College of the Canyons Academic Senate
May 24, 2018
3:10 p.m. to 5:00 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. Committee Appointments (pg. 3)
5. Approval of the Consent Calendar
   - Academic Senate Summary, May 10, 2018 (pg. 4-9)
   - Program Viability Committee meetings, December 4, 2017, February 12, 2018, March 12, 2018, & May 14, 2018 (pg.10-15)
   - Center for Excellence in Teaching and Learning (CETL) committee summary, May 2018 (pg. 16)
   - Curriculum Committee Summary, May 24, 2018 (pg. 17-21)
   - Career Education Senate Committee Policy/Procedures, Regina Blasberg (pg. 22-25)

B. Reports (time limit 7 minutes each)
These are informational items no discussion or action will be taken however clarification questions are welcomed.
1. President's Report, Rebecca Eikey
2. EEO Report, Dianne Fiero
3. Policy Report, David Andrus
4. CA Guided Pathways Project Yr. 2 & Survey of Entering Student Engagement, Denee Pescarmona (pg. 26)
5. Academic Staffing Report, Miriam Golbert

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Academic Senate Agenda submission form (pg. 27)
2. Amendments to the Academic Senate Constitution, David Andrus (pg. 29-37)
   - Election Results (pg. 28)
3. Revised Academic Senate By-Laws, David Andrus (pg. 38-50)
4. Academic Calendar-FY: 2019-20, Jason Burgdorfer (pg. 51)
5. Course Repetition (AP 4225), David Andrus (pg. 52-55)
6. Grade Symbols (BP 4230), David Andrus (pg. 56-61)
7. Recommendations for Professional Development for new full-time faculty-Kelly J. Cude (pg. 62)
8. Program Viability Evaluation Rubrics:

- Initiate Pilot Status Career Skills Non-Credit Certificate of Completion (pg. 63-66)
- Initiate Pilot Status Civic & Community Engagement Credit Certificate of Specialization (pg. 67-70)
- Initiate Pilot Status Green Gardner Non-Credit Certificate of Completion (pg. 71-74)
- Initiate Pilot Status Land Surveying Global Navigation Satellite System (GNSS) (pg. 75-78)

D. Discussion (time limit 10 minutes each)
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Placement Changes in Mathematics & English and AB 705 Implementation, Denee Pescarmona, Alene Terzian (will attend virtually) & Sab Matsumoto
2. Votes of No Confidence in State Chancellor Eloy Oakley, Wendy Brill (pg. 79-82)
3. Joint Collaborative Consultation Understanding (JCCU), Rebecca Eikey (pg. 83-85)
4. Resolution in Support of Resources for the Academic Senate, Rebecca Eikey (pg. 86)
5. Program Viability (BP/AP 4021) (pg. 87-102)

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
1. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
2. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco & Educational Technology Committee
3. Curriculum Committee Procedures, Lisa Hooper

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. TOP Code Alignment Project Update (Harriet Happel)
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)
3. Commencement Committee (Michael Dermody)
4. Academic Calendar FY: 2020-21

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

Recruitment and Selection (AP 7120)
Academic Freedom (AP 4030)

H. Announcements
- Academic Senate Retreat, August 23, 2018
- Academic Senate Meeting, September 13, 2018
- 2018 Faculty Leadership Institute, June 14-16, San Diego
- 2018 Curriculum Institute, July 11-14, Riverside

I. Adjournment

Committee Appointments:

1. **Curriculum Committee Members (2018-2020)**

Faculty Member	Position	Faculty Member	Position
Lee Hilliard	Applied Technologies	Lori Young	Business
Mary Bates	MSHP confirmed	Erin Barnthouse	Learning Resources
VACANT	Visual Arts & Performing Arts	Susan Ling	At Large
Julie Hovden	Counseling	Saburo Matsumoto	At Large
Tricia George	School of Humanities	Cindy Stephens	At Large
Rhonda Hyatt	Kinesiology/PE/Athletics	Carly Perl	Adjunct
Anne Marenco	Social & Behavioral Sciences		

2. **Senate Sub-Committees**

Senate Sub-Committee	Committee Chair(s)
Academic Staffing Committee	Miriam Golbert
Academic Program Review	Jason Burgdorfer
Career Education Committee	Regina Blasberg
CETL	Ron Dreiling Brent Riffel
Civic Engagement	TBD
CASL	Nicole Faudree Saburo Matsumoto Erin Delaney
Elections Committee	Dustin Silva
Faculty Professional Development	Nicole Faudree Teresa Ciardi
Honors Steering Committee	Miriam Golbert
Minimum Qualification & Equivalencies Committee	Aivee Ortega
Policy Review Committee	David Andrus
Program Viability Committee	Rebecca Eikey

Web Committee – Rebecca Eikey, Rick Howe, Mark Daybell, Adam Kaiserman

Academic Senate Summary for May 10, 2018

Voting Members					
Senate President	Rebecca Eikey	A	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT	A	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	*Lisa Hooper proxy for* Garrett Hooper	A	At Large Senator	Benjamin Riveira	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Nazanin Naraghi	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

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

Guests			
Miriam Golbert	X	Denne Pescarmona	X
Brent Riffel	X	Tim Honadel	X
Kelly Cude	X	Jasmine Ruys	X

A. Routine Matters

1. Call to order: 303
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
   - Motion to approve by Mary Bates, seconded by David Andrus. Unanimous. Approved.
4. Committee Appointments:
   - None at this time
5. Approval of the Consent Calendar
   - Motion to approve the consent calendar by Lisa Hooper, seconded by Mary Bates. Approved. One abstention by Deanna Riveira
   - Academic Senate Summary, April 26, 2018 (pg. 3-11)
   - Academic Senate Summary, April 12, 2018 (pg. 12-19)
   - Academic Senate Executive Committee Summary, April 26, 2018 (pg. 20-22)
   - Curriculum Committee Summary, May 3, 2018 (pg. 23-33)

- CE Committee Summary, May 2018 (pg. 34)
- Fall FLEX Week Schedule –Nicole Faudree (pg. 35-39)
- Department Name Changes:
    - Biological Sciences *to* Biological & Environmental Sciences (pg. 40-44)
    - Earth, Space, & Environmental Sciences *to* Earth & Space Sciences (pg. 49-53)

B. Reports (time limit 7 minutes each)

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

1. College Website re-design-Eric Harnish
    - There are several reasons why we are moving away from SharePoint, 1.) Microsoft has stated the system is going away, 2.) The current college website is not mobile friendly and 3.) In terms of Guided Pathways we need to do things differently. We will be working with two different companies on two different parts of the project.
    - We will be contracting with Interact on the front end. They will be brought in to help with the look and feel of the website. Interact has a three step process, which starts with research. We want to collect feedback, what people are going to use and what they want to see. Second part, they will take a look at our website. They will connect an online user survey that will be used to collect as much input as possible and identify the issues that need to be redefined. Lastly, third part, includes focus groups in which they are proposing eight focus groups with 15-20 people and with several key stakeholder groups included, faculty being one of them. It is not just a qualitative discussion but a quantitative as well. Once this work is done they will come back with three different design proposals, collect feedback on those designs, and then select one final design.
    - Timeline: Research will begin this summer. We will have the design work in the early fall and then implement either in the late fall or early spring. Focus groups will be developed over the summer to ensure every constituent participates. Research needs to connect to the (IE)^2 Committee work and guided pathways. We may do another focus group with people who are involved in the Canyons Completes.
    - There is a migration plan, as we don't want to see people having to rebuild their website from scratch. We will end up with a re-design homepage, but we will also end up with a template for several levels downs. That template will ensure consistent look and feel across all department webpages. There will be some flexibility within that template. Our hope is to bring in someone in as a programmer to help with those design elements.
        - Q: A few years back everyone was told that all department websites had to follow the same template. That is not the case anymore. Some people are using outside servers, is that same flexibility going to exist here? Is the District stating that all departments will be uniformed in what they use?
        - A: Best practice is that you have a consistent look. You can go to some pages and not even know you are on the college's website and that is a problem.
    - Websites must meet Section 508 Accessibility Standards.
2. CTE Liaison Report-Regina Blasberg (pg. 54-55)
    - Career Education Committee: The primary area of focus for this year is the CE area sub-committee. The next meeting for the year is for Monday, May 14th at 1:30pm. I have been

working with Marilyn to develop a website for the committee. All agendas, meeting minutes, and documents are posted so people have access and transparency to that information.

- Doing What Matters (DWM): We have received some funding both locally and regionally and those items are regularly discussed in CE Commitee. There are various projects such as LinkedIn, Lynda.com with Career Services and Keri Aaver has instrumental with this. There is communication with LinkedIn regarding the use of groups and how to access the employment data. There is a conference call schedule in early June with LinkedIn to get information on new reports.
- Marketing:
    o There is a website project and we have migrated all of the CE websites to the new template. We have 10 videos created this year for various CE programs.
    o There is a contract with Tools for Schools with Mark Perna and they are going to help support additional marketing efforts.
    o The California Community Colleges Chancellor's Office hired a marketing firm to create statewide Career Education marketing products. The marketing material can be modified for a campus to use.
- Professional Development: We discussed getting the training from the Association of College University Educators (ACUE) and will use regional DWM funds to support. It will be open to CE faculty in their region.
- Non-credit: Wendy Brill and Harriet Happel along with a few other attended the ASCCC Career Education & Non-Credit Institute. There was interest in sending CE faculty who are working on non-credit to the ASCCC Curriculum Institute in July 11-14th. This will be further discussed at the CE committee meeting.

3. Legislative Report-Wendy Brill (pg. 56-60)
- Proposed new Online Community College District & Proposed new Budget Formula, which is a performance-based model have been the focus of much advocacy.
- System partners need to be part of the consultation. The Chancellor's Office is moving quickly with the Governor. Most of the system partners are in agreement with requesting the Chancellor's Office to slow down and consult collegially. System partners include the Community College League of California ("the League"), faculty, and CEOs are against the proposed new budget formula and online community college district.
- In regards to resolutions, COC Academic Senate and COCFA did a couple of resolutions in opposition to the Online College and the Funding Formula. The Board of Trustees approved a resolution, "Funding Formula Principles," which was more positive rather than being in opposition.
- There was a joint letter that COC sent to the Governor that Chancellor Van Hook, President of the Board, Steve Zimmer, Rebecca Eikey, Senate President, Wendy Brill, COCFA Senate President, Dan Portillo, CTA President, and Justin Hunt, Classified Senate President signed.
- Specific legislation AB 2621 and AB 2767 was reported out on.
- Chancellor Oakley sent a response for the Governor's proposed budget and faculty didn't end up in the funding formula, however the Chancellor's Office stated that there should be a new categorical program that supports full-time faculty.

- A table was shared that included the original funding formula from the Governor and the Chancellor's Office. There was a highlight on "Slight Decrease of Performance Base Metrics from 20 to 50." Non-Credit FTS is included but certificates are not.
- The proposed new funding model gives the Board of Governors the control over the funding formula in the future.
- Additional legislation of note: There are two bills which expand apportionment for tutoring; AB 3101 is to change CCCAPPLY; and SB 968 (which provides a mental health counselor, was originally 1 per 1,000 students) has changed to 1 for every 1,500. Most CSU's and UC's are close to meeting the 1 for every 1,500. There is an attempt to make an amendment to take community colleges out of this bill. There are two parts, one requires a mental health counselor and the other a reporting component; both are expected to be included. Lastly, AB 2248 (McCarthy) is proposing a requirement that in order to get a Cal Grant, which is limited to four years, a student would need to be enrolled in 15 units to be considered fulltime.

4. Non-Credit Committee Report-Wendy Brill (pg. 61)
- Non-credit came out of the IEPI Partnership Resource Team (PRT) grant to expand non-credit. One recommendation was faculty involvement and the other was to create a committee. PRT grant also allowed for faculty to develop programs and to collaborate across employee groups. A DRAFT of the business plan was shared via a link. We are moving on towards marketing, branding, and are looking at an outside firm to help with that. By fall we are hoping to expand our conversation on program development for noncredit.

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Student Discipline (BP 5529, 5530, 5531), David Andrus
- There was a request from David to vote on them individually rather than as group. The Policy Committee will continue conversations with Michael Joslin regarding due process.
- BP 5529 Student Conduct (pg. 62-68)
    o Motion by David Andrus, seconded by Mary Bates. Unanimous. Approved.
- BP 5530 Disciplinary Action (pg. 69-72)
    o Motion by Mary Bates, seconded by Rebecca Shepherd. Unanimous. Approved.
- BP 5531 Due Process/Disciplinary Student Action (pg. 73-84)
    o Motion by David Andrus, seconded by Aaron Silver. Unanimous. Approved.
2. Matriculation (BP & AP 5050), Assessment (BP & AP 5053), David Andrus
- This is a consolidation of the previous three matriculation policies. Counseling department's comments have been included in this version.
- Matriculation (BP & AP 5050) (pg. 85-88)
    o Motion to approve by Erika Torgeson, seconded by Mary Bates. Unanimous. Approved.
- Assessment (BP & AP 5053) (pg. 89-93)
    o There was a discussion regarding 5050.3, A., which is the assessment testing for math, English and ESL. There was a question as to why the waiting time a student can retake the assessment was changed from six months to one month. It was

clarified that this was requested by the counseling faculty. The current Accuplacer states 4-6 weeks for retakes.
  - o There was a question on 5053.3, C. regarding having a student meet with a counselor to determine if retaking the assessment is appropriate and as to why make a counselor approve this process. It was clarified that the reason was so that a student could understand what would be the possible consequences if they skipped two levels.
  - o Q: How do the proposed AB705 guidelines affect the procedures? For example if a student starts in Math 058 and then AB 705 guidelines change to state you can no longer place students into anything below 070, should students be able to retake the assessment and have to see a counselor?
  - o A: At that point, the college would need to revisit these procedures.
  - o Motion to approve by Philip Marcellin, seconded by David Andrus. Unanimous. Approved.
3. AP 5909 International Student, David Andrus (pg. 94)
  - There was one change on 5909.2, sub-section 2, to include that the standards of passing are maintained in the office. There was also a correction to 5909.3 where CFR 241 was corrected to CFR 214.
  - Motion to approve by Mary Bates, seconded by Lisa Hooper. Unanimous. Approved.

