College of the Canyons Academic Senate
November 9, 2017 3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

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

A. Routine Matters

1. Call to order
2. Public Comment
   This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
3. Approval of the Agenda
4. Approval of the Consent Calendar

Academic Senate Summary, Oct 26 2017 (pg. 3)	Curriculum Committee Summary, Nov. 2, 2017 (pg.12)
Faculty Appointments CE & Noncredit (pg.19)	
Program Viability Committee Summary, (pg.20)	

B. Reports

1. Academic Senate President, Rebecca Eikey
2. Vice President, Jason Burgdorfer
3. Budget Update for the Integrated Plan (3SP, Student Equity and BSI), Denee Pescarmona

C. Action Items

1. Emeriti Status, Chelley Maple
2. Discipline Assignment Memo and Retreat Rights for Renee Marshall (pg.21)
3. Standing Rules for Appointments to Committees, David Andrus (pg.24)
4. Academic Senate Statement on Faculty Governance Participation, David Andrus (pg.)25
5. BP/AP 511 Financial Aid, David Andrus (pg.28)

D. Discussion

1. Standard Components for Academic Senate Committee Charters (pg.31)
2. Faculty Professional Development Committee Procedures (pg.32)
3. CCCCO Guided Pathways: Guided Pathways Self-Assessment Tool
4. Academic Senate Program Review Budget

E. Unfinished Business

1. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
2. Deliberative Dialog: Campus Culture & Safety
3. Curriculum Committee Procedures, Lisa Hooper
4. Resolution in Support of Resources for the Academic Senate

F. New Future Business

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

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact David Andrus if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 330.

Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection
Academic Senate Standing Rule for Meeting Recordings
Academic Freedom AP

H. Announcements
- o   2018 Accreditation Institute February 23-24, Anaheim
- o   2018 Instructional Design & Innovation, March 16-17
- o   2018 Spring Plenary Session, April 12-14, San Mateo
- o   2018 Career Technical Education Institute, May 4-5
- o   2018 Faculty Leadership Institute, June 14-16
- o   2018 Curriculum Institute, July 11-14
- **I.   Adjournment**

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

Academic Senate Summary for October 26, 2017

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus	X	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	VACANT		Adjunct Senator	Noemi Beck-Wegner,	A
Kinesiology/Athletics Senator	Phillip Marcellin	X	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

Non-voting Members	
Dr. Buckley	
Lita Wangen	X
Dan Portello	
Dr. Wilding	
Amy Mori ASG	X

Guests	

A. Routine Matters
1. Call to order: 3:05 p.m.
2. Public Comment: N/A
3. Approval of the Agenda: Motion Erin Barnthouse, seconded by Carly Perl. Unanimous. Approved.
4. Approval of the Consent Calendar: add for attendance Erin Barnthouse was here for this meeting. Motion to approve David Andrus, seconded by David Brill. Unanimous. Approved.

B. Reports
1. <u>Academic Senate President, Rebecca Eikey</u>.

Technology Committee – There was a committee meeting on 10/18/17

- **Technology Innovation Fund** and application was discussed. There will be minor revisions to the application itself. Applications for this year will be available soon. Successful recipients of the funds are expected to share out with the campus the impact of the grant funds, such as during FLEX.

- **The Technology Master Plan** has been updated and was reviewed at their last meeting in spring. It will be posted on the committee's intranet website soon.
- There was a feasibility study completed last semester on moving to a **cloud-based solution** for email. Implementation and timeline will depend on cost and feasibility. It was unclear as if this cloud-based solution will come to fruition. There was much discussion on policy issues related to email retention and storage.
- **Single-sign-on** – IT is moving towards having one sign-on for computer access, email, Canvas, web advisor/MyCanyons. There were questions about which other programs will be part of the single sign-on, such as MyLearningPlan and iGreenTree. A unified naming convention will be based on your web advisor/MyCanyons username.
- **Cybersecurity** – a company was hired to test the college's defenses in terms of cybersecurity. It is important to make sure rooms are locked when not in use as these could be possible access locations to the network.
- **Document management system**- I had to leave the meeting before this was discussed.

Advocacy Committee – There was a meeting on 10/18/17

- DACA Advocacy was discussed, as well as a meeting with campus leadership, students, and Congressman Steve Knight. Congressmen Knight indicated that advocacy should be targeted to those states that do not have large number of DACA recipients. He also indicated that the priority for the rest of year will be on tax reformation.
- New legislation that the Governor signed was discussed, such as AB 705 (Irwin) and AB 19 (Santiago D) Community Colleges: California College Promise.
- 2018-19 System Budget Requests – aligned with the Chancellor's Office Vision Statement
  Total On-Going Funding Request = $382.5 million
  - General Operating Expenses $200 Million
  - Full-Time Faculty Hiring $75 Million
  - Part-Time Faculty Support $25 Million
  - Basic Skills Transformation Grants $25 Million (one-time)
  - Professional Development $25 Million
  - CCCCO Staffing and Development $2.5 Million
  - Equal Employment Opportunity $5 Million
  - College Promise $25 Million
- Student Health & Wellness Services - they have (along with ASG) provided a food pantry for students, which also includes a microwave and coffee pot. There has been work to support our homeless students by helping them to find homes. There was discussion about possible food vouchers and other ways to help with food insecurity for our students.

CA Guided Pathways – The steering committee has completed the "homework" associated with the first Institute. It became clear during Institute 1 that the Canyons Completes Initiative which emerged from two years of dialog in the Institutional Effectiveness and Inclusive Excellence Committee (IE)[2], a sub-committee of our College Planning Team (CPT) focused on identifying ways to increase student success & completion, is the overarching initiative that aligns with the CA Guided Pathways project.

As a result of the discussions in the Senate and at the CA GP Institute 1, there has been a concerted effort to improve awareness and open up the dialog related to Canyons Completes/CA Guided

Pathways. Thus, Denee Pescarmona, Jasmine Ruys, Daylene Meuschke and I have been going to various School Meetings to discuss Canyons Completes/Guided Pathways with faculty. I have taken notes based on feedback and dialog during those school meetings and will make sure that the steering committee receives it. Some examples of ideas from the various school meetings include:

- Internships or other experientially learning experiences early in the student's path/major/career
- Expanding guest speaker symposium to include faculty to explain the possible career options
- Engagement with students to help keep them motivated and on the path
- Interest in continued sustained dialog for faculty, staff and students

As part of development of the Canyons Completes/Guided Pathways work, I have been working to help appoint faculty to (IE)^2 and the corresponding workgroups for the Canyons Completes Initiative, such as Early Alert, Career Exploration, and Mapping & Meta-majors, see updated list from 10/11/17. I have sent out emails inviting faculty to be part of both (IE)^2 and the workgroups. This work will be essential to moving forward with Canyons Completes initiative using the Guided Pathways framework. If you are interested in joining, please let me know.

There will be FLEX workshops planned in the spring that will allow for roundtable discussions. If you have other ideas as to help sustain the dialog, please let me know.

At the board meeting last night the Board of Trustees approved a resolution to support our DACA/Dreamers students. They addressed our concerns with our resolution in terms of our first resolve. A lot is already in place with our current policy. ASG also had their solution to support he DACA/Dreamers students. This is a very nice example of different governing groups coming together.

The Board approved BP 42320 Grading and Academic Symbols.

