures and Regulations (Proposal)

Election Committee:

1. Elections of officers and members of the College of the Canyons Academic Senate should be run by the Elections Committee.
2. This committee will **be** comprised of three members reporting to the Academic Senate.
 - a. The Academic Senate will appoint the chair of the committee.
 - b. The Academic Senate President will seek ~~volunteers from the members of the Academic Senate and appoint them to the committee~~ **out faculty volunteers to serve on the Elections Committee which will be approved by the Academic Senate.**
3. The committee's duties include seeking nominations, running ~~the election~~ **elections, and** declaring the results to the Academic Senate.
 - a. ~~Nominations will be obtained from the appropriate faculty groups.~~
 - b. ~~Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member.~~
 - c. ~~Individuals nominated should be consulted for approval before having their names on the ballot.~~
4. The committee will ensure that elections are held at appropriate ~~time~~ **times and in a timely manner.**
 - a. The eligible voters, per the Academic Senate Constitution, will participate in the appropriate election **which include nominations and voting.**
 - b. The **Senate** President and the **Senate** Vice President elections shall be ~~conducted during the 2nd week of the Spring Semester~~ **conducted no later than the 4th week of the spring semester of even years. A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester. The nominating period shall be open and extend until the conclusion of the second week of the spring semester. The Senate President and Senate Vice President shall be elected by a plurality of the tenured/tenure-track tenured and tenure-track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.A. of Constitution)**
 - c. The Division ~~or School Representatives~~ **Senators** elections shall be conducted in the respective divisions ~~or schools during the 4th week of the Spring Semester~~ **no later than the 6th week of the Spring Semester of even years. The School/Division Senators shall be elected by a plurality of the tenured/tenure-track faculty in their respective Schools/Divisions. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.B. of Constitution)**
 - d. The At-Large Senator elections shall be conducted ~~during~~ **no later than the 8th week of the Spring Semester of odd years. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.C. of Constitution)**
 - e. ~~Division Representatives and At-Large Senators will be staggered in alternate years.~~
 - f. ~~Adjunct Senator Elections shall be conducted as early as possible in the beginning of each Fall Semester. Adjunct Senators will be elected during each spring semester after the Office of Instruction confirms teaching assignments for the subsequent fall semester.~~

~~Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances Adjunct Senators will then be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the subsequent fall semester. (Section 6.D. of Constitution)~~

~~Adjunct Senators will be elected during each spring semester after the Office of Instruction confirms teaching assignments for the subsequent fall semester. Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances Adjunct Senators will then be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the subsequent fall semester. The Adjunct Senator will serve a one-year term. The Adjunct Senator must maintain his/her employment as an adjunct faculty member during his/her term of office. (Section 6.E. of Constitution)~~

Adjunct Senators will be elected during each spring semester. Adjunct Senators will be elected by a plurality of those maintaining employment as adjunct faculty as defined by the American Federation of Teachers Collective Bargaining Agreement. Adjunct Senators will serve a one-year term and must maintain their employment as an adjunct faculty member, as defined by the American Federation of Teachers Collective Bargaining Agreement, during their term of office. No restrictions shall exist in the number of terms served.

- g. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- 5. Elections will be conducted by the ~~Election committee~~ **Elections Committee** either by paper or electronic ballots.
- 6. The results will be confirmed by the Academic Senate ~~at the next Academic Senate meeting~~ **by the conclusion of the semester in which they are held.**

Nomination Procedures and Regulations:

- a. The nominating period shall be no less than two weeks in duration with the nomination period longer for both Senate President and Senate Vice President positions, see above.
- b. Nominations will be obtained from the appropriate faculty groups.
- c. All nominations must be done through the use of the Canyons email system. Nominations received by non-Canyons emails will not be accepted.
- d. Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member only with the nominee's permission and with the nominee carbon copied on the nomination email.

- e. Nominees will be given the full nomination list.
- f. Individuals nominated should be consulted for approval before having their names on the ballot.

