



# College of the Canyons Academic Senate

May 9, 2024

3:00 p.m. to 5:00 p.m.

Hybrid Format, via Zoom & in-person in BONH 330

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/89672861130?pwd=rM5ST4atUVbKaEEyrnbUYCAAYRVLBB.1>

Meeting ID: 896 7286 1130; Passcode: 424965

One tap mobile +16694449171,,89672861130# US; +12532050468,,89672861130# US

**Additional Teleconferencing locations can be found on page 2 of this agenda.**

## 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.*

**ADA statement:** 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](mailto:academicsenateinfo@canyons.edu) College of the Canyons

### A. Routine Matters

1. Call to order
2. Public Comment
  - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
  - Selection Committee list (pg. 3)
  - At-Large Academic Senate Senator Appointment, Michelle LaBrie
  - At-Large Curriculum Committee Appointment, Jaya George
  - Academic Staffing Committee Chair, Erik Altenbernd
5. Sub-Committee Summaries/Information: none
6. Approval of the Consent Calendar

Academic Senate Summary, April 25, 2024 (pg. 4-7)	<a href="#">Curriculum Committee Summary, May 2, 2024</a>
<u>Instructional Modalities Standing Rules Renamed:</u> <ol style="list-style-type: none"> <li>1. Instructional Modality Nomenclature Senate Statement of Rationale and Interpretation Winter and Spring 2021 (Senate Adopted 10/01/20 Rename 05/09/24 (pg. 8-9)</li> <li>2. Instructional Modality Nomenclature Standing Policy Winter and Spring 2021 (Senate Adoption 09/17/20) Renamed 05/09/24 (pg. 10-11 )</li> </ol>	<u>New Academic Department Chairs</u> <ol style="list-style-type: none"> <li>1. Lak Dhillon, Diagnostic Medical Sonography</li> <li>2. Jaya George, Pharmacy Technology</li> <li>3. Anna Hillary, Occupational Therapy Assistant</li> </ol>

### B. Reports

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

1. Academic Freedom Committee, Chris Blakey
2. Academic Senate Presidents Report, David Andrus
3. Vice Presidents Report, Lisa Hooper

### **C. Action Items**

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

1. AP 4103 (Work Experience), Gary Collis (pg. 12-14)

### **D. Discussion**

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

1. Self-Service Phase 2 Update, Lisa Sawyer & David Andrus (pg. 15-16)
2. AI Resolution, David Andrus (pg. 17-18)
3. Update on Student Center Renovation Timeline, Dr. Jasmine Ruys

### **E. Unfinished Business**

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

1. CTE Toolkit
2. Senate Policy on Web Enhancement
3. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations
4. IRC Discussion - Automated Book Adoptions
5. Web Design/Server Update

### **F. New Future Business**

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

1. Tenure Committee Training Workshops
2. Staff Training for Classified Absences
3. Artificial Intelligence Resolution and/or Policy
4. Election Committee Processes Update

### **G. Announcements**

1. Next Academic Senate Meeting Dates Spring 2024: May 23<sup>rd</sup>. Fall 2024: Aug. 22<sup>nd</sup>, Sept. 5<sup>th</sup>, Sept. 19<sup>th</sup>, Oct. 3<sup>rd</sup>, Oct. 17<sup>th</sup>, Oct. 31<sup>st</sup>, Nov. 14<sup>th</sup> & Dec. 5<sup>th</sup>.
2. 2024 ASCCC Faculty Leadership Institute: June 20<sup>th</sup> – 22<sup>nd</sup>, Location TBD
3. 2024 ASCCC Curriculum Institute (Theme: Curriculum Unmasked: Revitalize, Revamp and Reignite!): July 10<sup>th</sup> – July 13<sup>th</sup>, Pasadena Convention Center, Pasadena CA.

