



College of the Canyons Academic Senate

October 12, 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. Information: Academic Senate Agenda Calendars (pg.3)
5. Approval of the Consent Calendar

Academic Senate Summary, Sept. 28, 2017 (pg.4)	Curriculum Committee Summary, October 5 2017 (pg.14)
CASL Sep. 13, 2017 (pg.21)	

B. Reports

1. Academic Senate President, Rebecca Eikey
2. Vice President, Jason Burgdorfer
3. Curriculum Committee Report, Lisa Hooper
4. ASG Report, Devon Miller

C. Action Items

1. Annual Credit Course Certification Form, Lisa Hooper (pg.22)
2. Discipline Memo, Tim Honadel (pg.25)
3. Administrator Retreat Rights (pg.26)
 - a. BP 7250 & AP 7250 INFORMATION ONLY (pg. 28 & 29)
4. Resolution in Support of Dreamers, Wendy Brill-Wynkoop (pg.30)
5. [Integrated Plan for BSI, Equity and SSSP](#), Denée Pescarmona, Ryan Theule, Daylene Meuschke
 - a) Basic Skills Initiative Allocation Expenditure Report (pg.)33

D. Discussion

1. Standing Rules for Appointments to Committees, David Andrus (pg.37)
2. Academic Senate Statement on Faculty Governance Participation, David Andrus (pg.38)
3. [ASCCC 50th Fall Session Resolutions for Area Discussions](#)

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.

Credit by Exam, BP 4235 – Phase 2
Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection
Academic Senate Standing Rule for Meeting Recordings

H. Announcements

- FACCC Advocacy Reception at ICUE Center 5:00 pm Thursday, October 12, 2017. RSVP to Wendy Brill-Wynkoop at wendy.brill@canyons.edu
- Area C Meeting, October 14th, Moorpark College
- 2017 Fall Plenary Session, November 2-4, Irvine
- 2018 Accreditation Institute February 23-24, Anaheim
- 2018 Instructional Design & Innovation, March 16-17
- 2018 Spring Plenary Session, April 12-14, San Mateo
- 2018 Career Technical Education Institute, May 4-5
- 2018 Faculty Leadership Institute, June 14-16
- 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 Agenda Calendar Dates

2017-2018

Meeting Dates	Agenda Items Due	Agenda Posted
September 14	September 8	September 11
September 28	September 22	September 25
October 12	October 6	October 9
October 26	October 20	October 23
November 9	November 3	November 6
December 7	December 1	December 4
February 8	February 2	February 5
February 22	February 15 (due to Holiday)	February 19
March 8	March 2	March 5
March 22	March 16	March 19
April 12	March 30 (due to spring break)	April 9
April 26	April 20	April 23
May 10	May 4	May 7
May 24	May 18	May 21

Note: All documents or reports that will be on the agenda need to be the Senate office by **NOON** on the Friday date above.



Academic Senate Agenda Calendar Dates

2018-2019

Meeting Dates	Agenda Items Due	Agenda Posted
August 23 (Senate Retreat)	August 17	August 20
September 13	September 7	September 10
September 27	September 21	September 24
October 11	October 5	October 8
October 25	October 19	October 22
November 8	November 2	November 5
December 6	November 30	December 3
February 14	February 8 (due to Holiday)	February 11
February 28	February 22	February 25
March 14	March 8	March 11
March 28	March 22	March 25
April 11	March 29 (due to spring break)	April 8
April 25	April 19	April 22
May 9	May 3	May 6
May 23	May 17	May 20

Note: All documents or reports that will be on the agenda need to be the Senate office by **NOON** on the Friday date above.

Academic Senate Summary for September 28, 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	A
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,	X
Kinesiology/Athletics Senator	Phillip Marcellin	x	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

Non-voting Members	
Dr. Buckley	A
Lita Wangen	X
Dan Portello	A
Dr. Wilding	A
Devon Miller, ASG	A

Guests	
Daylene Meuschke	Jasmine Ruys
Kelly Burke	Singhi Rajan

A. Routine Matters

1. Call to order: 3:10 p.m.
2. Public Comment: None
3. Approval of the Agenda: Motion to approve David Andrus, seconded by Regina Blasberg. Unanimous. Approved
4. Information: Academic Senate Agenda Calendars.
5. Approval of the Consent Calendar: Motion to approve David Brill, seconded by Rebecca Shepherd. Unanimous. Approved

B. Reports

1. Academic Senate President, Rebecca Eikey

Committee on Committee

- Meeting held September 12, 2017.
- 43 committees completed evaluation surveys four did not.
- General suggestions from the surveys included increased frequency of communication, need for glossary of acronyms and email notification to campus about vacancies.
- What worked well committee training, committees pairing due to cross topic relationships
- A master calendar will be coming in the meantime IT will be creating a calendar through Outlook.
- FRED Talks:

- Focus Relevant Education Dialogue = to FRED
- To provide access to information relevant to the operation of the college
- To create a video library of information for faculty and staff.

(IE)² Committee

- (IE)² June 7th planning retreat resulted in 7 major areas being identified for the 3-Year *Canyons Completes* Strategic Plan. Activities designed to increase degree and certificate completion include:
 1. **Implement Peer Check-ins** (phone calls to students)— examples include phone calls to applicants who apply but don't register, "At Risk" students, students registered in the Fall and didn't come back in the Spring.
 2. **Re-Engineer Early Alert Program** - combined outreach program to students for behavioral/emotional/academic needs
 3. **Increase Career Exploration** – including presenting students with career clusters to help them make more informed major choices, workshops, outreach to students with educational goal of Liberal Arts & Sciences, etc.
 4. **Develop and Expand Guided Pathways** – helping students get on a path, stay on a path and reach their educational goals.
 5. **Develop Equity Minded Practitioners** professional development for faculty and staff, including addressing **implicit bias** and helping faculty and staff develop a **college mindset** that supports Canyons Completes.
 6. **Enhance noncredit program**— aligned with the Innovation and Effectiveness Plan developed through the College's Partnership Resource Team process.
 7. **Improve Communication to Students** (electronic, in-person and print) – notification of important dates, deadlines and other important information to help students throughout their time at College of the Canyons (e.g., drop dates, petition to graduate, etc.).
- Faculty and Staff are being invited to participate in one of the work groups assigned to the areas above. If you are interested contact Rebecca Eikey.

