



ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

May 19, 2016 3:00 p.m. to 4:50 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar:
 - a) Academic Senate Summary: May 5, 2015(pg. 3)
4. Academic Senate President's Report, Rebecca Eikey
5. Academic Senate Vice President's Report, Teresa Ciardi

B. Travel Report

C. Committee Report

1. Honors Updates, Miriam Golbert

D. New Future Business

E. Unfinished Business

1. Local Graduation Requirements
2. Diversity Requirement
3. High Impact Practices – Principles of Excellence

F. Discussion Items

1. Senators Report
 - Resolution on Nepotism (pg.14)
 - Resolution on Short-term Hiring Procedures (pg.15)
2. BP 4235 and AP 4235 Credit by Exam, David Andrus (pg.16 for BP) (pg. 18 for AP)
3. Amendment to the Academic Senate Bylaws, Rebecca Eikey (pg.22)
4. Climate Survey, Wendy Brill (pg.23)
5. AP 4021 and BP 4021 Program Viability, David Andrus (pg.28 AP) (pg.40 BP)
6. Consideration of Resolution regarding Filming on Campus

G. Actions Items

1. Revisions of Online Teaching Requirements (pg.43)
2. Institutional Learning Outcomes (pg.45)
3. Endorsement of Measure E
4. OER Resolution and AP 798 Plan (pg.47)
5. AP 4023 Academic Departments (pg.56)
6. Discipline assignment for Administrators:
 - a. Ron McFarland (pg.62)
 - b. Micah Young(pg.64)
 - c. Brian Weston (pg.66)
7. Adjunct Faculty Discipline Assignments (pg.68)
8. Department Chair election results:

- a. Bob Brode, Administration of Justice, chair
- b. Nicole Faudree, Business, Chair
- c. Tim Baber, Manufacturing, Chair

H. Announcements

- Applications are now open for faculty who are interested in serving on ASCCC Statewide Committee. <http://www.asccc.org/content/application-statewide-service>
- Faculty Leadership Institute June 9-11, Mission Inn, Riverside
- Institutional Excellence & Inclusive Excellence (IE)2 Planning Retreat, June 27, 2016
12:30 to 4:30

Open to all faculty, stipends will be available.

Opportunity to contribute to the development of plans to support the “Canyons Completion” Initiative

- Curriculum Institute July 7-9, Double Tree, Anaheim
- Academic Senate Retreat, August 25, 2016, 3:00 p.m. to 4:30 p.m. in BONH 330
- Academic Senate Fall Plenary November 3-5, The Westin South Coast Plaza, Costa Mesa

I. Adjournment

The next Senate Meeting will take place on **May 26, 2016**

As always everyone is welcomed. Comments from the public are encouraged for any item on the Agenda, but there may be a time limit for such comments

Summary for the Academic Senate May 5, 2016

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	VACANT	
Vice President	Teresa Ciardi	X	Business Senator	Bob Maxwell	X
Immediate Past President	VACANT		Learning Resources Senator	Ron Karlin	X
Curriculum Chair	Ann Lowe	X	At Large Senator	Diane Baker	X
Policy Review Chair	David Andrus	X	At Large Senator	Lee Hilliard	X
AT Senator	Regina Blasberg	A	At Large Senator	Deanna Riveira	X
MSHP Senators	Amy Shennum,	A	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Valerie Malinoski	A
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Kimberly Bonfiglio	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Thea Alvarado	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Noemi Beck-Wegner	X

Dr. Jerry Buckley	X
Lita Wangen	X
Amy Foote	
Dr. Michael Wilding	
ASG Representative, Areen Hague	

Guests

Brian Weston, Jason Burgdofer, Diane Fiero, Juan Buriel, Benjamin Riveira, Lisa Hooper, Audrey Green, Marlene Demerjian, Daylene Meuschke, James Glapa-Grossklag, Barry Gribbons

A. Routine Matters

1. Call to order: 3:03 p.m.
2. Approval of the Agenda: Ann Lowe, seconded Ron Karlin. Unanimous. Approved.
3. Approval of the Consent Calendar: Lee Hilliard, seconded Ron Karlin. Unanimous. Approved.
4. Academic Senate President's Report, Rebecca Eikey.

1. ASCCC Spring 2016 Plenary, Statewide Curriculum Update Breakout Session

<http://www.asccc.org/content/statewide-curriculum-update-pcah-curriculum-inventory-and-other-hot-topics>

State Chancellor's office is working on a Curriculum Inventory System – to replace CurricUNET updated and revised PCAH:

http://www.asccc.org/sites/default/files/PCAH_6thEdition_LegalReview_Final.pdf

2. ASCCC Spring 2016 Plenary Professional Development College Breakout Session

<http://asfccc.com/143-2/>

Webinars, Local Senate Visits, recorded ASCCC presentations, etc.

They are working on Canvas Modules related to 10+1, curriculum, teaching in prisons, training for part-time faculty.

3. eLumen Demonstration at COC – looking to replace CurricUNET

Demonstration for eLumen – May 20, 9-11:30 am, Tech Center;

Demonstration for TrackDat – May 23, 3 – 5:30 pm Tech Center.

Invitation to attend these is open to all faculty.

4. Adopted Resolutions, ASCCC Spring 2016 Plenary

<http://asccc.org/sites/default/files/Final%20Resolutions%20Spring%202016.pdf>

Resolution 6.05 S16 Direct Strong Workforce Funding to Districts

Resolution 9.01 S16 Adopt the Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates.

Resolution 19.01 S16 Support for Faculty Open Educational Resources Coordinators

5. Statewide Service Opportunities – **open to all faculty.**

email

From: Julie Adams [julie@ASCCC.ORG]

Sent: Thursday, April 28, 2016 12:59 PM

To: SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET

Subject: ASCCC Standing Committee and Other Volunteer Opportunities for 2016 - 2017

Dear colleagues,

Each August, the Academic Senate Executive Committee approves faculty to serve on the ASCCC standing committees, Chancellor's Office task forces, advisory groups, and ad hoc groups. This past year, as noted by David Morse in his State of the Senate presentation at the recent plenary session, we appointed more than 900 faculty members and still could not fill all the requests for faculty. We are again beginning to seek nominations for faculty to serve on the standing committees, Chancellor's Office Advisory, Task Forces, Workgroups, initiatives, etc.

For your convenience, the Standing Committee charges and links to the standing committees are below. Each standing committee has a webpage which provides details about the current membership, and all current and historical publications, Rostrum articles, and resolutions developed by the committee members. The application to serve can be found on our website [here](#). Please note that submission of an application does not guarantee that one will be appointed as there are only 65 open slots for the standing committees. However, as noted above there are more opportunities.

You can see a list of opportunities from the [Application for Statewide online application](#). The Executive Committee takes into consideration our [Inclusivity Statement](#) when making appointments. Note: appointments are open to full- and part-time faculty teaching on a California community college.

This is a great opportunity for leadership development. You do not need to be an expert to sign up for any of these committees, workforces, or taskforces. Please complete the online form and send this email to your colleagues for their consideration.

Thank you!

Julie

Julie Adams, Ph.D., MBA, CAE

Executive Director

Academic Senate for California Community Colleges

Accreditation and Assessment Committee < <http://asccc.org/directory/accreditation-and-assessment-committee> >

The Accreditation and Assessment Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding accreditation and assessment issues. The committee supports faculty in the creation of self-evaluation reports by gathering and disseminating effective practices for accreditation, institutional evaluation, and accountability. The committee distributes information regarding faculty roles in accreditation via listservs, publications, and institutes, and collaborates with outside groups to provide information to faculty throughout the state. The committee provides input to the President regarding interaction with accrediting commissions and other appropriate organizations. The committee advises the President about concerns regarding regional and federal accreditation policy and processes. Under the direction of the president, the chair and/or members of the committee provide assistance to local academic senates and the faculty in general who request assistance with accreditation and/or assessment issues. The committee gathers effective practices for assessment and supports faculty in evaluating and improving the assessment process.

Curriculum Committee < <http://asccc.org/directory/curriculum-committee> >

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, and implementation of curriculum both at the college and state level. The committee distributes information through institutes, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.

Educational Policies Committee < <http://asccc.org/directory/educational-policies-committee> >

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

Equity and Diversity Action Committee < <http://asccc.org/directory/equity-and-diversity-action-committee> >

The Equity and Diversity Action Committee (EDAC) responds to resolutions from the session that deal with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate

conducive to faculty diversity and student achievement. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

Legislative and Advocacy Committee <<http://asccc.org/directory/legislative-and-advocacy-committee>>

The Legislative and Advocacy Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature and Governor's Office in the areas of academic and professional matters.

Noncredit Committee <<http://asccc.org/directory/noncredit-committee>>

The Academic Senate Committee on Noncredit will serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities.

Online Education Committee <<http://asccc.org/directory/online-education-committee>>

The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology. The Committee supports quality online education and the effective use of educational technology by researching issues, writing background and position papers, and making presentations at plenary sessions and other events as needed. When appropriate, the Committee interacts with Senate standing committees, advocates for policies, and proposes resolutions.

Faculty Development < <http://asccc.org/directory/faculty-development-committee-1> >

The Faculty Professional Development Committee advises the Executive Committee on policies and processes and develops papers and resources related to faculty development for local senates and others. The Committee supports local faculty development committees and provides guidance to enhance faculty participation in the areas of faculty development policies and innovations in teaching/learning strategies and practices. The Committee advocates through breakout sessions and Senate publications the importance of faculty development activities, critical issues related to student success and quality faculty teaching and learning, and of the need for appropriate levels of funding for such activities.

Relations with Local Senates Committee < <http://asccc.org/directory/relations-local-senates-committee>>

The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance.

Standards and Practices Committee < <http://asccc.org/directory/standards-and-practices-committee> >

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications,

analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.

Transfer, Articulation, and Student Services Committee < <http://asccc.org/directory/transfer-articulation-and-student-services-committee> >

The Transfer, Articulation, and Student Services Committee is responsible for development and review of policies, procedures, administrative requirements and general information regarding counseling and library issues; discussion of current counseling and library programs; and consensus development on issues through study and research. The committee presents position statements and policy recommendations to the Academic Senate Executive Committee

OPERATIONAL COMMITTEES

Resolutions Operational Committee < <http://asccc.org/directory/resolutions-operational-committee> >

The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

GRANT INITIATIVE ADVISORY GROUPS

CTE Leadership Committee < <http://asccc.org/directory/cte-leadership-committee> >

The goal of the CTE Leadership Committee is to better align with and support the CCCCO CTE/EWD division restructuring under the "Doing What Matters" campaign. This goal seeks to ensure that all relevant parties are connected to the processes related to CTE, are better equipped to work together as existing programs are perfected, can provide resources to develop new programs, and collaborate to meet the needs of students by preparing them for the workforce and/or advanced education. The objectives noted below are intended to both develop and support CTE faculty so they can participate more actively in leadership roles regionally and statewide. The key goal is to develop CTE faculty leaders to become informed participants in the ongoing dialog with the variety of state players.