### **H. Adjournment**

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The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/89672861130?pwd=rM5ST4atUVbKaEEyrnbUYCAAyRVLBB.1>

**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

9301 Shirley Ave. Northridge, CA 91324

### Selection Committee Appointments

<b>First Name</b>	<b>Last Name</b>	<b>Full-Time or Part-Time</b>
Aivee	Ortega	Full Time Faculty
Ann	Marchesan	Full Time Faculty
Jennifer	Thompson	Full Time Faculty
Justin	Hunt	Full Time Faculty
Samir	Hamawe	Full Time Faculty

## Academic Senate Meeting Summary for April 25, 2024

Voting Members					
Senate President	David Andrus	X	Business Senator	<i>Gary Collis proxy Gary Quire</i>	X
Vice President	Lisa Hooper	X	Learning Resources Senator	<i>Peter Hepburn proxy for Jennifer Thompson</i>	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	At Large Senator	Sab Matsumoto	X
AT Senator	<i>Claudenice McCalister proxy for Regina Blasberg</i>	X	At Large Senator	<i>Erica Seubert proxy for Shane Ramey</i>	X
MSHP-MSE Senator	Erica Seubert	X	At Large Senator	Jennifer Paris	X
MSHP-HPPS Senator	David Pevsner via Zoom	X	At Large Senator	Rebecca Shepherd	X
VAPA Senator	<i>Garrett Hooper proxy for David Brill</i>	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Arshia Malekzadeh <i>via Zoom</i>	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome <i>via Zoom</i>	X
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Victoria Leonard	X	X= Present	A= Absent	

Non-voting Members				
Dr. Omar Torres	X	Paul Wickline		X
Marilyn Jimenez	X	Jason Burgdorfer (COCA President)		X
Dan Portillo (Warren Heaton AFT Rep) via Zoom	A	ASG Student Representative- Hestia Sartika <i>via zoom</i>		X

Guest							
Albert Loiza	X	Deanna Riviera	X	Jennifer Smolos-Steele	X	Patrick Backes	X
Andy McCutcheon	X	Diane Avery	X	Jesse Vera	X	Peter Hepburn	X
Chad Peters	X	Dr. Edel Alonso	X	Julie Hovden	X	Rosario Gonzalez	X
Christopher Blakey	X	Dr. Jasmine Ruys	X	Kathrina Almero-Fabros	X	Sara Breshears	X
Clinton Slaughter	X	Erika Torgeson	X	Kathleen Welch	X	Siane Holland	X
Collette Gibson	X	Erin Barnthouse	X	Michael Sherry	X	Susan Ling	X
Cynthia Nelson	X	Erin Delaney	X	Michelle LaBrie	X	Tim Honadel	X
Dr. Daylene Meuschke	X	Jennifer Brezina	X	Miriam Golbert	X		X

### I. Routine Matters

1. Call to order: 3:02 pm
2. Public Comment:
  - There is concern with period/feminine hygiene products and there not being enough product supplies in the restrooms. Many BANC students rely on these products as they

- can be expensive.
  - The Counseling Department is moving back to their original, newly remodeled counseling offices in Canyons Hall on Monday and Tuesday. There may be a grand opening and celebration at some point in the future.
3. Approval of the Agenda:
    - **Motion** to approve the agenda by Victoria Leonard, seconded by Linda Vasquez. Claudenice McCalister proxy for Regina Blasberg (yes, vote), Gary Collis proxy for Gary Quire (yes, vote), Peter Hepburn proxy for Jennifer Thompson, (yes, vote.) Erica Seubert proxy for Shane Ramey (yes, vote). Unanimous. Approved.
  4. Committee Appointments:
    - Selection Committee list (pg. 3)
  5. Sub-Committee Summaries/Information: none
  6. Approval of the Consent Calendar
    - **Motion** to approve the consent calendar by Rebecca Shepherd, seconded by Victoria Leonard. Claudenice McCalister proxy for Regina Blasberg (yes, vote), Gary Collis proxy for Gary Quire (yes, vote), Peter Hepburn proxy for Jennifer Thompson, (yes, vote.) Erica Seubert proxy for Shane Ramey (yes, vote). Unanimous. Approved.