Visit by Tom Epstein, Vice President of the Board Governors for California Community Colleges

- He is visiting 20 community colleges around the state and he came to COC on September 26, 2017.
- He was interested in OER adoption by faculty
- Strategies to increase student completion
- There seems to be interest in looking at barriers in Title 5

TOP Code Alignment Project

- Pilot stage over (some colleges did all programs)
- We could arrange for a second visit if we have the funding to arrange for
- Next steps: A Rostrum article will be coming out. We need to reexamine our processes to figure out how faculty can be involved at the start.
- Resource document is available on the Doing What Matters website

California Guided Pathway Institute #1 September 17-19, 2017.

- The focus was on "Leadership for Transformational Change: Implementing Pathway at Scale".

- Board president Steve Zimmer, Dr. Van Hook, Dr. Wilding, Dr. Buckley, Dr. Meuschke, Denée Pescarmona and Dr. Eikey were the team sent.
- Objectives
 - Explore the evolution of guided pathways movement in community colleges
 - Focus the conversation on how guided pathways reform is at its heart about equity
 - Understand the relationship between economic mobility and guided pathways
 - Understand the four pillars of the guided pathways model
- Laura Hope from the Chancellors office addressed questions about the CA GP and the Chancellors Guided Pathways Grant.
 - A cross walk of the two self-assessments will be created and sent out to the field.
 - The Chancellor's office is looking into how title 5 regulations may conflict with guided pathways.
- Ensure Students Are Learning
 - Cabrillo College and Bakersfield College presented
 - At Bakersfield College they have ten pathways associated with ten meta majors where each meta major has a completion coaching team that consist of dean, financial aid, faculty, student services, data support and academic support.
 - The benefit of this team is that they are now talking about learning outcomes across programs - they learned that the communications 10x students do better in English 101 and Modern Language class – when taking together.
 - Promising practice embed the four pillars of guided pathways into assessment.
- Behavior, Barriers, Benefits – Behavioral Economics Presentation by Wendy de la Rosa, Irrational Labs (Lead Behavioral Strategist)
 - What behavior are you trying to change?
 - What are all the barriers students have to overcome to complete?
 - What are the benefits that already exist in the system?
 - Freedom of choice = part of American culture
 - But when do too many choices become a barrier to making a choice?
 - How do you increase confidence in choice and make that choice more appealing?
 - Social Norms
 - Benefit of choice
 - Thus the behavior we see follows the paths we create
- Next Steps: identifying faculty participates at the next institute planned for end of November beginning of December and will focus on mapping.

Facilities Committee Update

- Parking structure expected to break ground January 2018 and will take a year.
 - 1650 parking spaces
 - Only lot 7 will be affected
 - The most of the parking structure will be under ground
 - 35 electric charging stations
- CCC Science building waiting for DSA approval since February 2017. Will expect to be a 2 year project.
- Lock replacement on doors. Delayed had to go out for a re-bid. Was board approved last night. Expect to be completed March 2018.

- ADA transition project waiting for DSA approval since June 2016.
- X6 modernization delayed due to requirement of a complete automatic fire sprinkler system
- Additional modernization
 - Boykin 105 lecture room. Anticipation completion Fall 2018
 - Aliso labs hood controls are going in.
 - Towsley Hall and Valencia student center are beginning the planning/design phase.
- Active planning committees where anyone can join are the following
 - CCC Arts building
 - CCC Student Services Building
 - PE East modernization

2. Vice President's Report, Jason Burgdorfer

Jason gave an update on Program Review. This year is going to be the same as a three-year update. Year one will start next year for the new cycle. We are just waiting for changes to be programmed into the program review module. We are waiting for some data, which should be uploaded by next Friday. The budget will be uploaded in a couple of weeks. Jason asks that you share this with your colleagues, department chair and coordinators to get a head start.

3. Year One Status Report Pilot Programs in Web Development, Publishing and Design, CAWT, Alan Strozer (pg.17)

Alan stated there was not much to report because they are waiting for the state's approval of the programs. These programs were presented to Program Viability in 2016 and were approved with some revisions. They were approved in May 2016 in Curriculum Committee. Then the programs were submitted to the state for approval. We understand there are some issues at the state level. Alan spoke with Patrick Backus and his understanding is transfer programs are given priority for approval at the state level. So we don't know how long this is going to take. The programs have not been implemented yet. There are a couple challenges for these programs:

1) since there has been a long holding period & the field rapidly changes, some curricular revision will have to happen; 2) another issue is going to be to find qualified staff to teach some of these courses.

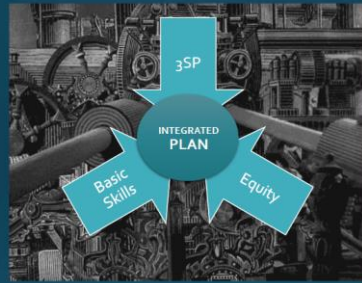
C. Action Items

1. Administrator Retreat Rights
This item was pulled from the agenda because the senators had many questions regarding their disciplines and also wanted what is the senate's role? They are asking these questions related to tenure status of the administrators in the list.
2. Discipline assignments for Administrators: Jasmine Ruys, Jeremy Goodman and Chuck Lyon: Motion to approve Mary Bates, seconded by Rebecca Shepherd. Unanimous. Approved
3. CASL Committee Charter Changes: Motion to approve David Andrus, seconded by Mary Bates. Unanimous. Approved.

D. Discussion

1. Integrated Plan for BSI, Equity and SSSP, Daylene Meuschke and Jasmine Ruys

Daylene and Jasmine gave a PowerPoint presentation on CCCCO Integrated Student Success Plan. Below shows what was presented and discussed. The Senators approved to have this come back as an Action Item for the agenda so Rebecca Eikey, Senate President can sign off on it.



CCCCO Integrated Student Success Plan

ACADEMIC SENATE PRESENTATION: 9/28/2017

DAYLENE MEUSCHKE, DENEE PESCARMONA, JASMINE RUYS, RYAN THEULE

Outline

- Completion and Timeline
- Recap Development of the new Integrated Plan
- Review of Plan Elements
- Overview of Canyons Completes Workplan

Collaboration and Input

- (IE)² Planning retreat in June 2017
- Integrated Plan retreat in June 2017
- Second Integrated Plan retreat in August 2017
- (IE)² presentation of the Integrated Plan in September 2017
- Stakeholder presentations in October 2017
- Board presentation in November 2017
- Due to State Chancellor's Office on December 1, 2017

CCCCO Plan Changes

The screenshot shows a document with a header and several sections. The first section is titled "Part 1: Program Goals and Planning" and includes a table with columns for "Goal", "Program", and "Impact". The second section is titled "Part 2: Program Goals and Planning" and includes a table with columns for "Goal", "Program", and "Impact". The third section is titled "Part 3: Program Goals and Planning" and includes a table with columns for "Goal", "Program", and "Impact".