5. Academic Senate Vice President's Report, Teresa Ciardi

Teresa spoke on Enrollment Management. The committee is looking at 3% increase for FTES for 2016/17. Two things came up for discussion Parking and seats for students. There are some possible solution in the works one of which for seat is that Dr. Buckley is looking into are we using our classrooms here at Valencia efficiently as we should be. So if we have a classroom that seats 45 are we putting a class in that has less students?

B. Travel Report

1. Wendy Brill, ASCCC Spring Plenary

Wendy went over the workshops and discussions that took place at the Spring Plenary. She said she was glad she had gone she had learned a lot from attending. There is an attachment on the agenda of her report of the plenary for everyone to see.

2. Regina Blasberg, 21st Century Employability Skills: Curriculum and Digital Badges

Regina is currently at a conference and sent her report in that is also on this agenda for everyone to read.

C. Committee Report

1. EEO Advisory Committee, Rebecca Eikey and Diane Fiero

Diane went over the Equal Employment Opportunity Fund, Multiple Method Allocation Model Certification Form, Fiscal Year, 2015/16 that is on the agenda. This does not need the Senate's signature. This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods. Diane went over the Nine (9) Multiple Methods. If you have any concerns or feedback Diane would welcome your feedback. This will be going to the BOT for their approval.

D. Future Business

E. Unfinished Business

1. Local Graduation Requirements
2. High Impact Practices – Principles of Excellence
3. Consideration of Resolution on Nepotism and/or Ethical Hiring Practices
4. Professional Development connected to Ed Code – in Faculty Professional Development Committee
5. Diversity Requirement
6. Program Viability
7. Professional Development (FLEX) Fall Calendar of Activities

F. Discussion Items

1. Institution-Set Standards and IEPI Indicators, Barry Gribbons and Daylene Meuschke
Barry went over the College of the Canyons College Wide Indicators and Targets. He said that we were doing great and were right on target. We were even exceeding our target. Below is the attachment that everyone looked at with all the information he spoke on. If you have any questions please Barry or Daylene a call.

College of the Canyons

College-Wide Indicators and Targets

ACCJC Annual Survey Items	Average Baseline (2012-13)	2014-15 Performance Relative to the Standard	Standard (2015-16)
Completion (success)-fall term	74%	74% ↓	76%
AA/AS Degrees AY (unduplicated)	819	1,251 ↑	860
Certificates of Achievement AY (unduplicated)	292	504 ↑	307
Number of Transfers AY (unduplicated)	1,068	1,278 ↑	1,121
<u>Additional Indicators from Scorecard</u>			
Progression-Basic Skills to College Level English	37%	52% ↑	39%
Progression-Basic Skills to College Level Math	36%	42% ↑	38%
Progression-Basic Skills to College Level ESL	21%	52% ↑	22%
Career Technical Education Completion	45%	46% ↓	47%

Draft 05.03.16

IEPI Indicator Framework: Historical Data and Goals (Short and Long-Term)

Student Achievement Indicators:	2010-11	2011-12	2012-13	2013-14	2014-15	Short-Term Goal (1 year)*	Long-Term Goal (6 years)*
Successful Course Completion (fall)	83.2%	75.1%	74.6%	73.7%	75.1%	76%	78%
Completion Rate-Overall (Scorecard)	58.2%	56.2%	59.1%	55.0%	57.0%	55%	57%
Completion Rate-Unprepared	50.5%	49.0%	52.8%	48.0%	51.5%	48%	50%
Complete Rate-Prepared	81.4%	79.3%	80.4%	80.5%	80.0%	80.4%	80.4%
Remedial Rate (Scorecard)							
Math	37.0%	34.6%	39.6%	38.9%	42.4%	40%	42%
English	49.0%	49.9%	53.2%	51.5%	52.0%	55%	60%
ESL	27.1%	29.8%	29.1%	38.7%	51.5%	40%	42%
CTE Rate (Scorecard)	44.9%	45.7%	47.6%	43.6%	46.0%	44%	45%
Completion of Degrees	1,030	1,092	847	1,354	1,359	1,500	1,800
Completion of Certificates	529	393	546	820	657	900	1,000
Other IEPI Indicators:							
Full-Time Equivalent Students	15,592.2	14,306.5	14,207.7	15,622.8	15,534.5	16,248	17,754
Fund Balance	16.0	12.7	11.8	11.0	11.3	9.0%	9.0%
Salary and Benefits	81.7	86.2	85.8	84.2	85.9	<85%	<85%
Annual Operating Excess/Deficiency	1,780,514	(2,955,433)	737	29,767	599,386	0	0
Cash Balance	6,366,620	1,340,431	11,804,926	10,647,434	19,872,054	20,000,000****	20,000,000****
Audit Findings - Audit Opinion Financial Statement**					Unmodified	Unmodified	Unmodified
Audit Findings - State Compliance**					Unmodified	Unmodified	Unmodified
Audit Findings - Federal Award/Compliance**					Unmodified	Unmodified	Unmodified
Accreditation Status	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-Reaffirmed	Fully Accredited-Reaffirmed
College Choice Student Achievement: Completion Rate – Unprepared***	50.5%	49.0%	52.8%	48.0%	51.5%	48%	50%

IEPI Indicator Framework: Historical Data and Goals (Short and Long-Term), Continued

*Goals set in Spring 2015. No change in goals were made at the March 22 (IE)² meeting.

**New indicators for 2015-16. A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies). These indicators replace the single indicator, Audit Findings (Overall Audit Opinion), included in the 2014-15 indicators.

***A required "college choice" indicator needed to be selected from one of four indicators pertaining to basic skills. These options included Completion Rate-Unprepared, Remedial Rate-Math, Remedial Rate-English or Remedial Rate-ESL.

****Tentative

Note: We have the option to enter an "optional choice" indicator related to any topic. This discussion has started in (IE)² but needs to be further developed. We will continue working on this metric so that we can report it next year. Under discussion is reporting the percentage of students who complete degree or transfer level within 1 and 2 years. This would recognize the work being done in the English and Math departments.

Draft 5.3.16

2. Proposal to the Academic Calendar Committee To Eliminate Winter Intersession Academic Year 2018/19

There was a discussion on the possibility of eliminating Winter Intersession for the year 2018/19. Omar Torres, Dean, came to the Calendar Committee and presented this proposal. This would be three 16 weeks semesters. The question is, is winter intersession effective use of our time. The committee asked for my data which Omar is going to look into for Math and Science. Some of the committee members are going to do some research. Omar stated

there was a 4000 wait list last semester. Jasmine has a set of questions to answer for the next meeting. They did not vote for the 2018/19 calendar yet. There were many ideas passed around the senate, how it affects Pathways, Completion of courses, and possible flexibility for start date, and more data is needed, cost benefit analysis and adjunct faculty overlaps.

3. Faculty Climate Survey, Wendy Brill-Wynkoop

Wendy spoke on the Draft that has been created. That Draft is below. The Senate had a discussion on the draft with some suggestions. The committee would like to have this survey every spring. Wendy would like the faculty's feedback and ideas please contact her with your ideas.

Climate Survey – DRAFT

The purpose of the Climate Survey is to assess how all employees (i.e. FT Faculty, Adjunct Faculty, Classified...) engage with and understand how to participate in decision making and planning for the college. It is not intended to focus negatively on one particular employee group, rather to identify a benchmark as to where we are now and how we can improve as a college. The survey will be focusing on the following areas as related to collegial consultation: climate, awareness, and opportunities.

The survey can be created with logic, so that certain prompts go to certain groups. For example, the following are prompts related to faculty.

Opportunities

Indicate your level of agreement (strongly disagree to strongly agree).

At **COC**, those matters in which the Board of Trustees will **rely primarily** on the advice and judgment of the Academic Senate are:

- The development of curriculum, including the establishment of prerequisites and planning of course disciplines;
- The determination of degree and certificate requirements
- The establishment and review of grading policies;
- The establishment of standards and policies regarding student preparation and success;
- The appointment of faculty members to District and College committees;
- The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development);
- The development of processes for program review.

At **COC**, those matters in which the Board of Trustees and the Senate obligate themselves to reach **mutual agreement** resulting in written resolution, regulations or policy are:

- The development of new educational programs;
- District governance processes (except 5 above);
- The delineation of faculty roles and involvement in accreditation processes (including the development of the self-study and strategic plans updates);
- The determination of processes to be utilized in institutional planning and budgeting and;
- Other academic and professional matters.

The college provides opportunities for me to engage in:

- Committee work
- Involvement in Planning
- Community service
- Involvement in Decision Making

- Assessment of student learning outcomes, etc
- Professional Development
- Celebration of Diversity
- *What else could be included here?*

The goals set in Program Review are achievable because of

- Classroom space
- Facilities
- Technology
- Budget
- Resources
- Academic Staffing
- Classified Staffing
- *What else could be included here?*

I am able to be engaged in departmental decisions because

- I understand the importance of being involved
- I have enough time
- I have a flexible schedule

I am able to be engaged in committee work

- I understand the importance of being involved
- I have enough time
- I have a flexible schedule
- I know where to find the committee's agendas, minutes, meeting locations

I participate in planning and decision making because

- It is important to me
- I have enough time
- I have a flexible schedule

Climate

The college provide an environment that encourages:

- Lifelong Learning
- Transparency in decision making
- Mutual respect
- Diversity
- Problem solving
- A forum for opposing opinions
- Where my work is valued
- Where my work is appreciated
- Is conducive to teaching and learning
- *What else should be included?*

Awareness

I am aware of the following

- The role of the Academic Senate
- How to join a committee
- How I am appointed to a committee
- How to visit a committee
- The purpose of the committee
- *What else should be included?*

4. Endorsement of Measure E.

Rebecca asked the Senate do they want to Endorsement Measure E. Rebecca did some research and some Senates endorse the measure and so do not. The question was did the Senators want to vote for their Schools. There are several rules we need to be sure we do when endorsing the measure and using advocating on campus. The Senators decided this would come back for the next agenda as an Action Item.

5. OER Resolution and ABP 798 Plan.

The changes were made that the Senators asked for and also the Plan was done. This item will come back as an Action Item for the next agenda.

6. AP 4023 Academic Departments

David went over the changes made and it was decided this come back as Action Item for the next agenda.

G. Action Items

1. Revisions of Online Teaching Requirements. Tabled because the attachment was not on the agenda.
2. Prioritize Request for use of BONH 330. The changes to the prioritization was to move Professional Development and also COCFA. David Andrus to make these changes, Bob Maxwell seconded. Unanimous. Approved. Ann Lowe, Bob Maxwell seconded. Unanimous. Approved.
3. Institutional Learning Outcomes. Tabled because the attachment was not on the agenda.