Academic Senate Summary, April 11, 2024 (pg. 4-7)	<a href="#">Curriculum Committee Summary</a> , April 18, 2024
<u>Senate Elections/Nomination Results:</u> <ul style="list-style-type: none"> <li>• Academic Senate School Adjunct Senators (2024-2026) (pg. 8)</li> </ul>	

## J. Reports

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

1. Honors Committee Annual Chair Report, Miriam Golbert
  - The committee is getting ready to host the Honors Celebration that is scheduled for next Thursday, May 7<sup>th</sup> at the UCEN. Jason Gurtovoy, Economics instructor, is now serving on the committee. A new faculty member will be taking over soon. The applications for honors coordinators went out last Tuesday.
2. Academic Staffing Committee Annual Chair Report, Miriam Golbert
  - Due to the dire budget next year only 4 positions will likely be hired. Nothing is official as of yet. It was clarified that when a full-time position is not replaced within a year the position is lost (lost funding). Faculty may need to re-submit a recommendation to the staffing committee. Presentations for new positions are done in the fall. The last day for the SERP declaration is Monday, April 29<sup>th</sup>.
3. Academic Senate Presidents Report, David Andrus
  - ASCCC Plenary: Lisa and David attended Plenary session. There is much going on at the state legislature with AB 1111 and CALGETC.
  - CETL hosting Coffee on the Side (in Zoom). Many faculty are concerned with AI due to critical thinking that needs to happen.
  - Non-Credit Curriculum Committee: The committee approved two generative AI courses. These courses will cover area such as research study tools, navigating bias, ethics, evaluation, and transparency.
  - DEIA Faculty Competencies Taskforce: DEIA competencies have been established and will be presented on May 23<sup>rd</sup>. This document will go in the fall to the joint Academic Senate/COCFA Competencies Taskforce. The Senate does not vote to approve the competencies as this is negotiated with COCFA, AFT and the district.
  - Climate Survey: There is a meeting scheduled for May 7<sup>th</sup> to inform how the survey

results will be disseminated.

- Collegial Celebration: The event is scheduled for May 30<sup>th</sup> from 3-5pm. The event will not be held in the PAC Lobby and instead will host in the patio area outside the old BoT room.
  - Annual committee survey for the Senate: That will be going out and all need to fill out.
  - Faculty Awards: Deadline to submit nominations is Sunday, April 28<sup>th</sup> at 3pm.
  - BONH 330: There will not yet be a ribbon cutting ceremony as there are some items which still need to be ordered.
  - Commencement Committee Meetings: David will send an email out to request readers. There will be one large ceremony held at 9:00am.
4. Vice Presidents Report, Lisa Hooper
- ASCCC Plenary: There will be a finalized ASCCC adopted resolution packet that will be shared soon. There are many resolutions that will have an impact on CALGETC and certain high unit science majors.
  - AB 1705: There is a request to allow some high unit courses to be taken as electives. There was a recommendation to include AI as a discipline in the discipline's handbook. There was also some debate on dual enrollment and common course numbering.
  - Faculty Office lottery: An email announcement will be going out soon regarding the lottery.
  - Faculty in the Spotlight: Faculty to attend the event can get FLEX credit. There were two live streams, one on FB and one online. The next Faculty in the Spotlight is Robert Dos Remedios.

#### **K. Action Items**

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

1. Academic Calendar for the 2026/27, David Andrus & Dr. Jasmine Ruys
  - Traditional – No Fall Break 2026/27 Academic Calendar (pg. 9-10)
  - Early Start Fall Break 2026/27 Academic Calendar (pg. 11-12)
  - Fall Break Summary for Academic Senate (pg. 13-14)
    - In some schools the Fall break is held during week of thanksgiving. This has not been helpful, and students do not complete work and graduation rates dropped.
    - Motion to approve the traditional calendar for 26-27 with no fall break by Lisa Hooper seconded by Garrett Rieck. Claudenice McCalister proxy for Regina Blasberg (yes, vote), Gary Collis proxy for Gary Quire (yes, vote), Peter Hepburn proxy for Jennifer Thompson, (yes, vote.) Erica Seubert proxy for Shane Ramey (yes, vote). Unanimous. Approved.

#### **L. Discussion**

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

1. AP 4103 (Work Experience), Gary Collis (pg. 15-17)
  - The policy incorporates much of the CCLC model language to comport with what the college is already doing. The program has changed from Cooperative Work Experience Education (CWEE) to Work Experience Education (WEE). It was clarified that CWE is the course and WEE is the department. The name change was due to changes in Title 5. This will return as an action item.
2. Local Degree Changes, Tricia George
  - Tricia George, Jesse Vera, Julie Hoven, Susan Ling and Patrick Backes shared a presentation on local degree changes and considerations for fall 2025. There are many changes to the local GE Degree Pattern due to Title 5 Changes. There are also

mandated local degree patterns in relation to CalGETC. The Curriculum Committee voted on 3/28/24 to add Ethnic Studies to the local degree in fall 2025.

