College of the Canyons Academic Senate

March 27, 2025
3:00 p.m. to 4:50 p.m.
Hybrid Format, via Zoom & in-person in BONH 330

Join Zoom Meeting
https://canyonsonline.zoom.us/j/81304377307?pwd=DjcOWaq12ef2z3xtqHJbSq5cIyRZgO.1

Meeting ID: **813 0437 7307**; Passcode: **734998**
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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 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 or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
    - Lisa Hooper & Juan Renteria, Adjunct Faculty, Hiring Committee
5. Sub-Committee Summaries:
    - Program Viability Committee meeting summary, February 20, 2025 (pg. 8-11)
6. Approval of the Consent Calendar:

Academic Senate Summary, March 13, 2025 (pg. 3-7)	Senate Election Nominations Results
Curriculum Committee Summary, March 20, 2025	- Karl Stripe, Dept. Chair for Political Science Nomination results (pg. 12)

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Legislative Update Report, Jesse Vera
2. Artificial Intelligence (AI) Conference Report, Shane Ramey
3. Academic Senate Communications Officer Report, Erica Seubert
4. Academic Senate Vice President Report, Garrett Rieck
5. Academic Senate 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. 2027-28 Academic Calendar, Dr. Jasmine Ruys (pg. 13)
2. Academic Senate 2025-2026 Curriculum & Senate Meeting Calendar (pg. 14)
3. BP & AP 4025 (Philosophy and Criteria for Associate Degree and General Education), Gary Collis
   - Summary for Senate regarding the need for revisions (pg. 15)
   - BP 4025 (Philosophy and Criteria for Associate Degree and General Education) (pg. 16-17)
   - AP 4025 (Philosophy and Criteria for Associate Degree and General Education) (pg. 18-21)

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Fraudulent Student Update, Dr. Jasmine Ruys
2. BP & AP 5120 Transfer Center, Gary Collis
   - BP 5120 Transfer Center (pg. 22)
   - AP 5120 Transfer Center (pg. 23-25)
3. BP & AP 4023 Academic Departments, Gary Collis
   - BP 4023 Academic Departments (pg. 26)
   - AP 4023 Academic Departments (pg. 27-31)

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
1. Artificial Intelligence Resolution
2. Revised Faculty Evaluation Instrument, Faculty Evaluation Taskforce
3. Facilities/Safety Considerations for Marginalized Student Populations

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. Sabbatical Work Product (Archival and Presentation)
3. Adjunct Advisory Council

G. Announcements
1. Next Academic Senate Meeting Dates Spring 2025: April 17th; May 1st; May 15th & May 29th
2. 2025 ASCCC Spring Plenary: April 24 – 26th, Hyatt Regency, Irvine, CA.
3. 2025 ASCCC Faculty Leadership Institute: June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
4. 2025 ASCCC Curriculum Institute: July 9th- 12th, Ontario Convention Center, Ontario, CA.

H. Adjournment

The teleconference is accessible though the following link:
https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKaybIQ9r7Hqa63.1
Please note:
This meeting will be broadcasted at the following locations via zoom
26854 Ave of the Oaks, Newhall, CA 91321

Academic Senate Meeting Summary for March 13, 2025

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	Gary Quire	X
Vice President	Garrett Rieck	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	*Gary Collis proxy for* Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	Public Safety	VACANT	
Communications Officer	Erica Seubert	X	At Large Senator	Sab Matsumoto	X
AT Senator	*Claudenice McCalister interim for Regina Blasberg*	X	At Large Senator	Michelle LaBrie	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	*Linda Beauregard-Vasquez proxy for* Lauren Rome	X
Kinesiology/Athletics Senator	*Garrett Rieck proxy for* Leora Gabay	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. Thea Alvarado (Interim, CIO)	A	Jennifer Brezina	X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (AFT President)	A	ASG Student Representative Jesus Martinez (VP of ASG) (via Zoom) & Sanjana Sudhir (Student Trustee)	X

Guest							
Alene Terzian-Zeitounian	X	Andy McCutcheon	X	Jennifer Smolos-Steele	X	Paul Wickline	X
Alexa Dimakos	X	Dr. Jasmine Ruys	X	Maral Markarian	X	Roxana Padilla	X
Ambika Silva	X	Dustin Silva	X	Michael Felix	X	Ruth Rassool	X
Amy Foote	X	Dr. Daylene Meuschke	X	Nadia Cotti	X	Sara Breshears	X
Ana Palmer	X	Erin Delaney	X	Pamela Williams-Paez	X	Siane Holland	X

A. Routine Matters
1. Call to order: 3:03pm
2. Public Comment:
   - **Humanize Online Teaching Presentation Series:** This series has three classes. Special thanks to CETL & Online Teaching for doing a great job with the format of the classes.
   - **MESA Skills Lab:** This is open to all students to learn about Engineering, Biology, Chemistry, Physics, Computer Science, 3D Printing, Adrenal Lab, Soldering and Electrophoresis. Jesse Vera

will send the list of labs to Erica Seubert. The labs meet every Friday from 10:00am – 2:00pm.

