



College of the Canyons Academic Senate

April 23, 2020

3:00 p.m. to 4:00 p.m. via Zoom

Meeting can be join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/96957782470> or by calling into the meeting at
+1-669-900-6833 or +1-346-248-7799, Meeting ID#: 96957782470

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
3. *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. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
4. Approval of the Agenda
5. Committee Appointments: (pg. 3-4)
6. Approval of the Consent Calendar

| | |
|--|---|
| Academic Senate meeting, April 2, 2020 Summary (pg. 5-11) | Curriculum Committee Summary, April 16, 2020 |
| Academic Senate Special meeting, April 9, 2020 Summary (pg. 12-14) | Program Viability Committee Summary, April 16, 2020 (pg. 15-18) |
| Academic Senate & Curriculum Committee Calendar 2020-2021 (pg. 19) | Discipline memo Ted Iacenda, (pg. 20) |

B. Reports

1. Modified Program Survey Language- Canyons Connects, Michelle LaBrie (pg. 21-22)

C. Action

No agenized items.

D. Discussion

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

1. Constitution & By-laws revisions, Rebecca Eikey
 - Summary of Changes (pg. 23)
 - Academic Senate Constitution with revisions (pg. 24- 32)
 - Academic Senate By-Laws with revisions (pg. 33-49)
2. Supporting Faculty & Students during the COVID-19 Pandemic, Rebecca Eikey
 - Distance Learning Addendum & Professional Development Plan for Summer & Fall 2020, Lisa Hooper & Rebecca Eikey (pg. 50- 55)

D. Unfinished Business

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

E. 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.

F. 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

| |
|---|
| Existing Policies: |
| BP 4030 & AP 4030 Academic Freedom (Back in Committee per CPC) |
| BP 4240 Academic Renewal |
| BP 4233 & AP 4233 Attendance |
| BP 4300 & AP 4300 Field Trip and Excursions-Update to title only |
| BP 534 Field Trips and Excursions-Repeal |
| BP 7120 & AP 7120 Recruitment and Selection |
| Student Conduct (Phase 2 - BPs 5529 Student Conduct , BP 5530 Disciplinary Action & 5531 Due Process – Student Disciplinary Action) |
| BP 6700 & AP 6700 – Civic Center and Other Facility Use |
| BP 7250 & AP 7250 Administrative Retreat Rights |
| New Policies: |
| BP 3535 & AP 3535 Camera Policy (<i>new policy</i>) |
| BP 3725 & AP 3725 Information & Communication Technology Accessibility & Acceptable Use (<i>new policy</i>) |
| BP & AP 4231 Digital Badging (<i>new policy</i>) |
| BP 5517 & AP 5517 Student Clubs, Organizations, Extracurricular Activities & Travel (<i>new policy</i>) |
| BP & AP Covering Substitute Teachers (<i>new policy</i>) |
| BP & AP Freedom of Speech, Harassment (<i>new Policy</i>) |
| <ul style="list-style-type: none">• BP 528 Student Rights to Expressive Activities• BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups• BP 808 Non Student Speakers |

G. Announcements

- Next Academic Senate Meetings May 7th & May 21
- [ASCCC 2020 Spring Plenary Session, April 16-18](#), CANCELLED. May be re-scheduled for July 2020
- [ASCCC Career and Noncredit Institute, April 30th – May 2nd](#), CANCELLED
- [2020 Faculty Leadership Institute, June 18th – June 20th](#), Marriott Newport Beach
- [2020 Curriculum Institute, June 8, 2020 to July 11, 2020](#), Riverside Convention Center
- Academic Senate Elections for School Senators, Department Chairs and Curriculum Committee Members, 2 year term to be held 7/1/20-6/30/22. Adjunct Senator Positions, 1 year term to be held 7/1/20-6/30/21.
 - Special Note: Election nominations have resumed after Spring break. Results will be posted on a future Senate agenda.

H. 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 Senate Office at academicsenateinfo@canyons.edu College of the Canyons.

Committee Appointments

Pass/No Pass Taskforce Group

| First Name | Last Name | Full Time Faculty or Adjunct |
|------------|-----------|------------------------------|
| Rebecca | Eikey | Full-Time Faculty |
| Gary | Collis | Full-Time Faculty |
| Diane | Solomon | Full-Time Faculty |
| Erika | Torgeson | Full-Time Faculty |

Accreditation Writing and Evidence Faculty Teams

| First Name | Last Name | Full Time Faculty or Adjunct |
|------------|--------------------------------|------------------------------|
| Aivee | Ortega (standard 1C) | FTF |
| Anne | Marenco (standard 3C) | FTF |
| Chris | Boltz (standard 2A) | FTF |
| Cindy | Stephens | FTF |
| Claudia | Acosta (Standard 1A) | FTF |
| David | Andrus (standard 4A) | FTF |
| Diane | Solomon (standard 2C) | FTF |
| Dora | Lozano (Standard 1A) | FTF |
| Erin | Barnthouse | FTF |
| Garrett | Hooper (standard 1B) | FTF |
| Gary | Collis | FTF |
| Jason | Burgdorfer (standard 1B & 3D) | FTF |
| Jennifer | Thompson (2B) | FTF |
| Lisa | Hooper (standard 2A) | FTF |
| Miriam | Golbert | FTF |
| Nicole | Faudree (standard 2C) | FTF |
| Peter | Hepburn | FTF |
| Rebecca | Eikey (standard 4B) | FTF |
| Rebecca | Shepherd (standard 4C) | FTF |
| Rick | Howe (standard 3C) | FTF |
| Sab | Matsumoto (standard 2C) | FTF |
| Tara | Williams | FTF |
| Tim | Baber (standard 3B) | FTF |
| Tricia | George | FTF |
| Wendy | Brill (standard 4C) | FTF |
| Amanda | Keating | Adjunct Faculty |

| | | |
|----------|-------------|-----------------|
| Brittany | Huerta | Adjunct Faculty |
| Deborah | Jenkins | Adjunct Faculty |
| Edit | Soto | Adjunct Faculty |
| Ismail | Gobulukoglu | Adjunct Faculty |
| Laurisa | Reyes | Adjunct Faculty |
| Linda | Newland | Adjunct Faculty |
| Malisa | Humphrey | Adjunct Faculty |
| Rix | Thomas | Adjunct Faculty |
| Ronnalee | Morsey | Adjunct Faculty |
| Tigran | Alikhanyan | Adjunct Faculty |

CTE Taskforce for Hard to Convert Courses

| First Name | Last Name | Full Time Faculty or Adjunct |
|------------|-----------|------------------------------|
| Anh | Vo | FTF |
| Eric | Arnold | FTF |
| Hencelyn | Chu | FTF |
| Mary | Corbett | FTF |
| Nicole | Faudree | FTF |
| Patty | Haley | FTF |
| Sandy | Carroll | FTF |
| SB | Tucker | FTF |
| Tim | Baber | FTF |

Academic Senate Summary for April 9, 2020

| Voting Members | | | | | |
|-------------------------------|---------------------|---|--|------------------|---|
| Senate President | Rebecca Eikey | X | Learning Resources Senator | Ron Karlin | X |
| Vice President | Jason Burgdorfer | X | Personal & Professional Learning Senator | Garrett Rieck | X |
| Immediate Past President | VACANT | | At Large Senator | VACANT | A |
| Curriculum Chair | Lisa Hooper | X | At Large Senator | Jennifer Paris | X |
| Policy Review Chair | David Andrus | X | At Large Senator | Erica Seubert | X |
| AT Senator | Regina Blasberg | A | At Large Senator | David Brill | X |
| MSHP Senator | Sab Matsumoto | X | At Large Senator | Mary Corbett | X |
| VAPA Senator | Wendy Brill-Wynkoop | X | At Large Senator | Benjamin Riveira | X |
| Student Services Senator | Erika Torgeson | X | Adjunct Senator | Jessica Small | X |
| Humanities Senator | Marco Llaguno | X | Adjunct Senator | Carly Perl | A |
| Kinesiology/Athletics Senator | Philip Marcellin | A | Adjunct Senator | Aaron Silverman | X |
| SBS Senator | Rebecca Shepherd | X | X= Present (<i>all members present via zoom</i>) | A= Absent | |
| Business Senator | Gary Collis | X | | | |

| Non-voting (<i>members present via zoom</i>) | |
|--|---|
| Joe Gerda | A |
| Marilyn Jimenez | X |
| Dan Portillo (Warren Heaton AFT Rep) | A |
| Dr. Wilding | A |

| Guest (<i>all guest present via zoom</i>) | | | | | |
|---|---|-----------------|---|---------------------------|---|
| Aivee Ortega | X | Dustin Silva | X | Nadezhda Monosov | X |
| Ana Palmer | X | Edel Alonso | X | Nicole Faudree | X |
| Anthony Michaelides | X | Jasmine Ruys | X | Omar Torres | X |
| Ashley Murphy | X | Julie Johnson | X | Paul Wickline | X |
| Basil Aranda | X | Kathy Bakhit | X | Robert Wonser | X |
| Brittany Huerta | X | Kelly Burke | X | Sebastian (ASG President) | X |
| David Gonzales | X | Kelly Cude | X | Tiffany Pawluck | X |
| Daylene Meuschke | X | Maral Markarian | X | Tim Honadel | X |
| Dilek Sanver-Wang | X | Michael Sherry | X | | |
| Diane Fiero | X | Miriam Golbert | X | | |

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment: President clarified that the chat feature in zoom will be used for public comment. There was no public comment.
3. Approval of the Agenda:
 - Motion to approve the agenda by Wendy Brill, seconded by Rebecca Shepherd. Unanimous. Approved.
4. Committee Appointments: (pg. 3-5)

- The list for the Accreditation Writing team members has not been finalized. There will be additional adjunct faculty representation on this team.
5. Approval of the Consent Calendar
- There was a request for a correction to the March 5, 2020 summary on page 10 under section “C. Action Items, #2 CAGP 2020-2022 & Cost Estimates.” This portion of the summary noting “**Voting Results**” will be changed to read as follows, “Abstained votes are **NOT** counted as “no” votes, therefore motion passed. In re-reviewing the Robert’s Rules of Order the abstained votes by virtue of being abstained votes do not count towards the quorum of votes. The first rule that it did pass was the correct motion. However, Robert’s Rules of order does state that if it is a required vote of the quorum then votes would count. This was not a categorical vote. Another discussion relating to adding more information on the Constitution and By-laws can take place and more information regarding Robert’s Rules of order can be added. There was a clarification that the Senate President, in accordance with the Constitution, would only vote when voting would change the outcome.
 - Motion to approve the consent calendar with the understanding that the summary from March 5th will include the correction to page 10 and the insert of the word “**NOT**” by Wendy Brill, seconded by David Andrus. Unanimous. Approved.