D. Discussion (time limit 10 minutes each)
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Career Education (CE) Senate Committee Policy/Procedures, Regina Blasberg (pg. 95-98)
  - We need to establish how we would function and who would be part of the committee. This committee behaves as a recommending body to the Senate.
  - The Launch Board was revamped to include more data. There is a discussion on the idea of Data Coaches to educate the faculty on data and use for program improvement. For CE faculty that is Launch Board, LMI, Perkins, Program Review, and how do they all connect.
2. Course Repetition (AP, 4225), David Andrus (pg. 99-102)
  - There was one amendment on sub-section 2, on "Course Repetition" which adds more language to an existing policy on course withdrawals.
  - The process for "Course Repetition on extenuating circumstances" was clarified. For example, if a student has an "A" in the course and they have a death in the family and then they don't show up for the final then that would be considered for "Course Repetition." Student do not have to petition the first time for a repeat only on the third attempt. The laws allows for a fourth attempt when the first three where all "W's."
3. Synergy Program-Kelly J. Cude (pg. 103-106)
  - The history of the creation of the Synergy program was shared.
  - This program has evolved to be a faculty driven process, thus we want faculty to help new full-time faculty integrate into the campus and to learn about what committees work they can do, about initiatives and how they can participate in the campus life. The details of the Synergy program were discussed.
  - The Professional Developmental Program also does an optional Mentor Program. This program is not intended to be limited to new faculty. At any point in a faculty member's career, he or she could ask to participate in the PD mentoring program. If probationary or new faculty where interested there is a value but it would be voluntary and would be part of their 41 hours and not in addition too. It was stated that perhaps the tenure committee

would have an idea of who would be a faculty mentor if a new fulltime faculty member was interested.

- Recommendations for Senate's position on professional development for new fulltime faculty will come forth at the next meeting.

4. Program Viability (BP/AP 4021) (pg. 107-122)

- BP 4021: There was discussion to create a new Program Viability category of "revitalization." A definition and proposal for revitalization was added. It was agreed the proposal should have a short-term staffing and fiscal plan.
- AP4021: We are giving faculty and administration an opportunity to revitalize through the program viability recommendations process. We are making changes to the proposal to make sure they are a more all-encompassing, thoughtful process. We feel we need to rely upon external experts; therefore, added a section on "External Experts."
- There was further discussion about the role of the committee versus the Academic Senate.
- It was agreed upon to bring this item back as an Action unless someone believes that more Discussion is needed.

E. Unfinished Business

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

4. Advisory Boards based on Industry Clusters, Wendy Brill & Regina Blasberg
5. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
6. Curriculum Committee Procedures, Lisa Hooper
7. Resolution in Support of Resources for the Academic Senate
8. Academic Senate By-Laws, David Andrus

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.

5. TOP Code Alignment Project Update (Harriet Happel)
6. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)
7. Placement Changes in Mathematics & English and AB 705 Implementation (Sab Matsumoto & Alene Terzian)
8. Graduation Committee discussion (Michael Wilding)

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.

Recruitment and Selection (AP 7120)
Academic Freedom (AP 4030)

H. Announcements

- o Academic Senate Meeting, May 26, 2018
  - o This date was correct to May 24, 2018 as May 26th is a Saturday.
- o ASCCC Guided Pathways Regional Event, May 11, 2018 Pasadena City College
- o 2018 Faculty Leadership Institute, June 14-16, San Diego
- o 2018 Curriculum Institute, July 11-14, Riverside
- **I. Adjournment: 5:01 pm**

Program Viability
December 4th, 2017

Members present: Lisa Hooper, Patrick Backes, David Andrus, Wendy Brill-Wynkoop, Chris Boltz, Albert Loaiza, Jerry Buckley, Omar Torres, Jason Burgdorfer, Dan Portillo.

I. Wendy Brill-Wynkoop - Career Skills Noncredit Proposal.

Wendy - This program is modeled after the Santa Barbara City College Career Skills Program, which has been a very successful program. Through the regional collaborative we are able to borrow their current curriculum and modify it to use for our programs. SBCC currently has around 50 courses in Career Skills, we will be staring with 11 courses and 4 programs but are planning to build upon this start. Evidence from advisory committee meetings is that these courses are wanted and need by business and industry.

Lisa – The Peer Review Team (PRT) grant allows us to pay faculty for developing noncredit curriculum. We are making sure these new proposals are not competing with current programs, or are a reconciliation of a program. We will be seeing more of these proposals soon. At this level we will look to see where the program fits, what population the program will be serving, and the human/physical/financial considerations of the proposed program.

Lisa: Who will be teaching these courses? Wendy - First round of courses will naturally land in the Business Department, but these courses could really be help anyone in a Career Education program. Courses have more of an interdisciplinary feel after looking at them more. In the short term, there are adjunct Business faculty that would interested in teaching these courses.

Noncredit Dean has asked for 2 full time Noncredit faculty, one for Short Term Vocational and the other for Basic Skills. Eventually the full time faculty would take this over, but Wendy is willing to oversee this program during the 3-year pilot phase. However if a Noncredit full time faculty member is hired in those 3 years it could be handed off to the new Noncredit faculty if appropriate.

David - What happens at end of pilot program, the need is still there but there is no institutional support for any number of reasons?

David: What is the difference between a Program and Institute? Wendy – The "Institute" in the umbrella of the programs, used for marketing purposes.

Chris - Students have asked for these types of skills specific course for Theatre, students want these classes already and see the value in them. Wendy – with the flexibility of Noncredit, courses could be run/tailored specific to Theatre.

David – The data from business and industry is qualitative data, is there quantitative data too? Wendy – A company was hired to do a needs assessment, not only talk to employers about what skills they are looking for but also how then those skills will help. Companies have given time off for employers to take these courses and the courses were re-evaluated with employers after the courses were taken.

David – These skills sets are universal, as future Career Skills courses are written, a business approach could be emphasized but maybe more universal in approach to gather more students.

Lisa - In the interest in time, any additional questions be sent out. Wendy reiterated she will not "hot potato and run" with this program. Wendy mentored Lee White in Photography Department Chair role transition and would do the same thing with this program when/if transitioned. Jerry could commit to additional release time for this after the first year funding form the PRT grant is no longer available.

A motion was made by Chris Boltz to approve the Career Skills proposal; second by Albert Loaiza. All in favor: Unanimous. Wendy Brill-Wynkoop abstained from voting.

II. Patty Robinson - Civic Engagement Proposals.

Lisa - presented overview of this situation. Two courses in Civic Engagement and Community Based learning came to Curriculum Committee for a discussion of need. Since there were only two new courses associated with this new program, it did not initially come to Program Viability. The Curriculum Committee felt there were some larger institutional questions related to this program and asked that these courses come to Program Viability. The associated Certificate of Specialization with this program will help students in earning a Minor in Civic Engagement as CSUN.

Wendy – There seems to be too many elective choices in this certificate in terms of Guided Pathways. Patty - We modeled this certificate based on what CSUN is doing with their Minor in Civic Engagement. Tried to make it as interdisciplinary as possible, tapping into courses that students may have already taken in the sciences. Chris – There is a clear pathway for each of the sections built into certificate, multiple guided pathways on same certificate. Albert - There are 43 choices, but students who are planning to transfer to a CSU will have already taking a majority of the courses. Pathways are pathways, not prisons, we do not need to eliminate courses but will still have luxury to do so.

Patty – We looked at all departments and cross-walked this with all of the CSU requirements. Many of these classes would already be taken. UCLA also has a Civic Engagement minor and we are hoping for articulation with UCLA in the future. CSUN may be taking our proposed Community Based Learning course to create a new course at CSUN.

Lisa – The intent is not for students to leave College of the Canyons with this certificate only, it would be layered on top of other interests.

Lisa - Who would be qualified to teach these courses? Patty - All discipline would be able to teach this as long as they have the community based learning component. A training component similar to the First Year Experience program/course would be included. David agreed with the training component and the training needs to present a solid understanding of what Civic Engagement is.

David: Physical resources, will there be a dedicated space on campus? It is hard to create synergy without a space on campus. Jerry – Ground floor of Seco Hall will be dedicated to Civic and Community Engagement.

A motion was made by Wendy Brill-Wynkoop to approve the Civic Engagement proposal; second by David Andrus. All in favor: Unanimous.

Program Viability Committee Meeting Summary Notes

February 12th, 2018

Members Present: Lisa Hooper, David Andrus, Albert Loaiza, Omar Torres, Chris Boltz, Dan Portillo, Wendy Brill-Wynkoop, Jason Burgdorfer

I. Welcome Back

II. Comments on Proposal Formats

The committee discussed their preferences on the two proposal forms that are currently being used.
Wendy – We do not want faculty to choose the easier of the two forms, for example the form without the labor market data requirement. There is a fine line between cutting the form down without leaving anything out.

Chris – We do not want "too little" on the form so something is left out. Maybe a Frequently Asked Questions section would be helpful.

Lisa – We do not want to turn Program Viability into a technical review situation of curriculum, hoping to make the form more efficient focusing on the human/physical/financial components of the proposal.

III. Modification Administrative Policy and Board Policy related to Program Viability

David - Met with Jerry to go over AP and BP. Should Program Viability be a consent item at Academic Senate like curriculum is? Would like stronger language into BP about commitment from Administration. David revised the AP and BP based on the meeting with Jerry and has forwarded the revisions to Jerry. Looking for a bifurcation of Curriculum and Program Viability, curriculum changes/issues that trigger substantial questions and Curriculum Committee can then send these issues to Program Viability. David would like stronger language, regarding the

resuscitation/intervention proposal, Faculty need to be ready to have outside experts come in to help with their programs.

Lisa - If we allow for revitalization proposals, what would be an acceptable trigger for this? It is going to have to be data driven, what would be a sufficient data or metric that would warrant a revitalization by Program Viability? Enrollment, retention, Full Time Faculty numbers, FTES to completers, FTES generated, How many classes for a FT faculty to actually teach?   Chris - can departments initiate these themselves? Wendy - Outside experts can be helpful in this. Policy should have something about another thriving program mentor the other program. Assistance from other faculty members.

Chris - Staffing overlap issue, at previous college this process was part of the program review process, for staffing concerns you could go to staffing directly, had more weight with program review committee. We could work with the staffing committee on this.

IV. Recommending Body

Lisa - To review, keep single proposal form, look at changes to prompts and make them cleaner, turn into a fillable pdf, we will see the updated form at Program Viability before it goes live.

David - Workshops and FLEX presentations for Program Viability process are key.

Program Viability Committee Meeting Summary Notes
March 12th, 2018

Members Present: Lisa Hooper, David Andrus, Albert Loaiza, Dan Portillo, Jason Burgdorfer, Patrick Backes

I. Regina Blasberg - Green Gardener Noncredit Proposal

Lisa gave a background on how some noncredit proposals have already been vetted through herself, Omar and Patrick to see if the courses fit an unmet need.

Regina – until recently, the Santa Clarita Valley had five separate water agencies, four of those agencies merged and now the fifth agency has merged into the single agency. We have four sets of Advisory Committee minutes showing that industry supports this program. The Advisory Committee representative from the Santa Clarita Valley Water Agency has requested the Green Gardner program. Castaic Lake Water Agency allowed an employee 40 hours to help develop this program with Regina. These courses will be hosted at the Castaic Lake Water Agency facility so no facilities needed on campus. The agency has staff members that are qualified to teach these courses and they will provide materials necessary (plants, etc.) to teach these courses. SCV Water will also be giving incentives for people who take these courses such as badges and having their names listed on SCV Water website as completing this program. Incentives for employers to send their employees to take these courses as well, the Employers Company will be listed on website too. Online offerings may be an option for these courses.

David - General Noncredit question, when do we know that a Noncredit Certificate will satisfy needs of industry? Employers care more about the content that the students are learning, not so much that they receive a certificate. Regina - CTE Liaison, Data coach positions within the faculty for each school and/or program will help this.

A motion was made by David Andrus to approve the Green Gardner proposal; second by Albert Loaiza. All in favor: Unanimous.

II. Regina Blasberg – Global Navigation Satellite System (GNSS) Noncredit Proposal

Lisa - Do you need to possess certain skills before taking these courses? Regina - at the beginning no, toward some of the ending courses it could a little more difficult. Student could still get through the class but may not benefit as much. This could also spark interest in novices who take the first couple noncredit courses to jump into the credit Land Surveying program. This program is directed at the industry as whole, new technology skills for employees that will make them more marketable to employers. More of an upscaling of current employees, which does not belong on the credit side.