- CCCCO Changes for FY 2017
 - Required an integrated plan for Basic Skills, 3SP, & Student Equity
 - Funds are now on a 2 year spending cycle
 - Recognized mandate fatigue, confusing overlap of deadlines, budgets, plans, reports
 - Recognized the need for local decision making and scaling up student impact across silos
 - Sought to better align Basic Skills, 3SP, & Student Equity through crosswalked plan elements
 - Updated expenditure guidelines to support inter-plan coordination

Plan Content

- Assessment of Prior Program Efforts
- Strategy that has Made Significant Completion Gains
- Integrated Student Success Goals
- Method of Integration
- Noncredit
- Professional Development
- Evaluation
- Budget
- Executive Summary
- CCCCO Support



Intersecting Goals



Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Accelerate student completion of college and transfer-level math and English.	Program disjunctive placement model changes in Accuplacer and train program advisors on the implications of the new placement model.	Provide analyses to support the implementation of a disjunctive placement model and evaluate the impact after first semester. Initial results of Math Disjunctive placement: Results show a significant increase in student placing directly into transfer-level statistics. Overall student success in that class has declined slightly, but far more students are completing transfer-level math than prior to disjunctive direct placement.	Support faculty inquiry for math and English acceleration. Provide progressive curriculum and meaningful, relevant learning experiences, including revised placement, growth mindset, and GRIT. English Faculty Inquiry Group results: English department will accept disjunctive direct placement into transfer-level English composition via several measures, including HS GPA and last English course taken, EAP, IB, ACT and SAT, etc. This placement will take place effective for students starting in Fall 2018 and results will be closely studied to ensure placement is effective and of significant impact for students.

5 SUCCESS Goals



- 1) Increase completion and persistence through developmental courses
- 2) Increasing the completion of degrees/certs/ transfer
- 3) Improve time to completion
- 4) Deeper collaboration internally and with HSC districts and workforce to increase college & job readiness
- 5) Professional Development / Growth

Budget

	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
Program Totals	\$90,107	\$1,360,970	\$2,931,718.00	\$2,931,718.00	\$73,812.00	\$73,812.00

Student goals (HIGHLIGHT)



College of the Canyons – Six Year Student Goals					
Target Population(s)	Baseline Gap, year	Goal	Goal Year	Add'l Successes Needed	Targeted Cohort Size Not Meeting Outcomes
Course Completion- Face to Face					
African American	-11.3%, 2014	Reduce gap by 8 % pts	2020	124	667
Foster Youth	-21.4%, 2014	Reduce gap by 10 % pts	2020	11	47
Course Completion- 30 unit Prepared Students					
21-24 years of age	-22.5%, 2014	Reduce gap by 10 % pts	2020	2	6
25-34 years of age*	-9.7%, 2014	Reduce gap by 7 % pts	2020	1	3
35 years of age and above	-23.2%, 2014	Reduce gap by 10 % pts	2020	3	10
First Generation	-10.1%, 2014	Reduce gap by 7 % pts	2020	1	5
Course Completion- 30 unit Unprepared Students					
21-24 years of age*	-11.4%, 2014	Reduce gap by 8 % pts	2020	4	26
25-34 years of age and above*	-11.1%, 2014	Reduce gap by 8 % pts	2020	6	40

(IE)² & “Canyons Completes”

- (IE)²’s “Canyons Completes” initiative is designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services.
- (IE)² regularly reviews student success data and performance indicators in order to identify opportunities to support student success.
- The three-year Canyons Completes workplan currently in development by (IE)² will identify strategies to meet or exceed performance set standards, with activities particularly targeted toward completion:



THANK YOU FOR SUPPORTING
STUDENT SUCCESS



QUESTIONS OR COMMENTS?

www.canyons.edu/IE2

2. State of the Senate, Rebecca Eikey

Rebecca stated we already have talked about the Senate Survey.

- Program Review (Year Three update). An additional update will be happening this year. Rebecca would appreciate feedback from the senators. The document is very long and the key heart of what we are trying to accomplish may get lost. If you have thoughts on how we can streamline and improve the document, please let Rebecca know.
- We do not have enough money to support the number of people we need to send to different events from ASCCC. We sent more people to the Curriculum Institute than we have in previous years, which almost consumed our entire allotted budget for the year. Our budget has stayed

steady for the last several years. It was noted that the initiatives in the Integrated Student Success Plan are related to institutes and other events that we have been attending. Thus, why isn't the money coming from those integrated plans allotted to the senate so faculty can go to these events? The Academic Senate has received some funds from Dr. Buckley, but that is not sustainable. Rebecca has met with Dr. Van Hook and explained the situation and she has also reported this to the Board of Trustees the beginning of September that we do not have enough money to send faculty to the events we need too, to maintain being a Senate. Rebecca asked what we should do as a Senate to lobby for additional resources. Do we write a resolution? It was suggested we reject the budget CCCCCO Integrated Student Success Plan that was just presented until we can get some of that initiative money. It was also stated that Professional Development Faculty Committee has money, perhaps in excess of \$5000. In the past, the Academic Senate was not involved with how that money was spent and it was largely spent on LEAP. It was felt that was inconsistent utilization of resources. The Senate felt a resolution is necessary and also a survey externally to assess what the other budgets are for other academic senates in the state. There is an understanding that the workload associated with 10+1 has evolved in the last ten years or so due to factors associated with state initiatives. Because Rebecca is serving on the statewide Senate she is not appropriate for her to post on the unofficial listserve of senate presidents. Wendy stated she would post it. She needs help with writing and asking the right questions. Rebecca and also David Andrus will help with writing it.

- What events should the Academic Senate sponsor? It would be helpful to know which events are occurring and then the Senate could decide if they want to sponsor or not. For example, the Oktoberfest is no longer being sponsored by Academic Senate for the Emeriti Scholarship. The event is being hosted by the Alumni Association. Rebecca was asked why we were not endorsing it and what that would do for the scholarship. Rebecca was not involved in the conversation of the Interdisciplinary Committee who used to host Oktoberfest so she had no evidence to show what the decisions were. The Academic Senate still supports the Emeriti Scholarship, just not through that signature event. What does it mean for Academic Senate to endorse or not endorse an event or fundraiser? How do we know which events should be endorsed? Miriam will craft the language to inquire about what events will be going on and that will be sent to Lita to send out.
- There are awards at the state-level that go ungifted because there are not enough faculty senate's applying for them. We do not have a separate awards committee. Some other senates do. What would be the interest of the senate in nominating our own faculty for an ASCCC awards. The awards are 2018 Stanback-Stroud Diversity Award, 2018 Hayward Award, 2018 Exemplary Program Award and 2017 Norbert Bischof Faculty Freedom Fight Award (NBFFF). Someone has to champion it and step up and make it happen. It was felt it could be a future goal, but not an immediate priority at this time.
- Consideration of a revision of the Constitution and Bylaws. Rebecca is not sure where we want to go with this, but it is always good to periodically to review the documents. The constitution change would have to be a full vote of the full-time faculty. The Bylaws are something we can change ourselves. She has asked David Andrus to check into some standing rules that would shore up some of our procedures. One of the things that is a struggle for all senate presidents is the signature of the senate president and the pressure you get to sign something at the last minute. The senate president is supposed to represent that the collegial consultation process has happened. It comes to senate and the full senate is in agreement. Where this come up as to why the senate cannot be more flexible, especially when there is some kind of legislative issue. An