3. Proctoring: COR & Academic Freedom Discussion, David Andrus (pg. 18-19)
  - There is an academic department that wanted to have a minimum required amount of proctored assessments listed in the COR. Others were in opposition of a proctoring requirement. This requirement will not be going in a COR based on an assessment of Title 5. Proctoring has also been determined to not be a matter of academic freedom. There is a networking of proctoring centers that might be utilized per the curriculum committee's FOIA DLA.

#### **M. Unfinished Business**

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

1. CTE Toolkit
2. Senate Policy on Web Enhancement
3. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations
4. IRC Discussion - Automated Book Adoptions
5. Web Design/Server Update

#### **N. 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.*

1. Tenure Committee Training Workshops
2. Staff Training for Classified Absences
3. Artificial Intelligence Resolution and/or Policy
4. Election Committee Processes Update

#### **O. Announcements**

1. [Next Academic Senate Meeting Dates Spring 2024](#): May 9<sup>th</sup>; May 23<sup>rd</sup>
2. [Local Faculty Award Nomination Deadline](#): April 28<sup>th</sup> by 5:00 pm.
3. [2024 ASCCC CTE Regional Consortium](#): May 3<sup>rd</sup>, Los Angeles, CA. area
4. [2024 ASCCC Faculty Leadership Institute](#): June 20<sup>th</sup> – 22<sup>nd</sup>, Location TBD
5. [2024 ASCCC Curriculum Institute \(Theme: Curriculum Unmasked: Revitalize, Revamp and Reignite!\)](#):  
July 10<sup>th</sup> – July 13<sup>th</sup>, Pasadena Convention Center, Pasadena CA.

**P. Adjournment:** 5: 10 pm.



**Academic Senate for College of the Canyons**  
**STATEMENT**  
**of**  
**Rationale and Interpretation**  
**for**  
**Course *Instructional Modality* Nomenclature Standing Policy**  
***(ONLINE, OnlineLIVE, InPERSON, Hybrid)***  
**Winter & Spring 2021**

On September 17, 2020 the Academic Senate adopted a Standing Policy on Course Nomenclature. That policy was adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld. The College needs to honor its obligation made to our students as is presented in the schedule of classes, and specifically to teach to all the learning objectives of the course, provide instruction for the contact hours listed in the course outline of record as well as to authenticate students, per Title 5 and ACCJC requirements.

The state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency resulted in College of the Canyons moving its instruction to a predominantly distance education/online format. Such instructional changes necessitated new, temporary defined nomenclature to improve understanding and clarity of the different modes of distance education for the winter and spring 2021 semesters. The content of the resulting Senate standing policy was informed by a collaborative work group of relevant Faculty and Administrators, to include members of the Academic Senate and the Offices of Instruction, its Office of Online Education, as well as Enrollment Management and Associated Student Government. Members of this group were privy to specific areas in need of improvement as delivery of almost all College instruction via distance education continues into the 2021 calendar year. The group reflected on and considered potential best practices for the betterment of students, faculty and the College as a whole.

Such areas of improvement were the result of the emergency circumstance imposed on and experienced by all colleges of the California Community College. Local experience with the spring, 2020 emergency transition to distance education, coupled with lessons learned from the summer and fall 2020 semesters, revealed the need to create an adopted uniform set of instructional categories for all subsequent classes offered in the winter and spring 2021 semesters. Campus officials received numerous reports of inconsistent instructional delivery for fall 2020 sections advertised as “synchronous” classes. Furthermore, the use of the terms “synchronous” and “asynchronous” was not uniformly understood by registering students. There were also reports of inconsistencies between what was advertised in the schedule of classes and content found in faculty orientation letters. It is important is to ensure clarity for students at the point of registration by the use of clear language and for all forms of communication to be consistently aligned.

For said reasons, the Academic Senate adopted its standing policy establishing temporary nomenclature and definitions for classes being offered during the ongoing COVID-19 public health crisis. The Offices of Student Services and Instruction have collaborated to make changes in our internal data systems to ensure the newly defined terms are properly listed and explained in the 2021 schedules of classes. The existing Provisional DLA will be used as a reference for the use of Canvas authentication and the use of ConferZoom which is integrated into Canvas.