Lisa - Could these courses be electives in the Land Surveying credit program? Regina – The Land Surveying Credit program goal is to prepare students for LSTI exam (state exam). Outside of maybe a question or two, none of the content from the noncredit courses would be on the State exam.

David - Why did UC Riverside stop offering this program? Regina – This program was offered through the UC Riverside Extension site, internally it fell apart due to staffing issues, etc. The Land Surveying Advisory Committee has been asking for this for two years now, we did not have a venue for it in the past but with noncredit we now have a venue for it. Two industry representative are supporting this and helping with curriculum development.

Albert - Can employees get this training on the job through employer? Regina - Some will, it can be included by company if they buy the equipment, but can be pricey. Union and non-union shops in surveying, training could be included on union side. Equipment is not cheap, training only be provided by these third parties in LA and Orange County.

David - Does the advisory board represent all of Los Angeles County? Regina – We have a representative from L.A. County, a representative from the City of Los Angeles, representatives from private companies in Santa Clarita, representative from a large private company in Downtown Los Angeles, and a representative from the Department of Transportation.

Lisa – This looks to be approximately a 70-80 hour program, and maybe a yearlong commitment for current employees? Regina - Talking about rolling these courses out on weekends with a workshop feel, 8 hours per day.

Regina - Curriculum came from UC riverside but was not flushed out well, have in touch with former UC Riverside instructors, not pushing too hard yet, working within industry more. The Advisory board wants this program and has asked for this for more than 2 years. Administration is on board since advisory board wants it, worthwhile thing to do, will be helpful for surveying industry as a whole.

A motion was made by Albert Loaiza to approve the Global Navigation Satellite System (GNSS) proposal; second by Dan Portillo. All in favor: Unanimous.

III. Ceramics

-Lisa updated the committee on the Ceramics course proposal that came to curriculum committee in spring 2017. The curriculum committee did not move forward with the Ceramics course proposal as there were unanswered questions about the funding for the necessary equipment and the necessary space to house this course. The department may have some funding coming in to support this courses but that has not yet been fully resolved.

IV. Environmental Science Recommendation to merge with Biology Status.

Lisa - The departments do not want to proceed with this recommendation now, should the proposal be rescinded or should it go to Senate for the departments to make a case on why the Senate should not approve it? No timeline has been set yet, the recommendation is listed as unfinished business in the Senate. Should a request be submitted to Program Viability that unanimously shows the departments want to rescind proposals and we consider to recommend this to Senate. It could come from Jeannie but needs to show all parties involved are in agreement.

Albert - Request needs to show our recommendation was based on the information that was provided to us, and we made our decision on good faith. Program Viability did work on this and it needs to be closed this year one way or another.

V. BP & AP changes.

David - Requesting that Program Viability does not review the splitting and merging of Departments, should not be entertained unless all stakeholder are represented. Have mixed feelings about taking away from committee, could make argument both ways. AP needs to be updated regardless, not just because of this situation. Program Viability AP & BP have been cleaned up, expanding for revitalization, Jerry reviewed these documents and made a lot of notes and incorporated his ideas. Jerry asked why the Program Viability committee is not an action committee, and why is the Senate reviewing what Program Viability does (related to programs, not splitting/merging of academic departments) time and effort is put into what Program Viability does so why is the Senate doing it again.

Program Viability Committee Meeting Summary Notes
May 14th, 2018

The outcome of the meeting, in which the Emeritus College Noncredit proposal was reviewed, was no vote was taken for the proposal but the representatives were offered two paths for the program" 1) Create programmatic "outcomes" and then proceed with the full support of the Program Viability process, or pursue the curriculum through the discipline -specific channels.

Center for Excellence in Teaching and Learning (CETL) committee summary for May, 2018:

- The CETL Steering Committee reviewed CETL's new salary schedule for all courses. This schedule was developed in collaboration with Academic Affairs and unanimously approved by the steering committee.
- Registration is now open for CETL's online instruction certification course, IOI. Since 2015, CETL has offered an average of six sections per academic year. We will also be offering multiple sections of it in summer and fall, 2018. Registration details can be found at MyLearningPlan.com
- The 2018-2019 Skilled Teacher Certificate is now open for registration, but is currently wait-listed.
- CETL's 18-hour Teaching Strategies Workshop recently completed as did two sections of IOI. Like all CETL courses, faculty who complete these units are eligible for FLEX credit or salary advancement.
- In addition to our ongoing, team-taught Skilled Teacher Certificate course, and our new reading apprenticeship course, CETL will be launching new courses on critical thinking best practices, culturally responsive teaching, and assessment strategies.
- The spring, 2018 CETL newsletter, *Classroom Matters*, will provide an overview of current and upcoming CETL courses, and will be published in late May. The fall issue will focus on pathways. Faculty who would like to contribute to future issues of the newsletter are eligible for a small stipend for their work.
- CETL will be holding retreats for its presenters this June. More information will be announced soon.
- CETL appeared at the May 9 Board of Trustees meeting as part of its Up Close and Personal agenda item.
- Synergy held its "graduation" celebration May 11 for new faculty completing year one of the tenure track.

Current committee members:
Ron Dreiling (co-chair)
Brent Riffel (co-chair)
Kelly Burke
Victoria Leonard
Lisa Wallace
Michelle LaBrie
Cindy Stephens
Julianne Johnson
Laura Arrowsmith
Mehgen Andrade
Chloe McGinley
Kerry Brown

CURRICULUM COMMITTEE SUMMARY

May 24th, 2018   **3:00 pm – 3:10 pm**   **BONH-330**

Members Present: TBD

Members Absent: TBD

APPROVAL OF GENERAL EDUCATION COURSES TO BE ADDED TO THE PARALEGAL AA DEGREE – CONSENT CALENDAR

The following courses will be added to as fulfilling the areas of the Paralegal Associate Degree requirements listed below.

Subject & Number	Title	General Education Area	Effective
ENGL-112	Intermediate Composition, Literature, and Critical Thinking	Humanities and Fine Arts	Fall 2017
ENGL-112H	Intermediate Composition, Literature, and Critical Thinking - Honors	Humanities and Fine Arts	Fall 2017

-Motion to approve TBD

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
LESD-100	Basic Course – Intensive	Course is now 880 total hours (220 hours lecture, 660 hours lab). Course remains at 24 units.	G. Wright	Fall 2018
NC.BCSK-110	GED Preparation – Math/Science	Changing to 20-40 lecture hours and 20-40 lab hours (formerly 42 hours lecture and 20 hours lab).	S. Prier	TBD
NC.BCSK-120	GED Preparation – Language Arts/Social Studies	Changing to 20-40 lecture hours and 20-40 lab hours (formerly 42 hours lecture and 20 hours lab).	S. Prier	TBD

-Motion to approve TBD

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. 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
ADMJUS-130	Report Writing for Law Enforcement	Revised objectives and content, updated textbook.	L. Alvarez	Fall 2018
ADMJUS-135	Criminal Evidence	Revised objectives and content, updated textbook.	L. Alvarez	Fall 2018
ADMJUS-160	Traffic: Enforcement and Investigation	Revised objectives and content, updated textbook.	L. Alvarez	Fall 2018
ADMJUS-175	Organized Crime, Gangs, and Vice	**Title change (Formerly "Organized Crime and Vice").** Revised objectives and content, updated textbook.	L. Alvarez	Fall 2018
ART-115	Art History: U.S. and European Modernism	Revised objectives and content.	M. McCaffrey	Fall 2018
ART-124A	Drawing I	Revised description, objectives and content.	R. Edwards	Fall 2018
ART-124B	Drawing II	Revised objectives and content.	M. McCaffrey	Fall 2018
ART-140	Beginning Design: Two-Dimensional Media	Revised objectives and content, updated textbooks.	M. McCaffrey	Fall 2018
ART-141	Beginning Design: Three-Dimensional Media	Revised objectives and content, updated textbooks.	R. Edwards	Fall 2018
ART-222	Illustration I	Revised objectives and content.	M. McCaffrey	Fall 2018
ART-224A	Drawing II – Life Drawing	Revised objectives and content, updated textbooks.	M. McCaffrey	Fall 2018
ART-227	Painting I	Revised objectives and content, updated textbook.	M. McCaffrey	Fall 2018
ART-228	Painting II	Revised description, objectives and content.	M. McCaffrey	Fall 2018
ART-235	Sculpture	Revised objectives and content.	R. Edwards	Fall 2018
ART-237	Fundamentals of Printmaking	Revised objectives and content, updated textbooks.	J. Lorigan	Fall 2018
ART-238	Printmaking – Intaglio	Revised objectives and content, updated textbooks.	J. Lorigan	Fall 2018

BUS-111	Human Relations in the Workplace	Revised objectives and content, updated textbooks.	P. Hawkins	Fall 2018
BUS-112	Human Resources Management	Revised objectives and content, updated textbooks.	P. Hawkins	Fall 2018
BUS-113	Retail Management	Revised objectives and content, updated textbooks.	P. Hawkins	Fall 2018
BUS-160	Business Ethics	Revised objectives and content, updated textbooks.	P. Hawkins	Fall 2018
CONST-122	Plumbing Systems and the Plumbing Code	Revised objectives and content.	E. Arnold	Fall 2018
COUNS-100	Success Strategies for the Reentry Adult	Revised objectives and content.	D. Solomon/ E. Torgeson	Fall 2018
COUNS-110	Career Life Planning	Revised objectives and content.	D. Solomon/ E. Torgeson	Fall 2018
COUNS-120	University Transfer Planning	Revised objectives and content.	D. Solomon/ E. Torgeson	Fall 2018
ENGL-091	Introduction to College Reading and Writing	**Revised SLO's (2),** Revised objectives and content, updated textbooks.	A. Kaiserman	Fall 2018
ENGL-111	Introduction to Linguistics	Revised objectives and content, updated textbooks.	D. Davis	Fall 2018
ENGL-271	Mythology	**Revised SLO's (2),** Revised objectives and content.	S. Onthank	Fall 2018
ESL-091	Accent Reduction	**Increasing from 3 units to 4.** Revised objectives and content, updated textbooks.	H. Maclean	Fall 2018
FIRETC-101	Principles of Emergency Services	**Title change (Formerly "Fire Protection Organization").** Revised description, objectives and content, updated textbooks.	K. Kawamoto	Fall 2018
FIRETC-102	Fire Prevention	**Title change (Formerly "Fire Prevention Technology").** Revised description, objectives and content, updated textbooks.	K. Kawamoto	Fall 2018
FIRETC-103	Fire Protection Systems	**Title change (Formerly "Fire Protection Equipment & Systems").** Revised description, objectives and content, updated textbooks.	K. Kawamoto	Fall 2018

Subject & Number	Title	Description of Action	Author	Effective
FIRETC-104	Building Construction for Fire Protection	Revised description, objectives and content, updated textbooks.	K. Kawamoto	Fall 2018
FIRETC-105	Fire Behavior and Combustion	Revised description, objectives and content, updated textbooks.	K. Kawamoto	Fall 2018
KPEI-153	Off -Season Conditioning for Intercollegiate Sports	Revised objectives and content.	T. Iacenda	Fall 2018
MATH-083	Geometry	Revised objectives and content, updated textbooks.	S. Matsumoto	Fall 2018
MATH-102	Trigonometry	Revised description, objectives and content, updated textbooks.	S. Matsumoto	Fall 2018
MATH-103	College Algebra	Revised objectives and content, updated textbooks.	S. Matsumoto	Fall 2018
MATH-104	Precalculus	Revised description, objectives and content, updated textbook.	S. Matsumoto	Fall 2018
NURSNG-045	Basic EKG Interpretation	Revised objectives and content.	T. Waller	Fall 2018
NURSNG-050	Nurse Assistant Training	Revised description, objectives and content.	M. Corbett	Summer 2018
~~NURSNG-095~~	~~Success in Intermediate Medical/Surgical Nursing~~	**~~Changed TOP code to Clearly Occupation (Formerly Possibly Occupational."~~** ~~Revised objectives and content.~~	~~T. Waller~~	~~Fall 2018~~
NURSNG-206	Operating Room Nursing	**Reducing units from 4.75 to 3.75.** Revised objectives and content.	T. Waller	Fall 2018
NURSNG-212	Physical Assessment	Revised objectives and content.	T. Waller	Summer 2018
NURSNG-250	Transition to Professional Practice	Revised objectives and content, updated textbooks.	T. Waller	Fall 2018

-Motion to approve TBD

NEW AND MODIFIED 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. 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

Subject & Number	Title	Description	Author	
FIRET-009A	Fire Investigation 1A – Basic Fire Investigation	Modification – **Changing title and number** (formerly FIRET-009 "Fire Investigation 1A"). Revised objectives and content, updated textbooks. Hours decreased to 39.5 (formerly 40 hours) no change in units.	K. Klar	TBD
FIRET-009B	Fire Investigation 1B – Evidence and Documentation	1.50 units, 33.50 lecture hours. **New SLO. New prerequisite of FIRET-009A.**	K. Klar	TBD
FIRET-009C	Fire Investigation 1C – Preparation for Legal Proceedings	2 units, 40 lecture hours. **New SLO. New prerequisite of FIRET-009B.**	K. Klar	TBD
FIRET-037	Wildland Fire Drills – Spring/Grass	0.15 – 0.25 units, 2 - 4 hours of lecture, 4 – 8 hours lab. **New SLO's (2).**	K. Klar	TBD
LEPD-010	Learning to Learn	0.25 units, 8 hours of lecture, **new SLO.**	C. Theil	TBD

-Motion to approve TBD

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR
The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
FIRET-009B	Fire Investigation 1B – Evidence and Documentation	New prerequisite of FIRET-009A.	K. Klar
FIRET-009C	Fire Investigation 1C – Preparation for Legal Proceedings	New prerequisite of FIRET-009B.	K. Klar

-Motion to approve TBD

New Courses - Includes ISA's	3	Modified Non Credit Courses	2	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	-0-	Deleted Courses	-0-
Modified Courses	45	New SLO's	5	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	4	Proposals Reviewed in Technical Review Session	48
New Non Credit Courses	-0-	New Prerequisites	2	Proposals Returned from Technical Review Session	8

CAREER EDUCATION COMMITTEE OF THE ACADEMIC SENATE

COMMITTEE PROCEDURES

I. PURPOSE

The **Career Education Committee (CEC)** is a sub-committee of the Academic Senate. The primary role of the Committee is to serve as a resource and advisory group for investigating and recommending options and strategies to the Academic Senate on policies, initiatives, budgets, grants, work plans, professional development, and curriculum directed to **Career Education (CE)**.