After this meeting, Rebecca is calling on an AD HOC Committee to work on the Guided Path Self-Assessment Tool that is connected to the Chancellor's Office Guided Pathways Grant. She will also be calling a work group to help with the secondary step, which will be the budget and plan development. COC's allocation is 1 ½ million dollars over five years. The first year allocation would be about $400,000.00. The funds will be coming in the spring, but there is interest in trying to spend the funds in advance of that date.

Through the Gate, RP Group Research Report - Rebecca sent to the senators the study by the RP group examining the system wide transfer rates. The sample was over a five-year time period and included 875,000 students. Nearly 300,000 who completed or mostly completed their transfer requirements did not actually transfer. At Plenary there is going to be a Breakout Session on this topic. This may be a conversation we may want to have locally.

Rebeca also reported we have a new Administrative Assistant for the Academic Senate. Her name is Marilyn Jimenez. She will be starting November 27th to train with Lita.

2. <u>Vice President, Jason Burgdorfer</u>
   We will be doing elections for Officers and School Reps this spring. A call for nominations will be going out before the end of this semester so please look for that email.

We have some offices that came available due to retirement. An email has gone out. If you are interested please respond by Monday.

Program Review is open. The data is there. There is a new planning activity form. Please only use the new activity form. It automatically submits itself to Academic Affairs so you don't need to email it anywhere.

3. <u>CTE Liaison Report, Regina Blasberg</u>

- <u>CE Senate Subcommittee</u> – Starting 2017/18 the new Senate Subcommittee meets monthly however the permanent date/time of the meeting is still being determined. The new committee by-laws will be brought to the senate for review once completed. The focus of the committee continues to be the DWM funding and projects, CE grants including Perkins and CCPT, advisory boards and other CE topics.

- <u>DWM Update</u>

    o There is an increase in funding at the local and regional level for 2017/18. The tentative regional budget and the local budget will be shared with the CE Subcommittee. Additionally, a project template will be presented and reviewed so that new project ideas can be submitted for funding and implementation. The current funding allocations for 2016/17 are not changing for 2017/18.

    o <u>Job Developer</u>: Regional funds were provided to each college to hire a Job Developer. COC has hired Keri Aver as the job developer. She is working with Career Services, the CTE Liaison, and the CTE Director on a variety of projects including the LinkedIn pilot project.

- <u>Marketing</u>

    o <u>General</u> The statewide rebranding and marketing efforts are still in progress and the regional marketing tool kit is scheduled to be released at the end of October. Ongoing DWM funding is being allocated to CE marketing efforts at both the regional and local level. The region is currently looking for a project manager to manage the regional marketing efforts.

    o <u>Websites and Videos</u> – The contracts for web and video services are in place. Once the website contract ends, there will be internal support to maintain and update the sites.

    o <u>Websites:</u> A new program landing page template was created and is in the process of being implemented for the 26 DWM CE Programs listed in the DWM plan. In addition the Academic Affairs CE website is getting a new look and updated information including a link to the Here to Career Ap (https://www.heretocareer.org/). As part of the marketing and branding efforts at the state level, CTE (Career Technical Education) is officially transitioning to CE (Career Education).

        ▪ Completed/In-Progress

1.	Nursing	2.	Culinary Arts
3.	MLT	4.	Land Surveying
5.	Administration of Justice	6.	Architecture
7.	Welding	8.	Water Systems Tech
9.	Construction Tech	10.	Computer Networking
11.	Business/Accounting	12.	Fire Tech
13.	ECE	14.	ASL
15.	Automotive Tech	16.	Applied Photography
17.	MEA	18.	Paralegal
19.	Advanced Manufacturing	20.	Theater

- Pending/In the Cue

21.	EMT	22.	CAWT
23.	Multimedia/Graphic Design	24.	Real Estate
25.	Athletic Trainers	26.	Real Estate/Escrow

o Websites: Labor Market Information: Daylene and Alicia have put together a Labor Market Visualization Tool that has been embedded on each program website. This allows anyone to easily access the Labor Market Data.

o Videos: The current contract with MudTurtle is for a total of 10 short (3-5 mins) videos. The intent is to create a video for each of the 26 programs.

- Completed/In-Progress

1. Joint Overview Video with the Hart District
2. Culinary
3. Administration of Justice
4. Computer Networking
5. ECE
6. American Sign Language

- Pending/In the Cue

7. Welding (Pipe Welding)
8. Manufacturing (CNC Machining)
9. Business/Accounting

- Proposed

10. Construction (Construction Management & Construction Tech)
11. Technical Theater

- LinkedIn – The pilot LinkedIn project is underway. The pilot includes 1995 licenses to Lynda.com for students. We recently received administrative access and some training for Lynda.com so we are close to ready to begin adding students. Faculty from various departments are determining how to best implement LinkedIn and Lynda.com in their respective disciplines and courses. Additionally the job developer will be working with students to assist them in building their LinkedIn profile and in managing the Lynda.com licenses.

- Code Alignment Project – In the Spring, four CE programs participated in the Code Alignment pilot project: CAWT, Business, MEA, and Architecture. The purpose of the project is to review the codes assigned to the courses and programs in these areas to insure they accurately represent the disciplines and are consistent with similar programs for data reporting in tools like Salary Surfer, Data Mart, and the LaunchBoard. The project looked at the alignment of codes across systems including TOP, CIP, SOC, and SAM. A group has been formed to begin addressing how to implement the changes proposed during the pilot and how to complete this review process for additional programs. The next meeting will be in November.

- Other CTE Liaison Committee Participation

  - SCCRC (South Central Coast Regional Consortia) Meetings
  - Non-Credit Committee
  - Chancellors Taskforce on Workforce Development
  - DWM/SWP Meetings
  - Guided Pathways
  - Code Alignment Project
  - IEPI PRT Meetings

C. Action Items: N/A

D. Discussion

1. Standing Rules for Appointments to Committees, David Andrus
   Looking at ASCCC materials, they recommend highly we have internal senate procedures for how we go about making our faculty appointments. You want to be sure you have laid out some equitable standards. David also wants to remind us that our Constitution says that the president has the appointment power, not the Academic Senate. That was their guiding template for creating these procedures. A question was asked about removal power. Does the senate want a recall mechanism? It is assumed with the current reading of the Constitution, that the president has this power. The Constitution says the presidents can appoint, it does not require the full senate to approve the appointments. The president just needs to notify the senate. If we change the constitution to say the senate has to approve the appointments, then these will go on a consent calendar. If someone wants something pulled from the consent calendar they just make that motion. It would have to be voted on whereas notification does not. This would then be moved to an action item. The appointment would be in the name of the senate instead of the president.
   - Change shall to may confer keep it broad
   - Consult with the CEO before you make appointments, this is understood and not specified in this document.
   - Notwithstanding bargaining unit appointments, this is also understood and not specified.

   Possible footnotes with the above comments were discussed. David would rather add consideration the interests of "*equity, institutional advancement and any other institutional authority the president is bound by*." David will make this change and this will come back as an Action item for the next meeting.