3. Approval of the Agenda:
   - **Motion** to approve the agenda by Todd Fatta, seconded by Linda Beauregard-Vasquez. Garrett Rieck proxy for Leora Gabay (yes, vote), Linda Beauregard-Vasquez, proxy for Lauren Rome (yes, vote), Gary Colis proxy for Tricia George (yes, vote). Unanimous. Approved

4. Committee Appointments:
   - Aivee Ortega, Program Viability Committee *(temporarily while Erika Torgeson is on Sabbatical)*
   - Jennifer Overdevest, Academic Integrity committee meeting
   - Dilek Sanver-Wang & Alisha Kaminsky, Hiring Committee

5. Sub-Committee Summaries:
   - Senate Executive Committee meeting summary, October 28, 2024 (pg. 7-8)

6. Approval of the Consent Calendar:
   - Academic Senate Summary, February 27, 2025 (pg. 3-6)
   - Curriculum Committee Summary, March 6, 2025
   - **Motion** to approve the consent calendar by Mike Harutunian, seconded by Gary Collis. Garrett Rieck proxy for Leora Gabay (yes, vote), Linda Beauregard-Vasquez, proxy for Lauren Rome (yes, vote), Gary Colis proxy for Tricia George (yes, vote). Unanimous. Approved

B. Reports

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

1. Scholarly Presentation Committee Annual Chair Report, Dr. Pamela Williams-Paez (pg. 9)
   - The committee has been operating for 30 years but had no operating procedures. The duties and responsibilities of the chair have been outlined. Pamela will forward a rubric for the committee that will be used to score applications. The committee will put a call out for presentations in the spring and the committee will then discuss rank and score. The committee will roll out presentations in the fall.

2. IDEA Liaison Report, Dr. Alene Terzian
   - The IDEAA repository was shared. The IDEAA Committee includes, Dr. Daylene Meuschke, Katie Coleman, Julie Johonson, Pamela Willaims-Paez and Brittany Applen. The first IDEAAShare Workshop was scheduled for Friday, March 7th. The IDEAA repository is based on conversations and community of practice. Upcoming events and resources were shared such as the *Liquid Human Syllabus* & *the Equity Minded Practitioners (EMP) Teach-ins with Artvisim Day* on May 7th from 11am – 4pm. Dr. Daylene Meuschke has copies of keynote speaker/author Shaonda Buchanan in her office.

3. Academic Senate Vice President's Report, Garrett Rieck
   - Faculty Award Description & Criteria : Faculty award nominations have gone out and will close on Friday April 18th. The process of submitting a nomination is lengthy, and the suggestion is not to wait until the last day. The Senate Exec. Committee will meet to deliberates. Award recipients will be recognized at the End of Year Collegial Celebration. Some local award recipients may be forwarded for ASCCC Statewide nomination.
   - **Faculty Office Lottery**: The announcement for the spring office lottery will go out on Monday April 14th and the deadline will be 12PM on Friday April 18th. Faculty need to be available to move between May and June or they will forfeit their ability to move.

4. Academic Senate President's Report, Lisa Hooper
   - **Accreditation Mid-term Report:** The midterm report for accreditation is coming up. The office of instruction collected much information and is ready to submit.
   - **Fraudulent Students:** Dr. Jasmine Ruys will present during our March 27th, meeting an update on the Fraudulent Student issues.
   - **Dept Chair training**: The first session had 17 attendees. The second session will focus on SLO's, Program Review & Purchasing.
   - **COC Chair Academy:** Dr. Acosta is interested in bringing back the COC Chair Academy which

aims to give an opportunity to chairs from local colleges to collaborate. This may be launched in fall 2025.

- **IAC Meetings:** The meetings will return. The agendas will emphasize global instructional matters at the beginning & move to topics more relevant to chairs at the end. The meetings will be held monthly.
- **CCC Summit:** Lisa and/or Garrett will be attending the CCC Summit. The summit will focus on how to utilize the CCC campus. Dr. Paul Wickline will be hosting this event.
- **ASG Meeting:** ASG has requested to discuss several items including the syllabus, orientation letters and learning resources. Sunyana (Student Trustee) and Jesus (Executive VP) with ASG will return on a future agenda.
- **Dept Chair Elections:** The procedures will reference back to the contract so that the Senate can move forward with the procedures. The contract is not as explicit on the eligibility to vote. May add language to make a distinction on load and overload. A definition of primary assignment will be added. Load is the base load, and overload will not be factored into the majority load. For those re-assigned, they can still vote in the department of their primary assignment.
- **Commencement Meeting:** The event will be held on Friday, June 6th in the evening. Faculty will meet in cougar den. Faculty will be seated behind students on the field. Students will come back from both sides of stage. Chris Schauble from Channel 5 News will be the keynote speaker. There will be photo stations outside the field. Cooper the Mascot will be there. Lisa asked for schematics to create some opportunities for those who have campus clubs. There will be concession stands. There was a suggestion to sell merchandise.

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

1. Senate Election Committee Updated Procedures, Dustin Silva
   - Academic Senate Elections Committee Procedures (pg. 10)
     - The following change was made to section a. "Election Procedures" to read as follows, *"Candidate Statements will be formatted to the same specifications of font type and size, spacing, etc."*
     - **Motion** to approve the Academic Senate Election Procedures by Rebecca Shepherd, seconded by Garrett Rieck. Garrett Rieck proxy for Leora Gabay (yes, vote), Linda Beauregard-Vasquez, proxy for Lauren Rome (yes, vote), Gary Colis proxy for Tricia George (yes, vote). Unanimous. Approved
   - Academic Senate Standing Procedures for Department Chair Elections (pg. 11-14)
     - Faculty can chair a department in which they do not have a primary assignment; however, this person cannot vote in the Dept. Chair election. It can also happen that there may be no eligible members to vote in a department. In the event this was to happen and there are 2 people who want to chair a department this would then move to the procedures for selection. The load will be identified in the supplemental language for the contract. Language was a changed to read as, *"Faculty eligible to serve as department chair is determined per Article 12..."*
     - **Motion** to approve the Academic Senate Standing Procedures for Department Chair Elections by Erica Seubert, seconded by Mike Harutunian. Garrett Rieck proxy for Leora Gabay (yes, vote), Linda Beauregard-Vasquez, proxy for Lauren Rome (yes, vote), Gary Colis proxy for Tricia George (yes, vote). Unanimous. Approved
2. Scholarly Presentation Committee Procedures, Dr. Pamela Williams-Paez (pg. 15-18)
   - There are various presentations submitted. There were a few presentations that were done via Zoom in a revisiting format. The committee will schedule one presentation a year with a call out in spring and presentations in fall. Pamela will send out the two new rubric proposals, [“The Scholarly Presentation Application Scoring 2025”](#) and the [“Scoring Scholarly Presentation”](#) to Erica Seubert and/or Marilyn Jimenez to share with faculty. This is a great idea to have faculty