II. COMMITTEE DUTIES AND FUNCTIONS

The duties and functions of the CEC are as follows:

1. Advocate for COC's Career Education programs using a transparent process to promote the development, expansion, and improvement of Career Education programs on campus.

2. Provide advice on actions to be considered through our existing participatory governance process, in particular in areas of curriculum, CE program review, accountability measures as required by the Doing What Matters/Strong Workforce Program (DWM/SWP) and the other CE initiative requirements, professional development needs for CE faculty and staff, facilities, and budget with a special focus on sustainable braiding of all grant resources.

3. Review College and regional work plans and budgets for the Strong Workforce/Doing What Matters Initiative. Provide advice on actions to be considered. As requested, review college policy and procedure related to CE.

4. Review regional labor market data to address market supply and demand with particular attention directed to projected labor shortages.

5. Advise and provide recommendations as needed regarding CE program viability, the development of new CE programs (credit and non-credit), the direction of existing CE programs, and emerging needs or technologies in support of the Program Viability Committee and process.

6. Be a resource for all CE faculty and programs. Provide recommendations to support professional development of CE faculty and staff.

7. Enhance communication among CE programs.

III. MEMBERSHIP

A. COMMITTEE CO-CHAIRS

The committee will be co-chaired by the CE Director and the CE Liaison.

B. DUTIES AND RESPONSIBILITIES OF THE COMMITTEE CO-CHAIRS

   1. Develop the meeting agenda.
   2. Review and finalize meeting minutes.
   3. Provide updates for the committee website.
   4. Report out to the Academic Senate
   5. Work with the Academic Senate President to recruit and manage Committee membership
   6. Oversee and allocate the work and participation of committee members
   7. The CE Liaison will serve as a member of the Academic Senate's Executive Committee

C. VOTING MEMBERS:

   1. 6 full-time CE faculty
   2. 2 part-time CE faculty
   3. 2 full-time faculty from non-CE disciplines
   4. Non-Credit faculty liaison

D. NON-VOTING MEMBERS

   1. Dean, School of Applied Technologies
   2. Dean, School of Business

E. ADJUNCT COMMITTEE MEMBERS

   1. Adjunct members of the Committee must maintain a teaching assignment for the semester in which they serve on the Committee, and are thus potentially subject to a one semester term of service on the Committee.
   2. All faculty are welcome and encouraged to attend the committee meetings.

F. ADVISORY AND RESOURCE MEMBERS

The following is a list of the advisory resource members. Additional members may be added as resource members by mutual agreement of the co-chairs.

   1. Associate Vice President, Academic Affairs or designee
   2. Vice President, Academic Affairs or designee
   3. Dean, Institutional Research, Planning and Institutional Effectiveness
   4. Director of Job Placement
   5. Vice President, Economic and Workforce Development or designee
   6. Dean, Continuing and Community Education
   7. Vice President, Technology or designee

8. Business Services representative
9. Student representatives
10. CE Classified Staff

G. TERMS

1. All members other than the co-chairs will serve a two-year term.
2. Terms will be staggered to provide some continuity in membership.
3. Members may serve multiple terms.

IV. MEMBERSHIP RESPONSIBILITIES

1. Attend and participate in all regularly scheduled meetings.
2. Undertake due diligence in reviewing materials and documents in preparation for meetings.
3. Conduct independent research as required
4. Participate on sub-committees as required
5. Faculty members will inform, update, and gather information from other CE faculty and schools.

V. VOTING

1. The committee membership will work to reach consensus regarding recommendations. In the event that consensus cannot be reached on a matter requiring a recommendation to the Academic Senate, there will be a vote.
2. The Committee is a voting Committee in an advisory capacity only.
3. Voting will be based on a simple majority. When reporting or making recommendations to the Academic Senate, both majority and minority perspectives will be reported. *A tie vote will also be reported.*

VI. MEETINGS

1. The committee will meet monthly. Meeting dates and times are subject to change based on the members' availability and schedules.

2. Any member unable to attend a meeting should notify a co-chair. Faculty unable to attend the meeting should encourage another faculty member to attend in their place as a proxy. If any absent faculty member is represented by proxy, such transfer of voting rights should be made known to either co-chair in advance of that particular meeting by the consenting faculty committee member.

3. All meetings shall have recorded minutes.

VII. SUB-COMMITTEES

The Committee may establish sub-committees from its membership. Sub-committees of this Committee must report back to the full Committee membership before submitting any formal draft to the full Academic Senate.

VIII. QUORUM

The minimum number of voting members, which must be present at a meeting in order to transact business legally, shall be 50% of the voting membership plus one.

IX. COLLEGIAL CONSULTATION COMMITTEES

Since the work of CEC covers a broad range of schools, disciplines, and topics, it is expected that this committee will collegially work with, consult, and advise, as needed, a number of other campus committees.

The collegial consultation committees are:

1. Program Viability
2. Curriculum
3. President's Advisory Council on the Budget (PAC-B)
4. Committee on Assessing Student Learning (CASL)
5. Program Review
6. Grants Committees
7. Chancellor's Taskforce on Workforce Development
8. Institutional Effectiveness and Inclusive Excellence (IE)^2
9. Academic Staffing

President's Memo to Faculty, Staff, and Administrators

ON INSTITUTIONAL LETTERHEAD OR VIA E-MAIL

WE ENCOURAGE YOU TO TAILOR THIS MEMO TO MEET YOUR INSTITUTION'S COMMUNICATION STYLE.

Date: **[Date]**
To: Faculty, Staff, and Administrators
From: **[President]**
Subject: Survey of Entering Student Engagement (*SENSE*)

This fall, **[Institution Name]** will be participating in the Survey of Entering Student Engagement (*SENSE*), a national survey of institutional practices and student behaviors during the earliest weeks of college. *SENSE* is an initiative of the Center for Community College Student Engagement, part of the Program in Higher Education Leadership at The University of Texas at Austin. *SENSE* results will help us better understand the entering student experience at **[Institution Name]**.

The survey will be administered during the fourth and fifth class weeks of the fall academic term in classes randomly selected by the Center. Instructors whose classes are selected for survey administration will receive further information from the institution's designated Campus Contact.

To learn more about *SENSE* visit www.enteringstudent.org, or contact the Center for Community College Student Engagement at 512-471-6807 or info@cccse.org.

**Request for an Item to be placed on the College of the Canyons
Academic Senate Agenda**

Note: Please be aware that any information or content submitted to the Office of Academic Senate for inclusion in the Academic Senate Agenda may be made available to the public per The Brown Act.

Requester/Presenter(s):_____

Today's Date: _____

Date of Senate Meeting requested: _____

Request:_____

_____

Title of Request to be placed on the agenda: _____

_____

One sentence summary of item to be placed on the agenda: _____

_____

Type of agenda item: *(Please indicate one below)*
   ☐ Action Item (can be discussed, but Action is requested)
   ☐ Discussion Item (discussed, but no Action will occur)
   ☐ Report Item (informational)

Amount of Time Requested:_____

Start Time Requested:_____

Background:_____

_____

_____

_____

Other Comments:_____

_____

_____

_____

_____

Please attach any documents necessary for senators to review before the meeting and to be attached to the agenda and minutes. Thank you.

71 responses out of 221 full-time faculty eligible to vote; Response rate of 32%.

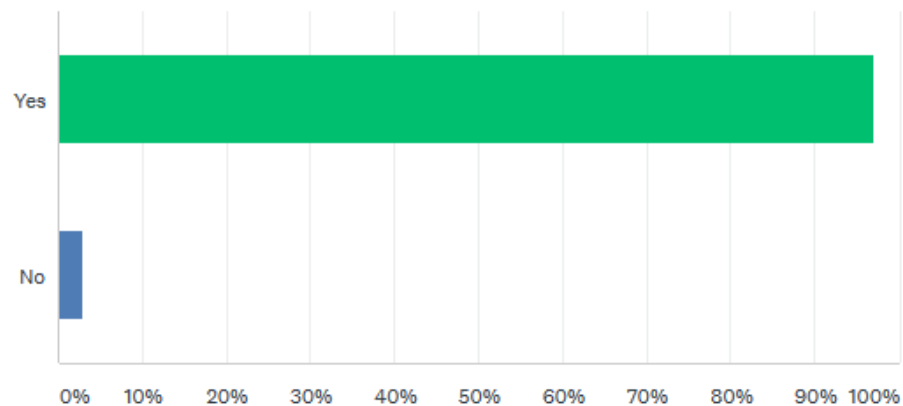## Academic Senate Constitution Vote: Spring 2018

All Pages ▼

Q1

I vote to ratify all changes to the Academic Senate Constitution for Spring 2018.

Answered: 70   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	97.14%	68
No	2.86%	2
TOTAL		**70**

COLLEGE OF THE CANYONS
ACADEMIC SENATE CONSTITUTION

PREAMBLE

We, the faculty of College of the Canyons, do hereby establish this Constitution to represent the faculty in academic and professional matters and to enable the collegial process of shared governance.

ARTICLE I – NAME

~~Section 1~~ The official name of the organization shall be the College of the Canyons Academic Senate.

ARTICLE II – PURPOSE

~~Section 1~~ In accordance with Title ~~V~~ **5**, the purpose of the Academic Senate, as the representative body of the Faculty, shall be to recommend, promote and participate in the formation and implementation of policies on academic and professional matters and to support faculty, students, administration, and the Board of Trustees in that endeavor.

ARTICLE III – DEFINITIONS

~~Section 1~~ For the purposes of this Constitution, the term "tenured" faculty refers to regular employee and the term "tenure track" faculty refers to probationary and, or contract employee as defined by Education Code Section 87661(d) and 87661(b), respectively. **The term "adjunct faculty" refers to temporary employee as defined by California Education Code Section 87482.5.**

ARTICLE IV – ELECTIONS

Section 1 – The voting members of the Academic Senate hereinafter identified as Senators who, unless otherwise specified, shall be tenured and tenure track faculty members are:

    A. President

    B. Vice President

    C. 3 Adjunct-Faculty Representatives

D. The Immediate Past Academic Senate President

E. 1 Representative from each **School**/Division

F. 1 At-Large Representative per every 40 tenured/tenure track faculty members

G. Faculty Chair of the Curriculum Committee (Ex Officio).

H. Chair, Policy Review Committee

Section 2 – Individuals that satisfy two or more of the positions/titles listed in Article IV (Section 1) shall be, nonetheless, held to only one vote on matters before the Senate. This restriction does not restrict the right to hold a proxy vote.

Section 3 *(Formerly Section 2)* – The Non-voting members of the Academic Senate shall be:

A. Chief Instructional Officer (CIO)

B. Vice President of Student Services

C. The COC Faculty Association President, or designee

D. The COC Adjunct Association President, or designee

E. The Student Senator of Associated Student Government (ASG).

   1. The Student Senator shall become a member of the Academic Senate if approved and appointed by the ASG. ASG Membership on the Academic Senate is purely voluntary.

Section 4 *(Formerly Section 3)* – **The President of the Academic Senate may vote only when her/his vote will change the outcome.**

~~In the event a vote of the Senate for any matter being decided upon results in a tie, the deadlock will be broken by the vote of the President of the Academic Senate.~~

Section 5 *(Formerly Section 4)* – The term of office for all Senators shall commence July 1 and end June 30.

Section 6 *(Formerly Section 5)* – The Senators shall be elected in the following manner:

A. The President and the Vice President shall each serve a two-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted ~~during~~ **no later than** the ~~2nd~~ **4th** week of the Spring Semester **of even years**. A publicized call for nominations shall be sent prior to the conclusion of the preceding fall

semester. **The nominating period shall be open and extend until the conclusion of the second week of the spring semester.** No restrictions shall exist in the number of terms served.

B. The **School/**Division ~~Representatives~~ **Senators** shall be elected by a plurality of **the tenured/tenure-track faculty in** their respective **Schools/**Divisions. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective **Schools/**Divisions ~~during~~ **no later than** the 4th **6th** week of the Spring Semester **of even years. The nominating period shall be no less than two weeks in duration.**

C. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections will be conducted no later than the 8th week of the Spring semester **of odd years**. **The nominating period shall be no less than two weeks in duration.**

D. **School/**Division ~~Representatives~~ **Senators** and At-Large Senators will have staggered terms from one another. ~~Upon ratification and enactment of this clause, At-Large Senators will begin serving two-year terms in the Fall, of 2011 in order to initiate the staggering process.~~ **The nominating period shall be no less than two weeks in duration.**

E. Adjunct Senators will be elected during each Spring semester after the Office of Instruction confirms teaching assignments for the subsequent Fall semester. **Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances** Adjunct Senators will **then** be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the ~~current Spring~~ **subsequent fall** semester. The Adjunct Senator will serve a one-year term. The Adjunct Senator must maintain his/her employment as an adjunct faculty member during his/her term of office. **The nominating period shall be no less than two weeks in duration.**

F. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.