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|--|--|
| Academic Senate meeting, March 5, 2020 Summary (pg. 6-13) | Curriculum Committee Summary, March 12, 2020 |
| Academic Senate Special Emergency March 13, 2020 meeting Summary (pg. 14-18) | Curriculum Committee Summary, March 26, 2020 |
| Program Viability Committee Summary, March 5, 2020 (pg. 19-22) | |

B. Reports (7 minutes allocated for each report)

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

1. Academic Senate Presidents Report, Rebecca Eikey
 - President has been strongly advocating for the involvement of the Academic Senate and faculty in the decision making relating to the Executive Orders and the Guidance by the Chancellor’s Office. Wendy Brill shared the American Association of University of Professors (AAUP) [Principles and Standards for the COVID-19 crisis](#). This includes “critical principles and standards on academic decision-making in American higher education and are set forth in the AAUP’s [Statement on Government of Colleges and Universities...](#)” AAUP states the pandemic should not become the occasion for administrations to circumvent widely accepted principles of Academic Governance as some faculty have reported is happening in their institutions. This statement also includes a list of questions such as, how can faculty exercise their important role in decision making? At our college we need to assert that faculty need to be involved in the decision making such as how the college is going to implement the suspension of parts of title 5. Having faculty input can help to create the best outcomes for our students. Faculty have also received many questions regarding commencement, Incomplete “I,” and “Pass/No Pass” grades. A meeting took place with faculty, COCFA union reps and administrative colleagues to discuss one of the guidance letters.
 - In terms of the CAGP 2020-2022 and the college’s desire to continue the extension. Chancellor Dr. Van Hook expressed concerns about the ability for the college to continue with the extension given the all that is going on with the pandemic. The

Chancellor has the ability to not accept the recommendation from the Academic Senate and not continue forward with the extension. The Chancellor is asking the Senate to reconsider. If the Senate thinks otherwise this item could return on a future agenda for re-consideration. However, Senate President does not feel this item is a priority at this time.

2. CETL, Julianne Johnson & Robert Wonser, (pg.23)

- Now more than ever the work of CETL is very important in supporting faculty transitioning to online teaching modality. CETL has been working with the Online Education Department (OED). Both Julianne and Robert have hosted several zoom meetings with the Introduction to Online Instruction (IOI). There are currently two IOI sections running right now. There will be two additional sections added for July. The two new additions will be announced based on demand. The additional sections will help get faculty training for later sections in summer and fall 2020.
- **Skills Teacher Certificate:** This certificate is now completely online for the remaining of the semester. Faculty will be working on the portfolios in an online format.
- **CETL Website:** The website has been updated to get more interaction from the faculty community. There is a new contact form for both full-time and adjunct faculty who may be interested in IOI or any other of the CETL courses offered in an online or remote format. Julianne provided the updated [CETL link](#).
- **CETL shift to non-credit:** Garrett Rieck, Julianne Johnson have been working with Garrett Rieck in non-credit to convert CETL courses to non-credit or create new ones. Progress was being made but was halted due to the current COVID-19 crisis. The idea is to create Certificates and Programs focused on full-time and adjunct faculty training. A meeting will take place with Program Viability on April 16th to get this project started. A program in Santa Rosa is also being looked at that is offered through non-credit. The goal is to take some of their strengths and apply them towards the COC CETL program.
- **Teaching Strategies:** This has been postponed and will resume whenever possible.
- **Project FIT:** There is hope to bring this project back.
- **CETL Blog:** There will be blog on the CETL homepage which will discuss the status of current CETL work.
- **Online certification:** Equivalencies are accepted. Faculty should work with their department chair and DE people.

C. Action Items

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

1. BP 4240 Academic Renewal, David Andrus (pg.24-25)
 - As a reminder the changes to this document would allow more flexibility for students to get their Academic Renewal in progress. It was emphasize that due to the current crisis this change will help students.
 - Motion to approve the modifications to BP 4240 by David Andrus, seconded by Wendy Brill. Unanimous. Approved.
2. Lisa Hooper, Appointment of Curriculum Committee Chair, term 2020-2022
 - Lisa will continue as Curriculum Committee Chair for a 3rd term. Motion to approve by David Andrus, seconded by David Brill. Unanimous. Approved.
3. Gary Collis, Appointment as Policy Review Chair, term 2020-2022

- Gary has been serving as a member of the Policy Review Committee for a few years.
 - Motion to approve Gary Collis as Policy Review Chair by David Andrus, seconded by Rebecca Shepherd. Unanimous. Approved.
4. Academic Senate & Curriculum Committee Calendar 2020-2022 (pg. 26-28)
- In the spring of even years the Senate and Curriculum Committee put together a calendar for the next two years. The local board has approved a calendar for 2021 but has yet to approve one for 2022. The version of the 2022 calendar is a best guess that it will mirror the 2021. There is also a list of approved holidays that the State Chancellor's office recommends. For the year 2022 the State Chancellor's Office recommends that Veteran's Day be held on either a Thursday or a Friday. In the past the college has observed Veteran's Day on a Thursday this was mostly due to faculty and staff feeling uncomfortable with not observing Veteran's Day on the actual National day. It is possible that the Calendar Committee would recommend a Friday instead of a Thursday. The concern with observing Veteran's Day on a Thursday is that it can cause issues with the scheduling of labs. The other concern is that if Veteran's Day is observed on November 11th there would be no Curriculum Committee meeting held in the month of October for 2021.
 - In both calendars for fall semesters a meeting is being proposed during finals week. Both calendar proposals also end with a Curriculum meeting in spring which may be problematic as any work would carry over into the next semester. There was a suggestion to end with a Senate meeting on both calendar versions.
 - There was a clarification that if the campus is still working remotely in the fall the meeting would continue to be held via zoom.
 - For the 2021 Calendar the schedule could be adjusted to add a Curriculum meeting for spring 2020 if Veteran's Day is held on a Thursday. For both calendars the idea is to end with a Senate meeting for spring semesters. No action will be taken on the calendar the revised calendars will return for the next meeting.

D. Discussion

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

1. Grading Policies, Rebecca Eikey

- | | | |
|---|---|---|
| ○ Executive Order 1 | ○ Title 5 Section 55022 | ○ Title 5 Section 58002 |
| ○ Executive Order 2 | ○ Title 5 Section 55045 | ○ Title 5 Section 55024 |
| ○ Title 5 Section 55023 | ○ Title 5 Section 55702 | ○ Title 5 Section 58509 |
- This item is to discuss how faculty can be supported and who should be involved.
 - **Executive Order change to Pass/No Pass (P/NP) grading policy:** What will this change mean to local degrees in terms of students GPA? As listed in the COC Catalog any course can be taken as a P/NP option except for courses within the local degree's major. Outside of local degree there are a lot of considerations when it comes to ADT's, transfer to a Cal State or UC and a major a student will be looking into. Counseling has received many requests for the P/NP for English 101, Math and for courses relating to students majors at their transfer institutions. Currently the forms are not being processed as the college is waiting for further information from the CSU and UC's. Any student who requests a P/NP will still need to consult with a counselor. A counselor can communicate the possible consequences of the decision
 - **CSU's blanketed Distance Learning Addendum (DLA):** CSU's have relaxed transfer requirements and have begun to accept remote learning and the Pass as an acceptable

transferable grade. This change would only apply for students who have applied for transfer, in which spring 2020 would be their last semester, to a CSU or UC. Many students will need an extra year to complete their requirements.

- **Should COC relax their Pass/No pass requirements?** There are some students who are frustrated with the process and are considering dropping classes. Other students feel that if instructions goes remote in fall they will not enroll. The more barriers which can be removed, during this this pandemic crisis, the better the college can help support students. Does the college want to be specific to this semester or only for as long as there is a crisis?
- **What does the P/NP mean for students?** Many students will take this option so that a lower grade does not affect their GPA. It is important to understand what the intent of the course is and where this course is being transferred too? If a course is transferred into a particular program it could be counted as a "C." But if it's not it will be counted towards the GPA. There is no one solution for all. In terms of Title 5 the language states that a student can elect for a P/NP option and colleges "may" choose to have this option and not that they "will." The No Pass has been waived, per the Executive Order, in terms of being probationary or negative for the student. There is no information regarding the P/NP grading policy change and what this would mean for institutions outside of the state.
- **Proposal:** A proposal will be drafted and will return on next agenda for April 23rd. President organized a group of faculty to help craft the proposal, they include Erika Torgeson, Gary Collis, Diane Solomon and other counselors.
- **"W" and "EW" Grading Policies and Refund:**
 - The "W" would appear on a student's transcript. Any student who request this option will receive an email informing them of the option for an "EW" or the "W" with a refund.
 - The "EW" or Excused Withdrawal is used when there are extraordinary circumstances such as an emergency. This code would appear on a student's transcript but the student will receive a refund.
 - The "W" with a refund does not show up on the transcript and the student will receive a refund.
- Each student will choose a different option depending on the students' academic plan. The COC website has been updated, the petition and its requirements have been removed, and only a form is linked. Jasmine will call a group to review the information on the website.
- **Federal government guidance with Financial Aid:** Guidance has also be received from the Federal government, students will not lose their financial aid eligibility status if they withdraw due to the pandemic. In regards to the Satisfactory Academic Progress this is still being debated at the federal level. The federal government has not stated Veteran students can withdraw and continue with their benefits
- **Incomplete Grade and In progress:**
 - **Incomplete "I":** Student are assigned an Incomplete "I" are given a year to complete the grade work. The "I" Option allows students to work one-on-one with the instructor. Some faculty are giving Incompletes due to the inability to access clinical sites as result of the pandemic. There was a suggestion to reserve seats for these students so they can add a lab course and complete their requirements. Anything that is in conflict for a college to enact an Executive Order is suspended.

- **"In Progress "IP":** This option gives students an extension of time to complete the grade work.

- ### E. Unfinished Business

10

F. New Future Business

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 - Special Note: Election nominations will resume after Spring break.

I. Adjournment: 5:03 pm.

Special Academic Senate Meeting Summary for April 9, 2020

| Voting Members | | | | | |
|-------------------------------|---------------------|---|--|------------------|---|
| Senate President | Rebecca Eikey | X | Learning Resources Senator | Ron Karlin | X |
| Vice President | Jason Burgdorfer | X | Personal & Professional Learning Senator | Garrett Rieck | X |
| Immediate Past President | VACANT | | At Large Senator | VACANT | A |
| Curriculum Chair | Lisa Hooper | X | At Large Senator | Jennifer Paris | X |
| Policy Review Chair | David Andrus | X | At Large Senator | Erica Seubert | X |
| AT Senator | Regina Blasberg | A | At Large Senator | David Brill | X |
| MSHP Senator | Sab Matsumoto | X | At Large Senator | Mary Corbett | X |
| VAPA Senator | Wendy Brill-Wynkoop | X | At Large Senator | Benjamin Riveira | X |
| Student Services Senator | Erika Torgeson | X | Adjunct Senator | Jessica Small | X |
| Humanities Senator | Marco Llaguno | X | Adjunct Senator | Carly Perl | A |
| Kinesiology/Athletics Senator | Philip Marcellin | A | Adjunct Senator | Aaron Silverman | X |
| SBS Senator | Rebecca Shepherd | X | X= Present (<i>all members present via zoom</i>) | A= Absent | |
| Business Senator | Gary Collis | X | | | |

| Non-voting (<i>members present via zoom</i>) | |
|--|---|
| Joe Gerda | X |
| Marilyn Jimenez | X |
| Dan Portillo (Warren Heaton AFT Rep) | X |
| Dr. Wilding | A |

| Guest (<i>all guest present via zoom</i>) | | | | | |
|---|---|-----------------|---|-----------------------------------|---|
| Amy Foote | X | Jasmine Ruys | X | Nadezhda Monosov | X |
| Andy McCutheon | X | Jennifer Smolos | X | Nicole Faudree | X |
| Anthony Michaelides | X | Juan Renteria | X | Omar Torres | X |
| Ashley Murphy | X | Kathy Bakhit | X | Patti Haley | X |
| Brittany Huerta | X | Kelly Cude | X | Sebastian Cesares (ASG President) | X |
| Dilek Sanver-Wang | X | Kelly Bronco | X | Tim Honadel | X |
| Edel Alonso | X | Maral Markarian | X | | |
| Garrett Hooper | X | Michael Hubbard | X | | |

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment: There was no public comment but there was a reminder that the chat feature in zoom is being used as a way for the public to submit comments or questions.
3. Approval of the Agenda:
 - Motion to approve the agenda by Aaron Silverman, seconded by Wendy Brill. Unanimous. Approved.