H. Announcements: N/A

I. Adjourned: 5:00 p.m.

COLLEGE OF THE CANYONS

**ACADEMIC SENATE/COLLEGE OF THE CANYONS FACULTY ASSOCIATION (COCFA)
JOINT RESOLUTION**

**on
NEPOTISM**

WHEREAS, relatives and domestic partners as defined by California Family Code Section 297 *et seq*, are not prohibited employment at College of the Canyons, with the exception that they shall not be assigned to a “regular” position within the same department, or division that has an immediate family member who is in a position to recommend or influence personnel decisions;

WHEREAS, the practice of Nepotism is generally disfavored and widely viewed as inequitable, allowing for conflicts of interest and creating the appearance of impropriety, especially in public institutions;

WHEREAS, Board Policy 7310 enables permissible nepotism for employees that are not categorically “regular” employees;

WHEREAS, Board Policy 7310, paragraph four, requires the District to “*make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interests*” and whereby such adverse impacts can and sometimes do occur as a result of “short term” employees and related hiring processes;

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA support and value the legal right of gainful employment being extended to relatives and domestic partners as defined by California Family Code Section 297 *et seq*, including being hired in the same department or division, with the exception that they shall not be assigned to a position within the same department, or division that has an immediate family member who is in a position to recommend or influence personnel decisions;

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA reject any permissible nepotism and its corrosive effect on the morale of College staff and functions.

NOW, THEREFORE, BE IT RESOLVED, that paragraph four of Board Policy 7310 be interpreted to stand alone from paragraph one of that policy and thereby apply to all College positions.

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA request the Board of Trustees direct Administration to work in collegial consultation with the represented groups on campus to review the status of nepotism in current hiring practices as it relates to Board Policy 7310.

Approved XXXXXXXX

COLLEGE OF THE CANYONS

ACADEMIC SENATE/COLLEGE OF THE CANYONS FACULTY ASSOCIATION (COCFA) JOINT RESOLUTION

on

SHORT TERM HIRING PROCEDURES

WHEREAS, Board Policy 7230 identifies particular Board action as it relates to “short term” employees but does not require, nor are there, established Administrative Procedures governing the hiring of such “short term” employees;

WHEREAS, in the absence currently of any Administrative Procedures related to the hiring practices of “short term” employees such matters are governed solely by the internal processes of the Office of Human Resources;

WHEREAS, the existing practice of hiring “short term” employees can, De facto, and by institutional default, affect and influence the hiring practices of “regular” employees at College of the Canyons, as it would in any similar organization, and adversely impact morale and functional efficiency of all College staff;

WHEREAS, the current hiring processes of “short term” employees fails to establish sufficient and necessary levels of transparency and checks and balances to ensure confidence and integrity in the resulting outcomes;

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA request the Board of Trustees be advised of the need to have Administration revise its “short term” employee hiring procedure to address the foregoing related concerns, to include potential revisions to Board Policies 7120 and 7230 as well as Administrative Procedure 7120.

Approved XXXXXXXX

BP 5905 4235 CREDIT BY EXAMINATION

Reference: Title 5 Section 55050

4235.1 Credit may be earned by students who satisfactorily pass authorized examinations. The Santa Clarita Community College District shall establish administrative procedures to implement this policy.

4235.2 Credit by Examination is a method of assessing the entirety of a particular course as defined by its course outline of record. The primacy of Credit by Exam is shared and resides within the Office of Academic Affairs substantively, and the Office of Admissions and Records, procedurally.

- 5905.1 — Credit by Examination may be granted for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses. Units and grade points earned shall be counted toward the Associate degree.
- 5905.2 — Units earned by Credit by Examination are not considered as units completed in residence and will not be used for reports to insurance companies or other similar agencies.
- 5905.3 — Students must obtain permission from the division dean or department chair from which the course is offered. Department chairs (or division deans) will forward the results of the examination to the Admissions and Records Office for processing and recording.
- 5905.4 — Requirements for Credit by Examination:
- A. — Students wishing to receive credit by examination must be in good academic standing at College of the Canyons and be currently enrolled in a minimum of 3 units.
 - B. — Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of finals for the semester or term.
 - C. — Courses taken through credit by examination are subject to A — F grading. Incompletes, withdrawals, or no-pass grades are not allowed.
 - D. — Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for pre-requisites once the more advanced course has been completed.
 - E. — A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.
 - F. — The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.
 - G. — A maximum of 18 units may be awarded through credit by examination.
 - H. — Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional \$9.00 per unit processing fee. Students will be charged these fees prior to the time the examination is attempted.
 - I. — Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.

J. ~~High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.~~

- ~~○ Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment.~~
- ~~○ Credit for the course will be given at the time the student enrolls in the course with the Santa Clarita Community College District and will appear on the student's official transcript of record.~~

AP 4235 CREDIT BY EXAMINATION *(Original Content transferred over from existing BP.)*

Reference: *Title 5 Section 55050*

4235.1 Credit by Examination may be granted **to any student who satisfactorily passes an examination approved or conducted by proper authorities of the District. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the college catalog.** ~~for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses.~~ Units and grade points earned shall be counted toward the Associate degree, if applicable, **and the term and cumulative GPAs.**

Good Standing can be defined as also having no standing with the College for the purposes of Credit by Exam.

4235.2 Credit by exam is obtained by satisfactorily completing an examination administered by the college in lieu of completion of a course listed in the college catalogue. Credit by Exam may be written, oral, and/or demonstrative/manipulative with a concomitant rubric.

4235.3 Determination of Eligibility to Take the Credit by Exam.

- a. The course is listed in the current catalog.
Students wishing to receive credit by examination must be in Good Academic Standing (GS) or have No Standing (NS), at College of the Canyons and be currently enrolled in a minimum of one course.
- b. The student must meet all prerequisites.
- c. The student must pay all of the fees associated with credit by exam before the exam is administered. The student will be charged the same per-unit fee as a California resident student plus an additional processing fee.
- d. Financial Aid programs may not cover the enrollment fees for credit by examination. Fees are non-refundable.
- e. The student will not be permitted to petition for credit by exam for a course she/he was enrolled in the current semester after the drop without a W deadline.
- f. Students are allowed only one credit by exam attempt per course, regardless of grade earned.
- g. A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.
- h. A maximum of 18 units may be awarded through credit by exam.

- i. Courses taken through credit by examination are subject to A – F grading, unless the course is only offered Pass/No Pass option. Incompletes, withdrawals, or no-pass grades are not allowed.
- j. Units earned by Credit by Examination are not considered as units completed in residence and will not be used for reports to insurance companies or other similar agencies.
- k. The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- l. Credits acquired by examination do not count toward Selective Service deferment, Veteran's or Social Security benefits, financial aid, or scholastic honors.

4235.4

Administration

- a. Each Academic Department must declare to the Office of Academic Affairs their willingness to use credit by examination as a method of awarding course and unit credit for any courses within their discipline. Participating departments must then identify new courses eligible for credit by examination. **This information must be submitted to the Office of Academic Affairs no later than April 1st of each academic year, otherwise the Department's previous declaration will roll over into the next academic year.** The Office of Academic Affairs shall publish a list of participating departments and eligible courses in the course catalog by the end of the spring semester **and maintain the list for five years. All Academic Departments or instructional administrative units overseeing interdisciplinary courses must be in agreement before Credit by Exam can be utilized for such courses.**
- b. **The Academic Senate shall, on an annual basis, approve the list of departments and courses eligible for Credit by Exam.**
- c. Because Credit by Exam affords college units, course applicability, and grades, it is considered to be part of the regular curriculum review process. In the alternative, assessment instruments must be kept on file with Academic Affairs. However, Academic Departments are solely responsible for the administration of the exam.
- d. The ~~approved~~ list of Credit by Examination courses will also be forwarded to the Office of Student Services for distribution to counselors and to the office of A&R for record keeping. **Only courses having met the criteria of Administrative Procedure 4235 will remain on the eligibility list.**

4235.4 Exam Instrument

- a. The nature and content of the examination shall be determined solely by District faculty in the discipline who normally teach the course for which credit is to be granted in accordance with the course outline of record approved by the curriculum committee. **All Academic Departments or instructional administrative units overseeing interdisciplinary courses must collaborate and agree to the design of the assessment instrument before notifying the Office of Academic Affairs of their participation.**
- b. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the course outline of record.
- c. **To establish equity in the administration of Credit By Exam, only one exam shall be developed and utilized for each authorized course.**
- d. The faculty may accept an examination conducted at a location other than the community college for this purpose. To ensure objectivity and equity, departments are required to develop and maintain on file a standardized, uniform examination for each course in which credit by examination is allowed **and to submit a copy to Academic Affairs.**

4235.5 A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

4235.6 Implementation/Procedures ~~Requirements for Credit by Examination:~~

- a. Credit by Exam applications are available in the Admissions and Records office.
- b. The student completes and signs the top half of the application.
- c. The student obtains the require signature/approval of full-time faculty member in the discipline who will be administering the exam.
- d. Upon approval from the instructor the student submits the petition to Admissions and Records before 50% of the term has passed.
- e. Admissions and Records will confirm with the VP of Academic Affairs that the exam is on file and the instructor is qualified to administer the credit by exam. If the petition is denied Admissions and Records will notify the student.
- f. Upon confirmation, the Office of Academic Affairs will build the section of Credit by Exam within five working days and notify Admissions and Records of the section number.

- g. Admissions and Records will enroll the student in the designated section, and email the student a copy of the processed petition as well as notify the student of the fees to be paid within 48 hours. If fees are not paid in 48 hours the petition is denied and student will be removed from the section.
- h. The student will pay the fees at the Student Business Office and make arrangements with the instructor to complete the exam within two weeks.
- i. Admissions and Records will also send a copy of the original approved petition to the instructor of record so he/she knows the examination may be administered within 2 weeks.
- j. Petitions for credit by examination in approved courses must be submitted **to** Admissions and Records before fifty percent of the term *has passed*. The instructor who gives the Credit by Exam is required to submit the final grade **in** MyCanyons by the grading deadline of the term.
- k. A student who pays for the Credit by Exam, makes arrangements to take the exam and does not show for the exam will be assigned a FW.

4235.7 Articulated High School Courses

- a. High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.
- b. Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment in the Santa Clarita community college district.
- c. Credit for the course will be given at the time the student enrolls in a course with the Santa Clarita Community College District and will appear on the student's official transcript of record.

**Amendment to the Academic Senate Bylaws
Draft Proposal
April 18, 2016**

Reassign Time for Academic Senate

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

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

- Academic Senate President
- Academic Senate Vice President
- Curriculum Committee Chair
- Policy Review Committee Chair/Legislative Liaison
- CTE Liaison
- Faculty Professional Development Committee Chair
- Program Review Committee Chair

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

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

The Academic Senate President, in consultation with the Senate Executive Committee, has allocated the reassign time for the Academic Senate as follows, effective Fall 2016.* Percentages of reassign time will be reviewed, and may be changed, each academic year.

Academic Senate Position	% FTF Reassign Time
Academic Senate President	100
Academic Senate Vice President	30
Curriculum Committee Chair	80
Policy Review Committee Chair	20
CTE Liaison	30
Faculty Professional Development Committee Chair	20
Program Review Committee Chair	20

The Academic Senate President shall report any changes to the allocation of reassign time to the Academic Senate.

*Pending ratification of COCFA Tentative Agreement with SCCCD.