example would be this AB 705 (Irwin 2017). It is on the governor's desk. Rebecca sent you the email from ASCCC that they are in opposition because there is a particular language in the law that may supersede our content review for prerequisites in Title 5. There could be other legislative issue that comes up that we as a senate feel very strongly about and maybe we want to sign a letter or send something off it is happening during a time when we are not meeting. Do we want to have an emergency clause and if we did what would that entail? The Senate is against an emergency signature clause and prefers that all documents needing the senate president's signature come to the senate. There will be no change in our current practice.

- Recording of the Senate meetings. Lita need to record the meetings because of there is so much information that we are talking about. She uses it to create the summary. The question is for how long should we keep the actual recording? Is this something that could be requested if needed as evidence of public record? Do we want a policy that states we destroy the record of the recording of the meeting after a certain period of time or do we want to keep those records in perpetuity? It was stated that once the Senate approves the summary that the recording could be destroyed because the Senate is stating this is correct. David Andrus stated we would want a Standing Rule not a campus policy. The Standing Rule should state we are recording the meeting. This would be a statement claimer at the beginning of every meeting. It was also stated that perhaps the recordings should be destroyed at least at the end of every semester if not before. This will be brought back as an Action item (creating a Standing Rule for Recordings of Meetings).

3. AB 705 (Irwin, 2017) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment
Julie Bruno wanted to know if local senates were interested in also opposing AB 705 (Irwin) because of one particular statement. There is a deadline in October to submit letters to Governor Brown. The language in this bill would change Ed Code and supersede Title 5. This came to light after the Curriculum Institute when there were a lot of curriculum-minded faculty around the state meeting. These faculty were concerned that the language in the bill would mean that we can only do statically validation for prerequisites and thus content review would not be possible. That concern had not been brought up prior to the tracking of this bill. It was stated it may not be necessary to oppose this bill because of the language Julie Bruno expressed concern about in her letter. Title 5 already allows for prerequisites challenges and for prerequisites to be required unless it is known that students are highly unlikely to succeed. It was noted that this bill was approved unanimously in both the Senate and Assembly. Rebecca is understanding that we are fine with this language and do not need to discuss this further.

E. Unfinished Business

1. Curriculum Committee Procedures, Lisa Hooper
2. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
3. Deliberative Dialog: Campus Culture & Safety

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.

BP 3105 Establishment Approval or Review Revision of Policies
Credit by Exam, BP 4235 – Phase 2
Student Discipline (BP 5529, 5530, 5531)

Wendy Brill-Wynkoop announced that on October 12, 2017, 5:00 p.m. Faculty Association of California Community Colleges will come to do an Advocacy Legislative update. Evan Hawkins FAC will also be in attendance. She would greatly appreciate it if you could attend.

H. Announcements

- September 28th Academic Senate Meeting, 3:00 pm, BONH 330
- 2017 Fall Plenary Session, November 2-4, Irvine
- 2018 Accreditation Institute February 23-24, Anaheim
- 2018 Instructional Design & Innovation, March 16-17
- 2018 Spring Plenary Session, April 12-14, San Mateo
- 2018 Career Technical Education Institute, May 4-5
- 2018 Faculty Leadership Institute, June 14-16
- 2018 Curriculum Institute, July 11-14

I. Adjourned: 5:10 pm.

CURRICULUM COMMITTEE SUMMARY

October 5th, 2017

**3:00 pm – 5:00 pm
330**

Bonelli Hall

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Mary Bates – Mathematics, Science and Health Professions; Erin Barnthouse – Learning Resources; Kerry Carlson (Substitute for Steve Erwin – Admissions and Records, Non-voting); Tricia George – Humanities; Hervé Guillard – Adjunct Representative; Lee Hilliard – Applied Technologies; Lisa

Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marengo – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: David Brill – Visual and Performing Arts

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
CONST-010 & 012	Plumbing Technology I & II	Career Pathways series of courses	E. Arnold	TBA
CONST-020 & 022	Electrical Technology I & II	Career Pathways series of courses	E. Arnold	TBA
NC.SPAN-021 & 022	Spanish for Healthcare Workers I & II	High demand for Spanish for healthcare workers courses	C. Acosta	TBA

-No vote was taken on the CONST-010 & 012 proposals; the committee agreed with the need for these course but have requested to see similar courses from other California Community Colleges first.

-Motion to adopt the need for and conduct a full review of KPEA-106; Motion by Cindy Stephens, second by Rhonda Hyatt. All in favor: Unanimous.

NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at the September 21st 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
KPEA-106	Bowling	1 unit 54 hours of lab, New SLO.	H. Fisher	TBA

THEATR-196	Theater Festival Competition Preparation	1.50 units, 18 hours lecture, 54 hours lab. New SLO's (2), Repeatable 3 times (4 total enrollments).	C. Boltz	TBA
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NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at the September 21st 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
KPEA-106	Bowling	1 unit 54 hours of lab, New SLO.	H. Fisher	TBA
THEATR-196	Theater Festival Competition Preparation	1.50 units, 18 hours lecture, 54 hours lab. New SLO's (2), Repeatable 3 times (4 total enrollments).	C. Boltz	TBA

-KPEA-106 was not reviewed, the department would like to add some additional information to the course outline before being reviewed.