B. Action Items

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

1. Resolution to Support Students During COVID-19 Crisis: Pass/No Pass and Local

Degree/Certificate Requirements, Rebecca Eikey, Gary Collis, Diane Solomon, Jasmine Ruys & Erika Torgeson (pg. 2-3)

- The Statewide Chancellor's Office by Executive Order suspended some provisions of Title 5. In addition, local policies which would interfere with that suspension were also suspended. These local policies included several of COC's policies, such as the policy in which a student could select the pass/no pass grading option. More specifically, these include both COC's and Title 5 policies that would allow a pass/no pass to influence Academic Probation.
- Last week, the CSU's and UC's issued new policies which specifically accepts a pass/no pass grading for major specific coursework and other purposes. There was a clarification that each CSU will provide a different blanket GPA requirement for students to be able to apply, which is a 2.0. It will also depend if a CSU or their program is impacted. Although a "Pass" may not be listed on a transcript a transfer school may evaluate a "Pass" as a "C" grade for admissions purposes. There are some schools which may also be requiring a higher GPA.
- A main issue at COC is that COC's own internal policies still imposed limits on using a "P" grade towards the progress of major coursework. This policy also imposes upper limits in regards to the number of units a student can earn, with a "P" grade, towards their IGETC and/or educational requirements. This resolution will suspend those limitations such as using the "P" grade towards major coursework and the unit cap for selection of the "P" grade.
- This resolution is also urging the Board of Trustees to suspend those policies for these purposes in the spring, summer and fall 2020 semesters. It is recommended that this process be in place for fall semester as well in the event that after moving to face to face instruction there is a need to move back to remote due to another wave of COVID-19. The COC Chancellor intends, if this resolution is adopted, to act upon it herself pursuant to the special power that was conferred upon her by the BOT.
- The requirement has been and will continue to be that anyone who wishes to exercise the Pass/No Pass option is to meet with a Counselor. There may be potential consequences for some students such as particular disciplines. Once a Counselor approves a petition it then will be forwarded to A&R the change would immediately be made.

| Yes Votes | | | | Abstained | | Absent |
|---------------------|---------------|------------------|-----|---------------|--------------------|------------------|
| Jason Burgdorfer | Yes | David Andrus | Yes | Rebecca Eikey | Abstained | Regina Blasberg |
| Ron Karlin | Yes | Sab Matsumoto | Yes | | | Philip Marcellin |
| Erica Seubert | Yes | Rebecca Shepherd | Yes | | | Carly Perl |
| David Brill | Yes | Benjamin Riveira | Yes | | | |
| Wendy Brill-Wynkoop | Yes | Aaron Silverman | Yes | | | |
| Erika Torgeson | Yes | Gary Collis | Yes | | | |
| Marco Llaguno | Yes | Mary Corbett | Yes | | | |
| Jessica Small | Yes | Garrett Rieck | Yes | | | |
| Lisa Hooper | Yes | Jennifer Paris | Yes | | | |
| Totals: | 18 Yes | | | | 1 Abstained | 3 Absent |

- **Voting results:** 18 “yes” votes, 0 “no” votes, 1 “abstained” vote and 3 absent.
- Motion to adopt this resolution by Wendy Brill, seconded by Rebecca Shepherd. Unanimous. Approved

C. Adjournment: 3:24 pm

Program Viability Committee Summary

April 16, 2020, 9:00 a.m. to 10:30 a.m. – Zoom Conference Call

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Jason Burgdorfer (MSHP), Wendy Brill (VAPA), Julie Lawson (VAPA), Bernardo Feldman (VAPA), Robert Wonser (SBS), William MacPheson (VAPA), Don Carlson (Dean, Business), Jennifer Smolos (Dean, VAPA), Julie Johnson (SBS)

I. Routine Matters

1. Call to order: 10:05 am
2. Approval of the Agenda:
 - Motion to approve the agenda by Chris Boltz, seconded by Nicole Lucy. Unanimous. Approved.

II. Reports

1. Chair Report: No report

III. Discussion

1. New Program: Transitioning CETL to Noncredit – Julie Johnson and Robert Wonser
 - CETL Background: The Center for Excellence for Teaching and Learning (CETL) program will be transitioning to Non-Credit. The CETL program has been in existence for several years at the college and was remolded 5-6 years ago. This program was previously run by both Brent Riffle and Ron Dreiling and is now being run by Julie and Robert. CETL is a collaborative professional development program for faculty led by faculty. This program focuses on enhancing excellence in the classroom.
 - Program Description: There is an idea to expand this program to the community and collaborate with educators throughout the K-12 system. The expansion of the program would be way to engage on a broader scale. The CETL non-credit certificate program would be offered as a non-credit certificate for faculty or educators. Expanding this program to the community will help others in their community with the Professional Development. However, the main focus will be to continue to support both full-time and adjunct faculty. There are three preliminary teaching certificates:
 - Teaching Foundation Certificate: The main teaching foundation is IOI which is CETL's core foundation. It is an introduction to online instruction which, given the current times, is extremely important. IOI is the last step faculty take to become Online Certified Instructors. This is a 5 week program. Two of the courses offered in this Certificate are, *Culturally Responsive Teaching* and the *Introduction to Teaching Strategies*. Both of these courses focus on the foundational aspects of excellent teaching in the classroom. This certificate would require an instructor to take 1 out the 3 courses listed in the top section and 2 courses out of the bottom section. Many of these courses are part of the Skill Teaching Certificate Program which is currently being offered to faculty. These courses are modules within this certificate. Faculty can select courses in, *High Impact Practices*, *Assessment Strategies*, *Effective Classroom Management* and a *Teaching Portfolio*.
 - Well Rounded Teaching Certificate: This certificate is aimed for those instructors who have moved forward, refresh their skills or are looking for continuing education. This certificate also focuses on IOI and being culturally responsive.
 - Build Your Own Teaching: This option would be a combination in which the instructor could build their own Professional Development.

- There was a suggestion to re-number the list of courses and list the *Introduction to Teaching Strategies* course first as faculty should know how to teach before they teach online.
- The MQ requirements for an instructor to teach Workforce Preparation courses includes a Bachelor's degree with two years of experience related to the field of study. The committee has been discussing drafting clearly defined hiring qualifications for faculty.
- There is concern that with expanding and offering courses to the Hart District that the number of course offerings may not meet the demand. The number of current staff may not be available to each as often as these courses are being requested. In particular, if this program is moved to non-credit there will be a need for additional instructors. The minimum qualifications for non-credit instructors may not be enough to staff these courses. When these courses are added to the course outline of record additional MQ's will be included
- Switching to non-credit will not affect the Professional Development obligation. The 36 non-credit hours will be equivalent to 2 units. The 36 hours could continue to be used for salary advancement as the work would not be any less once the course moves to non-credit.
- The Hart district has shown an interest in this program and in developing education opportunities for their faculty. Julie is in the process of obtaining several letters of support from the Hart District. Faculty from various alternative schools, such as charter schools are also interested in collaborating with COC. Collaboration could also take place with instructors from Dual Enrollment classes. There are many instructors who are worried about losing students due to students taking classes at COC such as in Health. This is an opportunity for those instructors to obtain additional training.
- CDCP Requirement: These courses do meet the CDCP requirement and will go under Workforce Preparation, Enhanced Funding and will be part of the certificate program. The state's definition of Workforce Preparation is preparing instructors for a variety of professions and not one specific profession within teaching. Short term vocational needs to be for one specific occupation. The state is planning to release a memo explaining the differences between the two categories.
- There are other concerns such as using the CCC apply application registration system for the School of Personal & Professional Learning. Faculty are used a non-traditional schedule so this will not be an issue. There is also no need to publish the schedule a year in advance.
- The Castaic Union School district has confirmed they will release their teachers so they can participate in this training. While most of the courses are geared towards college education, K-12 teachers can be asked to participate and provide their input. This can be a Culturally Responsive Teaching Technique.
- Due to the flexibility of non-credit if a group of instructors prefer to use Google Classroom they can do so instead of using CANVAS.
- The committee is in proposal of this program. Motion to approve moving this program to non-credit by Lisa Hooper, seconded by Chris Boltz. Unanimous. Approved.

2. Program Revitalization Update: Computer Networking – Lee Hilliard

- There was a clarification that this is a report and not a discussion item. Wendy and Nicole have been working with Lee and Sam for about two years regarding various issues within the Computer Networking Department. A determination was made that the program is struggling with low enrollment and completion. Some ideas have been identified that could help the program. Ideas include more marketing, having administrators who are out in the business community solicit more advisory members, visit other colleges that have a thriving program, hiring consultants to do a GAP analysis and doing a professional externship. Some action has taken place with these ideas. The district has requested that Computer Networking (now Network Technology) go through the program revitalization process. This is the first program put through this process. Sam and Lee were told to fill out a form but not much has happened since then. Collaboration needs to take

place with administration, faculty and the Network Technology program to help fill out and return the Program Revitalization program document. A true analysis of program needs to take place to determine where the program is and where it needs to be. Data needs to be collected from other program and a plan, backed up by data, needs to be presented. A document will returned to Program Viability in May that will be more concrete. The document is currently loaded in CANVAS. Dawn submitted the minutes from the Advisory Committee meeting to Garrett. Labor Market Data will also be included and examples of programs at other colleges such as in Orange County, South Coast, San Diego and the Bay area. There was a request to set a timeline for when certain steps can be taken. Lee and Samuel will attend the next Program Viability Committee meeting in May. It is important to look at what a strong program looks like and determine how to get there. There is suggestion to incorporate Cybersecurity into this program. Paula Hodge, who is a content expert, could be brought into this discussion. The majority of Hart District students are enrolling at Moorpark College. However, a determination needs to be made regarding where Cyber Security will fit in and if it could fit into Network Technology.