Climate Survey Abbreviated: Spring 2016

Introduction

On behalf of the Academic and Classified Senates, this survey is being sent to faculty and staff (full and part-time). The purpose of this survey is two-fold: 1) To assess how faculty and staff engage with and understand how to participate in decision making and planning for the college and 2) To assess perceptions of campus climate. To accomplish this we need your help completing this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Climate Survey Abbreviated: Spring 2016

Employment Classification

1. Please indicate your PRIMARY employment classification:

- ☐ Full-Time Faculty
- ☐ Adjunct Faculty
- ☐ Classified and Confidential Staff (Full-Time)
- ☐ Classified Staff (Part-Time)

This page has logic built. Classified will skip over the faculty items.

Climate Survey Abbreviated: Spring 2016

Opportunities/Awareness

Faculty Items Below

2. I am aware of opportunities to engage in the following:

	Yes	No
Committee work	<input type="radio"/>	<input type="radio"/>
Planning processes	<input type="radio"/>	<input type="radio"/>
Community service	<input type="radio"/>	<input type="radio"/>
Involvement in decision making	<input type="radio"/>	<input type="radio"/>
Assessment of Student Learning Outcomes, etc.	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>
Celebration of diversity	<input type="radio"/>	<input type="radio"/>

Other (please specify)

3. I am aware of the following:

	Yes	No
The role of the Academic Senate	<input type="radio"/>	<input type="radio"/>
How to join a committee	<input type="radio"/>	<input type="radio"/>
How faculty are appointed to committees	<input type="radio"/>	<input type="radio"/>
How to visit a committee	<input type="radio"/>	<input type="radio"/>
The purpose of committees on campus	<input type="radio"/>	<input type="radio"/>
How budget decisions are made	<input type="radio"/>	<input type="radio"/>
How staffing decisions are made	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Climate Survey Abbreviated: Spring 2016

Awareness

Classified Staff Items

4. I am aware of opportunities to engage in the following:

	Yes	No
Committee work	<input type="radio"/>	<input type="radio"/>
Planning processes	<input type="radio"/>	<input type="radio"/>
Community service	<input type="radio"/>	<input type="radio"/>
Involvement in decision making	<input type="radio"/>	<input type="radio"/>
Assessment of Administrative Unit Outcomes, etc.	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>
Celebration of diversity	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. I am aware of the following:

	Yes	No
The role of the Classified Senate	<input type="radio"/>	<input type="radio"/>
How to join a committee	<input type="radio"/>	<input type="radio"/>
How to visit a committee	<input type="radio"/>	<input type="radio"/>
The purpose of committees on campus	<input type="radio"/>	<input type="radio"/>
How budget decisions are made	<input type="radio"/>	<input type="radio"/>
How staffing decisions are made	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Climate Survey Abbreviated: Spring 2016

Climate

Faculty and Staff Items Below

6. The college, administration, faculty and staff work together to provide an environment that has the following attributes:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transparency in decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcomes input from people with diverse viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work is valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work is appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Climate Survey Abbreviated: Spring 2016

Awareness

7. Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

8. Please provide any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

Climate Survey Abbreviated: Spring 2016

Submit

Thank you for your participation in this survey!

AP 4021 Program Viability – *Initiation, Modification and Discontinuance*

Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC “Program Discontinuance: A Faculty Perspective”; ACCJC Standards.

I. DEFINITIONS

A. Program: An organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure “Program” shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of Instruction **Academic Affairs** that support a common ~~set of outcomes~~ **outcome**.

1. Academic Department – “academic department” hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.

2. The establishment and existence of a designated program review within the District’s integrated institutional planning system does not by default confer the focus and object of that review to be a “program” if it has not met the requirements and standards of Administrative Procedure 4021.

B. Program Initiation – is the institution or adoption of a new program as defined by this policy.

C. Program Modification – Program modifications shall be categorized in the following ~~two~~ **three** manners:

1. Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students’ ability to achieve their educational goals in a reasonable amount of time. A “Substantial Modification” must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

2. Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established by the Office of Academic Affairs, and do not substantially modify the terms or requirements of the program.

3. Nominal Modifications – are non-substantial modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined “nominal” in its effect and institutional impact and thus fall outside the purview and

requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems “substantial” and refer the proposing party to Administrative Procedure 4021 for action.

D. Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Modification or Program Discontinuance.

E. Program Discontinuance –is the termination of an existing program, discipline, or department.

F. De Facto Discontinuance: is the unofficial discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

G. Committee: ~~When Program Viability Review is initiated,~~ the Academic Senate will form ~~an ad-hoc~~ a **standing** Program Viability Committee whose membership is ~~outlined~~ **listed** in Section IV of this procedure.

H. Intervention: a recommended action to remedy identified program shortcomings.

I. Determination Process: refers to the sequential process of Section III through V of this Administrative Procedure.

II. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE

Program initiation, modification and discontinuance proposals, and De Facto discontinuance notifications, can be initiated by the Chief Instructional Officer (CIO), ~~Division~~ **School** Dean, Department Chair, or Academic Program Director. He/she will consult with ~~Division~~ **School** Dean and Chair of the affected department and any other potentially affected department or faculty. He/she will provide and include data and information as specified in Section III of this procedure to demonstrate the need for program initiation, modification or discontinuance. The completed proposal is submitted to the Academic Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of program initiation, modification or discontinuance.

“Nominal Modifications” as defined in Section 4021.3(b) of Board Policy 4021 and Section I(C) of this Administrative Procedure, shall be proposed via the Curriculum Committee. The Curriculum Committee may elect to deny a review of proposed modifications it deems “substantial” and refer proposing party to Administrative Procedure 4021 for action.

III. PROPOSAL GUIDELINES

To ensure proper planning and advanced notice, the Program Viability Committee will

notify the campus every spring semester of the timeline and procedural deadlines for submitting proposals during the fall semester. Program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President no later than the ~~sixth~~ **eighth** week of the fall semester.¹ Proposals received after the ~~sixth~~ **eighth** week of the Fall semester, or during the Spring semester, **will be advanced but with no intent of program implementation by the start of the next academic year.** ~~only if there exists necessary and compelling reasons to do so in the judgment of the Academic Senate.~~ Proposals submitted after the sixth week must complete the determination process in the same prescribed manner as timely proposal submissions. **The Committee will accept no more than 6 proposals per academic year. The Committee reserves the right to exceed the maximum number of proposals if in its judgment the additional proposals are nominal in their workload and institutional impact. Prioritization of proposals will be determined by the Committee in accordance with its committee operating procedures.**

The initial proposal shall include, but is not limited to, the itemized quantitative **and qualitative** evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle and development, and overall college functions.² The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns. ~~The emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed initiation, modification or discontinuance to the next procedural level.~~ **Proposals advocating the establishment of a program supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default. Such proposals must also meet the evidentiary scrutiny established by this**

¹Proposals to **initiate, modify or** discontinue **intended to have program implementation by the start of the next academic year**, may be initiated only in the Fall semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 4021). The size and diversity of the Program Viability committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following Spring semester. Furthermore, completion of the determination process by the end of the academic year is mandated by potential changes to Senate membership and Program Viability Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.

² Grant funded staffing positions must be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget. **If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.**

administrative procedure to obtain approval.³

Categorical Modifications may be excused from the requirement of a full quantitative and qualitative proposal if it is determined by the committee to be unnecessary. The proposing party should solicit such a determination from the Committee Chair in advance.

A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to **the following inquiries: (Criteria may differ based on the nature of the proposal. Not all inquiries below will necessarily be required.)**

- a. **What are the enrollment trends over the past five years and how are they favorable to the acceptance of the proposal?**
- b. **What is the projected demand for the program in the future, and how does that demand support acceptance of the proposal?**
- c. **What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?**
- d. **What is the term to term persistence of students within the existing program, or proposed program.**
- e. **What are the student success and program completion rates, and how are they favorable to the acceptance of the proposal?**
- f. **What is the current or projected student completion rate, and how is that rate favorable to the acceptance of the proposal?**
- g. **Does the productivity in terms of WSCH per FTE ratios favor acceptance of the proposal? If so, how?**
- h. **What are, and how do, the Success rate of students passing state and national licensing exams support the proposal?**
- i. ~~Enrollment trends over a sustained period of time~~
- j. **What data extracted from Program Review supports this proposal? And how?**
- k. **Does any data from a CTE Advisory Committee support this proposal? If so, how?**
- l. **Does the Regional Labor Data support this proposal? If so, how?**
- m. **Will there be an adverse student impact resulting from discontinuance or proposal?**
- n. **Implementation timeline for resulting new courses.**
- o. **The proposal shall substantiate adherence to standards of equity established by the State Chancellor's Office.**

B. Qualitative Evidence (Copied and moved from Section IV(C) of this procedure.)

³ Most grant funded programs are no different than any other program proposals placing increased pressure and demand on campus services and resources having unforeseen consequences on existing disciplines and support services. The program viability committee must scrutinize campus instructional and support services to determine if they can absorb and support the grant funded program without significantly diminishing the effectiveness of existing services and detrimentally increasing workload.

Factors to be considered may include, but are not limited to:

1. Contemporary analysis of the relevance of a discipline.
2. Current college curriculum ~~and~~ offerings as they relate to the academic mission of the college.
3. The effect of program **initiation, modification or** discontinuance on institutional outcomes.
4. The potential for a disproportionate impact on diversity.
5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.
6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.
7. Consideration of matters of articulation as they relate to curriculum.
8. The replication of programs in surrounding college districts.
9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.
10. The **relation of the proposal to** the goals and strategies of the College as outlined in the most recent Strategic Plan.
11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.
- 12. The ability of campus instructional and support services to absorb and support the proposed program without significantly diminishing existing the effectiveness of existing services and increasing workload detrimentally.**
- 13. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan to sustainably institutionalize the position after the grant funding ends.**

2. C. Incomplete Proposals

Proposals deemed incomplete due to the submission of insufficient benchmark evidence may be returned to the proposing party by the subsequent Academic Senate Program Viability Committee authorized by Section IV of this procedure.

3. D. Vocational or Occupational Training Program Proposals

California Education Code Section 78015(a)(1) requires that the local governing board initiate a job market study of the labor market area for a proposed vocational or occupational training program prior to its establishment. Consequently, the initiating party of such a proposal must, prior to the submission of the proposal to the President of the Academic Senate and in accord with Section III(A)(1)(l) of this procedure, have requested and obtained the results of a relevant job market study of the labor market area to be included in their program proposal. If a relevant study has already been completed within 6 months of the program proposal, that study may be used to satisfy the Education Code requirement as well as the criteria of this procedure and thus no new labor market study is necessary. **The proposing party should provide an analysis of the study as it relates to their proposal and indicate how it supports any newly proposed**

curriculum.

~~B.~~ E. Notifications of Possible De Facto Discontinuances

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible De Facto discontinuance. Upon receipt of such notification the Senate President will inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a De Facto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible De Facto discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

IV. FORMATION OF PROGRAM VIABILITY COMMITTEE

The Academic Senate shall establish a standing program viability committee. Upon receipt of the proposal by the Academic Senate President, the Academic Senate shall ~~approve the creation of an ad-hoc~~ forward **proposals** to the Program Viability Committee at its next regularly scheduled meeting. The Senate President may request the party initiating the proposal to be present at the Senate meeting when the proposal is on its published agenda.