collaborate and work across disciplines. There are 4-5 categories such as presentation, scholarship, relevance and timeliness. Under "good scholarship" this was changed to "scholarship" as "good" can be a subjective word. The Senate did not vote on the rubric just the procedures.

- **Motion** to approve the Scholarly Presentation Committee Procedures by Garrett Rieck, seconded by Erica Seubert. Garrett Rieck proxy for Leora Gabay (yes, vote), Linda Beauregard-Vasquez, proxy for Lauren Rome (yes, vote), Gary Colis proxy for Tricia George (yes, vote). Unanimous. Approved.

D. Discussion

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

1. BP & AP 4025 (Philosophy and Criteria for associate degree and General Education), Gary Collis
   - Summary for Senate regarding need for revisions (pg. 19)
   - BP 4025 (pg. 20-21)
   - AP 4025(pg. 22-25)
     - The Senate made choices on general education requirements for local degrees and those changes were prompted by legal changes. The AP documents the new requirements that the Senate adopted using language taken out of law. The Curriculum Committee outlined the philosophy in the BP to reflect the philosophy of the campus. In addition, to make the changes legal and be active for the next catalog year the Senate needs to work with the board to get the procedures approved. This item will be return for action.
2. 2027-28 Academic Calendar, Dr. Jasmine Ruys (pg. 26)
   - This is a roll over calendar. There had been some previous discussion on adding a fall break and the Academic Senate send it back to Calendar committee and this will come through the Governance Process. Spring break is scheduled after the 1st 8-week courses and not a specific holiday. This item will be return for action.
3. Academic Senate 2025-2026 Curriculum & Senate Meeting Calendar (pg. 27)
   - Every effort is made to have Senate meet after Curriculum to approve their work. This item will be return for action.

Announcements:
- There is a call out for At-Large Senators.

E. Unfinished Business

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

1. Artificial Intelligence Resolution
2. AI Conference Report, Shane Ramey
3. FACCC Conference Report, Jesse Vera
4. Revised Faculty Evaluation Instrument, Faculty Evaluation Taskforce

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. Sabbatical Work Product (Archival and Presentation)
3. Adjunct Advisory Council

Request for new Future Business:

4. **Bathroom Safety Issue:** Request to add as a discussion item the bathroom safety issue and doors not going to the door. Retrofit bathrooms from floor to ceiling can be expensive. Invite Erin Tague to do a presentation on gender neutral bathrooms.
5. **Campus Safety Issues:** Request for more surveillance on campus and entrances and exists. Lisa sits on the Emergency Preparedness Committee and there has been discussion with bad actors on

campus. Dr. Jim Temple and Campus Safety may be invited to attend a future Senate meeting.

6. **AOC Students:** Issue with students acting out in the UCEN. Students are getting harassed for who they are and many have behavioral issues. This issue may overlap with AOC/Williams S. Hart and COC.

G. Announcements

1. <u>Next Academic Senate Meeting Dates Spring 2025:</u> March 27th; April 17th; May 1st; May 15th & May 29th
2. <u>2025 ASCCC Spring Plenary:</u> April 24 – 26th, Hyatt Regency, Irvine, CA.
3. <u>2025 ASCCC Curriculum Institute:</u> July 9th- 12th, Ontario Convention Center, Ontario, CA.
4. <u>2025 ASCCC Faculty Leadership Institute:</u> June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
5. <u>2025 Spring Curriculum Regional</u> -South Meeting: Feb. 24th, San Bernardino Valley College

H. Adjournment: 4:57 pm

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The teleconference is accessible though the following link:
https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKaybIQ9r7Hqa63.1

Please note:
This meeting will be broadcasted at the following locations via zoom
Valencia Campus, Hasley Hall, 3rd floor, office # 351

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Program Viability Committee Summary

February 20, 2025, 10:00 a.m. to 11:30 a.m. – Zoom
Members present: Garrett Rieck (Noncredit Faculty), Tricia George (Humanities/Interim Curriculum Committee Chair), Jesse Vera (MESA Counselor), Karl Striepe (Political Science), Jason Burgdorfer (COCFA), Ruth Rassool (English, Adjunct Rep), Dr. Daylene Meuschke (VP Assoc VP IRPIE & Tech, Institutional Development) proxy for Dr. Jim Temple (Asst Superintendent/VP, Technology, Institutional Development & Tech, Computer Support Services), Erin Tague (Assistant Superintendent/VP, Fac Planning, Oper & Const, Facilities, Facilities/Planning & Services) proxy for Jason Hinkle (Associate Vice President, Business Services), Jennifer Paris (ECE),

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Diane Avery (Dean, Academic Innovation and Continuing Education), Harriet Happel (Dean, Career Ed, Integrative Learning, & Employment Center, Instruction, Instruction Office), Andy McCutheon (Dean of Humanities), Brittany Applen (Recreation Management), Dr. Jasmine Ruys (Vice President of Student Services), Kathleen Welch (Ed. Admin, PT, Dean Health Professions)