3. "V" Forced Costs Items Review and Discussion

- **Funding Categories:** This is the first time Program Viability has looked at Forced Costs. There are four categories of Forced Costs which includes **critical**, **external enrollment management** and **program viability**. An assessment needs to be done to determine if these forced costs requests fall in line with the viability of a program. Program Viability is defined as dealing with reliability issues, new programs and program revitalization. There is some overlap with enrollment management and sustaining a program such as enrollment viability. For Enrollment Management forced costs one of the goals is to increase incarcerated students.
- Program Viability can also be looked at in terms of Sustainability and how can a program be moved forward with improvement efforts? Such as maintain the integrity of instruction to be relevant with the emerging technology. These are the same directives that we have with Strong Workforce and Perkins. There are two issues, first, does the committee agree that these items sustain the program? Second, is there a caveat now since it is not clear if Strong Workforce funding will be received for 2021?
- **Funding Sources:** Several of the programs have identified **Strong Workforce in Perkins** as alternative funds that could be used as well as **lottery** and **instructional block grant**. It was clarified that the committee's role is just to determine whether these are truly program viability forced costs or if a non-forced cost augmentation be made? The next step would be for the district to make a determination. Curriculum Development is part of the contractual obligation. There has only been on instance in which the writing of curriculum was funded, this was for new programs in non-credit.
- The current **Advance Technology Center** is being funded by the state Chancellor's office. This projects seeks to incorporate the best of Academic Affairs with contract education to meet the industry need for SCV's advanced manufacturing and construction technologies. Part of this curriculum development is aligned with industry recognized credentials guided by the Advisory Boards. This project may evolved into a regional project. This project is completed validated by Perkins and Strong Workforce due to being considered outside the normal operations of what a faculty member would do.
- There was a question regarding why an ongoing costs is not being absorbed as part of the operating budget of a program?
- **Academic Departments:** Some budget requests were reviewed.
 - **Architecture:** The Makerspace area is being used as a Learning Lab for the modeling that's required within this program of study for both Architecture and Interior Design. In the

Introductory class more modeling was done so students can learn the contextual theory and this has increased retention significantly. In order to continue to do this type of learning a Lab Assistant is needed. These classes can run 30 to 36 students. This program will come through Program Viability soon due to significant curriculum modification. Computer for Architecture also need to have 3D AutoCAD installed and currently there is only one lab on campus that has this software installed.

- **Music:** Every music major student is being obligated to be part of the Pledge Music Program. This will mean that every student needs to take private lessons to be a part of the music ensembles. For private lessons there needs to be experts (collaborative artists) on different instruments. If students do not pass the audition they will not be able to transfer and be admitted. This is regardless of their GPA. There are also now virtual capabilities being mandated by the State Chancellors Office. Tutors also can help connect students to studios such as in Capitol Records or the Pantages Theater. Tutors also need to be paid more than just \$18.75 an hour as there has not been an increase since 1994.
- Software hardware equipment is critical for this program such as Pro Tools which need software licenses purchased. There will also be a Music Notation course that uses software will be offered soon. Students will also need to travel to other colleges to listen to other ensemble groups.
- **Early Childhood Education (ECE):** There are students who are being paid to go through this program. Employees help with the clinical documentation of students. The center while being a child care center is also a clinical site for ECE Students. Currently faculty at the ECE center are supervising students. Is there a certain requirement that a certain number of supervisor be in a room depending? Faculty are currently performing additional job responsibilities.
- **Physics:** A lab tech has resigned and the department is requesting for another lab tech due to an increase in sections from 15 to 28. They are requesting a full-time lab tech.

Resources

PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization

1. Program Justification Form

The information on this form will be used for acquiring the labor market information (LMI) through the Center of Excellence (COE, www.coecccc.net) for Initiation/Substantial Modification and Revitalization.

2. Program Initiation/Modification Form

This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Initiation/Substantial Modification. Additional questions have been added to the facilities section of the form.

3. Program Revitalization Form

This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Revitalization. Questions also rely on information from Program Review.

IV. Adjournment: 10:31 am

Curriculum and Senate Meeting Calendar Scheduled 2020-2021

| Fall 2020 | | | Spring 2021 | | |
|--|---------------------------------|---------------|---|--------------------------------|--------|
| Meetings occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm) | | | | | |
| Month | Meeting | Date | Month | Meeting | Date |
| <i>FLEX week</i> | <i>Senate Retreat</i> | <i>Aug 20</i> | | | |
| <i>1st week of the semester</i> | Curriculum 1 | Aug 27 | <i>1st Week of Semester</i> | Curriculum 8 | Feb 11 |
| September | Senate 1 | Sep 03 | February | Senate 8 | Feb 18 |
| | Curriculum 2 | Sep 10 | | Curriculum 9 | Feb 25 |
| | Senate 2 | Sep 17 | | Senate 9 | Mar 04 |
| | Curriculum 3 | Sep 24 | | Curriculum 10 | Mar 11 |
| October | Senate 3 | Oct 01 | March | Senate 10 | Mar 18 |
| | Curriculum 4 | Oct 08 | | Curriculum 11 | Mar 25 |
| | Senate 4 | Oct 15 | | Senate 11 | Apr 01 |
| | Curriculum 5 | Oct 22 | | <i>Spring Break-NO Meeting</i> | Apr 08 |
| | Senate 5 | Oct 29 | | Curriculum 12 | Apr 15 |
| November | Curriculum 6 | Nov 05 | April | Senate 12 | Apr 22 |
| | Senate 6 | Nov 12 | | Curriculum 13 | Apr 29 |
| | Curriculum 7 | Nov 19 | | Senate 13 | May 06 |
| | <i>Thanksgiving- NO Meeting</i> | Nov 26 | | Curriculum 14 | May 13 |
| <i>December Week before Finals</i> | Senate 7 | Dec 03 | May | Senate 14 | May 20 |
| | | | <i>Note: No meetings will be held last two weeks of the semester.</i> | | |

HUMAN RESOURCES OFFICE

Date: March 4, 2020

To: Dr. Rebecca Eikey
President, Academic Senate

From: Linda Clark
Sr. Human Resources Generalist

CC: Rian Medlin, Director, Human Resources
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Additional Discipline Assignment for Ted Iacenda

Name: Ted Iacenda

Hire Date: 03/07/20

Additional Discipline Assignment: Noncredit Vocational (Short-Term)

The minimum qualifications for the discipline of Noncredit Vocational (Short-Term):

- Possession of an **unexpired** California Community College Instructor Credential in the discipline.
OR
- ✓ Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught.
OR
- Any associate degree and six (6) years of occupational experience related to the subject of the course taught.
OR
- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.
OR
- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.

Ted Iacenda meets minimum qualifications with:

- B.A., University Studies, The University of New Mexico
- 14.25 years of occupational experience in physical education and coaching.

Santa Clarita Community College District
COLLEGE OF THE CANYONS

Type: Flag

Title: Attendance Concern

Subject: [Canyons Connects] - Your participation is missed in Introduction to Microbiology.

Message:

Dear Student Name,

This message is being sent to you from Canyons Connects on behalf of your instructor.

Personalized notes from your instructor:

We recognize that this semester has presented many challenges for students and your instructor has noted you have been absent from class. The move to remote instructional delivery may be affecting your academic performance and grades.

We want to help you through this semester—whether that is continuing in the course, selecting a differing grading option or withdrawing. You have options.

Pass/No Pass Option A pass or no pass option enables a student to use a Pass grade to be used in their major coursework BUT there could be limitations for transfer. There are many considerations a student must weigh before choosing this option. Access Counseling Services and/or meet virtually with a Counselor
<https://www.canyons.edu/student-services/counseling/continuing/index.php>.

Withdrawal Options

For students who wish to drop from a course, you can choose a Student Withdrawal and Excused Withdraw (EW). *Both options provide the student with a refund.* A student can withdraw themselves from a course using My Canyons resulting in a W on your transcript in the course. If this is not done by the course deadline*, then an FW (Failed to Withdraw) grade could be assigned as the final grade in the course. Students who withdraw from the course will have the option of repeating the course. There are many considerations a student must weigh before choosing this option. Access Counseling Services and/or meet virtually with a Counselor
<https://www.canyons.edu/student-services/counseling/continuing/index.php>.

Incomplete (I) Grade

An Incomplete MAY be an option if you cannot complete your course this semester. An Incomplete is a contract between you and the faculty member; you will need to work with the instructor to independently complete the course. If an Incomplete is arranged, the student has one year to complete the course (until the end of spring 2021). Please contact your instructor to determine if an Incomplete is appropriate for your circumstances.

You are welcomed and encouraged to consult with Counseling Faculty and staff if you have any questions regarding your educational plan. Access Counseling Services and/or meet virtually with a Counselor
<https://www.canyons.edu/studentservices/counseling/continuing/index.php>.

Sent on behalf of,
Instructor's name

*Consult your instructor for deadline dates.

Summary of Changes to the Constitution & By-Laws

1. Constitution

- a. Adding new officer positions: Treasurer and Secretary
- b. Clarifying elections processes for many Senate positions and extending Adjunct terms to 2 years.
- c. Removing composition of Curriculum Committee and placing that in the Bylaws (to give the Curriculum Committee more flexibility in supporting the development of our expanding curriculum).
- d. Changing pronouns to them/their throughout

2. Bylaws

- a. Descriptions of roles/responsibilities of Treasurer and Secretary and vice President-elect
- b. Changing pronouns to them/their throughout
- c. Additional sections added to Article III (meetings & procedures)
- d. Composition of Curriculum Committee
 - i. Expanding membership to 3 adjunct faculty
 - ii. Clarifying how membership can expand to support the growth of curriculum review

NOTE: Bold indicates additions and strikeouts indicate deletions.

COLLEGE OF THE CANYONS

ACADEMIC SENATE

CONSTITUTION

PREAMBLE

We, the faculty of College of the Canyons, do hereby establish this Constitution to represent the faculty in academic and professional matters and to enable the collegial process of shared governance.

ARTICLE I – NAME

The official name of the organization shall be the College of the Canyons Academic Senate.

ARTICLE II – PURPOSE

In accordance with Title 5, the purpose of the Academic Senate, as the representative body of the Faculty, shall be to recommend, promote and participate in the formation and implementation of policies on academic and professional matters and to support faculty, students, administration, and the Board of Trustees in that endeavor.

ARTICLE III – DEFINITIONS

For the purposes of this Constitution, the term “tenured” faculty refers to regular employee and the term “tenure track” faculty refers to probationary and, or contract employee as defined by Education Code Section 87661(d) and 87661(b), respectively. The term “adjunct faculty” refers to temporary employee as defined by California Education Code Section 87482.5.

ARTICLE IV – ~~ELECTIONS~~ MEMBERSHIP

Section 1 – The voting members of the Academic Senate hereinafter identified as Senators who, unless otherwise specified, shall be tenured and tenure track faculty members are:

- A. President
- B. Vice President
- C. Secretary**
- D. Treasurer**

- E. 3 Adjunct-Faculty ~~Representatives~~ **Senators**
- F. The Immediate Past Academic Senate President
- G. 1 ~~Representative~~ **Senator** from each School/Division¹
- H. 1 At-Large ~~Representative~~ **Senator** per every 40 tenured/tenure track faculty members
- I. Faculty Chair of the Curriculum Committee (Ex Officio).
- J. Chair, Policy Review Committee (**Ex Officio**)
- K. **In the event that the Academic Senate President is not chairing the Program Viability Committee, and the Program Viability Committee Chair is not already serving on the Academic Senate then this person will serve as Ex Officio on the Senate.**

Section 2 – Individuals that satisfy two or more of the positions/titles listed in Article IV (Section 1) shall be, nonetheless, held to only one vote on matters before the Senate. This restriction does not restrict the right to hold a proxy vote.

Section 3 – The Non-voting members of the Academic Senate shall be:

- A. Chief Instructional Officer (CIO)
- ~~B. Vice President of Student Services~~ **Chief Student Services Officer (CSSO)**
- C. The COC Faculty Association President, or designee
- D. The COC Adjunct Association President, or designee
- E. ~~The A~~ Student Senator of Associated Student Government (ASG).
 - 1. The Student Senator shall become a member of the Academic Senate if approved and appointed by the ASG. ASG Membership on the Academic Senate is purely voluntary.