A. Program Viability Committee Composition

1. Academic Senate President, or designee.

a. The President of the Academic Senate shall serve as Chair of the committee. The President may delegate this duty to another standing member of the committee.

~~A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; (this person will serve as Chair of the Committee).~~

2. A tenured or tenure-track faculty member from a transfer discipline. ~~A tenured or tenure-track faculty member from inside the affected program; (if this is not possible, then a tenured faculty member from inside the affected department or division.)~~

3. A tenured or tenure-track faculty member from a CTE discipline. ~~Division Dean of the department that houses the program in question.~~

4. A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; (this person will serve as Chair of the Committee). ~~Academic Senate President, or designee.~~

5. CIO, or designee.

6. COCFA President, or designee.

7. AFT Part-time faculty union President, or designee.

8. A student representative appointed by the Associated Student Government.

9. A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.

10. Curriculum Committee Faculty Chair, or designee.

11. A member of the Program Review Committee.

B. Program Viability Committee Functions

The Committee will use the quantitative and qualitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of initiation, modification or discontinuance. The Committee will be charged with:

1. Determining the initial proposal's evidentiary sufficiency per Section III (A) and (B) of this procedure.
- 2. Review and assess the sufficiency of the quantitative and qualitative evidence per Section IV(B) of this procedure.**
- ~~2.~~ 3. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.
- ~~3.~~ 4. Gathering all qualitative and quantitative evidence into a written report.
- ~~4.~~ 5. Participating in all public meetings and discussions.
- ~~5.~~ 6. Recommending to the Academic Senate one of the ~~three~~ **six** potential outcomes of the ~~discontinuance~~ **proposal** process **to include documenting its findings by a narrative.** (Listed is Section V (A) of this procedure.)
7. The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

~~C. Qualitative Evidence~~

~~Factors to be considered may include, but are not limited to:~~

- ~~1. Contemporary analysis of the relevance of a discipline.~~
- ~~2. Current college curriculum and offerings as they relate to the academic mission of the college.~~
- ~~3. The effect of program discontinuance on institutional outcomes.~~
- ~~4. The potential for a disproportionate impact on diversity.~~
- ~~5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.~~
- ~~6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.~~
- ~~7. Consideration of matters of articulation as they relate to curriculum.~~
- ~~8. The replication of programs in surrounding college districts.~~
- ~~9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.~~
- ~~10. The goals and strategies of the College as outlined in the most recent Strategic Plan.~~
- ~~11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.~~

~~The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.~~ *Moved to*

Section IV(B)(7)

~~D~~. C. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4021. If such a mandate occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the Program Viability Committee will be formed for the sole purposes listed in Section VI of this procedure.

V. REPORT OF PROGRAM VIABILITY COMMITTEE TO FULL ACADEMIC SENATE

The Program Viability Committee may return proposals to the proposing party it deems incomplete due to the submission of insufficient benchmark evidence. In such cases, the proposal is considered “ongoing” and can be resubmitted directly to the Committee at a future date. The Committee will determine a reasonable timeline for resubmission of the revised proposal. No Committee report need be forwarded to the Academic Senate as long as the proposal is ongoing.

If the proposal is determined complete, the Program Viability Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in which the proposal was submitted.⁴The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The ~~proposal~~ **report** shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, initiation or modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards established by the State Chancellor's Office.

A. Possible Recommendations of the Program Viability Committee

There are ~~five~~ **six** possible recommendations the Program Viability Committee can make. A program may be recommended to be initiated, not initiated, modified, continued, continued with qualifications, or discontinued.

1. Recommendation to Initiate

The recommendation to initiate a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by

⁴The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

2. Recommendation to Not Initiate

The recommendation to not initiate a program must include a clearly stated rationale for arriving at such a conclusion based upon the aforementioned qualitative and quantitative criteria documented in writing by the Committee and maintained by the Academic Senate.

3. Recommendation to Modify

The recommendation to modify a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

4. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate.

5. Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, a program that was proposed for discontinuance by this process, maybe recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee and maintained by the Academic Senate. In accordance with the established time line the program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Committee.

6. Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and will be documented in writing by the Committee and maintained by the Academic Senate.

a. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4021 and substantiated under Section IV (C) of this procedure.

B. Full Academic Senate Action

The Academic Senate will consider and deliberate on the Program Viability Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the six actions it will formally adopt. Upon acceptance of any proposal, the Academic Senate must consider and send forward a scheduled implementation timeline. The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

1. Vocational and Occupational Training Programs

California Education Code Section 78016 mandates that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meet particular criteria. The District shall ensure compliance by conducting such ongoing reviews for all initiated programs of this type.

VI. PILOT PROGRAM STATUS

All newly initiated programs, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.⁵

1. Staffing - the authorization to hire full time staff to support any new program may be restricted until the conclusion of the three year pilot process.

2. Required Reporting Content

a. Year One Report – the report shall be an informational status update to include evidence of the program's growth, success and challenges to date.

b. Year Two Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program's likelihood for sustainable success by the end of its third year.

⁵ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the program content's historical existence on campus. See the italicized note under Section III(A) of this proposal.

c. Year Three Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program's immediate institutional sustainability.

2. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot program shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the Program Viability Committee will make a final determination as to the program's status.

a. Discontinuance – all pilot programs failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation plan per Section VII of this procedure.

VI. VII. IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is subsequently approved by the Board of Trustees, the original Program Viability Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. Discontinuance Implementation Plan

The implementation plan must include, but is not limited to:

1. A plan and time line for implementing the discontinuance or qualifications to be established.
2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.
3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.
4. Coordinating program discontinuance to be consistent with the college catalogue.

Approved 04/11/12

Academic Senate Approved Revisions 10/24/2013

BP 4021 Program Viability – *Initiation, Modification and Discontinuance*

Reference:

Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC “Program Discontinuance: A Faculty Perspective”; ACCJC Standards.

Pursuant to Title 5, Section 51022(a), the governing board shall adopt and carry out its policies for the initiation, modification, or discontinuance of courses or programs. Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program initiation, modification and discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program’s status in relation to the overall educational mission of the District.

4021.01 A program is defined as an organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy “Program” shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of Instruction **Academic Affairs** that support a common set of outcomes.

(a) Academic Department - is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.

(b) The establishment and existence of a designated program review within the District’s integrated institutional planning system does not by default confer the focus and object of that review to be a “program” if it has not met the requirements and standards of Administrative Procedure 4021.

4021.02 Program Initiation – is the institution or adoption of a new program as defined by this policy.

(a) All newly initiated programs shall be considered “pilot programs” as detailed in Administrative Procedure 4021.

4021.03 Program Modification – Program modifications shall be categorized in the following ~~two~~ **three** manners:

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or

transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

(b) Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established by the Office of Academic Affairs, and do not substantially modify the terms or requirements of the program.

~~(1) Merging/Splitting/Departments and Programs – all modifications that propose to merge, or split existing departments or existing programs shall be governed by Administrative Procedure 7410 and not this Board policy or Administrative Procedure 4021.~~

(c) Nominal Modifications – are non-substantial modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined "nominal" in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4021 for action.

4021.04 Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.

4021.05 Program Discontinuance – is the termination of an existing program, discipline, or department.

4021.06 Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.

4021.07 Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.

4021.08 Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic

considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

- 4021.09 A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.
- 4021.10 College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain labor market requirements prior to initiation and every two years thereafter to ensure its necessity. Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.

See Administrative Procedure 4021

Approved 10/24/2013 by the Academic Senate

This Policy and the accompanying AP 4021 were previously identified as BP and AP 4400 as originally Approved 04/11/12.

Refresh Recommendations for Online Instructor Qualifications
Submitted to and endorsed by the Ed Tech Committee on May 27, 2015

Ed Tech Online Instructor Qualifications Sub-committee:
Kelly Burke, Mike Gunther, Chad Estrella, Mindy Albee, James Glapa-Grossklag,
Regina Blasberg, Katie Coleman, Diane Solomon

Background

The 2014 ACCJC external evaluation team made the following recommendation:

Recommendation 2. In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality.

In response to the recommendation above, and in recognition that the existing Online Instructor Qualifications were prepared by the Educational Technology Committee in October 2005 and approved by the Academic Senate in September 2006, the Educational Technology Committee convened a sub-committee to examine how to update and improve the Online Instructor Qualifications.

The group consisted of the faculty co-chair of Ed Tech, administrators from Distance Learning and IT, classified staff from Distance Learning and IT, a faculty department chair, and an adjunct faculty member.

The sub-committee met multiple times over the course of the semester, investigated current practices at other Community Colleges and gathered input during additional meetings and conversations with Jennifer Brezina, Ron Dreiling, Miriam Golbert, Diane Sionko, Diane Solomon, and Paul Wickline (this does not necessarily mean that these colleagues endorse these recommendations). The following outline and recommendations are the result.

Outline

Current Modules	New Modules	Notes
	0. Technology baseline (self-paced, online)	Basic computer skills: network access, attachments, saving documents, etc.
1. LMS 1, 2, 3 (6 hours)	1. LMS 1, 2 (4 hours)	
2. Introduction to Online Teaching and Learning (ITL 106)	2. Introduction to Online Instruction (CETL)	
3. Section 508 accessibility	3. Section 508 accessibility	Project based: format a document, caption a video add alt tags to images, etc.
	(Above training recommended for all LMS users; required for hybrid and online instructors)	

	4. Certificate Renewal every 3 years (~2 hour self-paced, online)	Updates on: -Technology -New legal & accreditation requirements -Best practices -Reminders
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FAQs

1. What changes are being proposed?
 - a) Add a “technology baseline” assessment, to ensure that people who want to teach online know how to save files, send attachments, log in, etc. This will be online and self-paced.
 - b) Make the Section 508 training project-based. In addition to learning about accessibility, actually add alt tags to an image or use styles to format a class document.
 - c) Add a renewal requirement every 3 years to learn about new regulations and technology. This will be online and self-paced.
2. Will there be an easy place to find all this training information?
Yes, Distance Learning will maintain a website with current training information.
3. Will I get FLEX credit for all of this?
This sub-committee recommends that FLEX credit be provided.
4. Will I earn a certificate for completing the workshops?
Yes, you will earn a certificate upon completing the training, which will be project-based and involve creating a class syllabus or course modules, for example.
5. Who will keep track of all this?
This sub-committee recommends Professional Development do so.
6. Who will decide what should be covered in the basic computer skills assessment?
Faculty and staff who have trained instructors, and seen the challenges that arise, have compiled a list of recommended topics: Mindy Albee, Anne Marengo, Thea Alvarado, and Katie Coleman.
7. Who will create the online basic computer skills assessment? IT will be asked to do so.
8. If I’m brand-new to the College, and I’ve taken training elsewhere, do I need to take this training?
Yes. Participating in the College’s training ensures that you are aware of the practices and policies in place here.
9. If I’ve been working here for a while and I’ve already taken equivalent training elsewhere, do I need to take this training?
No, but you will need to complete the renewal process every 3 years.
10. If I’ve been working here for a while can I take equivalent training somewhere else?
Yes, subject to review by your department chair and the Director of Distance Learning.
11. If I’ve taken the training here, do I have to go back and take the technology baseline assessment?
No, but you will need to complete the renewal process every 3 years.
12. If I’ve taken the training here, will you accept an outside equivalent for the renewal process?
No substitution should be accepted for the renewal process.
13. When will all this start? If adopted, the new training should be in place within a year. Currently certified instructors should renew every 3 years.
14. The sub-committee recommends that:
 - a) Online instructors should be evaluated in their online courses periodically in accordance with established procedures in collective bargaining agreements.
 - b) Training should be free to participants.
 - c) Full-time Faculty and Adjunct Faculty should follow the same cycle.