2. Academic Senate Statement on Faculty Governance Participation, David Andrus
    Faculty leadership have had multiple discussions on the expanding role of the senate, how many committees there are, and the workload of the committees. We feel that people need to participate. This is a privilege as professional educators to be involved in the shaping of this district and our educational standards through the Senate. The Senate has primacy over faculty matters and has the duty to oversee multiple committees. The work of the Senate and its committees is growing. We would like for faculty to consider your commitment to your senate colleagues to particulate in a very active way on some of the governance committees. This is not a resolution, it is a statement. We would like to know how the Senate feels about adopting this statement. Garrett let the Senate know that their CSSO has recently interrupted COCFA Article 12 section A (2) to only refer to teaching faculty not to non-instructional faculty, such as counselors. They are in a grievance process right now challenging that interpretation. Article 12 section A (2) specifically calls out teaching faculty and the contract is inconsistent in terms of language. Rebecca did receive one feedback that faculty liked this statement and if it passed they would like to see this read at their school meetings. One adjunct indicated that the district does not want to increase compensation for their participation in committees right now. He felt that adjunct faculty should not be asked to volunteer their time to serve on committees. In the Senate Constitution, it states that there are to be three adjunct faculty on the Academic Senate. There is no doubt we need adjuncts involved, but there so much work that we need from full-timers. It was also discussed that it would be helpful for new FT faculty to learn directly from committee chairs during the New Faculty Orientation. This will come back to the next meeting as an Action item.

3. Standard Components For Academic Senate committee Charters/Procedures
    The Committee on Committees convened in September 2016. They started off with an inventory process to figure out what all the committees on campus and how they are connected to each other. The next step last year in evaluating the committees, was the completion of evaluation surveys. The Committee on Committees came up with the features listed for discussion. An Ad Hoc committee of the Senate was created last fall to start looking at these features and some of the committee charters.
    The Senate discussed how the committees under the Senate usually have representation from each of the Academic Schools. However, it was understood that this is an aspirational goal where we would like all of our committees underneath the Senate to have that sort of representation. The Senate believes this structure is helpful in terms of communication.

    It was discussed the need for additional professional development for Committee chairs, such as extended professional development through CETL.

    Is there any update on the meeting time and location global calendar that Jim Temple said he was working on? This has been set up in Outlook. It is like a room schedule. Select Events. When you select a room now it will accept or no accept you that is how this is set up. This is live and available now. The chairs of the committee have to set this up it is not set up for us. We need really clear written instructions that committees can get on how to add their committees to that.   We will reach out to Jim Temple and ask if there are written instructions on how to use

this Event Calendar function in Outlook. Would like to look at the Event and Place the Event so people can create Events and access Events.

When should committees under the Senate have a Program Review? We should track and see which committees have a program review.

Revisions to the Standard Components for Academic Senate Committee Charters/Procedures
- Some changes to the list: possibly removed number 5 or change the language.
- Make it more clear what the expectations are for the chair versus the member and the length of the term. Make sure that this is clear in the charters.
- Add whether or not members have voting rights and if it should be faculty-only because it is a senate subcommittee and therefore; a faculty driven process. Each committee has to decide if you are going to have voting at all, and if so are you going to have all members voting.
- Add Mission Statement or Scope
- What is criteria in which one committee says it is a subcommittee of the senate or not a senate subcommittee? There are many variations locally on what committee goes under senate. Some senates have specific criteria established. Our current practice is to enter into a dialog with faculty and administrators about the purpose and function of a new committee to determine where it should "live."

We need to do some revisions and this will come back as discussion so that we are all clear on what we are creating here?

4. BP/AP 511 Financial Aid, David Andrus

   Revision to change Board Policy from three digit to a four digit. It will now be BP 5511 and AP 5511. This came to the Policy Review committee. Administration had an interest and need to revise financial aid Board Policy and Administration Procedures. The color green is what the policy committee recommended. There several questions that could not be answered. We will have someone from Financial Aid come and speak to the Senate on this.

5. ASCCC 50th Fall Session Resolutions for Plenary, Rebecca Eikey

   We will be voting on them next weekend. There is a resolution related to resources being provided to local senates which is connected to one of our future business items, Resolution in Support of Resources for the Academic Senate.

E. Unfinished Business
5. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
6. Deliberative Dialog: Campus Culture & Safety
7. Curriculum Committee Procedures, Lisa Hooper
8. Resolution in Support of Resources for the Academic Senate
9. Retreat Rights

F. New Future Business
Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.
1. Faculty Professional Development Committee Procedures to be discussed 11/9/17

G. In Committee
- o David Andrus wanted to let senate know that the committee had pulled <u>Credit by Exam</u> off the *In Committee* list because Phase II Credit by Exam is somewhat complex and not ready to move forward. It is not ready be worked on this academic year.

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact David Andrus if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 330.

Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection
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H. Announcements
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- o 2018 Accreditation Institute February 23-24, Anaheim
- o 2018 Instructional Design & Innovation, March 16-17
- o 2018 Spring Plenary Session, April 12-14, San Mateo
- o 2018 Career Technical Education Institute, May 4-5
- o 2018 Faculty Leadership Institute, June 14-16
- o 2018 Curriculum Institute, July 11-14

I. Adjournment: 5:05 p.m.

CURRICULUM COMMITTEE SUMMARY

November 2nd, 2017   **3:00 pm – 5:00 pm**   **Bonelli Hall 330**

Curriculum Committee Members

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Mary Bates – Mathematics, Science and Health Professions; Erin Barnthouse – Learning Resources; David Brill – Visual and Performing Arts; Steve Erwin – Admissions and Records; Tricia George – Humanities; Hervé Guillard – Adjunct Representative; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Lee Hilliard – Applied Technologies

NEW COURSE PROPOSALS – DISCUSSION OF NEED				
The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outline will not be reviewed at this meeting.				
Subject & Number	**Title**	**Rationale for New Course Proposal**	**Author**	**Effective**
HLHSCI-140	Introduction to Public Health	This course will be an addition to the curriculum and a core course for the proposed Public Health AS-T degree. The addition of the course is required for the AS-T degree and will afford our students with an opportunity to expand their career possibilities in the healthcare field.	P. Haley	TBD
INTERD-100	Introduction to Community-Based Learning	-As the Civic and Community Engagement Initiative moves forward, Service-Learning provides a High Impact Practice (HIP) to engage students in community service. In addition, the Service-Learning program is offering training of Service-Learning to students to provide a deeper understanding of the pedagogy.	P. Robinson	TBD

Subject & Number	Title	Description of Action	Author	Effective
INTERD-101	Introduction to Civic and Community Engagement	This course provides an introductory level examination of civic and community engagement which fulfills the introductory level course requirement of Introduction to Civic and Community Engagement as part of the new Civic Engagement Minor at CSU Northridge.	P. Robinson	TBD

-Motion to adopt the need for and conduct a full review of HLHSCI-140; Motion by Julie Hovden, second by Rhonda Hyatt. All in favor: Unanimous. Tricia George abstained from voting as she was not present during the discussion.
-No vote was held for INTERD-100 & 101. The committee asked that the Program Viability Initiation from be completed for review.

NEW COURSE PROPOSALS – FINAL READ
The need for the following new course proposals were approved at the October 19th Committee meeting. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The author is not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
CHEM-100	Chemistry and Society	3 units, 54 hours lecture. **new SLO's (2), new prerequisite of MATH-060 or MATH-075 (C-ID requirement), new DLA 100% online & Hybrid options.**	R. Eikey	TBD

-Motion to approve CHEM-100; Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous.