G. The results of all elections must be confirmed by the **Academic** Senate **by the conclusion of the semester in which they are held**.

~~Section 6~~ **Section 7** – Senate vacancies in office shall exist as so declared by a two-third majority of the Academic Senate upon acknowledgement of resignation, sabbatical leave of absence, recall, **non-performance** or other incapacity.

A. Vacancies in the office of President or Vice President shall be filled in the manner prescribed by a plurality vote of ~~the Senators~~ **a quorum of the Academic Senate**.

B. Vacancies in the office of **School/**Division Senator shall be filled by a plurality ~~vote~~ of **voting** tenured and tenure track faculty from which that Senator was elected in a manner prescribed by the Senate.

C. Vacancies in the office of At Large Senator shall be filled by a plurality ~~vote~~ of **voting** tenured and tenure track faculty in a manner prescribed by the Senate.

D. Vacancies in the office of Adjunct Senator shall be filled by a plurality ~~vote~~ of **voting** adjunct faculty in a special election to be held as soon as possible once a vacancy has been declared.

E. Recall of the President**,** Vice President or At-Large Senator may be initiated by a petition of 40% of all full time Faculty members. Upon establishment of the authenticity of the petition, the Academic Senate must conduct a recall election among the tenured/tenure track faculty. A 2/3 vote of those tenured/tenure track faculty ~~voting~~ **having voted** is required to recall the President, Vice President or At-Large Senator from office.

F. Recall of a **School/**Division Senator may be initiated by 40% of members of the **School/**Division. Upon establishment of the authenticity of the petition, the Academic Senate will authorize the **School/**Division to conduct a recall election. A 2/3 vote of those tenured/tenure track faculty ~~voting~~ **having voted** from that **School/**Division is required to recall the **School/**Division Senator from office.

G. Recall of an Adjunct Senator may be initiated by 40% of adjunct faculty. Upon establishment of the authenticity of the petition, the Academic Senate will authorize a recall election. A 2/3 vote of those adjunct faculty ~~voting~~ **having voted** is required to recall the Adjunct Senator from office.

H. Recall of any member of the Academic Senate due to the non-performance of a member in violation of their assigned duties outlined in Article II of the Academic Senate Bylaws may be accomplished by an initial 2/3 vote of the Academic Senate, and subsequent ratification by pertinent faculty members under the following scenarios:

1. Subsequent to initiation by the Senate, removal of the President or Vice-President will occur only upon approval of 2/3 of voting tenured/tenure track faculty.

2. Subsequent to initiation by the Senate, removal of a School/Division Senator will occur only upon approval of 2/3 of voting faculty from that Senator's designated constituents.

3. Subsequent to initiation by the Senate, removal of an Adjunct-Instructor will occur only upon approval of 2/3 of voting adjunct faculty members.

4. Recall of an At-Large Senator for non-performance may be accomplished by a 2/3 vote of the Academic Senate alone.

5. All other members of the Academic Senate cannot be removed for non- performance. Removal of those members may be realized by the loss of their title and positions.

ARTICLE V – CURRICULUM COMMITTEE

Section 1 –Curriculum is the heart of the educational mission of the college; as such, the Curriculum Committee shall be considered the Academic Senate's primary sub-committee.

Section 2 – The Faculty Curriculum Committee chair will be appointed by the President and subject to confirmation by a majority of the Senate.

Section 3 – The Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester **of even years**.

Section 4 - The voting members of the Curriculum Committee shall include:

   A.   Faculty Chair of the Curriculum Committee
   B.   1 Representative from each **School**/Division
   C.   3 At-Large Faculty Representatives
   D.   1 Adjunct Representative
   E.   Chief Instructional Officer, or designee from the Office of Instruction

   E.1 The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.

   E.2 Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.

   F.   ***1 Counselor, if not already represented by any of the preceding categories.***

Section 5 - The faculty Representatives shall be elected by a plurality of their respective voting constituents. They shall be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective Schools/Divisions no later than the 6th week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.

Section 5 **6** – If they are not already voting members, the following shall be appointed as Non- Voting members:

    A.   Curriculum Coordinator
    B.   Representative from the Associated Student Government
       1. The Student Representative shall become a member of the Curriculum Committee if approved and appointed by the ASG. ASG Membership on the Curriculum Committee is purely voluntary.

    C.   Representative of the Counselors (if no elected member is a Counselor)
    D.   Matriculation Officer
    E.   Director of Admissions and Records
    F.   Articulation Officer

Section 6 **7** - The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.

ARTICLE VI – COMMITTEES

Section 1 – The President shall be empowered to form any Standing or *ad hoc* committees of the Senate.

    A. Any subcommittee of the Academic Senate may be dissolved upon the approval of a 2/3 vote of a quorum of the Academic Senate.

Section 2 – The President shall be empowered to appoint faculty members to all Senate, and/or District committees, except when those faculty members are to be appointed by the COCFA President.

    A. The President of the Academic Senate may remove any faculty committee member for cause, including non-performance of their assigned duties.

    B. Removal of a committee Chair must be ratified by a 2/3 vote of a quorum of the Academic Senate.

Section 3 – The operating procedures and, or, bylaws of all standing sub-committees of the Academic Senate, shall be approved by a majority of the Academic Senate.

Section 4 – The President will inform and update the Senate, each semester, of any Senate committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Those committees and appointments are valid unless a majority of the Senators present rejects the formation of the committees or the appointment**s** that have been made.

ARTICLE VII – MEETINGS

Section 1 – The Academic Senate shall adopt and distribute a schedule of meetings for each academic term. The President or a majority of the Senators may call special meetings. All meetings shall be open to any interested persons **and shall meet the provisions of the Open Meeting Act for the State of California (also known as the Ralph M. Brown Act).**

Section 2 – The President and the Vice President shall submit an annual budget request on behalf of the Academic Senate.

Section 3 – Any Senator unable to attend a meeting may select an alternate upon notification to the President in writing in advance of the meeting.

 A. In the absence of the President, the Vice President shall preside.

 B. In the absence of both the President and the Vice President, the President shall designate an alternate from the voting members of the Senate to act as Presiding Officer for that meeting.

 C. A **School**/Division Senator who anticipates their nonattendance at a Senate meeting, may select an alternate from his/her respective **School/**Division.

 D. Alternate Senators serving in place of voting members of the Senate will maintain voting privileges.

 E. In the absence of a voting member of the Senate where no Alternate Senator is designated, those absent voting members may provide their proxy vote to the President or presiding officer in advance of the meeting.

Section 4 – The Academic Senate may audio record its meetings for the purpose of maintaining accurate minutes and transcripts of Senate business. A Standing Rule or Procedure shall be established to govern the practice of audio recordings.

ARTICLE VIII – QUORUM

Section 1 - The minimum number of Senators, which must be present at a meeting in order to transact business legally, shall be 50% of the elected Senators or their representative.

A. The presence of the immediate Past-President is not required for a quorum.
B. **A vote by proxy shall not be considered in meeting quorum requirements if the trustee of the proxy is already a voting member of the Academic Senate.**

ARTICLE IX – SUPPLEMENTAL POWERS

The Academic Senate may establish Bylaws, Standing Rules, Standing Procedures, and any other authority it deems necessary to put into effect the provisions of this Constitution or any other legally vested rights so much as they do not conflict with, nor are interpreted to supersede any provision of this Constitution.

ARTICLE X – RESOLUTIONS

The Academic Senate may adopt resolutions and accordingly shall develop procedures for their implementation.

ARTICLE XI – AMENDMENTS *(Formerly Article IX)*

Section 1 - This Constitution may be amended by a two-thirds vote of a quorum of the Senate and ratified by a majority ~~vote of the~~ **of voting** tenured/tenure track faculty.

ARTICLE XII – ENACTMENT CLAUSE *(Formerly Article X)*

Section 1 – This Constitution shall be effective upon approval by a **voting** majority ~~vote~~ of the College of the Canyons full time Faculty.

Section 2 – Amendments to the Constitution shall be effective upon confirmation of election results by the Academic Senate.

Section 3 – Unless otherwise specified, all actions previously taken by the Academic Affairs Committee of the College of the Canyons Faculty Association shall constitute the policies and practices of the Academic

Senate. *Fall, 1988*

Revised, Fall 2000

Proposal submitted, Fall 2004
Amended Proposal, Approved by the Senate - March 10,

2011 Ratified by Faculty, May 12, 2011 Amended Proposal,

Approved by the Senate – May 8, 2014 Ratified by the

Faculty, May 22, 2014

Amendments submitted, Spring 2018
Amendments, Approved by the Senate – April 26, 2018

BYLAWS
of the
ACADEMIC SENATE
COLLEGE OF THE CANYONS

ARTICLE I – MEMBERSHIP

Section A - The Electorate

1. The Electorate shall consist of tenured and tenure-track faculty, **and adjunct faculty** as defined in Article III of the Academic Senate Constitution (hereinafter "the Constitution").
2. Voting members of the Academic Senate shall be selected by and from the Electorate.
~~**3.** A maximum of three Adjunct Faculty Members shall be elected as voting members to the Academic Senate per Article IV of the Constitution.~~

ARTICLE II – RESPONSIBILITIES

Section A – Statement of General Duties and Expectations

The Academic Senate strives to ensure shared governance, faculty representation, and the successful development of academic standards. Therefore, faculty elected to serve as members of the Academic Senate, and those faculty members working on behalf of the Academic Senate, shall make every attempt to adhere to the rules and expectations listed herein—conducting due diligence in all matters brought before them, while adhering to the highest degree of professional behavior in carrying out the duties bestowed upon them by the Electorate.

1. Officers

    a. For purposes of these Bylaws, the Constitution and the Academic Senate, an "officer", by the nature of their institutional role and impact (*Ex Offic*io), is considered to be one that holds a position of significant trust thereby serving as a unique resource to the Academic Senate and faculty at large.

    b. Officers of the Academic Senate
        i. President
        ii. Vice-President
        iii. Chair, Curriculum Committee
        iv. Chair, Policy Review Committee
        v. President Elect

Section B – Duties of President

1. The President shall prepare the agenda of all regular and special meetings of the Academic Senate, post each agenda in compliance with the Brown Act, and distribute each agenda to all Senators at the time of public posting.
2. The President shall preside at all meetings of the Academic Senate.

3. The President or a designated Senator shall represent the Academic Senate at all Board of Trustees meetings, as well as relevant district and college meetings.
4. The President, in consultation with the Academic Senate, shall appoint faculty members to represent the faculty in college-wide committees.
5. The President shall manage all income and expenses incurred by the Senate.
6. The President or the President's designee shall attend **Academic Senate of California Community Colleges (ASCCC)** Fall and Spring **Area C** meetings ~~of the California Community College Academic Senate~~ **as well as ASCCC Fall and Spring Plenary Sessions.** ~~and regional Community College Academic Senate meetings.~~
7. The President shall serve as the Delegate for College of the Canyons and is expected to participate voting process for ASCCC Resolutions and Elections.
8. In the event the President cannot serve as ASCCC Delegate for College of the Canyons, Delegate shall be selected from the voting members of the Academic Senate.
9. The President shall attend ASCCC Leadership Institute and may attend other ASCCC Institutes or Regional Workshops as necessary to stay current with academic and professional matters.
10. The President shall chair all meetings of the Executive Committee.
11. The President shall assign the role of parliamentarian to a senate officer or senator.
12. The President shall not advocate for or against an outcome of an agenda item unless she or he "passes the gavel."
    a. The President may call upon a member of the Academic Senate to preside over the discussion and debate of a particular agenda item so that the President may participate to advocate for or against an outcome of that item. In so doing, the President has "passed the gavel" as presiding officer until the end of the agenda item in question.
    b. The President may pass the gavel only if:
        i. she or he has first notified the Senate of the intent to do so and for which particular agenda item,
        ii. such notification has occurred prior to the formal approval of the agenda in which that item resides,
            A. Notice may occur verbally at the beginning of the meeting prior to adoption of the agenda.
        iii. at the time of notification, a temporary member has been identified and agrees to preside over the discussion and debate of the agenda item in question.
    c. The President shall take great consideration in appointing a temporary presiding member as doing so eliminates the designee's own right to fully advocate for or against an outcome of an agenda item.

Section C – Duties of Vice-President

1. The Vice-President ~~shall~~ **may** preside over meetings of the Academic Senate in the President's absence.
2. The Vice-President shall assume the duties of the President if the President vacates the Office of the Presidency during his or her term. **Under such circumstances the Vice-**

President will serve in an interim basis until the Academic Senate takes action under Article IV, Section 7(A) of the Constitution.

3. *(Formerly part of Section C2.)* The Vice President shall assume the duties of the President on an interim basis upon the request of the President.

4. The Vice-President shall assist the President and perform other duties, as assigned by the President at Academic Senate and Executive Committee Meetings. The Vice President shall attend all meetings of the Executive Committee and Academic Senate.