Election Procedures and Regulations:

- a. Candidates may provide a candidate statement that is single-spaced, in Times New Roman size 12 font, no more than 200 400 words, and fits within half a page. Candidate statements will be formatted to the required specifications as needed. Candidates are not required to provide a statement as they are optional.
- b. Candidates will be given at least 5 business days to provide a candidate statement. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.) ~~Candidate statements must be received by the elections committee no later than 2 business day before the opening of the election or by the date and time set by the elections committee.~~
- c. Candidate statements will only be accepted by candidates and through the use of the Canyons email system. Candidate statements will not be accepted otherwise.
- d. Candidate statements will be compiled and sent out to eligible voters in random order, ~~by last name in alphabetical order~~, prior to or at the opening of the election.
- e. If an election has multiple seats for the same position, then eligible voters will be able to vote for multiple candidates equal to the number of available seats, no more than one vote per candidate.
- f. ~~The voting period will be held for a minimum of 5 business days and no longer than 10 business days.~~
- g. The voting period for elections involving only full-time employee voters will be held for a minimum of 5 business days. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.)
- h. The voting period for elections that involve part-time employee voters will be held for a minimum of 8 business days. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.)

Campaigning and Lobbying Rules and Regulations:

- a. The Canyons email system may not be used for campaigning or lobbying either by the candidate or any other college employee, except by Senate Elections to disseminate candidate statements to eligible voters

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BP 4023 ACADEMIC DEPARTMENTS

Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130;

4023.1 An Academic Department is an organizational structure composed of one or more related disciplines, **and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within disciplines.**

4023.2 The Santa Clarita Community College District CEO shall establish administrative procedures to implement this policy, including the implementation of proposals for Academic Department Initiation, Merger, Splitting, or Renaming.

AP 4023 ACADEMIC DEPARTMENTS

Reference: Education Code Section 78015(a) (1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130;

4023.1 Definitions

a. Academic Department - “academic department”, hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines, **and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within disciplines.**

4023.2 Proposals for Academic Department Initiation, Merger, Splitting or Renaming

- a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.
1. Categories/Types of New Departments
 - i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.
 - A. If the new discipline/departmental proposal includes a proposed new educational program that proposed educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.
 - ii. Proposed departments that merges two existing departments.
 - iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Academic Affairs.
 - iv. Departments resulting from a proposal to split an existing department into two or more departments.
 - v. Proposals to rename an existing department without splitting or merging the department.
 - vi. Proposals to rename an existing department as the result of a proposal to merge or split a department.

(Some proposals may fall within more than one category of “new” departments.)
- b. Upon receipt of the written proposal the Academic Senate will send the proposal to the Program Viability Committee for review. The Program Viability Committee shall assume the responsibility for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.
- c. Program Viability Committee Functions (for AP 4023 proposals):

1. Determining the initial proposal's evidentiary sufficiency per Section 4023.2(g) of this procedure.
 2. Gather all qualitative and quantitative evidence into a narrative written report.
 3. Make recommendations to the Academic Senate as to the proposals validity.
 4. Use as its guiding principles for recommendation, the following:
 - i. The proposed department is based on the need of the District and no other national or regional standards alone.
 - ii. The District planning mechanisms have collaboratively and democratically prioritized this proposal.
 - iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.
 - iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.
- d. The written proposal shall address the following issues:
1. How will the proposal help the students of the college?
 2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
 3. What is the proposal's impact on existing students and faculty members? Does the Office of Academic Affairs support the proposal? Please explain, why or why not?
 4. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why?
 5. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?
 6. Is the size of the proposed department a relevant factor to consider? If so, why?
 7. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
 8. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the curriculum committee?
 - i. *Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is required.*
 9. CCC, CSU and UC Considerations:
 - a. Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?
 - b. Is the proposed department's academic discipline common to the California Community College system and mission?
 - c. Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?
 10. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
 11. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.

12. Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?
 13. Can the proposed department be absorbed into an existing department?
 14. Will existing full-time faculty be assigned or transferred to the new Department? And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?
 15. The proposal must include a feasible implementation plan, to include funding for at least three years.
- e. The proposal will be forwarded to the Chief Instructional Officer (**CIO**) and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, **and unless mutual agreement is reached between the Academic Senate and the CIO**, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCFA) to ensure that implementation of the proposal will not be hindered by, and the District will be able to honor, all existing bargaining contract provisions. All proposals submitted to the Academic Senate must contain an implementation plan. **The CIO, being a non-voting member of the Academic Senate, shall speak to the matter as it is before the full Academic Senate. In the absence of any stated opposition from the CIO, or designee, and if the proposal is then approved by the Academic Senate, it shall be concluded that mutual agreement has been reached and there is mutual agreement between the Academic Senate and the Chief Instructional Officer**, the proposal will be advanced for implementation.

4023.3 Implementation

- a. Unless a specific implementation date is detailed in the approval process, implementation will take place at the start of the next academic year.
- b. If the proposal results in substantive alterations to curriculum or student expectations, the initiation, merger, split or renaming must be approved and completed by the print deadline for the coming academic year college catalogue.
- c. All appropriate college offices shall be notified for any changes required in the college catalog, brochures, and other publications;
- d. Pilot Department Status

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.¹

1. Staffing – the authorization to hire full time staff to support any new Department may need to be restricted until the conclusion of the three year pilot process. Any

¹ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content's historical existence on campus.

recommendations to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

2. Required Reporting Content

- i. Year One Report – the report shall be an informational status update to include evidence of the department’s growth, success and challenges to date.
- ii. Year Two Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s likelihood for sustainable success by the end of its third year.
- iii. Year Three Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s immediate institutional sustainability.

3. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot department shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.

- i. Discontinuance – all pilot departments failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation.

4023.4 This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #7215). It is an area where the Senate and the District will reach mutual agreement.

Revision Approved by Academic Senate 11/07/2013

Revision Approved by Academic Senate 05/19/2016

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RETENTION SOLUTIONS/STARFISH UPDATE

March 22, 2019

Why do we want an early connection?

The Retention Solutions/Starfish (formerly Early Alert and Intervention) workgroup was started through the work of the Institutional Effectiveness and Inclusive Excellence committee. The committee decided during the June 2017 retreat that student retention is one of our seven main goals. In order to assist in student retention, an early alert system was researched and purchased. The early alert system will enable faculty to enhance communication and connect students to resources to ensure their success. We want to provide a supportive wrap-around for all students.

Why Starfish?

Over the summer of 2018, there were presentations from SARS, Grades First, and Starfish. Out of the products seen, Starfish was the product the committee chose for our campus. Many campuses across California have implemented Starfish, giving us a good sense of the product working in various colleges. The product integrates with Canvas. Progress reports for special population groups may be completed electronically. Students may raise their hand for help. A counselor may see if a student is having academic difficulty in several courses, and could reach out to the student. For example, if a certain threshold number of flags is raised for a particular student, an alert could be sent to a counselor.

Beta- testing

This semester (SP2019) we have started the process of identifying roles to build into the system, and are looking for feedback from Senate and Schools. The following roles have been discussed thus far:

Role (Starfish)	View Access	Position at COC
Instructor	Raise flags, take attendance, lower flags, send messages to students (<i>only students enrolled in that instructor's classes that semester</i>)	Faculty member teaching a course
Counselor	alert follow up, view all flags, student records, email students, lower flags, perform actions, referrals	All Counselors, BIT Team Members
Advisor	alert follow up, view student records, email students, lower flags, perform actions	Academic Advisors, TLC, Front line staff (as appropriate for specific offices)
Peer Advisors	predetermined alert follow up, contact students, email groups of students	Peer Advisors as part of student success teams, special populations. (<i>an example could be FYP</i>)

Role (Starfish)	View Access	Position at COC
Technical Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data, downloads information from database	Person(s) who ensure the system is working correctly, takes work orders from end users. <i>(Student Services Cord.)</i>
Faculty Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data, downloads information from database	Deans, and Others To Be Determined
Counselor Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data, downloads information from database	To Be Determined
Data Coaches	queries database, cleans up data, downloads information from database	Data Coaches
Administrator	All Access	MIS Director, Administrator of the product.