TECHNICAL CHANGES – CONSENT CALENDAR
The following items are being approved as technical changes and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
BUS-111	Human Relations in the Workplace	**Adding DLA, 100% online & Hybrid options.**	P. Hawkins	Spring 2018

Subject & Number	Title	Description of Action	Author	Effective
BUS-112	Human Resources Management	**Adding DLA, 100% online & Hybrid options.**	P. Hawkins	Spring 2018
CMPSCI-122	Computer Architecture and Assembly Language	**Adding DLA, Hybrid only.**	C. Ferguson	Spring 2018
CMPSCI-182L	Data Structures and Program Design Lab	**Adding DLA, Hybrid only.**	C. Ferguson	Spring 2018
CMPSCI-192	PHP Programming	**Adding DLA, 100% online & Hybrid options.**	C. Ferguson	Spring 2018
CMPSCI-222	Computer Organization	**Adding DLA, Hybrid only.**	C. Ferguson	Spring 2018

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session held on October 27th by the following curriculum committee members: Lisa Hooper, Rhonda Hyatt, David Brill, Erin Barnthouse, and Anne Marenco. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
ENGL-270	Introduction to African American Literature	Revised description, objectives and content. Updated textbooks. **Added prerequisite of ENGL-091 or ENGL-094 or ENGL-096 or ESL-100. Added recommended preparation of ENGl-101 or 101H.**	T. Sherard	Fall 2018

NEW INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES – CONSENT CALENDAR

The following new courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session held on October 27th by the following curriculum committee members: Lisa Hooper, Rhonda Hyatt, David Brill, Erin Barnthouse, and Anne Marenco. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
FIRET-125	Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers	1 unit, 26 hours lecture. **new SLO, new prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).**	K. Klar	TBD
FIRET-126	Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers	1 unit, 18 hours lecture. **new SLO, new prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).**	K. Klar	TBD
FIRET-127	Chief Fire Officer 3C: General Administrative Functions for Chief Fire Officers	1 unit, 24 hours lecture. **new SLO, new prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).**	K. Klar	TBD
FIRET-128	Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers	1 unit, 24 hours lecture. **new SLO, new prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).**	K. Klar	TBD

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR
The following is a summary of new prerequisites that was reviewed in a technical review session and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new and modified prerequisites are not required to attend this meeting.

Subject & Number	Title	Suggested Enrollment Limitation	Author
CHEM-100	Chemistry and Society	New prerequisite of MATH-060 or MATH-075 (C-ID requirement).	R. Eikey
ENGL-270	Introduction to African American Literature	New prerequisite of ENGL-091 or ENGL-094 or ENGL-096 or ESL-100. New recommended preparation of ENGl-101 or 101H.	T. Sherard

Subject & Number	Title		Author
FIRET-125	Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers	New prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).	K. Klar
FIRET-126	Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers	New prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).	K. Klar
FIRET-127	Chief Fire Officer 3C: General Administrative Functions for Chief Fire Officers	New prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).	K. Klar
FIRET-128	Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers	New prerequisite of FIRET-120, 121, 122, 123, 124 (Company Officer Series of courses).	K. Klar

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in technical review sessions and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
BUS-111	Human Relations in the Workplace	100% online & Hybrid options.	P. Hawkins
BUS-112	Human Resources Management	100% online & Hybrid options.	P. Hawkins
CMPSCI-122	Computer Architecture and Assembly Language	Hybrid only.	C. Ferguson
CMPSCI-182L	Data Structures and Program Design Lab	Hybrid only.	C. Ferguson
CMPSCI-192	PHP Programming	100% online & Hybrid options.	C. Ferguson
CMPSCI-222	Computer Organization	Hybrid only.	C. Ferguson

-Motion to approve all items on the 11/02/2017 Consent Calendar; Motion by Mary Bates, second by Rhonda Hyatt. All in favor: Unanimous.

Discussion Items:

• Chair Report

- Electronic Technical review sessions are here! iPads and accompanying software offer tremendous flexibility. We need to demonstrate a paper trail for the proposal reviews, notes can be made in text or notes. If changes are minor we can incorporate your suggestions, however when changes are substantial we will send the notes back to the author of the proposal.

- Course proposals are beginning to make their way through the approval stages in eLumen. The course outlines in eLumen are much longer than we are used to, we are working with eLumen to eliminate some of the white space and get it in a better format for us to review.

-Noncredit proposals are being submitted to Academic Affairs. Most proposals will go to program viability, no "new course proposals" to the curriculum committee as they will be reviewed in technical review sessions.

• Articulation Report

- 4 New Approved Transfer Model Curriculum Templates have been posted:
      1. Environmental Science (Coming to Curriculum Committee Soon)
      2. Law, Public Policy, and Society
      3. Hospitality Management
      4. Social Work & Human Services

-2 New Finalized Model Curriculum Templates have been posted:
      1. Culinary Arts Foundation Certificate
      2. Hospitality Management Foundation Certificate

-The new Vendor, "Fairway Technologies", for ASSIST Next Generation was announced. Fairway Technologies has previously worked with UC on Transfer Pathways. Priority for ASSIST Next Generation right now is getting the UCTCA (UC transfer) submission decisions out to the colleges.

- IGETC and CSU-GE submissions are due on December 8th this year, change in policy on effective dates for courses that are approved for IGETC & CSU-GE. For the submission cycle this year: Any course submitted and approved for any   area **except** CSU-GE Area B4 or IGETC Area 2A will still be approved retroactive to Fall 2017. Any course submitted and approved for CSU-GE Area B4 or IGETC Area 2A will be effective Fall 2018, no retroactive approval for these two areas. Beginning for next year's CSU-GE & IGETC submission cycle, all approvals will be effective the following Fall semester, no more retroactive effective date

for approvals.

-eLumen. We had an issue with usernames during the Fall 2017 data upload. Some usernames were changed back to the eLumen default username which included the users middle initial. If you have an issue logging in try including your middle initial, if that doesn't work contact Patrick and he can reset your account. Proposals are making their way through the eLumen audit trail and should be hitting the curriculum committee school representative stage soon. If you are a curriculum committee school representative, be on the lookout for these proposals in your eLumen inbox please.

New Courses - Includes ISA's	5	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	6	Deleted Courses	-0-
Modified Courses	1	New SLO's	2	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	8
New Non Credit Courses	-0-	New Prerequisites	6	Proposals Returned from Technical Review Session	3

Career Education Committee Appointments

Faculty Chair – Regina Blasberg

Faculty Appointments:

Lee Hilliard, Tina Waller, Nicole Faudree, Eric Arnold, Cindy Stephens, Wendy Brill, Rebecca Eikey, Mark Daybell, Shannon Doronio, Rachel Houghton, Larry Alvarez, , Eric Arnold, Jeff Baker, Cindy Schwanke, Lisa Hooper, Tim Baber

Noncredit Committee Appointments:

Faculty Appointments: Claudia Acosta, Brittany Applen, Eric Arnold, Regina Blasberg, Wendy Brill, Erin Delaney, Rebecca Eikey, Lisa Hooper, Tricia George, Susan Ling, Heather MacLean, Ali Naddafpour, Susan Prier, Lee White

PROGRAM VIABILITY MEETING MINUTES
NOVEMBER 6, 2017
8:00-9:15 AM, BONELLI 330

Members present: Jerry Buckley, Omar Torres, Wendy Brill-Wynkoop, Chris Boltz, Lisa Hooper, Albert Loaiza, Rebecca Eikey (Senate representative for Jason Burgdorfer), David Andrus and Patrick Backes

I. (8:01 AM) Meeting called to order to discuss three (3) proposals for the merging/ splitting of the Earth, Space, and Environmental Science (ESES) department. Authors were invited to field questions for 10 minutes on their proposals.

II. Jeannie Chari responded to questions regarding her proposal to merge Environmental Science with Biology.

III. Mary Bates, Vince Devlahovich, David Michaels, and Jason Burgdorfer responded

to questions regarding their proposal to divide ESES into four (4) departments: Astronomy, Geography/GIS, Geology/Oceanography, and Physical Science.