-Motion to approve THEATR-196; Motion by Julie Hovden, second by Cindy Stephens. 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
ART-112	Art of Africa, Oceania, and the Indigenous Americas	New DLA, 100% online.	M. McCaffrey	Spring 2018
ART-116	Asian Art History	New DLA, 100% online.	M. McCaffrey	Spring 2018
MUSIC-153	Studio Jazz Ensemble	Changed to 1 unit , 70 hour of lab (formerly 2 units with 18 hours of lecture and 54 hours of lab). Course is now repeatable 3 times (4 total enrollments) due to lower division major preparation requirements at CSU campuses.	B. Feldman	Spring 2018
MUSIC-165	Symphony of the Canyons	Increased to 70 hours of lab (formerly 54 hours of lab), no change in units.	B. Feldman	Spring 2018
MUSIC-173	Jazz Vocal Ensemble	Increased to 70 hours of lab (formerly 54 hours of lab), no change in units.	B. Feldman	Spring 2018
MUSIC-175	Festival Choir: Voice of the Canyons	Increased to 70 hours of lab (formerly 54 hours of lab), no change in units.	B. Feldman	Spring 2018
MUSIC-189	Individualized Music	Increased to 70 hours of lab (formerly 54 hours of lab), no change in units.	B. Feldman	Spring 2018

MUSIC-190	Applied Performance	Increased to 70 hours of lab (formerly 54 hours of lab), no change in units.	B. Feldman	Spring 2018
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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 September 25th & 29th 2017 by the following curriculum committee members: Lisa Hooper, Tricia George, Rhonda Hyatt, and Lori Young. 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
ENGR-260	Electrical Circuits I	Changed number and units (formerly ENGR-153 – 3 unit lecture/1 unit lab course into a 3 unit lecture only course per C-ID ENGR 260 descriptor). Revised description, revised SLO, revised objectives and content, updated textbooks. New prerequisite of PHYSIC-221 and co-requisite of MATH-215 per C-ID requirement. ENGR-260 & 260L will be equal to former ENGR-153 course. New Hybrid only DLA.	D. Martinez	Fall 2018
NURSNG-096	Success in Advanced Medical/Surgical Nursing	Revised objectives and content.	T. Waller	Fall 2018
PHOTO-157	Digital Imaging	Revised SLO, revised objectives and content, updated textbooks. New 100% online & Hybrid DLA.	W. Brill-Wynkoop	Fall 2018
PHOTO-160	Black and White Photography	Revised objectives and content, updated textbook. New Hybrid only DLA.	W. Brill-Wynkoop	Fall 2018
PHOTO-177	Video Capture for Still Photography	Revised objectives and content. New 100% online & Hybrid DLA.	W. Brill-Wynkoop	Fall 2018
PHOTO-185	Experimental Photography	Revised SLO, revised objectives and content. New 100% online & Hybrid DLA.	W. Brill-Wynkoop	Fall 2018
PHOTO-210	Event Photography	Changed title (formerly Wedding Photography).	W. Brill-Wynkoop	Fall 2018

		Revised description, objectives and content. New 100% online & Hybrid DLA.		
PHOTO-220	The Business of Photography	Revised SLO , revised objectives and content. New 100% online & Hybrid DLA.	W. Brill-Wynkoop	Fall 2018

PHOTO-295	Professional Practices and Portfolios	Revised description, revised SLO, revised objectives and content. New 100% online & Hybrid DLA.	W. Brill-Wynkoop	Fall 2018
WATER-060	Wastewater Treatment and Disposal I	Revised description, objectives and content, updated manual.	R. Blasberg	Fall 2018
WATER-061	Wastewater Treatment and Disposal II	Revised description, objectives and content, updated textbook and manual.	R. Blasberg	Fall 2018

MODIFIED PROGRAM PROPOSALS – CONSENT CALENDAR

The following programs are being modified as a result of the newly approved courses on this agenda and modified program proposals. These program modifications will not be reviewed during this committee meeting, and the authors of the following program are not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Music	A.A.-T Degree	Adding MUSIC-153, 165, 176, 177, 185, 186 to Large Ensemble section of the degree. No change in total units.	B. Feldman	TBD
Physical Education–Kinesiology	A.A. Degree	Adding KPEA-106 to “plus three units from the following” section. No change in total units	H. Fisher	Fall 2018
Sports Medicine	A.S. Degree	Adding KPEA-106 to “plus two units from the following” section. No change in total units	H. Fisher	Fall 2018
Theatre	A.A. Degree	Adding THEATR-196 to “plus ten units from the following” section. No change in total units.	C. Boltz	Fall 2018
Theatre Performance	A.A. Degree	Adding THEATR-196 to “plus eight units from the	C. Boltz	Fall 2018

		following” section. No change in total units.		
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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
ENGR-260	Electrical Circuits I	New prerequisite of PHYSIC-221 and co-requisite of MATH-215 per C-ID requirement.	D. Martinez

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
ART-112	Art of Africa, Oceania, and the Indigenous Americas	100% online only.	M. McCaffrey
ART-116	Asian Art History	100% online only.	M. McCaffrey
ENGR-260	Electrical Circuits I	Hybrid only.	D. Martinez
PHOTO-160	Black and White Photography	Hybrid only.	W. Brill-Wynkoop
PHOTO-177	Video Capture for Still Photography	100% online and Hybrid.	W. Brill-Wynkoop
PHOTO-185	Experimental Photography	100% online and Hybrid.	W. Brill-Wynkoop
PHOTO-210	Event Photography	100% online and Hybrid.	W. Brill-Wynkoop
PHOTO-220	The Business of Photography	100% online and Hybrid.	W. Brill-Wynkoop
PHOTO-295	Professional Practices and Portfolios	100% online and Hybrid.	W. Brill-Wynkoop

-Motion to approve all items on the 10/05/2017 Consent Calendar; Motion by Erin Barnthouse, second by Lori Young. All in favor: Unanimous.

Discussion Items:

- Cindy Stephens presented an example of Program SLO & SLO Mapping.

Chair Report

-Operating procedures will be going to the senate next week.

-Program Viability will be meeting on Monday to develop different proposals for Program Initiation, Modification, & Discontinuance. Deadline to submit a proposal to Program Viability for this year is Friday October 13th. Proposal received after this deadline will only be reviewed this year if committee workload permits, and proposals should be completed using the existing questionnaires available on the Senate website. Program Viability will also have a monthly report at Curriculum Committee.

-AB 705: Seymour-Campbell Student Success Act. Acknowledges that 75% of students begin college underprepared in Math and English. Attempts to ensure CCC students enter college level math and English coursework within a one-year timeframe. Requires

- that CCC's consider high school performance in placement for Math & English.
 - IEPI PRT Grant. Noncredit proposals are being submitted. Two or fewer courses do not have to go to Program Viability unless we determine there are significant human, physical, or financial resources needed to offer proposed curriculum. "Repackaging of existing curriculum" is common in two-course certificate proposals.
 - Code Alignment Project. Existing programs and courses that could have an occupational outcome are reviewing their codes to verify accuracy.
- Articulation Report
 - eLumen update. DLA screen has been implemented into eLumen. Authors can now enter in DLA information when proposing a new course or revising an existing course. Existing DLA information is not yet in eLumen, now that we have the DLA screen set up we can begin uploading the existing DLA's to eLumen. Currently no email notifications are being sent to reviewers along the approval process. An email will be sent out to all reviewers asking them to login to their eLumen account and check for proposals that need review.
 - New curriculum update. NC.CON-100A, NC.CON-100B, NC.BCSK-110, and NC.BCSK-120 have all been approved by the State Chancellor's Office in the new Curriculum Inventory system.