Committee Member Announcements:
- *Erika Torgeson is out on sabbatical. There is a need to identify a designee for Erika Torgeson.*
- *Aivee is taking over as Counseling Department Chair duties while Erika Torgeson is out.*
- *Jennifer Brezina is serving as proxy for Dr. Thea Alvarado.*
- *Dr. Daylene Meuschke is serving as proxy for Dr. Jim Temple.*
- *Erin Tague is serving is serving as proxy for Jason Hinkle.*

I. **Routine Matters**
   1. Call to order: 10:04 am.
   2. Approval of the 11/7/2024 meeting minutes:
      a. A typo will be corrected to the summary/minutes on page. 6. The Ethnic Studies Program proposal in the second sentences the word "shoes" is after "shows." This will be deleted.
      b. Motion to approve the 11/7/2024 meeting minutes by Jesse Vera, seconded by Erin Tague. Jennifer Paris abstained. Dr. Daylene Meuschke abstained. Erin Tague proxy for Jason Hinkle (yes, vote). Dr. Daylene Meuschke proxy for Dr. Jim Temple (yes, vote). Unanimous. Approved.
   3. Approval of the Agenda
      a. Motion to approve the agenda by Ruth Rassool, seconded by Tricia George
      b. Erin Tague proxy for Jason Hinkle (yes, vote). Dr. Daylene Meuschke proxy for Dr. Jim Temple (yes, vote). Unanimous. Approved.

II. **Reports**
   1. Final Report: ASL Degree in Deaf Studies (and NC courses) - Brittany Applen
      a. **Program Description:** There were two programs put through at the same time. One was for the American Sign Language- Deaf Studies the ASL and the Deaf Studies Degree. Originally the program had a certificate attached but now both have certificates attached. The Deaf Studies degree came out of the need from students seeking a career in the field of Deaf Studies in various career fields such as education, social work, linguistics etc. Many disciplines and majors have a need for ASL, but it is challenging to find interprets.
      b. **Program Courses:** ASL course program structure includes new courses in Deaf Culture and Deaf Education and Deaf History.
      c. **Marketing:** There is no marketing, and the classes have been reduced since COVID. The program is now doing more marketing.

d. **State Approval:** This took 9 months to approve. The new courses were approved in May 2023 and offered in FA 23.
e. **Non-credit courses**: A discussion took place to determine where these courses could fit for completion or enhance funding. The courses were originally housed as part of the Certificate of Completion: Conversational American Sign Language for College and Career. The courses are now currently part of the Certificate of Completion: Conversational American Sign Language for Personal & Professional Learning.
f. **New Courses Pre-Requisites:** There was an issue with students showing up unprepared for courses as there were no pre-requisites in place. There are now pre-requisites students need to take such as SIGN.NC 001 (1A and 1B) and SIGN.NC 002 (1A and 1B). These courses were taken from the ASL Textbook. There are many sign language differences in the sign language community. Many folks take ASL to learn more about how to communicate with the deaf community. The courses were previously part of the American Sign language for Family and Community. They now have been moved to Introduction to ASL for Personal and Professional Development. Intermediate and advanced classes have been cancelled. These courses have not been marketed to SIGN.NC 002. The program may advertise as a late start or in the summer.

The courses for SIGN.NC 001 and 002 now have the certificate for ASL for Personal and Professional Development Certificate of Completion.

g. **CAP Size for Classes**: Courses were run with 12-15 students and there are now 31 students, and the courses are now caped a bit higher. There is a different demographic of students vs. college students. This course is designed so that students on campus can take the classes.
h. **Challenges**: Brittnay has done some promoting and marketing with Saugus High School ASL faculty in the Hart District. Typically, new programs get much support for Marketing. The hope is to get marketing done to display on campus marquees and via social media. A suggestion was proposed to have alumni students do marketing to share their testimonies of how this has impacted their lives by learning sign language. The testimonies can motivate students to enroll. This suggestion may generate interest in the non-credit program and boost enrollment in credit classes.
i. **Sign Language Department Retreat**: Many community members who work in retail are interested in learning ASL. They would like to add this skill to their resume. Other students want to learn SIGN as part of their profession. The population of students is a lot older. The program is now in the second year of offering courses. The non-credit interest for ASL is to help with marketing. ASL hosted a spring and fall festival event with a bounce house as this helps with enrollment. The program needs to do events on campus to create more attention for the program. At the events there were many ASL students' presentations at the booths and tables.
j. **Advisory Board**. ASL programs came out of the Advisory board. It is harder to find interpreters and there is a lack of available people. Some students want to be speech pathologists, nutritionists and work in various other fields.
k. **TOP Codes**: Many programs fall in CE while others do not. It is a challenge in the system as there is more integration. While an Advisory Board is not needed as there is no TOP code it is still recommended as this is integrated. For example, in the Engineering program JAVA script has been the main program language learned in computer science and engineering. This has now changed as it is now Python. Integration will become more prevalent as emerging technologies continue to emerge. As all that is being done has to be done for workforce readiness. Employers

are those who communicate what skills are needed. Many employers are going towards a skills focus.

I. **ASL/Deaf studies enrollments:**
1. 13 students declared major
2. 4 students graduate in summer 2024
3. SIGN 210 has 13 students enrolled in SP 25
    a. It was cancelled in the FA of 24, re-scheduled to evening and we are seeing growth.

m. **Goals of new degree**: The goal of the new degree is also to have students transfer to 4-year school. For those students who graduated all transferred to CSUN. Mays students need to work in the field for 4-5 years before they can work in the industry. All students also need to have a bachelor's degree in SIGN Language. The ASL and Deaf Studies major is to transfer into psychology or other related majors. This has been a successful way to market. Brittany will continue to send out surveys to collect feedback.

n. **Final Report**: As a reminder, once the final report is presented, the committee will vote. Typically, the final report milestone needs to show case enrollment data.

o. **Motion** to approve the ASL associates degree by Jesse Vera, seconded by Jennifer Paris. Erin Tague proxy for Jason Hinkle (yes, vote). Dr. Daylene Meuschke proxy for Dr. Jim Temple (yes, vote). Unanimous. Approved.