IV. Teresa Ciardi responded to questions regarding her proposal to split Astronomy & Physical Science into a department separate from ESES.

V. Approximately 40 minutes were spent discussing the proposals in terms of service to students, utilization of existing human and physical resources, and administrative demands. Draft responses will be circulated among PV committee members by end-of-day on Tuesday, November 7, 2016. Finalized responses to each proposal, including recommendations, will be distributed to the authors and the Academic Senate by end-of-day on Thursday, November 9, 2017.

Meeting adjourned at 9:26 AM.

HUMAN RESOURCES OFFICE

Date: November 1, 2017

To: Rebecca Eikey
                  President, Academic Senate

From: Linda Clark
                  Senior Human Resources Generalist (Faculty)

Subject:Discipline Assignment for Ms. Renee Marshall

Name: Renee Marshall

Position: Interim Director, TEACH Program (50%)

Discipline Assignment: Educational Administrator/Child Development/ECE/Education

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.
-

Renee Marshall meets the minimum qualifications with:

- MA in Educational Administration, California State University, Northridge
- MA in Education, University of California, Santa Cruz
- Over three (3) years as full-time faculty in Early Childhood Education (2013 to 2016)
- Over one year full time equivalent as the Project Coordinator for the TEACH Program (2007 to 2013)

Retreat Rights 2017/18		
Tenured Administrators		
1-Jul-88	Van Hook, Dianne	Psychology, counseling and Guidance, Education
5-Jan-98	Mahn, Mojdeh	Mathematics
1/20/1998	Lyon, Chuck	Physical Education, Education, Health Science
19-Jul-99	Glapa-Grossklag, James	History, Humanities, Education
10-Jan-00	Waldon, Russell	Business Law and Management
8/19/2002	Pescarmona, Denee	English
8/8/2005	Cheng-Levine, Jia-Yi	English
8/18/2008	Wickline, Paul	Theatre #2, English #2, Education
8/17/2012	McCutcheon, Andy	English
Untenured Administrators		
Joslin, Mike	Counseling and Guidance, Journalism(E1)	
Wilding, Mike	Anthropology, Education	
Gribbons, Barry	Education, Psychology(E1)	
Michaelides, Anthony	Psychology, Counseling(E1)	
Fiero, Diane	Psychology(E1) Sociology(E1)	
Theule, Ryan	History	
Wood, Murray	Counseling	
Torres, Omar	Chemistry	
Dominguez, Carmen	Music/Theatre(E3)	
Makevich, John	Atmospheric Sciences, Earth Science	
Buckley, Jerry	Biology, Education	
Schallert, Lawrence	Psychology, Counseling, Philosophy (E1)	
Young, Micah	Health Science, Biological Sciences	
Weston, Brian	Computer Information Systems, and Computer Networking, Management	
McFarland, Ronald	Comp. Science #1, Computer Networking, Business, Education, Interdisciplinary Studies	
Bogna, Gina	Management*	
Marshall, Renee	ECE/Child Development, Education**	
Goodman, Jeremy	Mathematics	
Forrest, Jeff	Management	

Amy Foote	Biological Science
Happel, Harriet	Business, Manufacturing Technology
Manuel, Mary	Nursing, Nursing Science/Clinical Practice, Health, Health Services Director/Coordinator/College Nurse, Health and Safety: Noncredit
Ruys, Jasmine	Counseling
Honadel, Tim	Environmental Technologies

*Note: her discipline memo has not yet been approved by the Academic Senate

**Note: her teaching discipline memo was approved by the Academic Senate in February 20, 2013

ACADEMIC SENATE

STANDING PROCEDURES

For

APPOINTMENTS and COMMITTEE CREATION

I. AUTHORITY

A. Presidential Appointment Power - In accordance with Article VI of the Academic Senate Constitution, the power of appointments and committee formation is vested in the President.

B. Senate Veto Power – In accordance with Article VI of the Academic Senate Constitution, those appointment(s) are valid unless a majority of the Senators present, at a meeting that makes quorum, reject the appointment(s) that have been made.

II. PROCEDURE

A. Notification – In accordance with Article VI(4) of the Academic Senate Constitution, the President will notify the Senate of any committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Notification to the Senate shall be made at the next regular meeting immediately following the appointment(s). Notification to the Senate of all appointments and committee formations shall be listed and itemized in the agenda under a separate category entitled, "Committee Appointments".

B. Motion for Action - Any member of the Senate may request any listed appointment or newly formed committee found in the "Committee Appointments" category of the agenda be placed as an Action Item on that same agenda. Prior to action being taken, a reasonable amount of time shall be allotted for discussion of the item in question. If no motion for Action is made, the appointment or committee creation stands.

III. STANDARDS OF APPOINTMENT – all appointments of faculty to committees will take into consideration *equity, institutional advancement and any other institutional authority the president is bound by*. The President *may* confer with the chair(s) of any committee for which an appointment is being considered, prior to making such appointments.

ACADEMIC SENATE
STATEMENT
on
FACULTY GOVERNANCE PARTICIPATION

I. MISSION

The contractual requirements of professional service for COC full-time faculty are largely found in Article 12 of the College of the Canyons Faculty Association (COCFA) Collective Bargaining Agreement. In addition to the teaching load requirements, Section A(2) of Article 12 requires full-time members to provide a full professional service week, that may include any number of professional responsibilities listed therein. In particular, Article 12(A)(2)(l) indicates full-time faculty may choose as part of their weekly service to participate in shared governance.

The historic 1988 State of California legislation, known as AB 1725, established many new responsibilities for community college faculty throughout the State. These new responsibilities permeate throughout local Academic Senates. The Academic Senate at COC has primacy in representing all collective faculty in academic and professional matters, as outlined in AB 1725 and realized through COC Board Policies and Procedures, as well as where delegated by the COCFA collective bargaining contract.

In order to fulfill the mission of this Academic Senate, and thus, the legally required academic matters of this District, it is imperative that all COCFA bargaining unit members define as part of their professional service week a commitment to active shared governance participation.

II. PHILOSOPHY

The appointment power of the Academic Senate is not absolute. It requires willing nominees ready to serve on Senate or college wide committees. The promise and benefit of AB 1725 is that it enshrines in law, more so than many professions, the opportunity to transcend traditional faculty roles as instructors in order to make a larger, professional impact on the community we serve and the educational system at large. Doing so comes at a price of professional, and sometimes personal, time and labor. But, the alternative is to diminish academic and professional quality and would arguably be an abdication of faculty's professional, statutory rights and obligations.

III. ROLE OF SENATORS

Faculty members that serve on the Academic Senate are in a unique position to become more learned in the broad spectrum of campus matters. As such, individual Senators are well placed to serve on other shared governance committees and sub-committees and to liaise with other constituent groups. Doing so is listed as an expectation within Article II(F) of the Academic Senate Bylaws. To ensure the adequate and proper long-term succession of academic leadership, members of the Senate, and faculty in general, need to regularly participate in the shared governance process to ensure seamless transitions of leadership and institutional effectiveness.

IV. PROFESSIONAL EQUITY – FACULTY AT-LARGE

Since the passage of AB 1725, the demands and responsibilities placed on the Academic Senate have increased exponentially. By extension, the need for all full-time faculty members to participate in the shared governance, collegial consultation process is more important than ever. And, as such, it is a matter of professional equity, efficiency and mere practicality, that they do so.