New-Courses--Includes-ISA's	1	Modified-Non-Credit-Courses	-0	Modified-Prerequisites	-0
New-Programs	-0	New-DLA's	9	Deleted-Courses	-0
Modified-Courses	11	New-SLO's	2	Deleted-Programs	-0
Modified-Programs	3	Modified-SLO's	5	Proposals-Reviewed-in-Technical-Review-Session	13
New-Non-Credit-Courses	-0	New-Prerequisites	1	Proposals-Returned-from-Technical-Review-Session	-0

The CASL/PR committee met on September 13, 2017 from 1:30 – 3:00 in BONH 330. The following is a summary of the discussions that occurred.

Natasha Jankowski, Executive Director of National Institute of Outcomes and Assessment (NILOA) will present to faculty, students services, department chairs and deans on September 22nd from 8:30 – 2:00. She will be meet with the various workgroups to provide a context and support for outcomes and assessment and the values our institution places on these as opportunities to engage students in learning.

The committee looked over our mission statement and made revisions. The revisions along with the bylaws were sent to Academic Senate for approval.

Erin Delaney created a needs survey regarding SLO assessment and eLumen. The committee approved the questions and the survey will be sent to faculty following the meeting.

A discussion about how to continue with CASL/PR as a committee ensued as time has been an issue with having both groups meetings together. After some discussion, the committee decided that the 2nd Wednesday meeting

of each month would be dedicated to CASL and the 4th Wednesday meeting of the month would be dedicated to PR. There would be an opportunity at the beginning of each meeting for announcements/updates for the one that is not being highlighted that meeting.

It was decided at the next CASL/PR meeting (September 27th from 1:30 – 3:00 in BONH 330) we would focus of practicing our peer review process. We will be using ECE PR Year 1 and going through the peer review process in preparation for our work with Peer Review of the Program Review.

You can access the full minutes on the CASL website at <http://www.canyons.edu/Committees/CASL/Pages/2017-2018-CASL-PR-Meetings-.aspx>

Submitted by,

Cindy Stephens, SLO Co-Coordinator

STATE OF CALIFORNIA

ELOY ORTIZ OAKLEY, CHANCELLOR

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>



DATE: September 6, 2017

AA 17-52

VIA E-MAIL

TO: Chief Executive Officers
Chief Instructional Officers
Academic Senate President
Curriculum Chairs
Academic Senate for California Community Colleges
Curriculum Specialists

FROM: Laura L. Hope

SUBJECT: Annual Credit Course Certification Form

This memorandum provides information regarding the Credit Course Certification, which support the curriculum streamlining process of all credit course proposals with the exception of Cooperative Work Experience courses. Periodic reviews of these proposal types will be conducted by the Chancellor's Office in order to monitor data integrity.

Moving forward, the Chancellor's Office will require one certification form signed by Chief Executive Officers, Chief Instructional Officers, Academic Senate Presidents, and Curriculum Chairs to be submitted annually to the Chancellor's Office. The certification form will be due October of each year and the Chancellor's Office will send out the renewal of the annual certification form in September of each year.

The Chancellor's Office requests each required person to sign the attached certification form and for the college to submit it no later than 5 pm on **October 16, 2017**, to the Chancellor's Office. If the certification is not received by the due date, a manual review of credit course proposal submissions will continue to be reviewed by the Chancellor's Office until the certification is received.

Please contact Jackie Escajeda at jescajeda@cccco.edu or (916) 327-2066, should you have any questions or concerns.

Attachment: Annual Credit Course Certification

California Community Colleges Chancellor's Office



Annual Credit Course Certification

By signing this form, the Chief Executive Officer, Chief Instruction Officer, Academic Senate President, and Curriculum Chair acknowledges and certifies that:

- credit courses that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate in accordance with the current CCCCCO Program and Course Approval Handbook (PCAH);
- course hours and units are correct in accordance with CCCCCO Course Calculations;
- the college/district course outline of record has been approved by the District Governing Board;
- opportunities for training are provided for college personnel regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a) & (b)); and
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit.

This certification applies to the following credit courses:

1. New proposals for new and existing approved credit programs
2. Substantial change proposals
3. Stand-alone proposals
4. Nonsubstantial change proposals

Please note the Chancellor's Office will conduct periodic reviews of these proposals to monitor data integrity.

Email a PDF of this form to: curriculum@cccco.edu

OR

Mail the original form to: California Community Colleges Chancellor's Office
Attn: Academic Affairs Division
1102 Q Street, Suite 4550
Sacramento, CA 95811

California Community Colleges Chancellor's Office



Annual Credit Course Certification

By signing this document, I certify as the Chief Instructional Officer that _____ has completed this process.
(College name)

Chief Executive Officer (Signature)

Date

Chief Executive Officer (Print Name)

Chief Instructional Officer (Signature)

Date

Chief Instructional Officer (Print Name)

Academic Senate President (Signature)

Date

Academic Senate President (Print Name)

Curriculum Chair (Signature)

Date

Curriculum Chair (Print Name)

HUMAN RESOURCES OFFICE

Date: October 6, 2017

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Tim Honadel

Name: Tim Honadel

Position: Director, International Services and Programs (ISP)

Discipline Assignment: Educational Administrator

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.

Tim Honadel meets the minimum qualifications with:

- Master of Science, Health Science/Environmental and Occupational Health, California State University, Northridge
- Three years of leadership experience as Interim Director, Economic and Workforce (2014-2015), Assistant Director, Recruitment and Special Programs (2015-2017).

Discipline Assignment: Environmental Technologies

The minimum qualifications for Environmental Technologies are the following:

- 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; OR
- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.

Tim Honadel meets the minimum qualifications with:

- Master of Science, Health Science/Environmental and Occupational Health, California State University, Northridge
- Over eight years professional experience as owner and lead trainer in conducting energy conservation technical training for vendors and Pool and Spa Industry Education for Southern California Edison (2004-2006), Lead Auditor/Corporate Trainer at Great Western Chemical (1996-1997), Project Coordinator at Oregon Department of Environmental Quality (1997-2002).