5. The Vice-President shall make every effort to attend the next scheduled Faculty Leadership **Institute** ~~conference~~ offered by the ASCCC ~~Statewide Academic Senate~~, if he or she has not already attended such conference at least once previously.

Section D - Duties of the President-Elect

1. Any member of the Electorate who is elected to serve as President of the Academic Senate ~~will~~ *shall* be designated "President-Elect". The President-Elect is essentially the President in waiting whose term shall begin upon confirmation of said election results by the Academic Senate and end on the first day of the subsequent month of July in which they assume the duties of the Presidency. If the President-Elect also sits as a member of the current term of the Academic Senate, then he or she must fulfill all duties assigned and shall not neglect their current position on the Senate in anticipation of assuming the Presidency.

2. The President-Elect shall make every effort to attend all meetings of the Academic Senate to ensure an effective transition to leadership.

3. The President-Elect shall make every effort to attend the next ~~leadership conference offered by the Statewide Academic Senate~~ **scheduled Faculty Leadership Institute offered by the ASCCC**, if he or she has not already attended such conference.

4. The President-Elect shall make any and all attempts to attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District during his or her term as President-Elect and before he or she assumes the duties of the Presidency.

Section E - Transition Duties *(Formerly Section G of Article II. Moved for organizational purposes thus altering subsequent Section lettering of this Article.)*

1. It is the duty of the President and the President-Elect to:

a. Schedule at least two "transition" meetings whereby the outgoing President informs and prepares the President-Elect regarding ongoing matters of professional concern and Academic Senate business as well as debriefs the President-Elect on typical procedural requirements of the Office of the Presidency.

b. Ensure the President-Elect has key access to the physical office space assigned to the Academic Senate as well as the overall resources of the Academic Senate.

c. Ensure a meeting of the President, President-Elect, and Executive Committee to ensure seamless transition of Academic Senate business.

d. Jointly attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District.

Section F - Duties of the Past President

1. The Past President shall provide support and expertise to the President.
~~**2.** The Past President, acting as parliamentarian, shall recommend parliamentary procedures as prescribed in the Robert's Rules of Order or any other parliamentary authority adopted by the Academic Senate. In the absence of the Past President, the Chair of the Policy Committee shall serve as parliamentarian.~~

Section G – Duties of the Policy Review Committee Chair

> *1. Serve a two-year term.*

> *2. Serve as a member of the Academic Senate's Executive Committee.*

> *3. Submit an annual committee status report to the Academic Senate.*

> *4. Recruit and manage Committee membership.*

> *5. Schedule Committee meetings and agendas.*

> *6. Report policy and procedure proposals to the Academic Senate.*

> *7. Document policy and procedural history when appropriate or necessary.*

> *8. Ensure Academic Senate web site accurately reflects policy and procedure queue.*

> *9. Membership and attendance of the College Policy Council (CPC).*

> *10. Advocate BP's and AP's passed by the Academic Senate to the CPC.*

> *11. Attend ASG meetings in an advocacy role of Academic Senate BP's and AP's.*

Section H – Duties of the Curriculum Committee Faculty Chair

> *1. Serves as a resource person to assist faculty in the development of curriculum proposals.*

> *2. Develops a recommended curriculum committee schedule each year.*

> *3. Reviews all courses and programs prior to establishing agendas.*

> *4. Establishes the agenda for Curriculum Committee meetings.*

> *5. Schedules and conducts the technical review meetings.*

> *6. Conducts the Curriculum Committee meetings.*

> *7. Provides advice and guidance on curriculum issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.*

> *8. Updates the Academic Senate regularly regarding committee activities.*

> *9. Reviews minutes of meetings prior to submitting to the Academic Senate.*

Section I - Duties of Senators

1. **School/Division Senators**

    a. **Attendance** – Senators representing ~~serving as~~ **Schools/**Divisions ~~Representatives~~ shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. **Regular attendance is expected.**

        i. **Absence** – **School/**Division **Senators** ~~Representatives~~ shall make any and all effort to secure an alternate representative from their respective **School/**Division in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

    b. **Appointments** - All **School/**Division ~~Representatives~~ Senators shall be eligible for and should anticipate appointment to at least one Academic Senate standing committee or ad hoc committee per academic year.

    c. **Liaison Duties** - Senators serving as **School/**Division representatives shall be the liaison between their representational areas and the Academic Senate. Senators shall explain Academic Senate agenda material to their constituents and present to the Senate concerns from their affected areas.

2. **At-Large Senators**

    a. **Attendance** - Senators serving ~~as~~ At-Large ~~Representative~~s shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. **Regular attendance is expected.**

    b. **Appointments** - At-Large Senators ~~Representatives~~ shall be eligible for and should anticipate being appointed to represent any ~~academic~~ **School/**Division lacking a ~~division~~ ~~Representative~~ dedicated Senator on the Academic Senate.

        i. **Absence** – At-Large **Senators** ~~Representatives~~ shall make any and all effort to secure an alternate representative from the Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

    c. **Liaison Duties** - Senators serving At-Large ~~Representatives~~ shall be the liaison between the full Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area.

3. **Adjunct Senators**

a. Attendance - Adjunct Faculty Senators shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.

i. Absence – Adjunct Faculty Senators shall make any and all effort to secure an alternate representative from the Adjunct Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate. In order for any alternate to serve in place of the absent Senator, the alternate must meet all the requirements to serve as that of the permanent Adjunct Senator.

b. Liaison Duties – Adjunct Faculty Senators shall be the liaison between the full adjunct faculty Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area. Adjunct Senators should use all reasonable means to communicate and liaise with the entire adjunct faculty Electorate.

Section J – Duties of Parliamentarian

1. To attend meetings of the Academic Senate.
2. To ensure orderly and effective discussion in accordance with the adopted parliamentary rules.
3. To advise the President at meetings of the Academic Senate and Executive Committee.
4. To maintain a copy of Robert's Rules of Order for reference.

Section K – Reassign Time for the Academic Senate (SECTION I APPROVED BY THE SENATE 05/26/2016 AS AN AMENDMENT. IT IS NOW BEING INCORPORATED INTO THE MAIN DOCUMENT)

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

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

a. Academic Senate President
b. Academic Senate Vice President
c. Curriculum Committee Chair
d. Policy Review Committee Chair

e. Faculty Professional Development Committee Chair
f. Program Review Committee Chair
g. Noncredit Liaison
h. Legislative Liaison
i. Career Education (CE) Liaison

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

2. Requirements

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

ARTICLE III – MEETINGS AND SENATE PROCEDURES

Section A – California Open Meetings/Ralph M. Brown Act

1. Notice of the agenda shall be posted in a public place at least 72 hours before any meeting, except in an emergency. All special or emergency meetings shall comply with the notice requirements for an emergency meeting under the Ralph M. Brown Act.

2. Agendas shall include time, place of meeting, and information for accessibility accommodations as well as opportunity for public comments and brief description for action items. Other typical components of the agenda include consent calendar, reports, discussion, unfinished business, and new future business.

3. All meetings of this organization shall be public meetings. No meeting or executive session of this organization, or any committee or sub-committee meeting of this organization shall be closed to the public except ~~to discuss a personnel matter, or~~ to discuss litigation **with legal counsel** in which the Academic Senate is involved, or may be involved.

4. All Votes shall be taken in accordance with the Provisions of the Brown Act.

4. ~~The President may put the meeting into executive session as prescribed in The Ralph M. Brown Act.~~

Section B – Meeting Procedures and Standing Rules

1. Meeting Procedures

a. ~~Except as otherwise provided,~~ **T**he most recent Robert's Rules of Order shall ~~govern meeting procedures~~ **be relied upon for guidance and reference for the Academic Senate's parliamentary conduct. Not all aspects of Robert's Rules of Order sensibly align with the organizational and institutional structure of**

the Academic Senate and thus may result in modified parliamentary practice that remains true to the spirit of equitable procedural practice.

~~b. All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business hour. The Senate shall not take any action by secret ballot, whether preliminary or final.~~ *(This section was copied and moved below to Art. III, Section B(2) for organizational purposes.)*

~~c.~~ **b. The day, time and duration of regular meetings of the Academic Senate shall be consistent and agreed upon by a majority of the Academic Senate. Such parameters shall be set in the spring semester of even years and shall extend for a two-year period commencing in the subsequent fall semester.**

2. Senate Readings

a. "Two-Readings" – of an agenda item will be said to have occurred if such item has been listed on at least two separate agendas and has not been tabled or suspended from either agenda. Customarily, one of the two readings should be listed as a "Discussion Item".
b. "Action Items" – are intended as public notice that the Academic Senate is scheduled to take a vote on a particular item. Action items may be discussed prior to a vote.

3. Voting by the Senate

a. All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business hour. The Senate shall not take any action by secret ballot, whether preliminary or final.
b. Meetings of the Senate via teleconferencing require all votes to be made by roll call.
c. Voting by email is not permitted.
d. An accurate record of voting must be maintained.

4. Standing Rules

a. The Academic Senate may adopt Standing Rules **and Procedures** to implement the intent and purposes of these Bylaws, **the Senate Constitution, and any other permissible acts. Standing Rules shall not be intended or interpreted to replace or supersede any provision of these Bylaws or the Constitution.**
b. Standing Rules **and Procedures** shall be adopted by a majority vote of **a quorum of** the Academic Senate.

ARTICLE IV – ELECTIONS

Unless otherwise assigned by a majority of the Academic Senate, *the Elections Committee of the Academic Senate shall administer all elections outlined in Article IV of the Academic Senate*

Constitution **and any other elections assigned to it by the Academic Senate.** *(Underlined portion was grammatically amended.)*

ARTICLE V – COMMITTEES

Section A - Committee Membership Eligibility

All faculty are eligible to serve on committees of the Academic Senate.

Section B - Standing Academic Senate Sub-Committees

Membership on standing committees shall be approved by a majority vote of a quorum of the Academic Senate. ~~The standing committees are:~~ **A list of standing committees shall be regularly updated and maintained by the President and her or his staff and shall be publicized on the Academic Senate web site. Standing committees include, but are not limited to the following:**

1. Academic Staffing Committee
2. ~~Academic Standards Committee~~
3. ~~Board Policies and Procedures~~ **Policy Review Committee**
4. ~~Constitution and Bylaws Committee~~ *(To be dissolved and handed to Policy Review)*
5. ~~Cultural Heritage Committee~~
6. Curriculum Committee
7. Elections Committee
8. *Minimum Qualifications and* Equivalencies Committee
9. Faculty Professional Development Committee
10. Honors **Steering** ~~Program~~ Committee
11. ~~Interdisciplinary Committee and Coffee on the Side~~
11. **Academic** Program Review Committee
12. Scholarly Presentation Committee
13. ~~Student Learning Outcomes Committee~~ *Committee for Assessing Student Learning (CASL)*
14. **Executive Committee of the Academic Senate**
15. **Program Viability Committee**
16. **Career Education (CE) Committee**
17. *Civic Engagement Steering Committee*
18. *Learning Communities Committee (Is not functioning. Inactive.)*
19. *Standards and Practices Committee (Is Ad Hoc)*
20. *Center for Excellence in Teaching & Learning Steering Committee*

Section C – Collegial Consultation Committees

1 - Collegial Consultation Committees are a reflection of the spirit and requirement of AB 1725 shared governance. AB 1725 not only enables, but demands faculty participation in the governance of matters at the local district level. Doing so ensures necessary faculty input on matters concerning the development of sound policy and

maintenance of quality academic standards. Consequently, active membership and participation on shared governance committees is essential to the charge of the Academic Senate and the mission of the District.

2 - Membership on collegial consultation committees shall be approved by a majority vote of a quorum of the Academic Senate. ~~The collegial consultation committees are:~~ **A list of collegial consultation committees shall be regularly updated and maintained by the President and her or his staff and shall be publicized on the Academic Senate web site. Collegial consultation committees include, but are not limited to the following:**

    a. College Planning Team (CPT)
    b. College Policy Council
    c. Facilities Master Plan
    d. Enrollment Management
    e. President's Advisory Council on the Budget (PAC-B)
    f. Technology
    g. Health and Safety Committee

Section D - Ad Hoc Committees

The Academic Senate may establish "Ad-Hoc" committees to accomplish specific tasks. Upon completion of these tasks, these committees may be dissolved or approved as a standing committee. Membership on ad-hoc committees shall be approved by a majority vote of a quorum of the Academic Senate.

Section E - Committee Chairpersons

1 - Committee chairpersons may be recommended by the Academic Senate President or by the committee and approved by a majority of a quorum of the Academic Senate. Chairpersons of standing committees shall be appointed for one academic year unless otherwise directed by the operating procedures of the assigned committee.

2 - All terms of committee chairpersons shall commence on the first day of July subsequent to their appointment and confirmation by the Academic Senate. Appointments occurring after the first of July may be deemed retroactive by a majority vote of a quorum of the Academic Senate.