This is not to say the Academic Senate does not recognize the vast array of duties and workload performed and undertaken by full-time faculty in the service of this College. To the contrary, there is no way to fully determine the extent and effort each individual faculty member dedicates themselves to their profession. Enormous amounts of unseen work and effort manifest throughout the day-to-day duties and functions of academia. Thus, the Academic Senate respects the entirety of faculty work at College of the Canyons. However, like any campus constituency, it is necessary to reflect upon and take stock of its overall functions and need. Given the primacy and critical institutional role previously outlined, the Academic Senate is compelled to assert this philosophical statement into the consciousness of each and every full-time faculty member.

V. ADJUNCT FACULTY MEMBERS

College of the Canyons would not be able to succeed in its institutional mission if not for the work and support of its adjunct faculty members. They are a critical component of this campus and the entire community college system. The input and role of adjunct instructors toward achieving the Academic Senate's mission is important. However, given their own collective bargaining agreement, along with the practical restraints on participation, adjunct instructors are not the focus of this formal statement and its philosophical urgings. Nevertheless, the Academic Senate welcomes, encourages and needs adjunct instructors to participate in the governance process to ensure that, at a minimum, they are heard.

VI. ASSESSING SHARED GOVERNANCE PARTICIPATION

Each year, as a matter of duty, the President of the Academic Senate keeps an organizational record of Senate and District wide committee membership. The President regularly coordinates with the CEO, as well as with the COCFA President to determine and discuss matters contractually delegated to the Senate, along with an assessment of strategic and appropriate planning as it relates to campus policies, procedures and other academic and professional matters. It is in that capacity that the Academic Senate President has the resources and institutional knowledge to make equitable judgments about whom to approach as potential appointees to shared governance assignments. As previously noted, the vast unheralded work and effort of faculty is a given within the academic profession. And so it is also a common denominator, reflective of the predominant mindset of educators. From that baseline grows the known and publicized work of campus constituents, to include the Academic Senate and its sub-committees, COCFA and its sub-committees, collegial consultation and campus committees, Department Chairs, Club and programmatic advisors, as well as curricular and SLO coordinators, to name a few.

It is with great humility that the Academic Senate adopts this Statement on Faculty Governance Participation and calls upon all faculty members to seriously consider the call to action, inherent in this statement, or in practical terms when solicited by the Senate President and her or his designees, for greater service in the name of shared governance.

Board Policy 5511 – Financial Aid [1]

Reference:

> **20 U.S.C. Sections 1070, et seq.;**
> **34 CFR Section 668;**
> **Education Code Section 66021.6 and 76300**
> **U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965 as amended**
> **ACCJC Accreditation Standard III.D.15**

5511.1

   A. A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, loans, and work and employment programs.

   B. All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state and other applicable regulatory requirements.

   C. The District shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

5511.2 Misrepresentation

   A. Consistent with the applicable federal regulations for federal financial aid, the College shall not engage in "substantial misrepresentation" of:

      1) the nature of its educational program,
      2) the nature of its financial charges, or
      3) the employability of its graduates.

   B. The District shall establish procedures for regularly reviewing the College's website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting or admissions services concerning the District's educational programs, financial charges, and employment of graduates to assure compliance with this policy.

   C. This policy does not create a private cause of action against the District or any of its representatives or service providers. The District and its governing board do not waive any defenses or governmental immunities by enacting this policy.

   D. Board Approved:
   E. Next Review Date:

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[1] We understand that the old policy was numbered 511; by adding a "5" brings it in line with our four-digit numbering system. However, since we are changing the BP number, why not change the entire number and bring it in line with the Community College League's numbering system: 5130?

Administrative Procedure 5511 – Financial Aid[2]

Reference:

> **California Education Code, Section*s 066021.6, 66025.9 and*76300;**
> **Department of Education, 34 CFR, Section 668; *(U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended)***
> **Title 5, Sections *55031 and* 58600 et seq.;**
> **United States Code, Section 1070 et seq.**
> **ACCJC Accreditation Standard III.D.15**

1. A student financial aid handbook, pamphlet, or other orientation and educational material are available in each college Financial Aid Office, on the college websites, and in the college catalogs. The materials are reviewed and updated accordingly. Websites describing financial aid procedures are also made known to students. These materials address, at a minimum:

   a) Application procedures, including deadlines
   b) Student eligibility
   c) Payment procedures
   d) Overpayment recovery
   e) Accounting requirements
   f) Satisfactory progress standards

2. Consistent with the applicable federal regulations for federal financial aid, Santa Clarita Community College District (SCCCD) shall not engage in "substantial misrepresentation" of: [3]
   a) the nature of its educational program
   b) the nature of its financial charges, or
   c) the employability of its graduates

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[2] We understand that the old policy was numbered 511; by adding a "5" brings it in line with our four-digit numbering system. However, since we are changing the BP number, why not change the entire number and bring it in line with the Community College League's numbering system: 5130?

[3] This wording is included as part of the BP under the Leagues sample policy data base; we are curious why the SCCCD would place this in the AP instead of the BP?

Alternative/additional wording for section 2:

Misrepresentation[4]
Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

3. SCCCD Financial Aid Offices shall ensure all information pertaining to the SCCCD's financial aid program available to the public is regularly reviewed for accuracy and completeness. To ensure compliance with this policy, SCCCD shall establish procedures for SCCCD employees involved in financial aid or admission services to receive appropriate information on educational programs, anticipated student financial expenses, and graduation employment rates.

Loss of Eligibility for BOG Fee Waiver[5]
A student shall become ineligible for a Board of Governors (BOG) Fee Waiver if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.

The District shall notify students of their placement on academic or progress probation no later than thirty days following the end of the term that resulted in the student's placement on probation. The notification must clearly state that two consecutive primary terms of probation will lead to a loss of the BOG Fee Waiver until the student is no longer on probation. The notification must also advise students about the available student support services to assist them in maintaining eligibility.

The District shall adopt, prominently display, and disseminate policies ensuring that students are advised about the student support services available to assist them in maintaining and reestablishing eligibility BOG Fee Waiver eligibility. Dissemination includes, but is not limited to, information provided in college catalogs and class schedules.

The District shall establish written procedures by which a student may appeal the loss of a BOG Fee Waiver due to extenuating circumstances, or when a student with a disability applied for, but did not receive, a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances that might include documented changes in the student's economic situation or evidence that the student was unable to obtain essential student support services. Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.

Foster Youth shall not be subject to loss of BOG Fee Waiver due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9(c).

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[4] This is additional wording from the Leagues sample AP. Would it be beneficial to include this in our AP?
[5] This is additional wording from the Leagues sample AP. Would it be beneficial to include this in our AP?