The standing policy ensures courses are validated not only for professional and instructional integrity but to guarantee and legitimize proper apportionment money, grades and student transcripts.

### **POLICY INTERPRETATION**

- a. "ONLINE" – instruction denoted as "online" is considered 100% asynchronous instruction.
- b. "OnlineLIVE" – instruction denoted as "OnlineLIVE" is considered synchronous instruction through ConferZoom on the days and times listed in the class schedule. Such days and times are intended to replace face-to-face class meetings for lecture, small group discussion, and other activities normally associated with on-ground class session and are not voluntary for the student or instructor, **nor to be replaced with any asynchronous instruction.**

***Interpretation - "...nor to be replaced with any asynchronous instruction" shall be interpreted to mean that no class meetings in their entirety as listed in the schedule of classes shall be wholly replaced with asynchronous instruction. Asynchronous instruction is allowed as a component of a synchronous class session, provided that the instructor is synchronously available to students during the entire class meeting time.***

- b. "InPERSON" – instruction denoted as "InPERSON" is considered instruction to be delivered in a physical location on campus.
- c. "Hybrid" – instruction denoted as "Hybrid" is considered instruction that has an InPerson component as well as an ONLINE (asynchronous) lecture component. No OnlineLIVE (synchronous) component should constitute any portion of a Hybrid class.
  - i. The use of the term "Hybrid" is temporarily suspended except for essential infrastructure programs having been approved by the Office of Instruction and District Administrators overseeing COVID-19 return to work criteria as established according to guidelines established by the Los Angeles County Office of Public Health.

***Approved by the Academic Senate - 10/01/2020***



**Academic Senate for College of the Canyons**  
**STANDING POLICY**  
**Course Instructional Modality Nomenclature**  
**(ONLINE, OnlineLIVE, InPERSON, Hybrid)**  
**Winter & Spring 2021**

Section 55204 *et seq* of Title 5 of the California Code of Regulations (CCR) states that in addition to the standards and criteria for courses per Section 55002 of Title 5, any locally established requirements applicable to all courses, district governing boards shall ensure that any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

The state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency resulted in College of the Canyons moving its instruction to a predominantly distance education/online format. Such instructional changes necessitate new, temporary defined nomenclature to improve understanding and clarity of the different modes of distance education for the winter and spring 2021 semesters. The College needs to honor its obligation made to our students as is presented in the schedule of classes, and specifically to teach to all the learning objectives of the course, provide instruction for the contact hours listed in the course outline of record as well as to authenticate students, per Title 5 and ACCJC requirements.

In collaboration with the Offices of Instruction, Online Education, Enrollment Services, and Associated Student Government, the Academic Senate hereby establishes the following provisions:

1. Distance Education Definitions

- a. "ONLINE" – instruction denoted as "online" is considered 100% asynchronous instruction.
- b. "OnlineLIVE" – instruction denoted as "OnlineLIVE" is considered synchronous instruction through ConferZoom on the days and times listed in the class schedule. Such days and times are intended to replace face-to-face class meetings for lecture, small group discussion, and other activities normally associated with on-ground class session and are not voluntary for the student or instructor, nor to be replaced with any asynchronous instruction.
- c. "InPERSON" – instruction denoted as "InPERSON" is considered instruction to be delivered in a physical location on campus.
- d. "Hybrid" – instruction denoted as "Hybrid" is considered instruction that has an InPerson component as well as an ONLINE (asynchronous) lecture component. No OnlineLIVE (synchronous) component should constitute any portion of a Hybrid class.
  - i. The use of the term "Hybrid" is temporarily suspended except for essential infrastructure programs having been approved by the Office of Instruction

and District Administrators overseeing COVID-19 return to work criteria as established according to guidelines established by the Los Angeles County Office of Public Health.

e. For the winter and spring 2021 semesters, Correspondence Education will only be offered through those courses being taught to “currently incarcerated” students.

f. The schedule of classes should be amended to reflect these adopted changes for the betterment of student and instructor understanding and assumption of instructional responsibilities.

g. Instructors must ensure all external academic digital platforms be accessed through Canvas, including ConferZoom.