This table provides clarity as to what these roles can see in the Starfish system and not an expectation of responsibilities or action.

Committee Recommendations

- Receive feedback from Senate and Schools on the roles
- Begin with the above roles to start beta-testing
- Make changes to the beta environment

Senate Consultation

- Receive feedback on flags and student messaging

Next Steps

- MIS will build a beta-test for us to see how the roles work.
- The committee members will create alerts, kudos, referrals, messaging (growth mindset), and a workflow template for Senate and Schools to review and provide feedback.
- Visits to Schools: MSHP (3/8/19), VAPA (3/19/19), SBS (3/19/19), Humanities (4/8/19), Business (4/16/19), Kinesiology/PE/Athletics (TBD), Applied Technology (TBD)
- Visits to Special Pops: EOPS (TBD)
- Visits to Student Groups: ASG (4/10/19)

Recent Updates

- Four FYP Mentors have joined the workgroup to provide input on flags, messages, and progress surveys.
- Data integration nearly complete.

Retention Solutions FAQs powered by *Starfish*

The *Starfish* platform is an optional tool for faculty and counselors to easily connect and communicate with students to make an instant impact on a student's success. Faculty can raise and follow the "flags" they have raised, send students encouraging messages ("Kudos"), and refer students to services (TLC, Counseling, Financial Aid, and others). Students also have self-service capabilities. All in a single portal.

The Starfish platform is part of a larger Retention program at COC to help keep students on track to be successful.

What can Starfish do for **FACULTY**?

- Provide notice to student and support teams by raising academic flags when needed (*Attendance Concerns, Missing/Late Assignments, Low Test Scores...*)
- Refer students for additional support from academic and student services (*TLC, Counseling...*)
- Integrate with Canvas
- Give students KUDOS! (*Superstar, Rising Star...*)
- Replace paper progress surveys
- Check on status of flags and referrals
- Receive notifications when flags have been cleared
- Take attendance
- Allow students to schedule an appointment during office hours
- Send messages to individual students or cohorts
- Personalize your profile

What can Starfish do for **STUDENTS**?

- Connect students to academic and student service support
- Provide a network of support to students
- Allow students to schedule an appointment during office hours
- Students raise their hand for help
- Students can see their success network
- Receive KUDOS!
- Send messages to their support team
- Personalize your profile

500: the number of college and universities in the US.

43: The number of California Community Colleges now using Starfish.

Starfish endorsed by **Academic Senate for California Community Colleges (ASCCC)**: <https://asccc.org/resolutions/support-educational-planning-initiative%E2%80%99s-suite-tools>

Want to learn more about Retention Solutions and Starfish? Our workgroup meets the 1st and 3rd Wednesdays @ 12:30 in Bonelli 241

FAQs?

Q: Will faculty be required to use Starfish? **A: No. We hope you see value in this tool to support student success.**

Q: How will a faculty member access Starfish? **A: Through a link on Canvas. The system emails you directly. There will also be a link embedded in the “My Canyons” and other areas for faculty to use to enter Starfish. The college will soon have single sign on and this will help with easy access as well.**

Q: Will FERPA be maintained? **A: Yes. Faculty will only have access to restricted student data for the students enrolled in their classes that semester. Counselors and academic advisors will have a higher level access similar to their current access to student data.**

Q: How will the college handle confidentiality if a student does not want information shared? **A: The same privacy protocols used across all platforms at COC will continue to be used with *Starfish*.**

Q: Will faculty members be encouraged to have a conversation with their students before making referrals? **A: Yes, particularly for academic support needs. For student service needs, an internal communication that does not go to the student, is an option.**

Q: How will we be closing the loops and informing faculty or others about lowering a flag? **A: Faculty will be able to monitor the status of flags. When a flag has been lowered, notification will be sent out. The institution is committed to the program and these efforts going forward.**

Q: Will special populations continue to provide paper surveys to their instructors if the instructors do not fill out an electronic version through Starfish since it is not a requirement? **A: To be determined.**