STANDARD COMPONENTS FOR ACADEMIC SENATE COMMITTEE CHARTERS/PROCEDURES

Last fall as the Accreditation Taskforce was working on the Accreditation Mid-Term report (which was due February 2017). The following Recommendation 3 pertains to the Academic Senate since we are involved in governance:

> "*In order to increase institutional effectiveness, the team recommends that the College develop formal, written policies and procedures to ensure that governance and decision-making structures and processes are regularly evaluated to ensure integrity and effectiveness, and that the College widely communicate the results of these evaluations and use them as the basis for improvement. (Standard IV.A.5)*"

As part of working towards improvement in this area, the Committee on Committees began work last year to evaluate committees, which included creating an inventory of committees, and evaluation survey and the identification of essential features of committee operating procedures/charters:

Committee Operating Procedures/Inventory Features

1. Name of Committee
2. Committee Chair(s) and length of term
3. ~~Type of Committee (Academic Standing Committee, Collegial Consultation, College Committee or Operational Team, College-Wide Committee, Ad Hoc)~~
4. Connection to other committees or board policies and connection specifically to Academic Senate's 10+1 responsibilities (BP 7215)
5. ~~Oversight~~ Mission Statement & Scope of the Committee, including identifying how recommendations go to the Academic Senate (frequency and type)
6. Duties and Functions of Committee Chair(s) and Committee Members, with voting rights specifically described
7. Committee Membership List (NOTE: *Academic Senate committees typically show composition by title, school and/or department, no individual names are listed*).
8. ~~Management and Expectations of Committee Members~~
9. Attendance Expectations (if applicable)
10. Meeting Times and Location (NOTE: *Academic Senate committees vary – this can be open-ended or provide options such as ongoing/monthly, annual, semi-annual, as needed or other.)*
11. Program Review (NOTE: *The Academic Senate may want to track which committees under the Academic Senate have an Administrative Program Review)*
12. Joining/Observing (information on how folks can join or observe)

October 2016, I created an Ad Hoc Committee on Committees for the Senate to review the charters of our all committees. The Ad Hoc committee included: Jason Burgdorfer, Nicole Faudree, Kelly Burke, and Cindy Stephens. They met several times in fall and spring semester. As they were working on evaluating the charters, they compared for example, the charters of Program Review and Committee on Assessing Student Learning. This work continued in the respective two larger committees. Furthermore, this work was also used in the Faculty Professional Development Committee in the spring, as that group was revising its procedures. The group accepted the above list in a *de facto* manner.

Faculty Professional Development Committee
Revised Guidelines & Operating Procedures

The revised guidelines and operating procedures have been cleared of all corrections in order to make the document readable. As we progressed through the document, once the sub-committee working on the revised guidelines and operating procedures agreed to changes in a particular section, we cleared the section of all highlights and cross outs. The full committee requested to see the new document only, clear of all confusing multiple colors of highlights, arrows, side comments, cross outs, and various colors of font that resulted from the many people working on the document. To further complicate the process, the revised Faculty Professional Development Committee Guidelines and Operating Procedures are organized very differently than the original Faculty Development Committee Policies and Procedures. The new structure/outline/template was presented to us by Nicole Faudree as the template that the Committee on Committees had developed and that Academic Senate wanted all committees to follow. Furthermore, although Nicole Faudree was new to the committee, she compiled the first draft of our revised guidelines and operating procedures using some of the content in our original policies and procedures and adding content outlined by the new template. Nicole Faudree is currently on sabbatical. For all of the reasons described here, we do not have any copies of iterations with highlights and cross outs. Thus, I will provide a bulleted list of the major changes in our revised Faculty Professional Development Committee Guidelines & Operating Procedures, and the reasoning behind each of these major changes.

List of Changes/Additions

- Renamed our committee from Faculty Development Committee (FDC) to Faculty Professional Development Committee (FPDC) to emphasize Professional Development
- Completely reorganized the content to fit within the Committee on Committees template, in order to be consistent in our formatting with other college committee.
- Added Organizational Structure, and identified ourselves as a sub-committee of the Academic Senate
- Added Connections/Associations with other committees
- Added Duties and Functions
- Added list of college schools (divisions) from which at least one full-time representatives is desired, also added language for 2 full-time faculty at large representatives, and 2 adjunct faculty at large representatives
- Specified that the Director of Professional Development (Administrative member of FPDC) is not a voting member
- Added language regarding adding members

- Added voting rules
- Added tasks (items G-I) under Responsibilities of Chair(s)
- Added items B-D under Meetings
- Changed language and/or added information under Guidelines for Professional Development (FLEX) Creidt. The most notable changes are listed below.
    - → Changed the language for item to align with COCFA contract (item C)
    - → Changed limit regarding number of hours per category from 20.5 to full 41. (item D)
    - → Added information about pre-approved activities (item E)
    - → Added information about mylearningplan (item F)
    - → Added consistent deadline language for all proposals (item J)
- Added Guidelines for Specific Proposals which was previously contained within the specific proposals and is now also included in the FPDC Guidelines and Operating Procedures
- Added Legal and Contractual Requirements and Guidelines Regarding Professional Development (FLEX) in order to provide the context for determining whether an activity is professional development, and for determining the number of allowable/obligated hours for professional development activities.

College of the Canyons
Faculty Professional Development Committee (FPDC)
Guidelines and Operating Procedures

I. **Mission Statement**
The mission of the College of the Canyons Faculty Professional Development Committee (FPDC) is to promote, improve, and sustain the professional development, growth, and wellbeing of faculty.

II. **Organizational Structure**
The FPDC is a sub-committee of the Academic Senate. As such, we follow Academic Senate policy at the local and state levels. FPDC works jointly with the Professional Development Coordinating Committee (PDCC).

III. Committee Chair(s)
The committee chair(s) are appointed by the Academic Senate and are expected to serve a 2-year term. They may serve more than one term.

IV. **Connections/Associations with other committees**
Academic Senate Standing Committees:
Center for Excellence in Teaching and Learning (CETL)

Committee for Assessing Student Learning (CASL)
Program Review (PR)
Collegial Consultation Committees:
Accreditation Committee
College Planning Team (CPT)
Institutional Effectiveness and Inclusive Excellent Steering Committee (IE^2)
President's Advisory Council on Budget (PAC-B)
Other:
Professional Development Coordinating Committee (PDCC)

V. **Duties and Functions**
   A. FPDC plans Professional Development (FLEX) activities for faculty and develops the Faculty Professional Development Week schedules.
   B. FPDC peer-reviews faculty proposals and reports
   C. As a sub-committee of Academic Senate, FPDC provides summaries of meeting minutes, Professional Development (FLEX) week schedules, and recommendations for changes in professional development policies to the Academic Senate.

D. The FPDC evaluates the outcomes of professional development workshops and activities, and the dissemination of these results, with the goal of improving the college's faculty professional development programs.

VI. **Committee Membership**
A. Members are appointed by the Academic Senate, and are expected to serve a minimum of one full academic year, but may tender their resignation from the FPDC at any time.
B. The FPDC is open to all, but the goal is to include at least
   a. One full-time faculty representative from each academic school, with possible alternates to participate in case of absences.
      i. Math, Science, and Health Professions
      ii. Business
      iii. Applied Technologies
      iv. Student Services
      v. Visual and Performing Arts
      vi. Humanities
      vii. Kinesiology/PE/Athletics
      viii. Learning Resources
      ix. Social and Behavioral Sciences
   b. 2 full-time faculty at large representatives
   c. 2 adjunct faculty at large representatives
   d. 1 ASG representative
C. The Director of Professional Development or designee is a non-voting member of FPDC. The chair(s) and committee work in consultation with the Director or designee.
D. Any change in membership structure of the committee must be approved by the Academic Senate.
E. If a new academic school is created, it will immediately be entitled to representation within the committee.

VII. **Voting**
A. All appointees have voting rights.
B. The chair(s) may vote only if he/she is also acting as his/her school's appointed representative.
C. A quorum will be 50% of the total current voting members of the committee.
D. Decisions will be made by a majority vote.
E. While alternates may attend in place of school representatives, they will not have voting rights unless the appointed representative has given permission and notified the chair(s) for his/her proxy to vote.
F. All who attend FPDC meetings may participate in discussion, but only appointed members will have voting rights.