Section 4 – The President of the Academic Senate may vote only when **their** ~~his/her~~ vote will change the outcome.

ARTICLE V – ELECTIONS

Section 1 - The elected positions of the Academic Senate include:

- A. President/President-Elect
- B. Vice President/Vice President-Elect
- C. Secretary
- D. Treasurer
- E. School/Division Senators¹
- F. At Large Senators

¹ For Schools with two or more Divisions, Senate Representation will take place on the Division level.

G. Adjunct-Faculty Senators

Section 2 – The term of office for all Senators shall commence July 1 and end June 30.

Section 3 – The Senators shall be elected in the following manner:

- A. The President and the Vice President shall each serve a two-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted no later than the **10th 4th** week of the ~~Spring~~ **Fall** Semester of ~~even~~ **odd** years. A publicized call for nominations shall be sent prior to the conclusion of the preceding ~~fall~~ **spring** semester. The nominating period shall be open and extend until the conclusion of the ~~fifth second~~ week of the ~~spring fall~~ semester. No restrictions shall exist in the number of terms served. **Members elected to office shall shadow the current officers of President and Vice President during the Spring semester before their term of office commences.**
- B. **The Secretary and Treasurer shall each serve a two-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted no later than the 12th week of the Fall Semester of odd years. A publicized call for nominations shall be sent prior to the conclusion of the preceding spring semester. The nominating period shall be open and extend until the conclusion of the fifth week of the fall semester. No restrictions shall exist in the number of terms served. Members elected to office shall shadow the current officers of Secretary and Treasurer during the Spring semester before their term of office commences.**
- C. 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. The elections shall be conducted in the respective Schools/Divisions no later than the 6th week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.
- D. 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. The elections will be conducted no later than the 8th week of the Spring semester of odd years. The nominating period shall be no less than two weeks in duration.
- E. School/Division Senators and At-Large Senators will have staggered terms from one another. The nominating period shall be no less than two weeks in duration.
- F. 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~~ **defined by the American Federation of Teachers Collective Bargaining Agreement.** ~~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-two year term. The Adjunct Senator and must maintain their his/her~~ employment as an adjunct faculty member, **as defined by the American Federation of Teachers Collective Bargaining Agreement**, during ~~their his/her~~ term of office. The nominating period shall be no less than two weeks in duration. **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.
- H. The results of all elections must be confirmed by the Academic Senate by the conclusion of the semester in which they are held.

Section 4 – Senate vacancies in office shall exist as so declared by a two-third majority of the Academic Senate upon acknowledgement of resignation, sabbatical leave of absence, recall, non-performance or other incapacity.

- A. Vacancies in the office of President or Vice President shall be filled in the manner prescribed by a plurality vote of a quorum of the Academic Senate.
- B. Vacancies in the office of Secretary or Treasurer shall be filled in the manner prescribed by a plurality vote of a quorum of the Academic Senate.**
- C. Vacancies in the office of School/Division Senator shall be filled by a plurality of voting tenured and tenure track faculty from which that Senator was elected in a manner prescribed by the Senate.
- D. Vacancies in the office of At Large Senator shall be filled by a plurality of voting tenured and tenure track faculty in a manner prescribed by the Senate.
- E. Vacancies in the office of Adjunct Senator shall be filled by a plurality of voting adjunct faculty in a special election to be held as soon as possible once a vacancy has been declared.
- F. Recall of the President, Vice President, **Secretary, Treasurer** or At-Large Senator may be initiated by a petition of 40% of all full time Faculty members. Upon establishment of the authenticity of the petition, the Academic Senate must conduct a recall election among the tenured/tenure track faculty. A 2/3 vote of those tenured/tenure track faculty having voted is required to recall the President, Vice President, **Secretary, Treasurer** or At- Large Senator from office.
- G. Recall of a School/Division Senator may be initiated by 40% of members of the School/Division. Upon establishment of the authenticity of the petition, the Academic Senate will authorize the School/Division to conduct a recall election. At 2/3 vote of those tenured/tenure track faculty having voted from that School/Division is required to recall the School/Division Senator from

office.

- H. Recall of an Adjunct Senator may be initiated by 40% of adjunct faculty. Upon establishment of the authenticity of the petition, the Academic Senate will authorize a recall election. A 2/3 vote of those adjunct faculty having voted is required to recall the Adjunct Senator from office.
- I. Recall of any member of the Academic Senate due to the non-performance of a member in violation of their assigned duties outlined in Article II of the Academic Senate Bylaws may be accomplished by an initial 2/3 vote of the Academic Senate, and subsequent ratification by pertinent faculty members under the following scenarios:
 - 1. Subsequent to initiation by the Senate, removal of the President or Vice- President **or Secretary or Treasurer** will occur only upon approval of 2/3 of voting tenured/tenure track faculty.
 - 2. Subsequent to initiation by the Senate, removal of a School/Division Senator will occur only upon approval of 2/3 of voting faculty from that Senator's designated constituents.
 - 3. Subsequent to initiation by the Senate, removal of an Adjunct-Instructor will occur only upon approval of 2/3 of voting adjunct faculty members.
 - 4. Recall of an At-Large Senator for non-performance may be accomplished by a 2/3 vote of the Academic Senate alone.
 - 5. All other members of the Academic Senate cannot be removed for non- performance. Removal of those members may be realized by the loss of their title and positions.

ARTICLE V – CURRICULUM COMMITTEE

Section 1 –Curriculum is the heart of the educational mission of the college; as such, the Curriculum Committee shall be considered the Academic Senate's primary sub-committee.

Section 2 – The Faculty Curriculum Committee chair will be appointed by the President and subject to confirmation by a majority of the Senate.

Section 3 – The Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester of even years.

Section 4 - The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.

Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co- Chair.

Section 5 4 - The **voting and nonvoting faculty** members of the Curriculum Committee shall **be defined in the Bylaws of the Academic Senate** include:

NOTE: ALL OF THE FOLLOWING THAT IS STRIKEN IS NOW IN THE REVISED BYLAWS.

- ~~A. — Faculty Chair of the Curriculum Committee~~
- ~~B. — 1 Representative from each School/Division~~
- ~~C. — 3 At Large Faculty Representatives~~
- ~~D. — 1 Adjunct Representative~~
- ~~E. — Chief Instructional Officer, or designee from the Office of Instruction~~

~~The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.~~

~~Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.~~

- ~~F. — 1 Counselor, if not already represented by any of the preceding categories.~~

~~Section 5 — The faculty Representatives shall be elected by a plurality of their respective voting constituents. They shall be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective Schools/Divisions no later than the 6th week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.~~

~~Section 6 — If they are not already voting members, the following shall be appointed as Non-Voting members:~~

- ~~A. — Curriculum Coordinator~~
- ~~B. — Representative from the Associated Student Government~~
 - ~~1. The Student Representative shall become a member of the Curriculum Committee if approved and appointed by the ASG. ASG Membership on the Curriculum Committee is purely voluntary.~~
- ~~C. — Representative of the Counselors (if no elected member is a Counselor)~~
- ~~D. — Matriculation Officer~~
- ~~E. — Director of Admissions and Records~~
- ~~F. — Articulation Officer~~

~~Section 7 — The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.~~

ARTICLE VI – COMMITTEES

Section 1 – The President shall be empowered to form any Standing or *ad hoc* committees of the Senate.

A. Any subcommittee of the Academic Senate may be dissolved upon the approval of a 2/3 vote of a quorum of the Academic Senate.

Section 2 – The President shall be empowered to appoint faculty members to all Senate, and/or District committees, except when those faculty members are to be appointed by the COCFA President.

A. The President of the Academic Senate may remove any faculty committee member for cause, including non-performance of their assigned duties.

B. Removal of a committee Chair must be ratified by a 2/3 vote of a quorum of the Academic Senate.

Section 3 – The operating procedures and, or, bylaws of all standing sub-committees of the Academic Senate, shall be approved by a majority of the Academic Senate.

Section 4 – The President will inform and update the Senate, each semester, of any Senate committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Those committees and appointments are valid unless a majority of the Senators present rejects the formation of the committees or the appointments that have been made.

ARTICLE VII – MEETINGS

Section 1 – The Academic Senate shall adopt and distribute a schedule of meetings for each academic term. The President or a majority of the Senators may call special meetings. All meetings shall be open to any interested persons and shall meet the provisions of the Open Meeting Act for the State of California (also known as the Ralph M. Brown Act).

Section 2 – The President and the Vice President shall submit an annual budget request on behalf of the Academic Senate.

Section 3 – Any Senator unable to attend a meeting may select an alternate upon notification to the President in writing in advance of the meeting.

- A. In the absence of the President, the Vice President shall preside.
- B. In the absence of both the President and the Vice President, the President shall designate an alternate from the voting members of the Senate to act as Presiding Officer for that meeting.
- C. A School/Division Senator who anticipates their nonattendance at a Senate meeting, may select an alternate from ~~their his/her~~ respective School/Division.
- D. Alternate Senators serving in place of voting members of the Senate will maintain voting privileges.
- E. ~~In the absence of a voting member of the Senate where no Alternate Senator is designated, those absent voting members may provide their proxy vote to the President or presiding officer in advance of the meeting.~~ **Each senator is limited to one proxy vote.**

Section 4 – The Academic Senate may audio record its meetings for the purpose of maintaining accurate minutes and transcripts of Senate business. A Standing Rule or Procedure shall be established to govern the practice of audio recordings.

ARTICLE VIII – QUORUM

Section 1 - The minimum number of Senators, which must be present at a meeting in order to transact business legally, shall be 50% of the elected Senators or their representative.

- A. The presence of the immediate Past-President is not required for a quorum.
- B. A vote by proxy shall not be considered in meeting quorum requirements if the trustee of the proxy is already a voting member of the Academic Senate.

ARTICLE IX – SUPPLEMENTAL POWERS

The Academic Senate may establish Bylaws, Standing Rules, Standing Procedures, and any other authority it deems necessary to put into effect the provisions of this Constitution or any other legally vested rights so much as they do not conflict with, nor are interpreted to supersede any provision of this Constitution.

ARTICLE X – RESOLUTIONS

The Academic Senate may adopt resolutions and accordingly shall develop procedures for their implementation.

ARTICLE XI – AMENDMENTS

Section 1 - This Constitution may be amended by a two-thirds vote of a quorum of the Senate and ratified by a majority of voting tenured/tenure track faculty.

ARTICLE XII – ENACTMENT CLAUSE

Section 1 – This Constitution shall be effective upon approval by a voting -majority of the College of the Canyons full time Faculty.

Section 2 – Amendments to the Constitution shall be effective upon confirmation of election results by the Academic Senate.

Section 3 – Unless otherwise specified, all actions previously taken by the Academic Affairs Committee of the College of the Canyons Faculty Association shall constitute the policies and practices of the Academic Senate.

Fall, 1988

Revised, Fall 2000

Proposal submitted, Fall 2004

Amended Proposal, Approved by the Senate - March 10, 2011 Ratified by Faculty, May 12, 2011

Amended Proposal, Approved by the Senate May 8, 2014 Ratified by the Faculty, May 22, 2014

Amendments submitted, Spring 2018

Amendments, Approved by the Senate April 26, 2018

Ratified by the Faculty, May 24, 2018

Amendments submitted, March 23, 2020

Amendments, Approved by the Senate xx

Ratified by the Faculty, xx

BYLAWS
of the ACADEMIC SENATE
COLLEGE OF THE
CANYONS

ARTICLE I – MEMBERSHIP

Section A - The Electorate

1. The Electorate shall consist of tenured and tenure-track faculty, and adjunct faculty as defined in Article III of the Academic Senate Constitution (hereinafter “the Constitution”).
2. Voting members of the Academic Senate shall be selected by and from the Electorate.