2. <u>Chair Report:</u> Spring 2025 PV Updates – Garrett Rieck
    a. For spring 2025 there will be 7 reports and 3 will be final reports. The Construction Management and Building Inspection report will be pushed to fall 25 as Regina Blasberg is on Sabbatical.
    b. The PTA program will be presented in fall 25 as Dr. David Pevsner confirmed this is when the program will start.
    c. The Ceramics program will return to PV in 2 weeks. The Kinesiology will also return and there are a few items that need to be confirmed before the program presents on March 30th.

3. Academic Senate President, Lisa Hooper announcements:
    a. Now that there is a full complement of VP on PV. Lisa requested to allocate some time at the end of the semester to assess the processes and information that is being solicited on the forms and that the committee has what they need to make an important decision. There is a need for the right sort of scrutiny and lenses to evaluate, confirm and modify programs to make this process meaningful for any faculty member asking for support. Lisa wants to make sure the committee does what they need to function at its best level.

    In instances when a program takes 7 years to be approved, what are the points at which the group comes back and reports why it is taking longer and what information might need to be conveyed so this does not take 7 years.

    b. **PTA Program Update**: The PTA program gave a final year 3 report, and many were not comfortable with voting as the program had not started yet.
    c. **Commercial Music, PTA and Fire Academy**: The programs are at the mercy of 3rd parties for timelines. With Commercial music there was a call for a re-design. PTA there is an accrediting agency.
    d. **Delays due to Adjudicating Agencies**: Many programs have delays due to manufacturing of items needed by vendors. Between the vendors, agencies and hiring that is required these all-created delays due to specialized sets and skills needed. The 3rd party adjudicating agencies such as LA country Fire, IFSAC and Office of State Fire

Marshall will change the curricular focus. There is always the uninspected need to pivot accordingly and work with what we have.

e. **Construction Delays:** There is a construction delay and there will be more of a demand now with the competition for the rebuild of LA. There are CE programs that require equipment. If there is just one item delayed that can create delays in all other areas. This is not due to a lack of effort but due to delays with supply chain issues and those will continue due to Tariffs and steal supply.

f. The committee needs to evolve and discuss how all parties influence and are involved. There have been some conversations about program challenges. What constitutes when a program starts or benchmarks? Depending on what a program needs should there be a substantial delay? When as an institution all programs are nurtured, there is a need to confirm what we are doing right. Need to communicate all important information to the right people. The Curriculum committee needs to be aware of what is needed. The last meeting of the semester will be on May 1st.

III.   Adjournment: 10:53 am

Dear colleagues,

The recent nominations for Department Chair of Political Science have closed. Please see below for the list of nomination results. As there was only one nomination, an election will not need to be held. Upon Senate Confirmation, Karl Striepe will serve as Department Chair of Political Science for the remainder of the current chair term after the last day of instruction of spring '26. This would be for 6/6/25 – 6/5/26.

If you have any questions, please contact us by emailing both Senate_Elections@canyons.edu and CC'ing Marilyn.Jimenez@canyons.edu.

Department Chairs:

Department	Nominee(s)
Political Science	Karl Striepe

Senate Elections
Senate_Elections@canyons.edu

College of the Canyons
Academic Calendar – 2027/28
Draft Developed Fall 2024

Fall 2027

Month	Event	Date
August	Welcome Day	August 13 (Friday)
	Professional Development Week (FLEX, Employees Only)	August 13-19 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 20 (Friday)
	First Day of Fall 2027	August 23 (Monday)
September	Labor Day Holiday	September 6 (Monday)
November	Veterans Day Holiday Observed and Actual	November 11 (Thursday)
	Thanksgiving Day Holidays	November 25 - 28 (Thursday – Sunday)
December	Last Day of Fall Semester	December 11 (Saturday)
	Campus Closed	TBD

Winter Intersession 2028

Month	Event	Date
December	New Year's Holiday	December 31 (Observed) and January 1 (Friday - Saturday)
January	First Day of Winter Term	January 3 (Monday - 5 weeks)
	Martin Luther King Holiday	January 17 (Monday)
February	Professional Development Week (FLEX, Employees Only)	January 31 – February 4 (Monday to Friday)
	Last Day of Winter Term	February 5 (Saturday - 5 weeks)

Spring 2028

Month	Event	Date
February	First Day of Spring Semester	February 7 (Monday)
	Lincoln/Washington Holidays	February 18-21 (Friday to Monday)
April	Spring Break	April 3-9 (Monday – Sunday)
May	Memorial Day	May 29 (Monday)
June	Last Day of Spring Semester	June 1 (Thursday)
	Commencement Ceremony	June 2 (Friday)

Summer 2028

Month	Event	Date
June	Start of Summer session	June 5 (Monday – 10 weeks)
	Juneteenth	June 19 (Monday)
July	Independence Day	July 4 (Tuesday)
August	Last possible day of Summer Session	August 12 (Saturday – 10 weeks)