ARTICLE VI – EXECUTIVE COMMITTEE OF THE ACADEMIC SENATE

Section A - Purpose

The Academic Senate shall establish an Executive Committee (Ex Com). The purpose of Ex Com is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Section B – Membership

    1 – Standing Members
        a. **President (Committee Chair, or designee)**
        b. **Vice-President**
        c. **Curriculum Committee Chair**
        d. **Policy Review Committee Chair**
        e. **Faculty Professional Development Committee Chair**
        f. **Academic Staffing Committee Faculty Chair**
        g. **Program Review Committee Chair**
        h. **College Planning Team Committee Faculty Chair**
        i. **President's Advisory Committee on the Budget Faculty Chair**
        j. ~~**Constitution and Bylaws Committee Chair**~~
        k. ~~**Elections Committee Chair**~~
        l. **Honors Steering Committee Chair**
        m. **Program Viability Committee Chair**
        n. **Legislative Liaison**
        o. **Career Education Liaison**
        p. **Noncredit Liaison**
        q. *COCFA President*
        r. *AFT President*

    2. Ex Com may expand its membership upon a majority vote of its members.

ARTICLE VII – RESOLUTIONS

Section A - Scope

The Academic Senate may adopt resolutions. Resolutions may be used to recommend policy or action to the Board of Trustees, the Chief Executive Officer (CEO), the Academic Senate for California Community Colleges, or other groups.

Section B – Proposals

The Academic Senate may establish standing or ad hoc committees for the purpose of drafting resolutions. The President, Vice-President and individual Senators may also propose resolutions. Any proposed resolution must be submitted to the President and Executive Committee prior to being placed on the Senate agenda. The Executive Committee must approve the draft resolution by a majority vote in order for it to move forward as a Senate agenda item. All proposed resolutions must be in writing.

    1. Format – All resolutions shall have a title that correlates to its content. There shall be no more than four "whereas" statements and no more than four "resolved" statements within each resolution.

Section C – Senate Action

All proposed resolutions before the Academic Senate should undergo a minimum of two readings before adoption. *If extenuating circumstances exist, resolutions may be adopted with only one read. Such circumstances must be communicated to the full Senate prior to holding a vote on the resolution.* All proposed resolutions may be revised and amended prior to final adoption by the Academic Senate. The President shall make reasonable and timely effort to communicate the nature of proposed resolutions through available campus means. Resolutions shall be adopted by a two-thirds vote of a quorum of the Academic Senate and shall consequently contain an accurate time stamp for historical reference.

Section D – Disposition

1. Upon adoption, the Academic Senate shall decide by majority vote the appropriate disposition of the resolution. The President may be directed to present the resolution at a public meeting of the Board of Trustees; may be directed to present the resolution to the CEO; may be directed to present the resolution to the Academic Senate for California Community Colleges; may be directed to submit it to publications in the form of a press release; or any other disposition as directed by the Senate.

2. All adopted resolutions shall be archived by the President as hard copies in print, and on the Academic Senate web site.

Section E – Votes of No Confidence

1. Academic Senate initiated *Votes of No Confidence* shall be conducted through the resolution process listed in Article VII of these Bylaws. *Votes of No Confidence* may be initiated and undertaken by the Academic Senate alone, or jointly with the College of the Canyons Faculty Association, and/or any other organized District staff unit. *Votes of No Confidence* may be initiated for any and all District staffing positions or deliberative bodies.

2. *Votes of No Confidence* shall be adopted by a two-thirds vote of a quorum of the Academic Senate, and ratification by a majority of voting full-time faculty and a separate majority of voting adjunct faculty.

Section F – Statements

The Academic Senate may adopt "statements" by a majority vote. Statements serve to communicate positions, perspectives, information or recommendations to its members or the campus community without necessarily calling for action by any deliberative body.

ARTICLE VIII – DELINEATION OF FUNCTIONS

The Academic Senate may coordinate and collaborate with the College of the Canyons Faculty Associations (COCFA), or any other organization or entity, to properly delineate and clarify overlapping common functions and subject matter. Such delineation may be established in expressed written form. Any written document that delineates Academic Senate functions and duties with other organizations shall require approval of 2/3 of a quorum of the Academic Senate in order to be utilized as a formal source of reference. All written documents of delineation shall be publicly accessible either as an appendix to these Bylaws, or as separately maintained by The Office of the Academic Senate and posted on its web site.

ARTICLE ~~VIII~~ IX – AMENDMENTS *(Formerly Article VI)*

~~Section A –~~ These Bylaws may be amended by a two-thirds vote of a quorum of the Academic Senate.

ARTICLE ~~IX~~ X – ENACTMENT CLAUSE *(Formerly Article VII)*

Section A – Initial Effective Date

These Bylaws shall be effective upon approval by a majority vote of a quorum of the Academic Senate.

Section B – Amendments

Amendments to these Bylaws shall be effective upon approval by a majority vote of a quorum of the Academic Senate. **All amendments shall be incorporated into this document and shall not stand alone as a separate amended document.**

Approved by the Academic Senate: December 13, 2012

Amended by the Academic Senate: May, 26, 2016

College of the Canyons
Academic Calendar – 2019/20
PROPOSED April 2018

Fall 2019

Month	Event	Date
August	Professional Development Week (FLEX, Employees Only)	August 9-15 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 16 (Friday)
	First Day of Fall 2019	August 19 (Monday)
September	Labor Day Holiday	September 2 (Monday)
November	Veterans Day Holiday	November 11 (Monday)
	Thanksgiving Day Holidays	November 28 – December 1 (Thurs. – Sun.)
December	Last Day of Fall Semester	December 7 (Saturday)
	Campus Closed	TBD

Winter Intersession 2020

Month	Event	Date
January	New Year's Holiday	January 1, 2020 (Wednesday)
	First Day of Winter Term	January 6, 2020 (Monday)
	Martin Luther King Holiday	January 20 (Monday)
February	Professional Development Week (FLEX, Employees Only)	February 3-7 (Monday to Friday)
	Last Day of Winter Term	February 8 (Saturday - 5 weeks)

Spring 2020

Month	Event	Date
February	First Day of Spring Semester	February 10 (Monday)
	Lincoln/Washington Holidays	February 14-17 (Friday to Monday)
April	Spring Break	April 6-12 (Monday – Sunday)
May	Memorial Day	May 25 (Monday)
June	Last Day of Spring Semester	June 4 (Thursday)
	Graduation	June 5 (Friday)

Summer 2020

Month	Event	Date
June	Start of Summer session	June 8 (Monday)
July	Independence Day	July 3 - 4 (Friday- Saturday)
August	Last possible day of Summer Session	August 22

AP 4225   COURSE REPETITION

Reference:
    Education Code Sections 66700, 70901, 70902, 76224; Title 5, Sections 55000 – 55043,
    55253, 56029 and 58161

1.   In accordance with section BP 4225.2:

(A) Repeatable Courses
Admissions & Records will work with the office of Academic Affairs to ensure that all
courses published in the college catalog and schedule of classes include information
regarding each course's repetition limitations, including the number of times the course
may be repeated as required by Title 5 section 55041 and outlined in BP 4225.2 (A).

(B) Alleviate Substandard Grades

The computer system is programmed to allow two course enrollments with a substandard
grade or withdrawal notation for all appropriate courses. Students attempting to enroll in
the course for a third time shall file a "Course Repeat Petition" with the Admissions &
Records department. The student must watch the video posted on the College's website
www.canyons.edu/vll entitled "How to Successfully Repeat a College Course." The
student must include the code at the end of the video with the petition and submit it for
approval.

The college catalog and schedule of classes will reflect each course's repetition limit. The
student's academic record will be annotated to disregard previous grade and unit credit
for each of the two allowable repetitions and shall reflect that the most recent grade is
calculated into the student's GPA. No more than two grades will be alleviated.

(C) Significant Lapse of Time

Students repeating a course due to "significant lapse of time" shall file a "Course Repeat
Petition" with the Admissions & Records department. Designated staff will ensure that
36 months have elapsed since the last grade was earned before granting the request and
that the student has not requested such action previously on the same course. The lapse of
time may be less than 36 months if the student's course repetition is necessary for
transfer to another institution of higher education. The student must provide
documentation of a recency requirement with the petition.

The designated staff member will also verify the course must be repeated due to:

- a recency prerequisite established by the course curriculum; or,
- a recency requirement as established by a transfer institution;

Permission to repeat a course based on a significant lapse of time can only be allowed once. The first grade and corresponding unit credit will be disregarded when computing the student's GPA.

(D) Open Entry/Open Exit Courses

The District may permit a student to repeat a portion of a variable unit open-entry/open-exit course. Students may enroll in a variable unit open entry/open exit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. The District will program the computer to allow a student to enroll in an open entry/open exit class until the student has completed the curriculum of the course.

Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit will be disregarded in computing the student's GPA.

(E) Legally Mandated Training

Students repeating a course due to "legally mandated training" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary due to a legal mandate for~~rom~~ their continued or volunteer employment.

Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

(F) Extenuating Circumstances

Students requesting a fourth attempt due to "extenuating circumstances" shall file a "Course Repeat Petition" with the Admissions & Records department. Designated staff will ensure that the extenuating circumstances are verified cases of accidents, illness, or other life changing events beyond the control of the student, and that a petition for extenuating circumstances has not been previously approved. The student's academic record will be annotated to disregard previous grade and unit credit and shall reflect that the most recent grade is calculated into the student's GPA. Course repetition based on extenuating circumstance may only occur once.

Students may not file a petition for "extenuating circumstances" to eliminate a substandard grade or withdrawal in one of the allowable course repetitions for activity courses. The college catalog and schedule of classes shall list the course repetition limit for all activity courses in physical education, and visual and performing arts courses in

music, fine arts, theater or dance. The computer system will be programmed to ensure compliance with the unit limitation of each activity course, and the student's academic record will be annotated accordingly.

(G) Cooperative Work Experience

Occupational and General Work Experience courses (CWEE) will be listed in the college catalog and schedule of classes along with the appropriate number of units a student may complete under Title 5 section 55253. The computer system will be programmed to ensure compliance with the unit limitation and the student's academic record will be annotated accordingly.

(H) Special Courses for students with disabilities

Student with disabilities courses (GENSTU) may be allowed additional course repetitions as determined by the Director of Disabled Students and Programs. The student's academic record will be annotated to disregard previous grade and unit credit each time the student repeats a course.

(I) Significant Change in Industry or Licensure Standards

Students repeating a course due to "significant change in industry standards" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary for employment or licensure as a result of significant changes in industry or licensure standard. Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded. The grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

2. A student who enrolls in a course three times and earns a Withdraw grade of (W) on each attempt is allowed one additional attempt at the course. On the fourth attempt, a student must drop the course prior to the drop ~~withdraw~~ deadline or earn a grade in the course. The student cannot earn a fourth withdraw from the same course on the fourth attempt.

~~2.~~3. The CCFS-320 Attendance Accounting report shall be modified to include all apportionment limits outlined in BP 4225.3.

~~3.~~4. In accordance with BP 4225.4:

Students who would like to include the units from external accredited colleges and universities must submit an "Transcript Evaluation Request~~Inclusion of External Coursework~~" form. Once the courses, units, and grades from another accredited college or university are posted to the student's permanent record, they cannot be removed.

a) All external courses will be included in the student's cumulative units, grades, and grade points.

b)   College of the Canyons will honor prior coursework repetition actions by other accredited colleges and universities.

c)   A student's substandard coursework at College of the Canyons will not be alleviated by coursework completed at an external college or university. Nor will external courses be used to determine COC academic standings.

d)   A student's substandard coursework at an external college or university will not be alleviated on a College of the Canyons transcript with College of the Canyons coursework.

e)   All coursework taken at an accredited college or university will count towards unit totals, degree or certificate requirements, CSU Breadth and UC IGETC requirements, where applicable and appropriate.

Policy Approved on 3/26/14

Revised 04/23/18 JR

BP4230 Grading and Academic Record Symbols

Reference:

Education Code Sections *76224; Title* 5, Sections 55020 -   55025

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course. The determination of the student's grade, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

4230.1 Symbols and Grade Points

The grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The following equivalent symbols shall be used:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade points per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline	0 grade points per unit
p	Credit (at least satisfactory)	Units not counted in GPA
NP	No Credit (less than satisfactory or failing)	Units not counted in GPA
SP	Satisfactory Progress towards completion of the course	Used for noncredit courses only and is not supplanted

4230.2 Pass, No Pass Grading

The District may offer courses in either or both of the following categories and shall specify in the catalog the category into which each course falls:

A. Courses wherein all students are evaluated on a "pass-no pass" basis.

B. Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be "pass-no pass" or a letter grade. Once selected a student may not reverse the grading option for the course.

C. All units earned on a "pass-no pass" basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.

D. Units earned on a "pass-no pass" basis shall not be used to calculate grade point averages. However, units attempted for which "NP" is recorded shall be considered in probation and dismissal procedures.

E. Independent study courses may be graded on a "pass-no pass" basis in accordance with this policy.

F. For courses in which there is a single standard of performance for which unit credit is assigned, the "P/NP" grading system shall be used to the exclusion of other grades. Pass shall be assigned for meeting that standard, No Pass for failure to do so.

4230.3 The "FW" grade symbol

This symbol will be used to indicate a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and the student has not received district authorization to withdraw from the course under extenuating circumstances.

A. For the purposes of calculating grade points, and for determining academic standing per District Policy 5906, the "FW" symbol will be treated in the same manner as the "F".

B. For the purposes of determining course repetition per District Policy 5901. The "FW" symbol will be treated in the same manner as the "F".

Per the California Code of Regulations, Title 5, Section 55023(e) the District will use the following non-evaluative symbols:

4230.4 Incomplete (I)

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with

the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

A. The "I" must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.

B. Students who have been issued an "I" symbol may not re-enroll in the same course while the "I" is pending completion.

C. An Incomplete may not be issued unless the withdrawal deadline for the course has passed.

E. The instructor and student must mutually agree that the instructor can issue an Incomplete.

F. The "I" symbol shall not be used in calculating units attempted or for grade points. However, per District Policy 5906, the "I" is used when calculating progress probation and dismissal.