VIII. **Responsibilities of Committee Members**

A. Attend and participate in regularly scheduled FPDC meetings.
   a. If a member is unable to attend, the member must notify the chair(s).
   b. The member is encouraged to ask another faculty member from the school to participate as a proxy.
B. Undertake due diligence in reviewing faculty proposals and reports, and participate in the voting for faculty proposals.
C. Participate in the development and scheduling of fall and spring Professional Development (FLEX) week activities.
D. Act as a liaison to their school, report to and solicit feedback from their constituencies.
E. Work with chair(s) to review guidelines and operating procedures when necessary.

IX. **Additional Responsibilities of Committee Chair(s)**
A. Participate in the Professional Development Coordinating Committee.
B. In consultation with the Director of Professional Development:
   i. Schedule FPDC meetings and develop meeting agendas
   ii. Plan Professional Development (FLEX) activities
   iii. Facilitate committee discussions
   iv. Maintain minutes
F. Recruit committee members as needed
G. Provide a summary of the minutes to Academic Senate
H. Determine division of labor for review of proposals and reports
I. May evaluate proposals and reports between the last FPDC meeting of the semester and June 30, independent of regular members.
J. Notifications of committee decisions on faculty proposals may be provided by the Director of Professional Development or the FPDC Chair(s).

X. **Meetings**
A. Meeting dates and times for the next academic year shall be finalized by the last meeting of the current academic year.
B. Agendas will be made available at least 72 hours prior to the meeting.
C. The Director of Professional Development will disseminate all supporting materials to committee members one full week prior to regularly scheduled meetings.
D. Meetings are open to all.

XI. **Guidelines for Professional Development (FLEX) Credit**
A. The primary goal of the activity must be professional growth as described in Title V or the Education Code relating to professional development.
B. To assist with program review and accreditation, the professional development activity must also meet one or more of College of the Canyons' Strategic Goals: Teaching and learning

  i. Student services

  ii. Cultural diversity

  iii. Human resources

  iv. Institutional effectiveness

  v. Financial stability

  vi. Technological advancement

  vii. Physical resources

  viii. Innovation

  ix. Campus climate

  x. Leadership

C. Per the COCFA contract, Article 12 F.1., full-time instructional faculty must complete 41 hours of professional development per academic year.

D. While it is encouraged that faculty participate in College of the Canyons Professional Development (FLEX) workshops, FPDC recognizes that there are diverse professional development needs, and thus, faculty may fulfill their 41 hours of professional development obligation in any approved category/categories they choose.

E. Workshops and activities that have been consistently approved by FPDC will be placed upon a pre-approved list once approved by Academic Senate. The pre-approved list may be routinely updated, and will be published on the FPDC internet site. Pre-approved activities will be automatically added to mylearningplan after required information has been received.

F. For an activity to be considered for Professional Development (FLEX) credit, faculty must submit a proposal (unless otherwise indicated on the pre-approved list):

  i. through mylearningplan

  ii. must be submitted within time frame indicated on the proposal

  iii. must include supporting documentation requested on proposal

G. Proposals submitted in order to satisfy faculty professional development obligation hours will be reviewed by the FPDC in the order they are received, with the exception of individual project proposals, which may be considered ahead of all other proposals.

J. Proposals will not be considered if submitted later than 10 contract days after the activity has occurred.

K. Faculty proposals that are denied, or for which additional information is requested, may be re-submitted. The faculty may present additional information, either in person or in writing, at the next FPDC meeting.

L. Professional development hours will be accounted for in the following rate:

  i. 1:1 for participation in an approved workshop or activity

  ii. 2:1 for the facilitator of a workshop or activity

M. Professional development (FLEX) credit shall not be awarded if faculty receive any form of compensation from College of the Canyons for the activity.

XII. **Guidelines for Specific Proposals** – forms for each of the specific proposals listed below shall be available electronically via mylearningplan.

    A. Conference Attendance
- i. Proposals shall be submitted prior to the conference, or within 10 contract days after attendance.
- ii. Each proposal must include the name of the entity organizing the conference and an <u>active</u> link to the agenda of the conference, including hours and days, or a hard copy of the agenda that shows meeting days and times.
- iii. Faculty must complete a Report on Conference, within 10 contract days after the conference.
- iv. The Conference proposal and report may be submitted together.

    B. Independent Project
- i. Due to the amount of work involved for an independent project, it is strongly recommended that faculty wait for approval of the proposal prior beginning the project.
- ii. Proposals must be received by the Monday following Spring Break to be considered for credit during the current academic year.
- iii. Proposal must include a timeline of dates and hours dedicated to working on the project.
- iv. After completion, and at least one week prior to the last FPDC meeting of the current academic year, faculty must complete and submit an Independent Project report.

    C. Outreach
- i. Proposal shall be submitted prior to the outreach, or within 10 contract days after the event.
- ii. Faculty must complete an Outreach Event Report within 10 contract days of the event.
- iii. The Outreach proposal and report may be submitted together.

    D. Training by a Non-COC Provider
- i. Proposal shall be submitted prior to the training, or within 10 contract days after attendance or completion.
- ii. Documentation of the hours must be submitted, such as an agenda or certificate of completion.
- iii. Non-COC provider training may include, but is not limited to, webinars, @one courses, software training, equipment training or any training that will result in professional growth.

    E. Workshop

XIII. **Legal and Contractual Requirements and Guidelines Regarding Professional Development (FLEX)** – The following statutes, regulations, Board Policies, and contractual requirements guide FPDC's work.

    A. Title V 55724.a.4: The activities which college personnel will be engaged in during their designated staff, students, and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:

        i. course instruction and evaluation;

        ii. staff development, in-service training and instructional improvement.

        iii. program and course curriculum or learning resource development and evaluation;

        iv. student personnel services;

        v. learning resource services;

        vi. related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

        vii. department or division meetings, conferences and workshops, and institutional research;

        viii. other duties as assigned by the district;

        ix. the necessary supporting activities for the above.

    B. Education Code section 87153 states the authorized uses of professional development (FLEX) funds allocated shall include:

        i. Improvement of teaching.

        ii. Maintenance of current academic and technical knowledge and skills.

        iii. In-service training for vocational education and employment preparation programs.

        iv. Retraining to meet changing institutional needs.

        v. Intersegmental exchange programs.

        vi. Development of Innovations in Instructional and administrative techniques and program effectiveness.

        vii. Compute and technological proficiency programs.

        viii. Courses and training implementing affirmative action and upward mobility programs.

        ix. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not limited to, programs designed to develop self-esteem.

    C. College of the Canyons Board Policies Concerning Faculty Professional Development:

        i. BP 7215.B.1.f: Those areas in which the Board of Trustees will "rely primarily on" the advice and judgment of the Faculty Academic Senate include: The establishment of policies, procedures and programs for

faculty professional development activities (excluding financial expenditures for faculty development).

    ii.   BP 7215.B.2.d: Areas specified by Title V {Subsection 53200 c.} as "Academic and Professional Matters" where the Board of Trustees and the Academic Senate obligate themselves {or their Trustees and the Academic Senate obligate themselves {or their designee(s)} to reach mutual agreement, resulting in written resolution, regulations or policy include: Financial policies of faculty professional development activities.

D. Full-time & Adjunct Faculty Duties that are required by College of the Canyons Faculty Association (COCFA) and American Federation of Teachers (AFT) Collective Bargaining agreements may not be counted as professional development because that would result in double apportionment for that activity.