How Can We Make Our Student Learning More Visible?

Institutional Learning Outcomes*

The Institutional Learning Outcomes are the umbrella that all degree, program, and course-level outcomes are housed under. Now there are 7 proposed Institutional Learning Outcomes: Effective Communication, Critical Thinking, Collaboration, Information Literacy, Quantitative Literacy, Community Engagement & Global Responsibility, and Creative & Innovative Thinking.

Effective Communication

Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can purposefully apply in various contexts; Organizing and presenting ideas and information visually, orally, and in writing according to standard usage; Understanding and using the elements of effective communication in interpersonal, small group, and large audiences, with intercultural and multicultural awareness.

Critical Thinking

Students demonstrate the ability to think critically and analytically. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in critical thinking, expression, and application; Engaging in reflective thinking and expression; Demonstrating higher-order skills such as analysis, synthesis, and evaluation; Demonstrating ethical reasoning by analyzing an issue/problem and arriving at a solution while using a set of ethics or morals as guidelines; Making connections across disciplines; Applying scientific methods to the inquiry process.

Collaboration

Students develop the knowledge and skills to work with others in a professional and constructive manner. This includes engaging with a diverse set of others to produce professional work; Interacting competently across cultures; understanding and appreciating human differences; Recognizing and resolving conflicts; Understanding and acting on standards of professionalism, ethics, and civility, including the COC Student Code of Conduct.

Information Literacy

Students develop information literacy. Gathering and analyzing information using technology, library resources, and other modalities; Understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition

and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.

Quantitative Literacy

Students develop quantitative literacies necessary for their chosen field of study.

This includes understanding mathematical theory, concepts and methods of inquiry to apply appropriate mathematical techniques to both academic and practical problems; analyzing and evaluating mathematical information to interpret, apply and generate data in the form of graphs, tables, and schematics in a variety of disciplines.

Community Engagement & Global Responsibility

Students develop the knowledge and skills to actively engage in the local, national and global community. *This includes understanding the environmental, political, historical, social, and economic underpinnings of the communities to which they belong and extending this awareness to global challenges; Integrating classroom and community-based experiential learning; In the context of complex social and environmental issues, identify and articulates the strengths, challenges and opportunities of communities; Evaluating personal strengths, challenges and responsibility for effecting positive social change and sustainable living patterns in communities; Drawing upon classroom and community-based learning to develop professional skills and socially responsible civic behaviors; Utilizing the aforementioned skills, engage in behaviors that effect positive social change designed to meet the community's needs.*

Creative & Innovative Thinking

Students think creatively and innovatively. *This includes the ability to approach problems and situations in a new and effective ways using knowledge developed through shared ideas, and with the aid of the tools and technology available at hand. This also includes being creative, imaginative, and innovative to synthesize existing ideas, images or expertise so they are expressed in original, imaginative ways in order to challenge and extend current understanding or expression.*

****Revision as of March 26, 2016***

OER Resolution and AB 798 Plan

Background Information – the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) makes funding available for campuses to support faculty and student use of high-quality no-cost and low-cost materials. This includes the development and review of OER course materials by college faculty. To apply for this funding the COC Senate must complete two requirements:

1. Adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students. The Academic Senate for California Community Colleges has crafted a resolution template for local senates to use, if they desire:
2. In collaboration with students and campus administration, create and approve a plan that describes evidence of the faculty's commitment and readiness to effectively use grant funds to support faculty adoption of OER. This approval can be signaled in the format of a resolution, a senate directive, or other locally established process, but the plan should be approved only after it has been vetted by faculty, students, and administrators.

In keeping with the first requirement, the following resolution (modeled after the sample provided by the ASCCC) is recommended:

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success;

Whereas, Many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials; and

Whereas, Individual faculty have the Academic Freedom and choice to select instructional materials that may include the adoption of lower cost, high-quality, open educational resources (OER); (this was added to the resolution).

Resolved, That the Academic Senate of College of the Canyons supports efforts to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which faculty choose to adopt open educational resources to promote student learning and to reduce the cost barriers for students.

Resolved, That faculty will maintain the option to choose their own course materials, and to select open educational resources or not (this was added to the resolution).

AB 798 Campus Plan
Campus Name: College of the Canyons
Headcount of students enrolled: 20,000 SP 2016
Headcount of faculty teaching: 700
Campus strategic priority that aligns with AB 798: 1) Teaching and Learning: College of the Canyons will provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students' goals including attaining degrees and certificates and transfer. 2) Student Support: College of the Canyons will provide student support to facilitate equitable student success and maximize opportunity for all students.
Project Objectives
Example: To enable [Name of campus] faculty to adopt free and open educational materials in at least [10 or more] course sections by (date) and make a college education at [Name of your campus] more affordable for students.
1 To enable College of the Canyons faculty to adopt OER in at least 50 sections by Spring 2017
2 To make education at College of the Canyons more affordable for students
3 To increase College of the Canyons awareness of OER
4 To document efficacy of OER at College of the Canyons to support student success and retention
Measures of Success: List the top metrics you will track to compare with your objectives
Examples: # of course-section adoptions, \$'s saved per student per course section, # of professional development and outreach events and the # of attendees per event,
1 The number of class section adoptions of OER during 2016-17
2 The amount of student savings made available utilizing the metrics described in the RFP
3 The number of professional development workshops on OER and number of attendees per event compared to past workshops on
4 The success and retention rates of students in sections using OER compared to similar sections using commercial textbooks
Campus Readiness: List the existing aspects of your campus culture, organization, resources, and support services that will help support faculty adoption of low/no cost course materials on your campus.
Examples: Campus's faculty development center will provide an excellent organization and trusted resource to support faculty learning about OER and getting the support to adopt the resources in their courses.
1 History of faculty interest in OER. For example, in May, 2015, a faculty survey found that 88% of respondents were interested in using OER.
2 History of faculty leadership creating and adopting OER. For example, in 2011, two Career and Technical Education faculty members received recognition from the College Open Textbooks Adopter Community Grants, for having developed an open textbook in Water Systems Technology. In 2015, April, 2015, the Chair of Sociology received the Open Educator Award for Excellence from the
3 History of administrative commitment to OER. For example, in 2011-15, the Dean of Learning Resources served as President of Community College Consortium for Open Educational Resources. He is currently president of the global Open Educator Consortium.
4 History of executive support for OER. For example, in 2015 the Chancellor identified the development of an OER-based degree pathway as a College-wide goal
Campus Challenges: Describe some of the existing challenges to faculty adoption of low/no cost course materials on your campus that your proposed textbook affordability program will address.

1. Some faculty perceive that for their disciplines, OER does not exist, is difficult to locate, or is of insufficient quality. Increasing the number and variety of professional development opportunities around OER will address this. 2. Some faculty believe that moving from traditional textbooks to OER will not increase student learning. Documenting the efficacy of OER in supporting success and retention rates in OER sections will address this.

Project Team

Coordinator(s)

Name	Email	Phone	Department
TBD			

Working Group Team members

Name	Email	Phone	Department
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Sonny Requejo	sonny.requejo@canyons.edu	661.362.3566	Counseling
Brent Riffel	brent.riffel@canyons.edu	661.362.3151	History

Project Partners

Name	Email	Phone	Organization & Responsibilities
Una Daly	unatdaly@oeconsortium.org	(408)348-4346	Community College Consortium for OER; deliver training in licensing, search, and adaptation

Project Governance Structure

Executive Sponsors (Insert name, title)	What major decisions from these sponsors are needed for your project?
Jerry L Buckley, Vice President of Academic Affairs	Continued support
Other Shared Governance Individuals or Groups (Insert name, title)	What major decisions from these sponsors are needed for your project?

Rebecca Eikey, President, Academic Senate	Continued support

Communication and Outreach Plan

The Communication and Outreach plan will help you determine how you will leverage a variety of activities to increase low/no cost course awareness, knowledge, and interest across different stakeholder groups at your institution.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Key Value Proposition (Refer to your key attributes on the overview tab)	Desired Outcome or Action	Activity to be Executed	Timing	Responsible Party	Measure of Success
Name	<p>Example:</p> <p>Broad use of more affordable learning materials save students significant amounts of money, thereby increasing course retention and student outcomes, thereby helping to shrink the existing achievement gap among CSU students and empowering them to repurpose those funds to take more units/semester and graduate in fewer years.</p>	<p>Examples:</p> <ul style="list-style-type: none"> Information/Follow up Consultation/Advisory/Feedback Decision making/Prioritize/Collaboration/Consensus Action or Work Required 	<ul style="list-style-type: none"> E-mail Workshops Website Webinars Library integrations/collaboration Bookstore collaboration Conference Calls Online surveys One-on-one Meetings OER Days Department presentation Other campus event Faculty 	<p>Examples:</p> <ul style="list-style-type: none"> Fall semester October 2016 Monthly 	<p>Examples:</p> <p>Who will be accountable for implementing the method on time to achieve the critical mass and desired outcome?</p>	<p>What metric will you track to determine the success of the activity?</p> <p>Examples:</p> <ul style="list-style-type: none"> # of face to face faculty meetings OER day # of attendees # of department presentations Support at event(s) Textbook affordability advocacy
AB 798 Ad-hoc Committee	To increase College of the Canyons faculty and student awareness of OER	Provide guidance on overall implementation and feedback to departments and schools	Regular meetings	Fall 2016 and ongoing	OER coordinator	Number of questions and answers
Academic Senate	To increase College of the Canyons faculty and student awareness of OER	Receive updates on overall project	Regular meetings	Fall 2016 and ongoing	OER coordinator	Number of questions and answers

Faculty	To enable College of the Canyons faculty to adopt OER in at least 50 sections by Spring 2017					
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Department Chairs		guidance on overall implementation and feedback to departments and schools	Department meetings when appropriate	Fall 2016 and ongoing	OER coordinator	Number of questions and answers
Associated Student Government	To increase College of the Canyons faculty and student awareness of OER	Outreach activities when appropriate	Outreach activities when appropriate	Fall 2016 and ongoing	OER coordinator	Number of outreach activities; student survey
The Learning Center	To make education at College of the Canyons more affordable for students	Make hard copies of open textbooks available to students on reserve		Fall 2016	TLC Director	Number of circulations
Library	To make education at College of the Canyons more affordable for students	Make hard copies of open textbooks available to students on reserve		Fall 2016	Collections Development Librarian	Number of circulations
Reprographics	To make education at College of the Canyons more affordable for students	Produce print hard copies of open textbooks for distribution in bookstore		Already in place--continue	Reprographics staff in coordination with OER Coordinator	Faculty survey on implementation
Campus Bookstore	To make education at College of the Canyons more affordable for students	Provide purchase point for open textbooks for retail price that includes cost recovery		Already in place--continue	Bookstore staff in coordination with OER Coordinator	Student survey on implementation