2. Faculty Orientation Letters submitted to the Office of Education in advance of the winter and spring 2021 semesters should align in substance and expectation with the published schedule of classes and this standing policy. It is recommended that faculty utilize the automated Orientation Letter submission portal found on the Office of Online Education web page. Doing so preserves the autonomy of submitted content while also creating a uniform template upon which students can rely to ascertain necessary information in a routine manner.

3. The Academic Senate will revisit these adopted standards in anticipation of the 2021 summer and fall semesters in order to extend or amend this policy consistent with evolving state and local circumstances.

This policy is adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld.

***Adopted by the Academic Senate - 09/17/2020***



## AP 4103 Work Experience Education

### References:

Title 5 Sections 55250 et seq.

The District shall offer Work Experience (WE) opportunities for students during all terms. The District and faculty play a role in ensuring students have met the educational and legal requirements for credit. Employers/supervisors provide experience in various sectors allowing for career development and exploration. The District shall offer WE courses to students from employers who extend paid or unpaid internships that allows for career development and exploration. The District shall offer both General and Occupational WE courses.

### 1. Definitions

- A. Work Experience Education (WEE) is the department for the District's internship program.
- B. Work Experience (WE) is the course taught depending upon the type of internship whether general or occupational.
- C. General WE courses are those that afford the opportunity to develop desirable work habits, attitudes and career awareness as well as potentially apply knowledge and skills gained in the area of study from college courses or career exploration in an actual work setting.
- D. Occupational WE courses are those that afford the opportunity to apply knowledge and skills gained in a particular curricular area from college courses or career exploration in an actual work setting.
- E. Workplace Project Agreement is a legal document reflecting the internship experience among the District, student, and Employer/Supervisor.
- F. Employer/Supervisor is the individual responsible for the student at the internship site.
- G. Internship site is the location where the internship takes place, whether in person or remote.

### 2. In offering WE courses, the respective responsibilities shall be:

#### A. District:

- i. to supervise students while the student is engaged in activities related to completing course work.
- ii. to provide worker's compensation benefits for unpaid internships.

B. Faculty:

- i. to mentor students in the process of creating a draft learning project for Employer/Supervisor to review.
- ii. to meet with Employers/Supervisors via phone, video conferencing, email, or in-person to review students' progress and performance at the internship site.
- iii. to evaluate students' compliance with and progress toward meeting WE requirements.
- iv. to provide students' records relating to internships to the Internship office for scanning and storing.

C. Student:

- i. to work the required number of hours based on the number of units enrolled. Hours must be completed by the end of the term enrolled and documented on a WE timesheet.
- ii. to complete a learning project and other WE requirements.
- iii. to document the workplace learning project on the Workplace Project Agreement, present to the Employer/Supervisor for review and signature, and turn the form into the faculty for review and signature.

D. Employer/Supervisor:

- i. to supervise the student in performance of internship work and assignments while the student is working as an intern.
- ii. to make sufficient hours available for the student to complete their hours during the term.
- iii. to provide worker's compensation and/or liability insurance for students enrolled in a paid internship.
- iv. to collaborate with the student in selecting a meaningful learning project with a measurable objective.
- v. to review and sign the Workplace Project Agreement form.
- vi. to provide adequate facilities, equipment, and materials to achieve the students' learning objectives.
- vii. to follow all laws and legal requirements related to employment and those prohibiting discrimination and harassment.
- viii. to consult with the WE faculty to discuss the student's progress.
- ix. to sign a WE time sheet provided by the student, validate hours worked, and progress on the learning objective.

3. The District shall provide guidance services for students during enrollment in WE courses. In addition to college-wide guidance services available to all students, a WEE website, online pre-enrollment orientation, and staff shall be available to WE students.

4. The District shall assign sufficient instructional or other personnel to direct the program and provide other required District services. The District may utilize full-time and adjunct faculty to maintain appropriate student-teacher ratios, where 125 students enrolled in WE is considered a full

time teaching load. In addition, the District shall assign classified staff or part-time staff to assist WEE faculty with record keeping, internship recruitment, pre-enrollment services, and student file management requirements.

5. The District shall assess student progress in WE courses through written, measurable learning objectives and outcomes. The student, WEE faculty, and Employer/Supervisor shall agree on a written measurable workplace project that reflects new or expanded job or career related responsibilities, which the student shall be required to complete by the end of the term.

6. The District shall provide opportunities for students to discuss their educational growth with the appropriate WE faculty and employer representatives at regular intervals within each term.