Approved by the Academic Calendar Committee 2/24/25

2025/2026 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2025/2026					
Fall 2025			Spring 2026		
Meetings occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm) _Hold Senate Retreat NOT during FLEX and instead during the first week of fall 2025 semester._					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat _(FLEX week Thurs, Aug. 15th to Thurs, 21st)_ _(First Day of Fall 2025, Aug. 25 Monday)_	Aug. 28	February	Senate 8 _(FLEX Week Feb. 2rd to 6th)_ _(First Day of Spring 26, Feb. 9 (Monday)_	Feb. 12
September	Curriculum 1	Sept. 04		Curriculum 8	Feb. 19
	Senate 1	Sept. 11		Senate 9	Feb. 26
	Curriculum 2	Sept. 18	March	Curriculum 9	March 05
	Senate 2	Sept. 25		Senate 10	March 12
	Curriculum 3	Oct. 02		Curriculum 10	March 19
October	Senate 3	Oct. 09		Senate 11	March 26
	Curriculum 4	Oct. 16		Curriculum 11	April 02
	Senate 4	Oct. 23	April	No Meeting - Spring Break April 6th to 12th (Mon. to Sun.)	April 09
	Curriculum 5	Oct. 30		Senate 12	April 16
November	Senate 5	Nov. 06		Curriculum 12	April 23
	Curriculum 6	Nov. 13		Senate 13	May 30
	Senate 6	Nov. 20	May	Curriculum 13	May 07
	No Meeting - Thanksgiving	Nov. 27			
December	Curriculum 7	Dec. 04		Senate 14	May 14
				Curriculum 14	May 21
	Senate 7	Dec. 11		Senate 15	May 28
	Last Day of Fall Semester	Dec. 13 _(Saturday)_	June	Last Day of Spring Semester End of Year Senate Collegial Celebration	June 4 (Thurs.)

Approved by the Academic Senate TBD

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: March 7, 2025
RE: Summary of Revisions to BP/AP 4025 (Philosophy and Criteria for Associate
             Degree and General Education)

BP/AP 4025 concern the "philosophy" and "criteria" for both general education and earning an associate degree. Much of the content is either mandated by, or closely derived from the language, of Title 5, sections 55060, 55061, and 55062, which relate to general education requirements. The Board of Governors amended those three sections in 2023 to, among other things, adjust the general education categories for so-called "local" degrees and to add Ethnic Studies as a general education requirement. In response to these legal changes, the Academic Senate made choices in November of 2024 to modify the requirements for the general education requirements necessary to earn a local degree at COC. The changes to AP 4025 are designed to implement that Senate's decision and largely use Title 5 language to describe the various general education categories. The changes to BP 4025, which is focused on COC's "philosophy," are largely intended to modify the existing "philosophy" of general education to more closely reflect the changes to the general education categories. Along the way, other language improvements were recommended for clarity and precision. The Curriculum Committee was instrumental in crafting the revised documents.

As an aside, the Policy Review Committee thanks the Curriculum Committee and its leaders for its incredibly hard work in studying and navigating the complex legal changes that led to these revisions and for helping the Senate and the Policy Review Committee to better understand them. The Policy Review Committee truly appreciates it. The Policy Review Committee cannot effectively function without the sort of effective inter-committee partnership that it had throughout this revision process with the Curriculum Committee and its devoted leadership.

References

Title 5 Section 55061;
ACCJC Accreditation Standard 2

BP 4025 Philosophy and Criteria for Associate Degree and General Education

College of the Canyons is dedicated to the philosophy that all students will receive the highest quality education possible. Doing so should ensure learning experiences that will enhance students' academic and career opportunities as well as develop a sense of inclusion, diversity, equity, accessibility, and antiracism inclusion, civic awareness, and global responsibility. Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

1. The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures, and times, and populations, including those which have been traditionally marginalized; to achieve insights gained through experience in thinking about ethical problems; and to strengthen the capacity for self-awareness, sensitivity to the experience of others emotional intelligence, and leadership.

2. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to prepare to enter the workforce while promoting and/or to develop an interest in lifelong learning.

3. Central to an Associate Degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live, applying the skills developed through general education curriculum to navigate the world of work in a multicultural and increasingly technological world. In addition, general education should offer many starting points for understanding the world around us, including developing critical thinking skills,

which students can then develop through lifelong learning. ~~Most importantly, general education should lead to a better understanding of work in a multicultural and increasingly technological world~~.

4. In establishing or modifying a general education program, the District shall create coherent and integrated educational requirements through contextualized learning opportunities such as project-based learning, internships, and apprenticeships as well as inter, multi-, and cross-disciplinary approaches as appropriate. General education programs should involve active examination of proposed solutions to world problems.

5. The CEO of the Santa Clarita Community College District shall establish procedures to ~~assure~~ensure that courses used to meet general education and Associate Degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References:
Title 5 Section 55061;
ACCJC Accreditation Standard 2

1.   The programs of the District shall be consistent with its institutional mission and purpose, and its community's demographics and economics, while developing a sense of diversity, equity, inclusion, civic awareness, and global responsibility.

2.   Students receiving an Associate Degree must satisfactorily complete the requirements in general education selected from the following areas indicated below. A ~~given~~ course may only meet the requirement for a given general education area once and shall not count towards multiple general education requirements for the same student. The requirements are:

- (1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester units) including:
  - (A) English Composition (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.
  - (B) Oral Communication and Critical Thinking (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.
- (2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.
- (3) Arts and Humanities (minimum of 3 semester units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

- (4) Social and Behavioral Sciences (minimum of 3 semester units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.
- (5) Natural Sciences (minimum of 3 semester units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.
- (6) Ethnic Studies (minimum of 3 semester units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

- **4025.1 Natural Sciences** (minimum 3 semester units) - Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

- **4025.2 Social and Behavioral Sciences** (minimum 3 semester units) - Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

- **4025.3 Humanities and Fine Arts** (minimum 3 semester units) - Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the

student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

- **4025.4 Language and Rationality** (minimum 6 semester units) - Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.
-
- (a) English Composition (minimum 3 semester units) - Courses fulfilling the written composition requirement should include both expository and argumentative writing.