ARTICLE II – RESPONSIBILITIES

Section A – Statement of General Duties and Expectations

The Academic Senate strives to ensure shared governance, faculty representation, and the successful development of academic standards. Therefore, faculty elected to serve as members of the Academic Senate, and those faculty members working on behalf of the Academic Senate, shall make every attempt to adhere to the rules and expectations listed herein—conducting due diligence in all matters brought before them, while adhering to the highest degree of professional behavior in carrying out the duties bestowed upon them by the Electorate.

1. Officers

- a. For purposes of these Bylaws, the Constitution and the Academic Senate, an “officer”, by the nature of their institutional role and impact (*Ex Officio*), is considered to be one that holds a position of significant trust thereby serving as a unique resource to the Academic Senate and faculty at large.

b. Officers of the Academic Senate

- i. President
- ii. Vice-President
- i. **Secretary**
- ii. **Treasurer**
- iii. Chair, Curriculum Committee
- iv. Chair, Policy Review Committee

Section B – Duties of President

1. The President shall prepare the agenda of all regular and special meetings of the Academic Senate, post each agenda in compliance with the Brown Act, and distribute each agenda to all Senators at the time of public posting.
2. The President shall preside at all meetings of the Academic Senate.
3. The President or a designated Senator shall represent the Academic Senate at all Board of Trustees meetings, as well as relevant district and college meetings.
4. The President, in consultation with the Academic Senate, shall appoint faculty members to represent the faculty in college-wide committees.
5. The President shall manage all income and expenses incurred by the Senate.
6. The President or the President's designee shall attend Academic Senate of California Community Colleges (ASCCC) Fall and Spring Area C meetings as well as ASCCC Fall and Spring Plenary Sessions.
7. The President shall serve as the Delegate for College of the Canyons and is expected to participate voting process for ASCCC Resolutions and Elections.
8. In the event the President cannot serve as ASCCC Delegate for College of the Canyons, Delegate shall be selected from the voting members of the Academic Senate.
9. The President shall attend ASCCC Leadership Institute and may attend other ASCCC Institutes or Regional Workshops as necessary to stay current with academic and professional matters.
10. The President shall chair all meetings of the Executive Committee.
11. The President shall assign the role of parliamentarian to a senate officer or senator.
12. The President shall not advocate for or against an outcome of an agenda item unless she or he "passes the gavel."
 - a. The President may call upon a member of the Academic Senate to preside over the discussion and debate of a particular agenda item so that the President may participate to advocate for or against an outcome of that item. In so doing, the President has "passed the gavel" as presiding officer until the end of the agenda item in question.
 - b. The President may pass the gavel only if:
 - i. she or he has first notified the Senate of the intent to do so and for which particular agenda item,
 - ii. such notification has occurred prior to the formal approval of the agenda in which that item resides,
 - A. Notice may occur verbally at the beginning of the meeting prior to adoption of the agenda.
 - iii. at the time of notification, a temporary member has been identified and agrees to preside over the discussion and debate of the agenda item in question.
 - c. The President shall take great consideration in appointing a temporary

presiding member as doing so eliminates the designee's own right to fully advocate for or against an outcome of an agenda item.

Section C – Duties of Vice-President

1. The Vice-President may preside over meetings of the Academic Senate in the President's absence.
2. The Vice-President shall assume the duties of the President if the President vacates the Office of the Presidency during ~~their his or her~~ term. Under such circumstances the Vice- President will serve in an interim basis until the Academic Senate takes action under ~~Article IV, Section 7(A)~~ **Article V, Section 4(A)** of the Constitution.
3. The Vice President shall assume the duties of the President on an interim basis upon the request of the President.
4. The Vice-President shall assist the President and perform other duties, as assigned by the President at Academic Senate and Executive Committee Meetings. The Vice President shall attend all meetings of the Executive Committee and Academic Senate.
5. The Vice-President shall make every effort to attend the next scheduled Faculty Leadership Institute offered by the ASCCC, if ~~their he or she~~ has not already attended such conference at least once previously.

Section C – Duties of Secretary

1. **The Secretary shall review and have oversight of the summary/minutes of the meetings of the Academic Senate.**
2. **The Secretary shall be prepared to assist the President and Vice President in administering the duties of the Academic Senate.**
3. **Serve as a member of the Academic Senate's Executive Committee.**

Section D – Duties of Treasurer

1. **The Treasurer shall review budget and expenditures of the Academic Senate.**
2. **The Treasurer shall be prepared to assist the President and Vice President in administering the duties of the Academic Senate.**
3. **Serve as a member of the Academic Senate's Executive Committee.**

Section E - Duties of the President-Elect

1. Any member of the Electorate who is elected to serve as President of the Academic Senate shall be designated "President-Elect". The President-Elect is essentially the President in waiting whose term shall begin upon confirmation of said election results by the Academic Senate and end on the first day of the subsequent month of July in

which they assume the duties of the Presidency. If the President-Elect also sits as a member of the current term of the Academic Senate, then he or she must fulfill all duties assigned and shall not neglect their current position on the Senate in anticipation of assuming the Presidency.

2. The President-Elect shall make every effort to attend all meetings of the Academic Senate to ensure an effective transition to leadership.

3. The President-Elect shall make every effort to attend the next scheduled Faculty Leadership Institute offered by the ASCCC, if he or she has not already attended such conference.

4. The President-Elect shall make every effort to attend an ASCCC Plenary session, if during their term they have not already attended such an event, prior to commencement of their term.

5. The President-Elect shall make any and all attempts to attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District during **their** ~~his or her~~ term as President-Elect and before **their** ~~he or she~~ assumes the duties of the Presidency.

Section F - Transition Duties

1. It is the duty of the President and the President-Elect to:

a. Schedule at least two “transition” meetings whereby the outgoing President informs and prepares the President-Elect regarding ongoing matters of professional concern and Academic Senate business as well as debriefs the President-Elect on typical procedural requirements of the Office of the Presidency.

b. Ensure the President-Elect has key access to the physical office space assigned to the Academic Senate as well as the overall resources of the Academic Senate.

c. Ensure a meeting of the President, President-Elect, and Executive Committee to ensure seamless transition of Academic Senate business.

d. Jointly attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District.

e. Attend as many of the Academic Senate meetings held during spring semester prior to commencement of their term.

2. It is the duty of the Vice President and the Vice President-Elect to:

a. Schedule at least two “transition” meetings whereby the outgoing President and Vice President informs and prepares the Vice President-Elect regarding ongoing matters of professional concern and Academic Senate business as well as debriefs the Vice President-Elect on typical procedural requirements of the Office of the Vice Presidency.

b. Ensure the Vice President-Elect has key access to the physical office

space assigned to the Academic Senate as well as the overall resources of the Academic Senate.

c. Attend as many of the Academic Senate meetings held during spring semester prior to commencement of their term.

- 3. It is the duty of the Secretary and Treasurer to adequately prepare themselves for assuming the position.**

Section G - Duties of the Past President

- 1. The Past President shall provide support and expertise to the President.**

Section H – Duties of the Policy Review Committee Chair

- 1. Serve a two-year term.**
- 2. Serve as a member of the Academic Senate’s Executive Committee.**
- 3. Submit an annual committee status report to the Academic Senate.**
- 4. Recruit and manage Committee membership.**
- 5. Schedule Committee meetings and agendas.**
- 6. Report policy and procedure proposals to the Academic Senate.**
- 7. Document policy and procedural history when appropriate or necessary.**
- 8. Ensure Academic Senate web site accurately reflects policy and procedure queue.**
- 9. Membership and attendance of the College Policy Council (CPC).**
- 10. Advocate BP’s and AP’s passed by the Academic Senate to the CPC.**
- 11. Attend ASG meetings in an advocacy role of Academic Senate BP’s and AP’s.**

Section I – Duties of the Curriculum Committee Faculty Chair

- 1. Serves as a resource person to assist faculty in the development of curriculum proposals.**
- 2. Develops a recommended curriculum committee schedule each year.**
- 3. Reviews all courses and programs prior to establishing agendas.**
- 4. Establishes the agenda for Curriculum Committee meetings.**
- 5. Schedules and conducts the technical review meetings.**
- 6. Conducts the Curriculum Committee meetings.**
- 7. Provides advice and guidance on curriculum issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.**
- 8. Updates the Academic Senate regularly regarding committee activities.**
- 9. Reviews minutes of meetings prior to submitting to the Academic Senate.**

Section J - Duties of Senators

1. School/Division Senators

a. Attendance – Senators representing Schools/Divisions shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator’s responsibility to develop a work schedule around the Senate’s regularly scheduled meeting time. Regular attendance is expected.

i. Absence – School/Division Senators shall make any and all effort to secure an alternate representative from their respective School/Division in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

ii. Anticipated Long Term Absence- School/Division Senators shall make any effort to find an alternative to serve in their absence.

b. Appointments - All School/Division Senators shall be eligible for and should anticipate appointment to at least one Academic Senate standing committee or ad hoc committee per academic year.

c. Liaison Duties - Senators serving as School/Division representatives shall be the liaison between their representational areas and the Academic Senate. Senators shall explain Academic Senate agenda material to their constituents and present to the Senate concerns from their affected areas.

2. At-Large Senators

a. Attendance - Senators serving as At-Large shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator’s responsibility to develop a work schedule around the Senate’s regularly scheduled meeting time. Regular attendance is expected.

b. Appointments - At-Large Senators shall be eligible for and should anticipate being appointed to represent any School/Division lacking a dedicated Senator on the Academic Senate.

i. Absence – At-Large Senators shall make any and all effort to secure an alternate representative from the Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

ii. Anticipated Long Term Absence- At-Large Senators shall make

any effort to find an alternative to serve in their absence.

c. Liaison Duties - Senators serving At-Large shall be the liaison between the full Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area.

3. Adjunct Senators

a. Attendance - Adjunct Faculty Senators shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.

i. Absence – Adjunct Faculty Senators shall make any and all effort to secure an alternate representative from the Adjunct Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate. In order for any alternate to serve in place of the absent Senator, the alternate must meet all the requirements to serve as that of the permanent Adjunct Senator.

ii. Anticipated Long Term Absence- Adjunct Senators shall make any effort to find an alternative to serve in their absence.

b. Liaison Duties – Adjunct Faculty Senators shall be the liaison between the full adjunct faculty Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area. Adjunct Senators should use all reasonable means to communicate and liaise with the entire adjunct faculty Electorate.

Section K – Duties of Parliamentarian

- 1.** To attend meetings of the Academic Senate.
- 2.** To ensure orderly and effective discussion in accordance with the adopted parliamentary rules.
- 3.** To advise the President at meetings of the Academic Senate and Executive Committee.
- 4.** To maintain a copy of Robert's Rules of Order for reference.
- 5. To establish quorum for every Academic Senate meeting.**
- 6. To record votes in anticipation of documenting actions made by the Academic**

Senate by tracking proxy votes, electronic, and in-person votes.