Training and Professional Development Plan

The Training and Professional Development plan will help you support your faculty understanding the value of adopting free and open educational resources and the impact it can have on student success.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Topic for Training	Types of training	# of people invited	Schedule	"Trainers"	Measure of Success
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Name	Examples: • What is OER and why use it? • How do I find OER? • How do I use it in my class? • How do I distribute the materials to my students? • How do my students get print copies when they want ? • What do I have to do to get the grant? • How can my library help? • How can the bookstore help? • Other	Examples: • face-to-face workshops • Online tutorial/webinars • 1:1 mentoring and "office hours" • Reference desk support		Examples: • Fall semester • October 2016 • Monthly	Examples : Faculty leaders, librarians, academic technology staff, students, Bookstore staff, others	What metric will you track to determine the success of the activity? Examples: • # of participants in training sessions • Participant satisfaction in training • # of OER adoptions • OER day # of attendees • # of department presentations • # of OER adoptions • Textbook affordability advocacy
Faculty - All	Workshops on: OER adoption, search, and licensing	2 full-day workshops by CCCOER	Up to 50	FA 2016 and WI 2017	CCCOER	# of attendees and subsequent # of adoptions
Faculty adopters	Conference attendance, e.g. OpenEd17	Conference attendance	As budget permits	FA 2017		# of attendees and follow-up survey
FIG for potential adopters	FIG on OER research and pedagogy	FIG participation	As budget permits	WI and SU 2017	DL staff to convene	final report and FLEX session
Reading apprenticeship training	Promote reading success with new forms of content	Training attendance	As budget permits	SP 2017 and ongoing	Reading apprenticeship trainers	# of attendees and follow-up survey

Help and Support Services Plan

The Help and Support Services plan will help your campus answer questions, help access to the free and open educational resources, help resolve issues, and provide other help and support during the implementation of your textbook affordability program.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Type of Help and Support Services	# of people available to deliver help services	Schedule	Help and Support Service Providers	Measure of Success
Name	<ul style="list-style-type: none"> Frequently Asked Questions posted on websites Phone # and contact information for Campus Coordinator to get help) Reference librarian to provide help Bookstore staff to provide help Instructional designers to provide help Campus help desk to refer people to reference librarians, bookstore, instructional designers Website postings and memo to faculty about where to get local and online training in adopting OER Other 		Examples: <ul style="list-style-type: none"> Helpdesk question/answer protocols available 24 X 7 Post schedule of help services at library and bookstore Posting updates on website 	Examples: Faculty leaders, librarians, academic technology staff, students, Bookstore staff, others	What metric will you track to determine the success of the activity? Examples: <ul style="list-style-type: none"> # of visits to FAQ and related websites # of people served at "help centers" # of calls to help desk # of complaints by faculty and students
Distance and Accelerated Learning	Inform students of sections using OER	1 staff member	Maintain website; email students	Department staff	student survey
Library	Inform students of OER	1.0 Librarian	Maintain website; student outreach		student survey
The Learning Center	Make hard copies of open textbooks available to students on reserve		Fall 2016	TLC Director	Number of circulations
Library	Make hard copies of open textbooks available to students on reserve		Fall 2016	Collections Development Librarian	Number of circulations
Reprographics	Produce print hard copies of open textbooks for distribution in bookstore		Already in place--continue	Reprographics staff in coordination with OER Coordinator	Faculty survey on implementation
Campus Bookstore	Produce print hard copies of open textbooks for distribution in bookstore		Already in place--continue	Bookstore staff in coordination with OER Coordinator	Student survey on implementation

Plan for Discovery, Curation, and Distribution of Digital and Print Course Materials

The plan to enable faculty and students to find, organize, and acquire the digital and print versions of the courses materials plan will be essential for the successful implementation of your textbook affordability program.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Strategies for Finding OER	Strategies for Curating OER	Strategies for Distributing OER	Getting Print Copies	Measure of Success
Name	Examples: <ul style="list-style-type: none"> • Add link to www.cool4ed.org into campus's Learning management systems resource page • Student organizations add • Attend training workshop • Follow self-directed instructions from communications and outreach • Get help from 1:1 services • Other 	Examples: <ul style="list-style-type: none"> • Use COOL4Ed suggestions in Course Showcase • Department committees recommend OER resources • Library creates "special collection" of resources aligned with courses. 	Examples: <ul style="list-style-type: none"> • Faculty add links to OER in syllabi and in LMS • Bookstore posts links on bookstore website • Library posts links on library website 	Examples: <ul style="list-style-type: none"> • Bookstore provides print-on-demand copies • Bookstore provides publisher version (e.g. Open Stax) 	What metric will you track to determine the success of the activity? Examples: <ul style="list-style-type: none"> • # of visits to websites to find materials • # of free and open educational materials organized into recommendations • # of courses with OER resources posted in LMS and syllabi • # of print copies sold
Faculty - All	Professional development provided by CCCOER and then by internal staff and OER Coordinator	Professional development provided by CCCOER and then by internal staff and OER Coordinator	Integrate in Canvas and Canvas Commons	We have established options for students who wish to use print hard copies of OER. First, students may purchase low-cost print copies via the campus bookstore. The College reprographics department prints hard copies, which are stocked by the campus bookstore, and sold for a retail price based on cost recovery. For example, a 638-page open textbook retails for \$8.45. Second, our Library and Tutoring Center make available a number of hard print copies for reserve use.	Number of workshops and attendees
Librarians					

Technologies, Facilities, Policies, and Resources

Technology Requirements: List any technology requirements that will be necessary to successfully execute your plan.

Example: Use campus LMS to provide access to the OER and library resources used to substitute for expensive print textbooks

Example; Use campus portals for students and faculty to provide access to the help and support services

1 N/A

Facility Requirements: List any facility requirements that will be necessary to successfully execute your plan.

Example: Library will provide a "special reference desk" for supporting faculty and students with finding and using OER

Example: Campus center for students with disabilities are prepared to support use of OER

1 N/A

Policy Requirements: List any policy requirements that will be necessary to successfully execute your plan.

Example: Make sure academic freedom policies are applied to textbook affordability program

Example: Make sure accessibility policies are applied OER resources

1 N/A

Resource Requirements: List any resource requirements and projected costs that will be necessary to successfully execute your plan. Feel free to add additional rows as needed.

Staff Time: OER Coordinator	Faculty member TBD	Hours per month		Est. cost	\$10,000
				Fringe	\$4,000
Staff Time: Technical and search support	Hourly staff in Distance Learning	Hours per month	40	Est. cost	\$6,000
				Fringe	\$2,000
Prof dev workshops	CCCOER (2 full-day workshops)	Workshop fee + travel		Est. cost	\$4,000
Reading apprenticeship training	Faculty members who adopt OER	Workshop fee + travel		Est. cost	\$12,000
FIGs on pedagogy with OER	Faculty considering OER	Stipends		Est. cost	\$4,000
Conferences	Faculty members who adopt OER			Est. cost	\$6,000
Recognitions and/or Convening's	supplies and refreshments				2,000

Total grand Funds requested:

\$ 50,000

AP 4023 ~~MERGING/SPLITTING DEPARTMENTS AND PROGRAMS~~ ACADEMIC DEPARTMENTS

Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standard H.A.6.b.

4023.1 Definitions

a. Academic Department - "academic department", hereinafter referred to as "department", is an organizational structure composed of one or more related disciplines.

~~Formal written proposals to merge or split an academic department or educational program, merge an academic department or educational program, change an academic department or educational program's name or to relocate an existing course to a different department, division, educational program or campus office will be brought to the Senate. These proposals can be initiated by a department, the Instruction Office or any faculty member operating under an academic program or overseeing an unaffiliated course or courses.~~

- ~~a. For purposes of this policy, an "educational program", hereinafter referred to as "program", is an organized sequence of courses, or a single course, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure "Program" shall also be understood to mean any academic department as well as any thematic cluster of courses within the purview of the Office of Instruction that support a common set of outcomes.~~
- ~~b. For purposes of this policy an "academic department" hereinafter referred to as "department", is an organizational structure composed of one or more related disciplines.~~
- ~~c. An "unaffiliated course" is an academic course that does not fall under the control or categorization of any existing department.~~

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/departamental proposal includes a proposed new educational program, that proposed

educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.

- ii. Proposed departments that merges two existing departments.
 - iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Academic Affairs.
 - iv. Departments resulting from a proposal to split an existing department into two or more departments.
 - v. Proposals to rename an existing department without splitting or merging the department.
 - vi. Proposals to rename an existing department as the result of a proposal to merge or split a department.
- (Some proposals may fall within more than one category of “new” departments.)*

b. Upon receipt of the written proposal the Academic Senate will **send the proposal to the Program Viability Committee for review. The Program Viability Committee shall assume the responsibility for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.** ~~establish an ad hoc committee to review the proposal. The ad hoc committee composition will be the following:~~

- 1. ~~The Senate will appoint at least two one faculty members from each department or program impacted (one of whom will be designated as the chair of the ad hoc committee), and two faculty members from outside the department or program. The CIO will appoint a representative from the Instruction Office. If an impacted department or academic program maintains only one faculty member, that department or academic program’s membership on the committee will be reduced from two to one. If no faculty members are directly impacted, or if the department maintains no faculty members at the time of the proposal, the committee will be composed of two faculty members from within that department’s or educational program’s division as well as the CIO designee.~~

~~The Senate may add additional voting or non-voting members to the committee who are affected by the proposal’s impact on an unaffiliated course or courses.~~

~~e. The committee may add additional, non-voting resource members as it deems necessary.~~

c. Program Viability Committee Functions (for AP 4023 proposals):

- 1. **Determining the initial proposal’s evidentiary sufficiency per Section 4023.2(g) of this procedure.**
- 2. **Gather all qualitative and quantitative evidence into a narrative written report.**
- 3. **Make recommendations to the Academic Senate as to the proposals validity.**
- 4. **Use as its guiding principles for recommendation, the following:**
 - i. **The proposed department is based on the need of the District and not other national or regional standards alone.**
 - ii. **The District planning mechanisms have collaboratively and**

democratically prioritized this proposal.

iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.

iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.