7. The District shall ensure WE faculty assign grades or other evaluative symbols to mark student achievement in WE courses, and award units of credit.

8. The District shall analyze disaggregated WE enrollment, persistence, and course success data related to certificate, degree and transfer attainment. Such disaggregations shall include, but are not limited to, student race/ethnicity, income status, gender, and accessibility status.

9. The District shall ensure adequate clerical and instructional services are available to facilitate the program.

10. The District shall ensure equitable access to work experience opportunities for underrepresented and socially disadvantaged students.

11. The District shall ensure retention of student records for each WE student:

- i. Workplace Project Agreement,
- ii. timesheet verifying time the student worked,
- iii. records of consultation with the Employer/Supervisor,
- iv. evaluation of student achievement of learning objectives by the WE faculty,
- v. progress on the learning project,
- vi. the work permit for minor students, and
- vii. records of the final grade.

Reviewed by:

## ACADEMIC SENATE DISCUSSION ITEM

### **DISCUSSION ITEM TOPIC:**

“Self Service” Enrollment Programming Changes (Open/Closed Designation of Sections)

### **ISSUE/ITEM BACKGROUND - PREVIOUS SENATE INPUT:**

The “Self Service” Enrollment Software went live fall, 2021. Some of the programming aspects of Self Service were based on decisions previously handed down by the Academic Senate. Namely, that course sections continuing to maintain an "open" status on the first day of course instruction transfer full control of add authorizations to the course instructor.

During the 2020/21 academic year, prior to the roll out of the Self Service software, and without knowledge of the capacity of Self Service as an enrollment tool, the Academic Senate determined by vote a nuanced approach to course sections being listed as "open" or "closed" to enrollment. This nuanced approach allowed certain types of classes (not all) to be open for students to self-enroll past the first day of instruction until the census date. Other sections that remained open did not allow student self-enrollment. Those sections required add authorizations from the instructor. This nuanced approach was intended to service the varied academic needs and standards of faculty.

It was determined in fall, 2021 that Self Service did not have the capacity to program this nuanced approach to course section designation as "open" or "closed". Thus, making a decision that most closely reflected the Senate's 2020/21 vote on this matter, The Office of Student Services honored instructor autonomy and control by ensuring that students would no longer be able to self-enroll in "open" course sections once instruction had begun. This was uniform, across the board.

The Self Service software was discussed in detail at the 09/08/2022 meeting of the Academic Senate. There was a request to address the specific question of how Self Service should be programmed in terms of "open" sections. One of the concerns was that students see course sections marked as "open" after the start of instruction and until the census date, but then become confused because they cannot self-enroll. They do not know they must request an add authorization from the instructor during this period, even if the course is marked as "open". This was seen as a barrier to enrollment for the student and to COC's overall enrollment interests. However, any change that would allow for student self-enrollment across the board for all COC course sections will reduce an instructor's ability to control their enrollment roster once class instruction has started. For instructional/pedagogical reasons, many instructors do not allow students to enroll in their course sections up to the census date. Doing so sets students up for poor performance if they miss critical course content on the first meeting days of the class.

**At the November 3, 2022 meeting of the Academic Senate, Lisa Sawyer, Executive Director of Enterprise Applications informed the Senate she would work toward reprogramming the options within Self Service regarding an updated and more nuanced status field regarding**

**student enrollment. Lisa and the Senate have referred to these changes as "Phase 2" of our requested changes to Self Service programming. Phase 2 is now complete and is scheduled to be programmed into Self Service May 10, 2024**  
**ISSUE/ITEM TO BE DETERMINED:**

This discussion item will not result in any subsequent action by the Academic Senate. Rather, it is meant to update the Senate on previously agreed changes to Self Service and to provide Senators with an opportunity to ask clarifying questions about implementation of the new programming. Below is an outline of the new changes requested by the Academic Senate that will go into effect May 10, 2024.