Section L – Reassign Time for the Academic Senate

To meet the evolving needs of the Academic Senate, at the start of each spring semester, the Academic Senate President will, in consultation with the Senate Executive Committee, allocate the reassign time for the Academic Senate effective the following fall semester. In the case of unforeseen need, the Academic Senate President reserves the right to modify the allocations of Reassign Time at the beginning of any semester.

1. Eligible Positions

The positions eligible for reassign time may include, but are not limited to the following:

- a.** Academic Senate President
- b.** Academic Senate Vice President
- c. Academic Senate President - Elect**
- d. Academic Senate Treasurer**
- e. Academic Senate Secretary**
- f.** Curriculum Committee Chair
- g.** Policy Review Committee Chair
- h.** Faculty Professional Development Committee Chair
- i.** Program Review Committee Chair
- j. Program Viability Committee Chair**
- k. ~~Noncredit Liaison~~**
- l. ~~Legislative Liaison~~**
- m.** Career Education (CE) Liaison

It is at the discretion of the Academic Senate President, in consultation with the Senate Executive Committee, to add or remove positions eligible for reassign time. The Academic Senate President shall report any changes to the allocation of reassign time to the Academic Senate.

2. Requirements

Each position given reassign time must have a clear description of the job duties and expectations. For committee chairs, these job duties must be incorporated into the respective committee procedures/charters. All other positions must have a written description of job duties and expectations that are approved by the Academic Senate.

ARTICLE III – MEETINGS AND SENATE PROCEDURES

Section A – California Open Meetings/Ralph M. Brown Act

- 1.** Notice of the agenda shall be posted in a public place at least 72 hours before any meeting, except in an emergency. All special or emergency meetings shall comply with the notice requirements for an emergency meeting under the Ralph M. Brown Act.
- 2.** Agendas shall include time, place of meeting, and information for accessibility accommodations as well as opportunity for public comments and brief description for action items. Other typical components of the agenda include consent calendar, reports, discussion, unfinished business, and new future business.
- 3.** All meetings of this organization shall be public meetings. No meeting or executive session of this organization, or any committee or sub-committee meeting of this organization shall be closed to the public except to discuss litigation with legal counsel in which the Academic Senate is involved, or may be involved.
- 4.** All Votes shall be taken in accordance with the Provisions of the Brown Act.

Section B – Meeting Procedures and Standing Rules

1. Meeting Procedures

- a.** The most recent Robert’s Rules of Order shall be relied upon for guidance and reference for the Academic Senate’s parliamentary conduct. Not all aspects of Robert’s Rules of Order sensibly align with the organizational and institutional structure of the Academic Senate and thus may result in modified parliamentary practice that remains true to the spirit of equitable procedural practice.
- b.** The day, time and duration of regular meetings of the Academic Senate shall be consistent and agreed upon by a majority of the Academic Senate. Such parameters shall be set in the spring semester of even years and shall extend for a two-year period commencing in the subsequent fall semester.

2. Senate Readings

- a.** “Two-Readings” – of an agenda item will be said to have occurred if such item has been listed on at least two separate agendas and has not been tabled or suspended from either agenda. Customarily, one of the two readings should be listed as a “Discussion Item”.

b. “Action Items” – are intended as public notice that the Academic Senate is scheduled to take a vote on a particular item. Action items may be discussed prior to a vote.

3. Voting by the Senate

a. All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business hour. The Senate shall not take any action by secret ballot, whether preliminary or final.

b. Meetings of the Senate via teleconferencing require all votes to be made by roll call.

c. Voting by email is not permitted.

d. An accurate record of voting must be maintained.

4. Standing Rules

a. The Academic Senate may adopt Standing Rules and Procedures to implement the intent and purposes of these Bylaws, the Senate Constitution, and any other permissible acts. Standing Rules shall not be intended or interpreted to replace or supersede any provision of these Bylaws or the Constitution.

b. Standing Rules and Procedures shall be adopted by a majority vote of a ~~quorum~~ **membership** of the Academic Senate.

Section C Full Academic Senate Action for Program Viability

a. Recommendations made by the Program Viability Committee will be adopted by a majority vote of the membership of the Academic Senate.

Section D Presidential Signatures

a. Signature of the Senate President signifies that the Academic Senate has discussed the academic implications.

Section E Splitting or Merging of Academic Schools

a. Since the composition of the Academic Senate is representative body, any proposals to merge or split Academic Schools must be discussed in the

Academic Senate before implementation.

ARTICLE IV – ELECTIONS

Unless otherwise assigned by a majority of the Academic Senate, the Elections Committee of the Academic Senate shall administer all elections outlined in Article ~~IV~~ V of the Academic Senate Constitution and any other elections assigned to it by the Academic Senate.

ARTICLE V – COMMITTEES

Section A - Committee Membership Eligibility

All faculty are eligible to serve on committees of the Academic Senate

Section B - Standing Academic Senate Sub-Committees

Membership on standing committees shall be approved by a majority vote of a quorum of the Academic Senate. A list of standing committees shall be regularly updated and maintained by the President and ~~their her or his~~ staff and shall be publicized on the Academic Senate web site. Standing committees include, but are not limited to the following:

1. Academic Staffing Committee
2. Policy Review Committee
3. Curriculum Committee
4. Elections Committee
5. Minimum Qualifications and Equivalencies Committee
6. Faculty Professional Development Committee
7. Honors Steering Committee
9. Academic Program Review Committee
10. Scholarly Presentation Committee
11. Committee for Assessing Student Learning (CASL)
12. Executive Committee of the Academic Senate
13. Program Viability Committee
14. Career Education (CE) Committee
15. Civic Engagement Steering Committee
- ~~16. Standards and Practices Committee (Is Ad Hoc)~~
17. Center for Excellence in Teaching & Learning Steering Committee (CETL)

Section C – Collegial Consultation Committees

1 - Collegial Consultation Committees are a reflection of the spirit and requirement of AB 1725 shared governance. AB 1725 not only enables, but demands faculty participation in the governance of matters at the local district level. Doing so ensures necessary faculty input on matters concerning the development of sound policy and

maintenance of quality academic standards. Consequently, active membership and participation on shared governance committees is essential to the charge of the Academic Senate and the mission of the District.

2 - Membership on collegial consultation committees shall be approved by a majority vote of a quorum of the Academic Senate. A list of collegial consultation committees shall be regularly updated and maintained by the President and ~~their her~~ ~~or his~~ staff and shall be publicized on the Academic Senate web site. Collegial consultation committees include, but are not limited to the following:

- a. College Planning Team (CPT)
- b. College Policy Council
- c. Facilities Master Plan
- d. Enrollment Management
- e. President's Advisory Council on the Budget (PAC-B)
- f. Technology
- g. Health and Safety Committee

Section D - Ad Hoc Committees

The Academic Senate may establish "Ad-Hoc" committees to accomplish specific tasks. Upon completion of these tasks, these committees may be dissolved or approved as a standing committee. Membership on ad-hoc committees shall be approved by a majority vote of a quorum of the Academic Senate.

Section E - Committee Chairpersons

1 - Committee chairpersons may be recommended by the Academic Senate President or by the committee and approved by a majority of a quorum of the Academic Senate.

Chairpersons of standing committees shall be appointed for one academic year unless otherwise directed by the operating procedures of the assigned committee.

2 - All terms of committee chairpersons shall commence on the first day of July subsequent to their appointment and confirmation by the Academic Senate.

Appointments occurring after the first of July may be deemed retroactive by a majority vote of a quorum of the Academic Senate.

Section F – Committee Charters/Procedures for Standing Committees of the Academic Senate

- 1. All Standing Committees of the Academic Senate must have written committee procedures that defines the roles and responsibilities of the committee.**

ARTICLE VI – EXECUTIVE COMMITTEE OF THE ACADEMIC SENATE

Section A - Purpose

The Academic Senate shall establish an Executive Committee (Ex Com). The purpose of Ex Com is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Section B – Membership

1 – Standing Members

- a. President (Committee Chair, or designee)**
- b. Vice-President**
- c. Treasurer**
- d. Secretary**
- e. Curriculum Committee Chair**
- f. Policy Review Committee Chair**
- g. Faculty Professional Development Committee Chair**
- h. Academic Staffing Committee Faculty Chair**
- i. Program Review Committee Chair**
- j. College Planning Team Committee Faculty Chair**
- k. President’s Advisory Committee on the Budget Faculty Chair**
- l. Elections Committee Chair**
- m. Honors Steering Committee Chair**
- n. Program Viability Committee Chair**
- o. Legislative Liaison**
- p. Career Education Liaison**
- q. Noncredit Liaison**
- r. COCFA President**
- s. AFT President**

- 2. Ex Com may expand its membership upon a majority vote of its members.**

ARTICLE VII – CURRICULUM COMMITTEE (*Note this was previously in the Constitution*)

Section A - Purpose

The Academic Senate shall establish a Curriculum Committee. Their purpose is to support the process of curriculum development. The Curriculum Committee shall develop procedures that describe the curriculum development process. These procedures shall be approved by the Academic Senate.

Section B - Membership & Voting -

1. **Selection of voting Faculty Representatives.** Voting Faculty Representatives shall be elected by the electorate unless otherwise stated. They shall serve for a two-year term starting in fall of even years. No restrictions shall exist in the number of terms served.
2. **The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.**
3. **Voting Members.** The members of the Curriculum Committee shall include:
 - a. **Faculty Chair of the Curriculum Committee**
 - b. **Administrative Co-Chair of the Curriculum Committee**
 - c. **One Representative from each School/Division plus an additional Representative for every 50 courses beyond 50 in that School/Division. Adjustments to representation will be determined by the Curriculum Chair by the last Senate meeting of the Spring semester of even years.**
 - d. **One At-Large Faculty Representative per 40 full-time faculty**
 - e. **Three Adjunct Representatives**
 - f. **Articulation Counselor – appointed by the Academic Senate President**

2. Non-voting Members

- a. **Classified Curriculum Specialist**
- b. **Representative from the Associated Student Government**
 - i. **The Student Representative shall become a member of the Curriculum Committee if approved and appointed by the ASG. ASG Membership on the Curriculum Committee is purely voluntary.**
- c. **Director of Admissions and Records**
- d. **Articulation Officer if not also the Articulation Counselor**
- e. **Curriculum Chair may add additional non-voting members. In this case, the Curriculum**

Chair shall notify the Academic Senate President.

ARTICLE VHVIII - RESOLUTIONS

Section A - Scope

The Academic Senate may adopt resolutions. Resolutions may be used to recommend policy or action to the Board of Trustees, the Chief Executive Officer (CEO), the Academic Senate for California Community Colleges, or other groups.

Section B – Proposals

The Academic Senate may establish standing or ad hoc committees for the purpose of drafting resolutions. The President, Vice-President and individual Senators may also propose resolutions. Any proposed resolution must be submitted to the President and Executive Committee prior to being placed on the Senate agenda. The Executive Committee must approve the draft resolution by a majority vote in order for it to move forward as a Senate agenda item. All proposed resolutions must be in writing.