~~e. For proposals involving renaming of departments the Senate will determine if a separate ad hoc committee is necessary.~~

~~f. In the event a proposal is made to the Academic Senate or Office of Instruction Academic Affairs without supporting written documentation, the ad hoc committee shall reject the proposal. may be used to assist in drafting a formal written proposal.~~

4023.3 ~~d. The written proposal for a departmental change should~~ **d. The written proposal for a departmental change shall** address the following issues:

1. How will the proposal help the students of the college?
2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
3. What is the **proposal's** impact on existing students and faculty members? ~~What is the opinion of the impacted faculty members?~~
4. Does the ~~Instruction Office~~ **Office of Academic Affairs** support the proposal? **Please explain, why or why not?**
5. Will the proposal provide for a more effective use of time, resources, and faculty? **If so, please explain how and why?**
6. Is the proposal similar to the departmental structures at other institutions? **How and why is it the same or different in nature?**
7. Is the size of the proposed department a relevant factor to consider? ~~Will this proposal increase or alleviate the "Goldilocks Factor" (e.g., "too big...too small...just right!")? If so, why?~~
8. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? **If so, how?**
9. ~~What impact could this have on any governance proposals?~~
10. ~~Are there any possible negative impacts of such a change?~~
11. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the curriculum committee?
 - i. *Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is recommended required.*
12. **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?

- 13. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?**
- 14. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.**
- 15. Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?**
- 16. Can the proposed department be absorbed into an existing department?**
- 17. 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?**
- 18. The proposal must include a feasible implementation plan, to include funding for at least three years.**

e. The proposal will be forwarded to the Chief Instructional Officer 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, 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. If the proposal is approved by the Academic Senate and there is mutual agreement with between the Academic Senate and the ~~Instruction Office~~ Chief Instructional Officer, the proposal will be advanced for implementation. ~~to the College Policy Council. granted "provisional approval".~~

~~4023.5 The proposal will receive final approval when the following conditions have been met:~~

- ~~a. The Curriculum Committee has approved of any new course numbering system (if necessary) and approves of the proposed timeline for changes and implementation of affected curriculum;~~
- ~~b. The Articulation Officer certifies that there are no outstanding articulation issues;~~
- ~~c. All appropriate college offices have been notified for any changes required in the college catalog, brochures, and other publications;~~
- ~~d. Any outstanding contractual issues have been resolved; and,~~
- ~~e. Any other conditions that may be requested by the Instruction Office or the Senate have been resolved.~~

~~— Upon concluding the above conditions have been met, the CIO will notify the President of the Academic Senate that he or she is granting final administrative approval of the proposal. The President of the Academic Senate will then request final approval from the Senate.~~

4023.6 4023.3 Implementation

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

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.⁶

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

2. Required Reporting Content

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

ii. Year Two Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's likelihood for sustainable success by the end of its third year.

iii. Year Three Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's immediate institutional sustainability.

3. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot department shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the

⁶ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content's historical existence on campus.

Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the Program Viability Committee will make a final determination as to the department's status.

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

~~4023.7~~ 4023.4 This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #7215). It is an area where the Senate and the District will reach mutual agreement.

Revision Approved by Academic Senate 11/07/2013

HUMAN RESOURCES OFFICE

Date: May 12, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Ronald McFarland

The following information is provided for discipline assignment:

Ronald McFarland

Dr. McFarland has been hired as the Dean, School of Applied Technologies, effective start date August 31, 2015. He meets the minimum qualifications listed below.

The minimum qualifications* for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

The following is provided for discipline assignment:

- PhD in Computing Technology in Education, Nova Southeastern University
- MA in Interdisciplinary Studies/Counseling, Western New Mexico University
- MA in Business Administration, University of Phoenix
- BS in Business Administration, University of Phoenix
- Professional experience:
 - Over 2 years of educational administrator experience
 - 15.9 years of teaching experience related to the discipline

Nova Southeastern University (graduate level)

Course Number & Name	Units Earned
DISS-8700 Systems Analysis of Expert Systems	3 Semester Units
DISS-7300 Artificial Intelligence	3 Semester Units
DISS-7350 Assessment of Emerging Technologies	3 Semester Units
DCTE-0735 Application of Authoring Systems	3 Semester Units
DCTE-0835 Project in Application of Authoring Systems	4 Semester Units
DCTE- 0747 Computer Applications of Learning Theory	3 Semester Units
DCTE-0847 Project Computer Applications of Learning	4 Semester Units
DCTE-0720 Human-Computer Interaction	3 Semester Units
	26 Semester units

It would appear that Dr. McFarland qualifies for the discipline(s) of:

Computer Science:

- **Equivalency Option 1:**

An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units;

Computer Applications & Web Technologies Instructor (CAWT):

- Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the [equivalent](#);

Computer Networking:

- Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the [equivalent](#);

*Per the Board of Governor's California Community College Chancellor's office

HUMAN RESOURCES OFFICE

Date: May 12, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Micah Young

The following information is provided for discipline assignment:

Micah Young

Dr. Young has been hired as the Associate Dean, Mathematics, Sciences and Health Professions, effective start date August 21, 2015. He meets the minimum qualifications* listed below.

The minimum qualifications* for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

The following is provided for discipline assignment:

- Doctor of Medicine, University of Illinois
- Bachelors in Biology, University of Illinois
- Professional experience
 - 5 years of educational administrator experience
 - 14.3 years in the medical field related to the discipline

It would appear that Dr. Young qualifies for the discipline(s) of:

Health Science

- Master's degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition or public health.

Biological Sciences

- Master's in Biological Science

*Per the Board of Governor's California Community College Chancellor's office

HUMAN RESOURCES OFFICE

Date: May 12, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Brian Weston

The following information is provided for discipline assignment:

Brian Weston

Mr. Weston has been hired as the Director, Distance and Accelerated Learning, effective start date August 18, 2015. He meets the minimum qualifications* listed below.

The minimum qualifications* for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

The following is provided for discipline assignment:

- Masters of Public Administration, California State University, Northridge
- Bachelors in Psychology, California State University, Northridge
- Associates in Administration of Justice, College of the Canyons
- Professional experience
 - 8.7 years of full time equivalent experience in the discipline

It would appear that Mr. Weston qualifies for the discipline(s) of:

Computer Applications & Web Technologies Instructor (CAWT)

- Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the [equivalent](#).

Computer Networking

- Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the [equivalent](#).

*Per the Board of Governor's California Community College Chancellor's office

Adjunct Instructors: Spring 2016 (02/08/15 – 06/02/15)

Name	Discipline	Qualifications
Adamyran, Alvard	Adjunct Math	MS Math, World Education Services (WES)
Amiel, David	Adjunct Chemistry	PHD, Geochemistry, SUNY Stonybrook
Artuso, Kathryn	Adjunct English	PhD English, UCLA
Avalos, Monique	Adjunct Nursing	MS Nursing, University of Arizona
Avalos, Monique	Adjunct Nursing (Clinical)	MS Nursing, University of Arizona
Barbullushi, Ingid (Eli)	Adjunct Math	MS Math, CSUN
Beam, Christian	Adjunct History	MA History, CSUN
Beck, Noemi	Adjunct Psychology	PhD Psychology, Alliant International University
Borden, Louise	Adjunct and NC ESL	MA TESOL, Nazareth College
Buchynski, William	Adjunct Communication Studies	BA Speech Communication, University of South Florida, MFA Theatre, UCLA
Bunmasu, Chichalux	Adjunct Engineering	MS Engineering, CSUN
Bytheway, Jeff	Adjunct Construction Management Technology	AS Social Science, Santa Monica College, plus 6+ years exp.
Castruita, Grace	Adjunct English	MA English, Cal State Poly
Collins, Glenn	Adjunct English	MA English, CSUN
Cortinovis, Chantel	Adjunct Psychology	PsyD Clinical Psychology, Alliant International University
Cothran, Kelly	Adjunct American Sign Language	MA in Psychology, California Coast University, plus 15+ years exp.
Cracuin, Gheorghe	Adjunct – Mathematics Instructor	MS Mathematics CSUN
Curtis, Deborah	Adjunct Nursing	MS Nursing, UCLA
Demirchyan, Gevork	Adjunct Math	MS Math, CSUN
Dobrin, Jason Roberts	Adjunct Photography	MFA Photography, CalArts
Dunagan, Sean	Adjunct Biological Sciences	MS Biology, CSUN
Elam, Emily	Adjunct Early Childhood Education	MA Child Development, University of LaVerne
Eskenasy, Michael	Adjunct Business	MA Business Administration, California Lutheran University
Evans, Jonathan Pope	Adjunct Theatre	MFA Director/Theatre/Video/Cinema, CalArts

Faulkner, Carey	Adjunct – Nursing (Clinical) Instructor	BS Nursing, 2+ years' experience, University of Great Falls
Gharabighi, Anasheh	Adjunct Communication Studies	MA Communication Studies, CSUN
Godzsak, Jennifer	Adjunct Counseling (ISP)	MS Counseling, CSUN
Grattidge, Shoshana	Adjunct Early Childhood Education	MA Educational Psychology: ECE, CSUN
Gupta, Pooja	Adjunct Physics	PhD Physics, IERF
Henson, Nicholas	Adjunct English	PhD English, University of Oregon
Hernandez, Sara	Noncredit Basic Skills Math	BA Math, UC Berkeley
Hoekstra, Stephanie	Adjunct Geography	PhD Coastal Resources Management, East Carolina University
Howe, Juliana	Adjunct Math	MS Math, Cal State LA
Ives, Aeron	Adjunct Math	MS Math, UCLA
Jimenez, Kimberly	Adjunct Math	MS Math, CSUN
Kent, Ericka	Adjunct English	MA English, National University
LaPine, Ashlee	Adjunct Theatre	MA Acting/Directing, University of Missouri
Latif, Alia	Adjunct Chemistry	MS Chemistry, USC
McInteer, Deborah	Adjunct Psychology	BA Psychology, CSUN, MA Counseling, CSUN
Miura, Kristi	Adjunct Nursing (Clinical)	BS Nursing, National University
Najafi, Said	Adjunct Math	MS Math, Cal State LA
Novick, Ashley	Adjunct Early Childhood Education	MA Leadership in Early Childhood Education, Brandman University
Patrich, Jeremy	Adjunct Geography	MS Geography, CSUN
Petersen, Mary	Adjunct English	MA English, Loyola Marymount University
Reonisto, Peter	Adjunct Biology	BS, MD, IERF
Reyes, Laurisa	Adjunct English	MA English, CSUN
Runa, Farhana	Adjunct Biological Sciences	PhD, Plant Pathology, North Carolina State University
Saberi, Al	Adjunct Engineering	MS Engineering, Cal Poly, Pomona
Sack, Judith	Adjunct Business (Law)	JD, Hofstra University Need information on Bachelor's degree
Said, Mustafa	Adjunct Math	MS Math, UCLA
Sanchez, Barbara	Adjunct Biological Sciences	MS Marine Biology, CSUN
Singhaseni, Par	Adjunct Biological Sciences	MS Biological Sciences, Cal Poly Pomona

Snead, Ashlei	Adjunct ECE	MA Educational Psychology, CSUN
Stenman, Christina	Adjunct Nursing	MS Nursing, UCLA
Takemae, Seiji	Adjunct Physics	PhD Physics , Penn State University
Taylor, Sophia	Adjunct Communication Studies	MA Communication Studies, CSUN
Thomas, Anthein	Adjunct Engineering	MS Civil Engineering, Syracuse University
Tubb, Linda	Adjunct Business/Accounting	MA Accounting, CSU Sacramento
Valdez, Michael	Adjunct Math	MS Math, UC Irvine
Yang, Grace	Adjunct Modern Languages (Chinese)	MA Chinese Studies, St. Johns University