Q: Regarding progress reports, during which weeks will they be available and how long will faculty have to fill these out? **A: Research shows improved success rates when progress surveys are sent out early in the semester, ideally around weeks 3-5 (for a full-term class). The workgroup is discussing the possibility of a progress report between weeks 3-5, around the mid-term, and before the withdrawal deadline. They are also discussing “percentages” for accelerated (5, 8, 12, 14 week) classes.**

Q: Will it be possible to modify the types of flags, kudos, and referrals over the next few semesters? **A: Yes! See handout for types of flags being considered right now. We want to keep the options limited to allow faculty to quickly complete progress surveys by viewing one screen. We don’t want them to have to scroll to the right to see additional items. Faculty also have the opportunity to enter individualized comments within comment boxes**

IDEAS FOR STARFISH MESSAGING

Possible Early Semester Progress Survey



Flag: Attendance Concern (early progress survey - Weeks 3&4)

Subject: We miss you in class

Dear [StudentFirstName],

Class isn't the same without you!

You can be successful in your academic studies and attending class is the first step to accomplishing your goals. Missing class content can affect your academic performance and grades. Please check in with me via email, during office hours, or before/after class. It's not too late for you to change your attendance habits.

[notes from faculty if any]

Sincerely,

[Professor's name & title]



Kudo: You're off to a great start! (early progress survey - Weeks 3&4)

Subject: You're off to a great start!

Dear [StudentFirstName],

Way to go!

Your classmates and I appreciate your dedication and hard work in the classroom.

[notes from faculty if any]

Continuing these good academic habits will lead to your success! Keep up the good work, and you'll go the distance!

Sincerely,

[Professor's name & title]

Possible Mid Semester Progress Survey (Weeks 6-8)



Flag: Attendance Concern (mid semester progress survey and before W deadline?)

Subject: We miss you in class

Dear [StudentFirstName],

Class isn't the same without you!

Attending class is the first step to accomplishing your academic goals. Missing class content can affect your academic performance and grades. Please check in with me during office hours. I am concerned about your academic progress and the withdrawal deadline.

[notes from faculty if any]

Sincerely,

[Professor's name & title]



Flag: Low Scores (mid semester progress survey - Weeks 6-8)

Subject: Want to go over your exam/paper?

Dear [StudentFirstName],

I invite you to my office hours to help you with the material. Remember that the TLC is here for you too. A struggle is just an opportunity for growth, and it's common for students to go through challenges like this and overcome them.

Here are some academic steps that your peers have taken to be successful:

- Study frequently
- Complete homework and check for accuracy a couple days in advance of exam
- Create a practice exam (you may write problems on index cards and shuffle)
- Attend the TLC for tutoring, study jams, GLAs
- Attend and participate in all class activities
- Take good notes, review these while completing homework and preparing for exam

If your struggle is not class related, please contact ...

Sincerely,

[Professor's name & title]



Flag: Missing/Late Assignments (mid semester progress survey - Weeks 6-8)

Subject: You have not yet submitted assignments in [CourseName]

Dear [StudentFirstName],

I value your work and contributions to the class. I noticed that you have one or more missing or late assignments. By practicing the material with our assignments we become more prepared to succeed in the class.

[notes from faculty if any]

Please contact me about next steps and to let me know if I may assist you with any questions that you have.

Sincerely,

[Professor's name and title]



Kudo: Great Effort - Showing Improvement (mid semester progress survey)

Subject: Great Effort - Showing Improvement

Dear [StudentFirstName],

I appreciate your dedication and hard work in the class. You are doing great! Keep up the good work!

[notes from faculty if any]

Should you have any questions as we progress through the material, remember that I have office hours and the TLC is available to help you.

Sincerely,

[Professor's name and title]

Possible Prior To “W” Deadline Progress Survey (Weeks 10&11)



**Flag: At Risk of D or F (prior to “W” progress survey - Weeks 10&11)
[In Danger of D or F; In Danger of Failing]**

Subject: Don't go off your path! Action Required in [CourseName]

Dear [StudentFirstName],

You are not yet progressing to a passing grade in [CourseName], and I'm concerned that time is running out to turn your grade around. It's common for students to go through challenges like this and overcome them.