Item No. C.3	Time Requested: 10 min
Subject: Administrator Retreat Rights	Category: Action Item
Desired Outcome: Approval of Administrator Retreat Rights	Background: See BP and AP 7250

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 and Computer Information Systems
Bogna, Gina	Management *
Marshall, Renee	Child Development*
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 been approved yet by the Academic Senate

INFORMATION ONLY: BACKGROUND FOR ITEM C3

BP 7250 Educational Administrators

Reference:

Education Code Sections 72411 et seq., 87002(b), 87457-87460; Government Code Section 3540.1(g) and (m)

An administrator is a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq.

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

An educational administrator who has not previously acquired tenure as a faculty member in the District shall have the right to become a first year probationary faculty member once his or her administrative assignment expires or is terminated, if the following criteria are met:

- The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developed jointly by the CEO and the Academic Senate and approved by the Board. The Board shall rely primarily on the advice and judgment of the Academic Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.
- The requirements of Education Code Section 87458(c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Board upon recommendation by the CEO. Educational Administrators shall further be entitled to health and welfare benefits made available by action of the Board upon recommendation by the CEO.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the CEO.

All Educational Administrators shall be evaluated annually based on criteria developed by the CEO with the essential purpose of recognizing successes, committing to progressive improvement, identifying weaknesses, correcting deficiencies and increasing achievement of goals and objectives.

Every educational administrator shall be employed by an appointment or contract of up to four years in duration.

The Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the terms of employment and any contract of employment with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Board and the administrator, for a new term to commence on the effective date of the termination of the existing term of employment.

If the Board determines that the administrator is not to be reemployed when his or her appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

See Administrative Procedure 7250

INFORMATION ONLY: BACKGROUND FOR ITEM C3

AP 7250 Educational Administrators

Reference:

Education Code Sections 72411 et seq; 87002(b); 87457-87460 Government Code Section 3540.1(g) and (m)

ADMINISTRATIVE RETREAT RIGHTS PROCEDURE

In order to achieve a proper balance among the rights of students, administrators, and faculty and in accordance with Education Code Section 87458, the Santa Clarita Community College District adopts the following Administrator Retreat Rights Procedure. This policy does not apply to certificated administrators hired before June 30, 1990 (the effective date for these sections of Assembly Bill 1725.) A tenured employee when assigned from a faculty position to an administrative position retains is/her status as a tenured faculty member. The assignment of such an administrator to a faculty position shall be done in accordance with Section II below. Administrators hired after the effective date can acquire the right to become first-year probationary faculty members as provided by Education Code Section 87458 and in accordance with this procedure.

- A. An Administrator hired after June 30, 1990, who did not have faculty tenure in this District at the time of employment, may be reassigned to a first-year probationary faculty position provided that such reassignment does not result in the termination of any contract and regular faculty member and she/he meets all of the following:
 1. At the time of employment, is certified by the Academic Senate as possessing the minimum qualification in a specific discipline or disciplines equivalent to that which would be required of a newly-hired faculty member. This certification will be sent to the Board of Trustees at the time of employment.
 2. Has served in this District a minimum of two years as a regular or contract faculty member and/or a District administrator whose service has been documented as satisfactory.
 3. Is being dismissed for reasons other than cause. These "non-cause" reasons could include the elimination of the current position as part of an administrative reorganization or as part of an administrative reduction of work force.
 - a. If another administrative position of similar rank and responsibilities is open within the District for which the administrator has the minimum qualifications, she/he shall be assigned to the position contingent upon approval of the Board of Trustees.
 - b. Even though the current administrative position is not being eliminated, the administrator may voluntarily elect to transfer to a full-time faculty position for which she/he is qualified, as stipulation in II.C below.
- B. To determine the discipline to which an administrator shall be assigned, all of the following shall apply:
 1. The administrator can be assigned only to a discipline in which she/he has at least the minimum qualification as specified in the Education Code and Title 5 as certified by the Academic Senate.
 2. The administrator shall be assigned to a discipline in which she/he has not only the minimum qualifications, but to a discipline where there are sufficient adjunct faculty and overload assignments to make a full-time assignment for an additional full-time faculty member.
 - a. When an administrator is qualified for more than one discipline, the administrator may indicate his/her preference for one discipline over another.
 - b. Whenever possible, full-time positions created for reassigned administrators would be single-discipline positions.
 3. If a new full-time position has been approved in a discipline in which an administrator is qualified, an administrator may be reassigned to that position (for reasons other than cause) or may voluntarily elect to retreat to that position, only if such a move is made before the position is opened for applications.

Revised 05/14/08

Resolution in Support of Dreamers

WHEREAS, the Deferred Action for Childhood Arrivals (DACA), an Executive Order signed by President Obama on June 15, 2012 that allowed the undocumented children in our community access to educational opportunity and resources, was rescinded on September 5, 2017; and

WHEREAS, the Trump Administration has urged Congress to identify a replacement within six months before the Administration phases out DACA's protections. The outcome will determine the legal status and fate of approximately 800,000 immigrants known as "Dreamers" who were brought to the United States as children and who are eligible - under the existing DACA program - to apply for temporary residency in the United States; and

WHEREAS, Faculty throughout the country are concerned about the reported potential ending of the DACA program, which has allowed undocumented immigrants who were brought to the United States before their 16th birthday prior to June 2007 to remain in the United States under specific conditions and to apply for renewal of this program every two years; and

WHEREAS, To be eligible for the DACA program, applicants must have demonstrated lawful conduct, and must be either currently enrolled in school, be a high school graduate, or be honorably discharged from the military; and

WHEREAS, Significant numbers of DACA students have attended and continue to attend California community colleges; and

WHEREAS, The arrest of undocumented people with no criminal record has more than doubled since 2016, and recent arrests in public buildings, outside places of worship, and in their own homes has discouraged DACA students from accessing educational resources; and

WHEREAS, DACA students are representative of the students on whom the future of the State of California depends, and their removal from California and the United States would be a devastating loss; and

WHEREAS, Our vision for California's community colleges is to provide access to a quality public higher education for all Californians, and as the largest public system of higher education in the U.S., we take great pride in being the pathway to opportunity for Californians of all backgrounds; and

WHEREAS, The College of the Canyons Board of Trustees in Resolution No. 2016/17-19 Commitment to Creating a Welcoming Campus Environment Where All Students Feel Valued, committed to “serve undocumented students under the provisions contained in AB 540” and the district “reaffirmed the college’s ongoing efforts to create a welcoming environment for all students, and remains unequivocally committed to serving all students who can benefit from the programs and services offered on its campus,”; and

WHEREAS, The College of the Canyons Academic Senate reaffirmed “its commitment to the values of inclusion, diversity, unity, open discussion, and success for all students”, in their 2017 Resolution in Support of Students in Uncertain Political Times; and

WHEREAS, We remain steadfast in our commitment to educational opportunity and will stand with “Dreamers” to protect quality public community colleges for all Californians;

Resolves we can choose from:

RESOLVED, That the College of the Canyons Academic Senate affirm its support for students with Deferred Action for Childhood Arrivals status in the California community college system, the other segments of education in California, and across the nation and convey this affirmation to the Chancellor of the California Community Colleges, the Board of Governors, and other interested stakeholders both in the State of California and nationally.