## Phase 2: Section Status on Course Catalog



- **Current Situation**

- On the Course Catalog, there are currently three statuses: Open, Closed and Waitlisted
- The Statuses are misleading and do not take into consideration the add deadline or the waitlist status

- **New Process and System Changes**

- Program new logic for Section Status to now account for critical dates (before/after section start date or after Add Deadline) and Credit vs. Non-Credit
  - Open
  - Waitlisted
  - Add Authorization Required
  - Waitlist Full
  - Closed
- Program application to replace display of current Status field with new Status field on Course Catalog
- Program the logic for "Open and Waitlisted Sections" and "Open Sections Only" filters to use new Status field and unhide the filters

- **Benefits**

- Course status on Course Catalog will be meaningful to students and convey the true status of the sections
- Students will be able to filter Course Catalog to only list the classes that are open, waitlisted or require add authorizations

**THE COLLEGE OF THE CANYONS ACADEMIC SENATE  
RESOLUTION**

24-01

**USE OF GENERATIVE ARTIFICIAL INTELLIGENCE AT COLLEGE OF THE CANYONS**

WHEREAS, advancements in generative artificial intelligence (GAI)—machine learning systems designed to replicate advanced forms of human cognition, communication, and creation—have opened a new era in higher education, presenting, on the one hand, major challenges for institutions of higher education, and, on the other hand, creating opportunities for new modes of instruction and learning; and

WHEREAS, GAI is industry driven, permanently infused into the national economy, and will inevitably simultaneously displace workers in the labor force and create new jobs, service sectors and advancements, and

WHEREAS, all institutions of higher education, including College of the Canyons, have a duty to prepare students through curriculum and instruction for the appropriate and necessary use of GAI and to ready them for both the presently evolving and the future work environments that GAI is fundamentally transforming, and

WHEREAS, many academic disciplines are currently being profoundly transformed, or will inevitably be transformed, by the exponential growth and evolution of GAI, thereby requiring changes to curriculum content and pedagogical approaches, and

WHEREAS, student use of GAI technologies has destabilized traditional methods of instruction and evaluation of student achievement, and provide students with highly efficient tools with the potential to short-circuit the processes whereby students develop higher levels of knowledge and related skills in critical reading, writing, reasoning, and analysis; and

WHEREAS, the GAI created content is not only often used to commit academic dishonesty but is also frequently unreliable and yet another source of mis- and disinformation, and use of GAI and related technologies is often non-compliant with the Academic Senate’s spring, 2021 adopted “Resolution on Standards of Truth and Intellectual Honesty in Academia”; and

WHEREAS, the immense power and water resources consumed by GAI and related technologies strain finite natural resources already diminished by the ongoing climate crisis, and therefore present significant challenges to meeting the adopted goals within the Academic Senate’s spring, 2019 “Resolution in Support of Climate Change Mitigation and Environmental Sustainability”; and

WHEREAS, the Academic Senate for the California Community Colleges (ASCCC) adopted spring 2023 resolution 13.05, titled "Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom," aligns with the concerns stated herein and prioritizes ASCCC efforts to provide local colleges resources to address GAI implications on academic integrity as well as the

development of academic and professional policies; and

WHEREAS, GAI and related technologies nevertheless continue to evolve, continue to be adopted by institutions both within and without higher education, and offer new and potentially beneficial horizons for instruction, learning, research, and analysis;

RESOLVED, the Academic Senate declares that it is incumbent on faculty to maintain the integrity of the profession not only in their interactions with fellow faculty and students but also regarding the thoughtful use of GAI and related technologies, and

RESOLVED, the Academic Senate declares the need for full transparency regarding the use of GAI and related technologies by College of the Canyons administrators, faculty, staff, and students; and

RESOLVED, the Academic Senate declares that it is the responsibility of faculty and administration to ensure not only that standards of academic integrity are maintained in the face of these (or related) technological advancements but that College of the Canyons remains committed to educating students to become autonomous and independent-minded citizens; and;

RESOLVED, the Academic Senate declares that to ensure students continue to meet various Student Learning Outcomes (SLOs), faculty should review the ongoing applicability of GAI and related technologies in terms of practice, theory, and environmental impact when these technologies are used in instruction and/or student coursework; and

RESOLVED, the Academic Senate ensures that efforts to adopt and endorse best instructional practices, through its standing policies and procedures as well as through local board policies and administrative procedures promote and support both the appropriate teaching and learning of GAI in the multitude of courses and academic disciplines as well as the appropriate regulation of GAI necessary to ensure academic integrity, and

RESOLVED, that College of the Canyons Board of Trustees and Administration consider and support the concerns and standards stated herein as they undertake their duties of governance and collegial consultation with the Academic Senate.