- (b) Communication and Analytical Thinking (minimum 3 semester units) - Courses fulfilling the communication and analytical thinking requirements include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines.

- **4025.5 American Institutions Requirement** (minimum 3 semester units; must cover categories a and b, below) - Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State.

- United States History
- U.S. Constitution, State and Local Government

- **4025.6 Physical Education and Wellne**ss (minimum 2 semester units) - Courses in physical education and wellness are those which develop the knowledge and skills to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.
-
(a) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the physical education requirements threaded throughout the curriculum as a requirement of national standards within that discipline, to include healthy living instruction, and required physical activity in the clinical component of the program, among other things.

- **4025.7** Diversity Requirement (minimum 3 semester units) - Courses in Diversity examine general issues of diversity, equity, ethnocentricity, and/or ethnicity; and relationships to problems facing contemporary society, especially those resulting from prejudice, discrimination, and cultural conflict. Attention is paid to critical thinking skills which allow students to address cultural, racial, and/or gender issues in a sensitive and responsible manner

and to evaluate their own attitudes and those of others.

> (a) The course used to satisfy this area may also be used to satisfy another area of General Education, if applicable.
>
> (b) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the cultural competency emphasis threaded throughout the curriculum as a requirement of national standards within that discipline.
>
> (c) The Curriculum Committee will approve a list of qualifying courses and review any new course developed in the future for diversity content.

- **4025.8** Transfer Degree Exemptions — Associate in Arts for Transfer (AA-T) degrees and Associate in Science for Transfer (AS-T) degrees are exempt from the following local requirements:
- American Institution requirement
- Physical Education and Wellness requirement
- Diversity requirement
- as listed in sections 4025.5, 4025.6 and 4025.7 of this procedure, respectively.

Revised xx/xx/xx
Approved xx/xx/xx

BP 5120   Transfer Center

References:
Education Code Sections 66720 – 66744;
Title 5 Section 51027

1. The District's mission includes preparing its students to transfer to baccalaureate level institutions. The District shall support students with an identified educational goal of transfer to do so by dedicating necessary resources and offering structured guidance through, among other things, student education plans. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a particular area of focus.

2. The Chief Student Service Officer shall ensure that a transfer center plan is implemented that encourages and facilitates the process of transfer, identifies appropriate target student populations, and is designed to increase the transfer applications of underrepresented students and complies with law and regulations.

Approved:

Reviewed and Endorsed by CPC:

AP 5120   Transfer Center

References:
Education Code Sections 66720-66744;
Title 5 Section 51027

1. The District shall develop, maintain, and review, not less than every three years, a transfer center plan that complies with all applicable legal requirements. The plan, which the District shall make available to students, shall describe activities and services provided by the transfer center, identify appropriate target student populations, be designed to increase the transfer applications of underrepresented students among transfer students, and establish target increases in the number of applicants to baccalaureate institutions.
2. Plan components shall include, but shall not be limited to, the following matters:
a. Services to be provided to students including, but not limited to, those:
    i. To identify, contact, and provide transfer support services, which shall be developed and implemented in cooperation with student services departments and with faculty, to targeted student populations, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students.
    ii. To ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.
    iii. To ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.

iv. To monitor the progress of transfer students to the point of transfer, in accordance with specifically delineated monitoring activities.

v. To support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.

vi. To support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.

vii. To assist students in the transition process, including timely completion and submittal of necessary forms and applications.

viii. To develop and implement a schedule of services for transfer students, in cooperation with baccalaureate institution personnel as available, to be provided by baccalaureate institution staff.

ix. To provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.

b. Facilities - The District's plan with respect to facilities shall include, at a minimum, a physical space at a particular location on the Valencia campus from which the transfer center will operate that is adequately supports transfer center activities and which is readily identifiable and accessible to students, faculty, and staff.

c. Staffing - The District's plan with respect to staffing shall include, at a minimum, clerical support for the transfer center and assign a Counselor to oversee the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.

d. An advisory committee - The District's plan with respect to an advisory committee shall include, at a minimum, establishing a transfer advisory committee with voting membership that is representative of campus departments and services and include (a) all Counselors who have been assigned specific responsibility for transfer-related activities within the Counseling Department, (b) a classified representative from the Transfer Center or from any other area of the campus, (c) the Dean of the Counseling Department, (d) at least one counselor who has been assigned specific responsibility within the Counseling Department for working with a special student population, (d) the Chief Student Services Officer, (e) the Articulation Officer, (e) two students appointed by the

President of the Associated Student Government, (f) two full-time instructional faculty appointed by the President of the Academic Senate to two-year terms, preferably those teaching within disciplines in which transfer-focused students are primarily enrolled, (g) one part-time instructional faculty appointed by the President of the Academic Senate to a two-year term, whenever possible, (h) a representative from Institutional Research, Planning, and Institutional Effectiveness, and (i) baccalaureate college and university personnel, as available. The transfer advisory committee will be chaired by the Dean of the Counseling Department, who shall have overall responsibility for the committee's operations, will meet no less than twice per academic year, and will be responsible for review of, and updates to, the transfer advisory plan, as well as ongoing evaluation of the effectiveness of transfer services and achievement of targets identified within the plan. The transfer advisory committee shall adopt written operating procedures. Transfer Center Advisory Committee Meetings will be open to guests who are current employees of the district. Guests will be non-voting, but are welcome to participate in all other committee activities.

e. Evaluation and reporting - The District's plan with respect to evaluation and reporting shall include, at a minimum, a plan of institutional research for ongoing internal evaluation of the effectiveness of the District's transfer efforts, and the achievement of its transfer center plan.

f. Transfer general education path requirements for each baccalaureate major articulated to the UC or CSU systems (i.e., to update, maintain, and provide students a copy of current CalGETC course requirements).