Be it so moved that the College of the Canyons Academic Senate calls on the Santa Clarita Community College District Board of Trustees to take formal and public steps to reaffirm their commitment to our undocumented students and their families in the face of the possible revocation of DACA. The College of the Canyons Academic Senate specifically requests that the Board of Trustees take the following steps:

1. Adopt the following Board Policies and/or Administrative Procedures:

- a. The Santa Clarita Community College District Security Department should not detain, question, or arrest any individual solely on the basis of suspected or actual undocumented immigration status.
- b. The District will not cooperate with any federal effort to create a registry of individuals based on any protected characteristics such as religion, national origin, race or sexual orientation unless required by law.
- c. The District will not disclose confidential student records without a judicial warrant, subpoena or court order, unless authorized by the student or required by law.

2. Host an online resource page with translations into Spanish, and other languages on the Santa Clarita Community College District website and publicize the resource in local media outlets, including major newspapers and non-English language media.

3. Provide professional development that prepares faculty and staff to better serve DACA students.

RESOLVED, that we hereby urge the Congress of the United States, and our State and

local leaders - in keeping with the highest and best traditions of our pluralistic constitutional democracy - to acknowledge and accept the moral imperative of relieving these victims of circumstance from the fear of deportation, and to provide our nation's "Dreamers" with continued relief from deportation, and a path to permanent citizenship; and

BE IT FURTHER RESOLVED, that we urge California's Congressional members to uphold California values, and to fill the leadership void created by President Trump's decision, and to codify protections contained within the Deferred Action for Childhood Arrivals Program that will permit thousands of California "Dreamers" to achieve their highest potential.

Basic Skills Initiative Allocation Expenditure Report

- 1) This Excel spreadsheet -- (**not a pdf**)
 - 2) PDF scan of signed certification form
- Thank you!

1. All data should be entered on the "Expenditure Worksheet" tab.
2. Allocation data must be the correct and final value. If you are in a multi-college district, you may need to ask your district office for this amount. NOTE: Allocation entries will always be ≥ \$90,000. If you do not know what your allocation is, see Note 1, below.
3. Expenditure entries must be supported by documentation. You do not need to submit documentation, but should have it on hand. Estimates should not be entered.
4. A value must be entered into each expenditure cell, even if the value entered is \$0.
5. Automatic calculations are carried out and reported in summary sections below each report section. These are provided to help illuminate expenditure insufficiencies.
6. Partially completed worksheets will be returned for completion.
7. A signed certification form is provided on the tab titled "Certification Form". Certification forms must be signed and scanned into a pdf format.
8. The completed worksheet and signed certification form should be submitted in a single email to:
cguiney@cccco.edu
9. Original signed certification forms should be mailed to:

Chantee Guiney
Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811

Note 1: The CCCCO Fiscal Division webpage contains a posting of all BSI allocation data. Click on the link below.

http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Appport/2015-16/R1/Exhibit_D_2015-16R1Feb.pdf




BASIC SKILLS INITIATIVE ALLOCATION EXPENDITURE REPORT, 2015-16

Category Definitions

Data Category	Explanation of Expense Category					
A	Program, curriculum planning, and development					
B	Students assessment					
C	Advisement and counseling services					
D	Supplemental instruction and tutoring					
E	Course articulation / alignment of the curriculum					
F	Instructional materials and equipment					
G.1	Coordination					
G.2	Research					
G.3	Professional development					
Note 1:						
It is essential to distinguish between disparate interpretations of the word "support" in relation to basic skills activities. BSI funds cannot be used to support the costs of a non-basic skills course; however, they can be used to support basic skills deficiencies for basic skills students, regardless of the course in which these deficiencies manifest.						
Note 2:						
For example, suppose a student who is one level below in mathematics never the less takes a for-credit, transferrable, degree-applicable algebra course. Basic Skills funds could not be used to support the cost of a non-basic skills course; however, BSI funds could be used to support tutoring for the basic skills student related to those aspects of the algebra course that correspond to their basic skills deficiency. These funds could also be used to provide basic skills professional development training for the instructor.						

BASIC SKILLS INITIATIVE ALLOCATION EXPENDITURE REPORT, 2015-16

Report Due Date: October 16, 2017 (see CCCCCO submittal guidelines on "Instructions" tab)

SANTA CLARITA COMMUNITY COLLEGE DISTRICT	
COLLEGE OF THE CANYONS	
2015-16 BSI Allocation 	\$140,755
Actual Expenditures	
Please report <u>actual</u> 2015-16 Basic Skills Initiative allocation expenditures by expense category, as defined on worksheet tab "2 - Category Definitions"	
FY 2015-16 BSI Expenditures July 01, 2015 to June 30, 2017	
Category A - Program, Curriculum Planning, and Development	\$18,097
Category B - Students Assessment	\$0
Category C - Advisement and Counseling Services	\$5,443
Category D - Supplemental Instruction and Tutoring	\$2,052
Category E - Course Articulation/Alignment of the Curriculum	\$3,897
Category F - Instructional Materials and Equipment	\$0
Category G1 - Coordination	\$17,947
Category G2 - Research	\$0
Category G3 - Professional Development	\$93,146
	\$140,582
	0.1%
<== Total 2015-16 Expenditures (Calculated Automatically)	
<== Percent Not Yet Expended (Calculated Automatically)	

California Community Colleges – Basic Skills Initiative 2015-16 R1 Allocation

Santa Clarita Community College District (College of the Canyons) = \$140, 755



2015-16 BASIC SKILLS INITIATIVE ALLOCATION EXPENDITURE REPORT

STATE OF CALIFORNIA

ELOY ORTIZ OAKLEY,

CHANCELO CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Certification:

By signing and submitting this certification form to the Chancellor's Office, we, the undersigned, hereby certify that the data reported in the 2015-16 Basic Skills Initiative expenditure report are true and accurate.

_____	_____	
College	District	
_____	_____	_____
Signature, Chief Executive Officer	Printed Name	Date signed
_____	_____	_____
Signature, Academic Senate President	Printed Name	Date signed
_____	_____	_____
Signature, Chief Business Officer	Printed Name	Date signed

Due Date: October 16, 2017 (see submittal guidelines on "Instructions" tab)

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 the interests of equity and institutional advancement. The President shall confer with the faculty 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)(I) 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.