~~1. Format—All resolutions shall have a title that correlates to its content. There shall be no more than four “whereas” statements and no more than four “resolved” statements within each resolution.~~

Section C – Senate Action

All proposed resolutions before the Academic Senate should undergo a minimum of two readings before adoption. If extenuating circumstances exist, resolutions may be adopted with only one read. Such circumstances must be communicated to the full Senate prior to holding a vote on the resolution. All proposed resolutions may be revised and amended prior to final adoption by the Academic Senate. The President shall make reasonable and timely effort to communicate the nature of proposed resolutions through available campus means. Resolutions shall be adopted by a two-thirds vote of ~~a quorum~~ **the membership** of the Academic Senate and shall consequently contain an accurate time stamp for historical reference.

Section D – Disposition

1. Upon adoption, the Academic Senate shall decide by majority vote the appropriate disposition of the resolution. The President may be directed to present the resolution at a public meeting of the Board of Trustees; may be directed to present the resolution to the CEO; may be directed to present the resolution to the Academic Senate for California Community Colleges; may be directed to submit it to publications in the form of a press release; or any other disposition as directed by the Senate.
2. All adopted resolutions shall be archived by the President as hard copies in print, and on the Academic Senate web site.

Section E – Votes of No Confidence

1. Academic Senate initiated *Votes of No Confidence* shall be conducted through the resolution process listed in Article VII of these Bylaws. *Votes of No Confidence* may be initiated and undertaken by the Academic Senate alone, or jointly with the College of the Canyons Faculty Association, and/or any other organized District staff unit. *Votes of No Confidence* may be initiated for any and all District staffing positions or deliberative bodies.
2. *Votes of No Confidence* shall be adopted by a two-thirds vote of ~~a quorum~~ **the membership** of the Academic Senate, and ratification by a majority of voting full-time faculty and a separate majority of voting adjunct faculty.

Section F – Statements

The Academic Senate may adopt “statements” by a majority vote. Statements serve to communicate positions, perspectives, information or recommendations to its members or the campus community without necessarily calling for action by any deliberative body.

Article ~~VII~~ IX – MEMORANDA OF UNDERSTANDING

The Academic Senate may enter into a memorandum of understanding (MOU) with another organization or entity. All MOUs shall require approval of 2/3 of ~~a quorum~~ **the membership** of the Academic Senate in order to be operational.

ARTICLE ~~IX~~ X – AMENDMENTS

These Bylaws may be amended by a two-thirds vote of ~~a quorum~~ **the membership** of the Academic Senate.

ARTICLE ~~X~~ XI– ENACTMENT CLAUSE

Section A – Initial Effective Date

These Bylaws shall be effective upon approval by a majority vote of ~~a quorum~~ **the membership** of the Academic Senate.

Section B – Amendments

Amendments to these Bylaws shall be effective upon approval by a majority vote of ~~a quorum~~ **the membership** of the Academic Senate. All amendments shall be incorporated into this document and shall not stand alone as a separate amended document.

Approved by the Academic Senate: December 13, 2012

Amended by the Academic Senate: May, 26, 2016

Approved by the Academic Senate: May 24, 2018

EDITS March 23, 2020

COLLEGE OF THE CANYONS EMERGENCY TEMPORARY DISTANCE EDUCATION

BLANKET ADDENDUM SUMMER 2020/FALL 2020

As COVID-19 continues to spread within the United States, educational institutions have duty to protect their students, staff, and communities. The U.S. Department of Education, the California Community College Chancellor's Office (CCCCO), and the Accrediting Commission for Community and Junior Colleges (ACCJC) have provided guidance for how districts can continue to serve students while minimizing community transmission of this virus. With this guidance and steering from a team of faculty, staff, and administrators, the following instructional plan will be in effect:

- Online (100%) courses, those that have an approved Distance Learning Addendum (DLA) for 100% online instruction, will continue with no changes to instruction. Title 5 and ACCJC quality standards shall maintained, as reflected in the local Course Outline of Record (COR).
- Hybrid courses that are approved for Online (100%) instruction will move to 100% online as long as on-campus instruction cannot be held for reasons of health and safety . Title 5 and ACCJC quality standards shall be adhered to, as reflected in the local Course Outline of Record. If the hybrid course does not have an approved DLA for 100% online instruction, see “Face-to-Face courses” below. If the hybrid course includes “laboratory” hours, also see “Laboratory classes” below.
- Face-to-Face (F2F) courses, and hybrid courses without an approved DLA for 100% online instruction, will be allowed to use Canvas, Zoom, and/or other software products and digital platforms to deliver content and evaluate student learning via distance education. Faculty are encouraged to work with their colleagues and the Online Education staff to develop ways to deliver content in an accessible format for students. This may include lecturing via Zoom, posting lecture materials and assessments in Canvas, holding synchronous chat sessions with students, providing materials via email, etc. Title 5 and ACCJC quality standards shall be adhered to when selecting modalities.
- Laboratory classes with objectives that require instructor supervision of physical skill development and attainment are difficult to conduct in a distance education format. Faculty in such disciplines shall collaborate to determine alternative distance education modalities to accomplish instruction. The Chancellor's Office, in collaboration with the UC and CSU systems, has granted us flexibility in achieving the required hours of instruction as long as the modalities we employ serve to meet the learning objectives

in the Course Outline of Record (COR) and maintain the Title 5 and ACCJC quality standards.

- Disciplines that determine a permanent DLA is appropriate for their courses shall go through the normal Curriculum Committee process for approval and application. A local plan will be developed that includes a timeline for Fall 2020 approval of these DLA's.
- Disciplines that identify acceptable online modalities for instruction during emergency circumstances shall pursue the application of a temporary DLA through the Curriculum Committee. A local plan will be developed that includes a timeline for Fall 2020 approval of these DLA's.
- For those courses that cannot be taught via an online modality, correspondence education may be utilized.
- This blanket addendum shall be in effect for the Summer 2020 term and the Fall 2020 term, if needed.
- Should the local, state, or federal government determine that some relaxation of social distancing measures is safe and colleges can resume some face-to-face instruction, faculty leadership will work with the District to develop and implement procedures for such transition. Minimizing disruption to students while maximizing student learning shall be an institutional priority during any such transition.
- This addendum is subject to change as necessary to comply with guidance from the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges, and/or the California Community Colleges Chancellor's Office.

COC Emergency Temporary Distance Education Blanket Addendum Approved by the Curriculum Committee 4.16.20

PROFESSIONAL DEVELOPMENT PLAN FOR ONLINE AND REMOTE DELIVERY

This plan consists of two parts. First, a calendar of training is listed for both summer and fall. Second, descriptions of each training opportunity is provided.

The training falls into three general categories.

1. Training that meets the local College of the Canyons requirement for certification to teach online. These trainings are denoted with an asterisk (*).
2. Training that meets the needs of faculty to acquire or polish intermediate skills in teaching online.
3. Open lab settings in which faculty of any experience level can collaborate with Online Education staff and other faculty.

Finally, note that College of the Canyons considers equivalencies for required training, for example, courses offered through @ONE.

Summer 2020

Online Education offerings:

- *Intro to Teaching with Canvas (2 hours of 100% online instruction) - offered 4 x per month
- *Section 508 / Accessible Content (1 hour of 100% online instruction) - offered 3 x per month
- Canvas Gradebook (1 hour of 100% online instruction) - offered 4 x per month
- Course design (1 hour of 100% online instruction) - offered 4 x per month
- Group and Collaborative Work in Canvas (1 hour of 100% online instruction) - offered 4 x per month
- Canvas Assessments (1 hour of 100% online instruction) - offered 4 x per month
- Open Labs (1 hour of 100% online instruction) - offered 8 x per month
- *Online Instructor Refresh Course (2 hours of 100% online instruction) – self paced

Center for Excellence in Teaching and Learning (CETL) offerings:

- *Introduction to Online Instruction (36 hours of 100% online instruction/Equivalent to 2 Units) - offered 2 x over summer

Fall 2020

Online Education offerings:

- *Intro to Teaching with Canvas (2 hours of 100% online instruction) - offered 4 x per month
- *Section 508 / Accessible Content (1 hour of 100% online instruction) - offered 3 x per month
- Canvas Gradebook (1 hour of 100% online instruction) - offered 4 x per month
- Course design (1 hour of 100% online instruction) - offered 2 x per month
- Group and Collaborative Work in Canvas (1 hour of 100% online instruction) - offered 4 x per month
- Canvas Assessments (1 hour of 100% online instruction) - offered 4 x per month
- Open Labs (1 hour of 100% online instruction) - offered 4 x per month
- *Online Instructor Refresh Course (2 hours of 100% online instruction) – self paced

Center for Excellence in Teaching and Learning (CETL) offerings:

- *Introduction to Online Instruction (36 hours of 100% online instruction/Equivalent to 2 Units) - offered 1 x during fall
- Culturally Responsive Teaching (18 hours of instruction/Equivalent to 1 Unit) - offered 1 x during fall

Workshop Descriptions

Intro to Teaching with Canvas

Never used Canvas before? This workshop is for you! This introductory workshop will walk you through the “Intro to Teaching with Canvas” self-paced online course. We will explore the essentials of what you need to know to get started in Canvas, and discuss the basics of building accessible course content. We will demonstrate how to build essential components of a Canvas course to help you to begin creating content in your own course. Items that we will walk through include how to upload your syllabus, make a Homepage, create an Announcement, and build an Assignment, enter grades and provide feedback, and view your course in Student View.

Section 508 / Accessible Content

This Section 508/Accessible Design training will cover the basics of accessible design for our electronically accessible courses, web pages, and content. By the end of this workshop, you will be certified in Section 508/Accessibility.

Canvas Gradebook

Explore the Canvas Gradebook features, tools, and settings. Learn best practices for rubrics and assignment groups, and how to use the Speedgrader to view, evaluate, and provide feedback on student submissions.

Course design

Join this workshop to explore ways to add some fun, color and design to your Canvas courses! Learn how to create customized course banners, gifs and other images with Canva, and how to find and import ready-made themed course design elements from Canvas Commons.

Group and Collaborative Work in Canvas

Empower your students to work effectively in groups! In this workshop, we will look at best practices for designing online group projects and activities in Canvas. Learn how to create and edit group discussions and assignments and effectively monitor and assess student group work. In this workshop we will also identify ready-made group project resources and course elements ready to import into your course from the Canvas Commons!

Canvas Assessments

In this workshop, we'll explore a variety of means by which you may assess student learning in Canvas, utilizing the Quiz, Assignment and Discussion tools. We will discuss best practices for ensuring assessment integrity and ways to easily provide timely feedback using the Canvas Speedgrader.

Open Labs

Drop in for this open lab where you can bring your questions about Canvas, Zoom, and more! Collaborate with colleagues, get your questions answered, and explore best practices.

Online Instructor Refresh Course

Instructors will refresh their Online Instructor Qualifications **every three years** by completing a self-paced online training (approximately two hours), which includes updates on technology, regulations, accreditation requirements, best practices, and resources.

Introduction to Online Instruction

Introduction to Online Instruction explores the application of learning theories for online learners; differences between face-to-face and online learning; resources for online teaching and learning; course management systems and online learning tools; and best practices for online learning. The class is designed so that participants will experience the components of an online course from both student and instructor perspectives. This five-week, 100% online class will be taught via COC's Learning Management System, Canvas.

Culturally Responsive Teaching

This course is designed to build inclusivity through co-teaching and pedagogical documentation exercises. Rather than assuming ignoring differences makes the classroom a culturally neutral space, this course will help professors explore and build cultural competency. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. Covering essential theories around culturally responsive teaching, this course equips professors with the essential teaching methods and strategies needed to connect effectively with students of all cultural backgrounds.