Approved:

Reviewed and Endorsed by CPC:

BP 4023 Academic Departments

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

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

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

See Administrative Procedure 4023

Board Approved: June 26, 2019

Next Review Date: Spring, 203125

AP 4023 Academic Departments

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

4023.1 ~~Definitions~~

Academic Department ("department") ~~—"academic department", hereinafter referred to as "department", is a~~An organizational structure composed of one or more related disciplines, and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within disciplines.

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

a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.
   1. Categories/Types of New Departments
      i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.
         A. If the new discipline/departmental proposal includes a proposed new educational program, that proposed educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.
      ii. Proposed departments that merges two existing departments.
      iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Instruction.
      iv. Departments resulting from a proposal to split an existing department into two or more departments.

          v.   <u>Proposals</u> to rename an existing department without splitting or merging the department.

          vi.   <u>Proposals</u> to rename an existing department as the result of a proposal to merge or split a department.

          (*Some proposals may fall within more than one category of "new" departments.*)

b.   <u>Upon</u> receipt of the written proposal, the Academic Senate will send the proposal to the Program Viability Committee for review. The Program Viability Committee shall assume <u>the responsibility</u> for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.

c.   <u>Program</u> Viability Committee Functions (for AP 4023 proposals):
1. Determining the initial proposal's evidentiary sufficiency <u>as required by</u> ~~per Section 4023.2.c.2.(g) of~~ this procedure.
2. Gather all qualitative and quantitative evidence into a narrative written report.
3. Make recommendations to the Academic Senate as to the proposal's validity.
4. Use as its guiding principles for recommendation, the following:
   i. The proposed department is based on the <u>need</u> of the <u>District</u> and <u>not</u> other national or regional standards alone.
   ii. The <u>District</u> planning mechanisms have collaboratively and democratically prioritized this proposal.
   iii. The <u>District</u> has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.
   iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.

d.   <u>The</u> written proposal shall address the following issues:
1. How will the proposal help the students <u>of</u> the college?
2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
3. What is the proposal's impact on existing students and faculty members? Does the Office of Instruction support the proposal? Please <u>explain,</u> why or why not?
4. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why?

5. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?
6. Is the size of the proposed department a relevant factor to consider? If so, why?
7. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
8. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the Curriculum Committee? (*Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is required.*)
9. CCC, CSU and UC Considerations:
   a. Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?
   b. Is the proposed department's academic discipline common to the California Community College system and mission?
   c. Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?
10. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
11. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.
12. Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?
13. Can the proposed department be absorbed into an existing department?
14. Will existing full-time faculty be assigned or transferred to the new Department? And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?
15. The proposal must include a feasible implementation plan, to include funding for the duration of the pilot department status ~~at least three years~~.

e. The proposal will be forwarded to the Chief Instructional Officer (CIO) and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, and unless mutual agreement is reached between the Academic Senate and the CIO, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCFA) to ensure that implementation of the proposal will not be hindered by, and the District will be able to

honor, all existing bargaining contract provisions. All proposals submitted to the Academic Senate must contain an implementation plan. The CIO, being a nonvoting member of the Academic Senate, shall speak to the matter as it is before the full Academic Senate. In the absence of any stated opposition from the CIO, or designee, and if the proposal is then approved by the Academic Senate, it shall be concluded that mutual agreement has been reached and, the proposal will be advanced for implementation.

4023.3   **Implementation**

a.   Unless a specific implementation date is detailed in the approval process, implementation will take place at the start of the next academic year.

b.   If the proposal results in substantive alterations to curriculum or student expectations, the initiation, merger, split or renaming must be approved and completed by the print deadline for the coming academic year Ceollege Ceatalogue.

c.   All appropriate college offices shall be notified for any changes required in the college catalog, brochures, and other publications;

d.   Pilot Department Status

All newly initiated departments shall be deemed pilot departments. Three status reports must be provided to the Program Viability Committee of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.

1.   Staffing – the authorization to hire full time staff to support any new Department may need to be restricted until the conclusion of the pilot process. Any recommendations to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

2.   Required Reporting Content

i.   Report #1 – the report shall be an informational status update to include evidence of the department's growth, success and challenges to date.

ii.   Report #2 – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests required by listed in"Proposals for Academic Department Initiation, Merger, Splitting or Renaming" above. Section 4023.2.c.2.(g) of this procedure. The report shall also

include a substantiated projection as to the department's likelihood for sustainable success by the Final Report.

    iii.   Final Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed required by "Proposals for Academic Department Initiation, Merger, Splitting or Renaming" abovein Section 4023.2.c.2.(g) of this procedure. The report shall also include a substantiated projection as to the department's immediate institutional sustainability.

    3.   Final Approval – Upon receipt of the Final Report, the Program Viability Committee will make a determination as to whether the pilot department shall be recommended as permanent to the Academic Senate. A majority vote of a quorum by the Program Viability Committee is needed to forward the recommendation for aApproval by the Academic Senate, which requires a majority vote of a quorum. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.

    i.   Discontinuance – all pilot departments failing to receive approval for permanent status after the Final Report will be deemed strictly discontinued requiring an immediate implementation.

4023.4   Academic and Professional Matters

This procedure pertains to is considered as one of the "other academic and professional matters" described in the District's Board Policy on Faculty Involvement in Governance (BP 7215). It is an matter on which area where the Senate and the District will reach mutual agreement.

Board Approved: June 26, 2019

Next Review Date: Spring, 203125