[notes from faculty if any]

Contact me and your academic counselor, if you have one, right away to discuss options and develop a plan of action.

Students who use campus services are more likely to be successful. Check out services in ...

Sincerely,

[Professor's name and title]



Kudo: Outstanding Performance (prior to “W” Deadline - Weeks 10&11)

Subject: Outstanding Performance in [CourseName]

Dear [StudentFirstName],

I appreciate your engagement, collaboration, and overall preparedness in [CourseName]. You are doing great! Keep up the good work!

[notes from faculty if any]

If you need assistance or have any questions, come visit me during my office hours.

Sincerely,

[Professor's name and title]



Flag: Missing/Late Assignments (prior to “W” Deadline - Weeks 10&11)

Subject: You have missing or late assignments in [CourseName]

Dear [StudentFirstName],

Students who complete assignments on time and interact with course material frequently are more successful in the class.

According to my records, you have not yet submitted one or more assignments, or have been turning in assignments late.

[notes from faculty if any]

I want you to finish the semester strong.

Please contact me about next steps and to let me know if I may assist you with any questions that you have. Remember that the TLC is one of your campus resources.

Sincerely,

[Professor’s name and title]



Kudo: Great Effort - Showing Improvement (prior to “W” progress survey)

Subject: Great Effort - Showing Improvement in [CourseName]

Dear [StudentFirstName],

I appreciate your dedication and hard work in the class. You are doing great! Keep up the good work as we make our way toward the end of the semester.

[notes from faculty if any]

Should you have any questions as we progress through the material, remember that I have office hours and the TLC is available to help you.

Sincerely,

[Professor’s name and title]

In addition to the progress survey flags which become part of the anytime flags, here are other possible anytime flags, kudos, or referrals:



Flag - General Concerns

No message to student. This could be an instructor to counselor communication.



Flag - Behavioral Concern (option)

No message to student. This could be an instructor to BIT communication.



Kudo - Keep up the Good Work.

Subject: Keep up the good work in [CourseName]

Dear [StudentFirstName],

Way to go!

Your classmates and I appreciate your dedication and hard work in class.

[notes from faculty if any]

Continuing these good academic habits will lead to your success! Keep up the good work, and you'll go the distance!

Sincerely,

[Professor's name and title]

Continued on next page.



Referral Message to Student (Tutoring, Academic Counseling, other TBD)

Subject: I believe you would benefit form a(n) [ReferralName]

Dear [StudentFirstName],

Did you know that students who use the campus support services are more likely to pass their courses and complete their academic goals? Please see your {My Success Network} in {Starfish}.

Below you will find a referral that I believe will help you. Please follow up with this office as soon as possible to get the assistance you need quickly.

Referral Name: [ITEMNAME]

Course: [COURSENAME]

Comments: [RAISECOMMENTS]

Due Date: [DATE]

Sincerely,

[CreatorName]

				Weeks 3-4		Weeks 6-8		Weeks 10-11
	Instructor - Student - Instructor		Instructor - Student - Instructor	Instructor - Student - Instructor	Instructor - Student - Instructor	Instructor - Student - Instructor	Instructor - Student - Instructor	Instructor - Student - Instructor
				Support personnel notified		Support personnel notified		Support personnel notified
	Instructor - BIT Team							General Concerns
				Instructor - Student - Instructor				
	Instructor - Counselor							
								
	KUDOS			Instructor - BIT Team		Instructor - Student - Instructor & TLC		Instructor - Student - Instructor
				Support personnel notified		Support personnel notified		Support personnel notified
	Instructor - Student							
				Instructor - Counselor		Instructor - Student - Instructor		Instructor - Student - Instructor
	Instructor - Student					Support personnel notified		Support personnel notified
								
	Instructor - Student			Instructor - Student		Instructor - Student		Instructor - Student
								
	REFERRALS							Instructor - Student
								
	Instructor - Student - TLC							
				3 columns on survey		4 columns on survey		4 columns on survey
	Instructor - Student - Student Serv.							
	Instructor - Student - Student Serv.							



Student Engagement Process Map