G. The District board shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

4230.5: In Progress (IP)

The "IP" symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

A. The "IP" shall not be used in calculating grade point averages.

B. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

4230.6: Report Delayed (RD)

The "RD" symbol may be assigned by the Admissions & Records office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

A. "RD" shall not be used in calculating grade point averages.

4230.7: Withdrawal (W)

Withdrawal from a class or classes shall be authorized through 75% of the term.

A. The academic record of a student who remains in a class beyond the time allowed by district policy must reflect a symbol as authorized in this Section other than a "W."

B. In accordance with Title 5, section 55024, a student may receive no more than three withdrawals for any one course.

C. Students may withdraw from a class or classes in verifiable extenuating circumstances after 75% of the term upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

D. No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first two weeks, or 20% of a term, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first two weeks or 20% of the term.

E. Withdrawal after the end of 75% of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W." A student who completes a course, for example, by taking a final exam, turning in a final paper or project, or giving a final speech or performance, is not eligible for a late withdrawal under any circumstance.

F. For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be

contacted, the department chair, division dean, or appropriate administrator, will act on behalf of the instructor.

G. The "W" shall not be used in calculating grade point averages, but excessive "W"s (as defined in District Policy 5906 shall be used as factors in probation and dismissal procedures.

H. All petitions for withdrawals without a "W" or withdrawals with a "W" must be completed and submitted to the Academic Standards Committee no later than 12 months subsequent to the end of the term for which the student is requesting the withdrawal. This 12-month timeframe also applies to student's who enroll in a class or classes and never attend. Students may appeal to the Chief Student Services Officer for a maximum 12-month extension of this time limit. Appeals must be based upon extenuating circumstances as defined elsewhere in this policy.

The maximum timeline for which the Academic Standards Committee will consider a petition is 24 months from the end of the term for which the student is requesting the late withdrawal, regardless of whether the student ever attended the course. If the appeal is approved, and the timeline extended, the Academic Standards Committee will review the petition at that time.

I. A maximum of 15 cumulative units taken at College of the Canyons may be notated as either "W," or drop without a "W," or some combination thereof, through the petition process, unless a recommendation is made to exceed that maximum by an academic counselor. This does not preclude students from withdrawing themselves using the standard method and timelines available.

J. According to Title 5, section 55024, a "W" shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleged discriminatory treatment.

K. A "W" shall not be assigned to a student subject to fire, flood or other natural disasters. Students affected by this type of situation should file a petition to the academic standards committee to remove the "W."

L. The District will notify a student after the second withdrawal from a course of this policy and refer them to the Counseling Office. The Counseling Office will provide guidance to enable the student to successfully complete the

course.

4230.8: Military Withdrawal (MW)

"Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a
"MW."

A. Military withdrawals shall not be counted in progress probation and dismissal calculations.

B. In no case would a military withdrawal result in a student being assigned a~~n~~ "FW" grade.

C. Military withdrawals shall not be counted in the total ~~of~~ **for the** three withdrawal limitation ~~of~~ **for** any one course.

4230.9 Excused Withdrawal (EW)

"Excused Withdrawal" occurs when a student must withdraw from a course due to reasons beyond their control. The student must provide the college with documentation of the extenuating circumstance that cause them to no longer attend the course.

A. Excused withdrawals shall not be counted in progress probation and dismissal calculations.

B. In no case would an excused withdrawal result in a student being assigned a "FW" grade.

C. Excused withdrawals shall not be counted in the total for the three withdrawal limitation for any one course.

Approved: October 25, 2017

Next Review Date: Fall 2023

Submitted revisions to AS, ASG 05/08/18

Recommendations for Professional Development for new full-time faculty

Discussion Issue:

The Professional Development office expects newly hired faculty members to participate in the Professional Development Mentor Program run through the Professional Development office. The yearlong PD Mentor program entails 8 hours of participation/training per semester, which the current leaders of the SYNERGY and CETL feel places an unnecessary burden on new faculty who are already completing the SYNERGY program, meeting with their tenure committees, and undergoing three classroom visitations/semester. According to the Professional Development Office, participation of all new faculty in the PD mentor program is mandatory, although no such language exists in the faculty contract. Based on faculty exit surveys, there has been significant variation in the benefits of the mandatory PD Mentor program. Additionally, it is the Professional Development Office's position that the SYNERGY advisors and Academic Senate president need to identify the mentors for the new faculty.

Recommendations

It is understood that all full-time faculty are required to complete 41 hours of professional development with the flexibility to choose from a variety of professional development activities that are offered throughout the year. In order to support the professional development of new full-time faculty, the Academic Senate recommends that the new full-time faculty participate in the New Faculty Orientation offered during FLEX week and participate in the semester long mentoring program known as Synergy. The Academic Senate further recommends the new full-time faculty discuss with their tenure committees specific goals and objectives that can be supported through participation in the yearlong Mentor Program offered through the Professional Development Office.

BP/AP 4021 Program Viability Evaluation Rubric
Name of Program: Career Skills
Proposal Submitted by: Wendy Brill-Wynkoop
Committee Meeting Date(s): 12/4/2017
Committee Members Present: Jerry Buckley, Omar Torres, David Andrus, Albert Loaiza, Dan Portillo, Chris Boltz, Jason Burgdorfer, Wendy Brill-Wynkoop

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

Type of Proposal: (Initiation, Substantial Modification, Discontinuance)

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals **To develop and maintain employment skills**	**Program has been very successful at SBCC and they have offered to allow us to duplicate at COC**
Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	N/A
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	Multiple CE advisory boards have requested student develop "professional" skills
3. What does the labor market study indicate? (CTE Only)	Difficult to quantify as these are often considered "workforce preparation" rather than skills performed on the job
4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A
5. Replication of programs in surrounding community college districts	SBCC
6. Enrollment trends in program disciplines (past and present)	SBCC has a booming program

7. Projected demand for this program in the future	High
8. Any other data from program review in support of proposal	N/A
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
Program and Curriculum Design	
13. Program Outline of Required Courses	11 courses in 4 certificates are proposed
14. What courses are existing?	None
15. What courses need to be created?	11 courses on varying topics, all expected to be offered for 8 hours each
16. Frequency of existing course offering	N/A

17. Proposed offering frequency of new program courses	TBD – based on demand
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	N/A
19. Ability of program to meet standards of outside agencies/licensing boards	N/A
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	Local businesses, as represented on advisory board, are asking for these classes and some have indicated they will offer their employees raises if they complete these certificates
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	Goal is to offer by Spring of 2019 – can be done depending on curriculum approval process
23. Which school houses or will house this program?	School of Non-Credit
24. Which department houses or will house this program?	N/A
25. Will AP 4023 (Merging/Splitting Departments) be needed?	N/A
26. Which current faculty will be responsible for this program?	Wendy Brill-Wynkoop has agreed to steward the program through the curriculum approval process
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	N/A
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Additional NC faculty will likely be hired to teach these courses

29. What additional staffing resources will be needed to support this program?	(see above)
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Many of these courses are expected to be taught off-site in local business settings but may be taught on either campus
31. What is the funding source for this program?	None identified
32. Plan for institutionalization (if grant funded)	N/A
Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	**Supports the mission of serving our community and meeting their diverse needs, including up-skilling and re-training**
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	**See above**
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	**NC is open entry/open exit, repeatable, and free**
Program Viability Committee Recommendation _____ Committee Chair's Signature	**__X___ Initiate** **_____ Not Initiate** **_____ Modify** **_____ Not Modify** **_____ Discontinue** **_____ Not Discontinue**

Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation. See summary from December 4, 2017.

BP/AP 4021 Program Viability Evaluation Rubric

Name of Program: Civic and Community Engagement
Proposal Submitted by: Patty Robinson
Committee Meeting Date(s): 12/4/2017
Committee Members Present: Jerry Buckley, Omar Torres, David Andrus, Albert Loaiza, Dan Portillo, Chris Boltz, Jason Burgdorfer, Wendy Brill-Wynkoop

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of ⬚Specialization⬚ or Achievement, AA/AS or AA-T/AS-T)

Type of Proposal: ⬚(Initiation⬚, Substantial Modification, Discontinuance)

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals **Help students develop civic literacy and engagement**	**Noble goal; evidence supports growing movement to engage students in this manner**
Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	CSUN has a minor in Civic and Community Engagement
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	N/A
3. What does the labor market study indicate? (CTE Only)	N/A
4. Are there local universities with this program for students to transfer to? (Transfer Only)	CSUN has a minor
5. Replication of programs in surrounding community college districts	Many community colleges offer coursework in Service Learning; there are no "programs" in civic engagement at this time
6. Enrollment trends in program disciplines (past and present)	As this is interdisciplinary and student will take many GE courses, the expected participation is high especially in the social sciences

7. Projected demand for this program in the future	Unable to quantify
8. Any other data from program review in support of proposal	N/A
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
Program and Curriculum Design	
13. Program Outline of Required Courses	Two new courses are proposed – Introduction to Civic & Community Engagement and Introduction to Community-Based Learning; the remaining course are already approved
14. What courses are existing?	Students will select from a number of approved courses in four areas: diversity, culture, ethics, and critical thinking.
15. What courses need to be created?	The two previously mentioned
16. Frequency of existing course offering	With the total number of options exceeding 40, there should be no problem with frequency of offerings

17. Proposed offering frequency of new program courses	Every semester
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	Because most courses will be counted twice, there should be no problem completing the certificate
19. Ability of program to meet standards of outside agencies/licensing boards	N/A
20. How will new courses and program articulate to institutions of higher education?	CSUN has agreed to articulate the Introduction to Civic & Community Engagement course. Introduction to Community-Based Learning does not exist at CSUN, but author says they are currently developing it.
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	CSUN is the target transfer institution
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	Author would like program to be in place for Fall of 2019; this is reasonable
23. Which school houses or will house this program?	TBD
24. Which department houses or will house this program?	TBD
25. Will AP 4023 (Merging/Splitting Departments) be needed?	Not anticipated
26. Which current faculty will be responsible for this program?	Patty Robinson, Faculty Director
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	N/A

28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Dr. Robinson feels capable of handling this program
29. What additional staffing resources will be needed to support this program?	Dr. Robinson has secured grant funds for this program
30. Are there facilities available for this program? If not what is the plan for getting facilities?	District has set aside space for this program
31. What is the funding source for this program?	Grant monies
32. Plan for institutionalization (if grant funded)	TBD
Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	**Excellent alignment as most of the courses are simply a re-packaging of existing curriculum**
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	**Develop culturally literate students**
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	**It's very focus is on issues of diversity and culture**
Program Viability Committee Recommendation _____ Committee Chair's Signature	___X__ Initiate _____ Not Initiate _____ Modify _____ Not Modify _____ Discontinue _____ Not Discontinue

Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation. See December 4, 2017 Summary notes.

BP/AP 4021 Program Viability Evaluation Rubric
Name of Program: Green Gardener
Proposal Submitted by: Regina Blasberg
Committee Meeting Date(s):   3/12/2018
Committee Members Present: Jason Burgdorfer, David Andrus, Albert Loaiza, Dan Portillo

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

Type of Proposal: (Initiation, Substantial Modification, Discontinuance)

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals **Training in water- and energy-saving practices for residential and commercial gardeners and landscapers**	**Given our high-desert region and recent drought conditions, this program seems timely and relevant**
Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	Closely related to current Water Technologies program
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	The Water Advisory Board is in support of this program
3. What does the labor market study indicate? (CTE Only)	Labor market data indicates more than a 10% projected growth in the occupations that would be served by this program
4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A
5. Replication of programs in surrounding community college districts	No programs in our immediate service area but SBCC and LAPC have similar programs
6. Enrollment trends in program disciplines (past and present)	N/A

7. Projected demand for this program in the future	Based on labor market data and input from advisory boards, this program should thrive in our area
8. Any other data from program review in support of proposal	N/A
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
Program and Curriculum Design	
13. Program Outline of Required Courses	Two courses are described as "module 1" and "module 2"
14. What courses are existing?	N/A
15. What courses need to be created?	Green Gardener 1 and Green Gardener 2
16. Frequency of existing course offering	N/A

17. Proposed offering frequency of new program courses	TBD
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	N/A
19. Ability of program to meet standards of outside agencies/licensing boards	N/A
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	N/A
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	Timeframe has been adjusted to accommodate local processes; expected first offerings in Fall of 2019
23. Which school houses or will house this program?	School of Applied Technologies
24. Which department houses or will house this program?	Engineering Technologies
25. Will AP 4023 (Merging/Splitting Departments) be needed?	N/A
26. Which current faculty will be responsible for this program?	Regina Blasberg
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	yes

28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	None anticipated
29. What additional staffing resources will be needed to support this program?	Faculty will need to be hired
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Laboratory space will need to be identified
31. What is the funding source for this program?	SCCCD
32. Plan for institutionalization (if grant funded)	N/A
Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	**Compliments current offerings in Water Technology**
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	**Supports the college's commitment to expanding Non-Credit programs and supports the Doing What Matters Initiative**
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	**Non-credit is open entry/open exit**
Program Viability Committee Recommendation _____ Committee Chair's Signature	**__X___ Initiate _____ Not Initiate** **_____ Modify _____ Not Modify** **_____ Discontinue _____ Not Discontinue**

Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation. See March 12, 2018 summary notes.

BP/AP 4021 Program Viability Evaluation Rubric

Name of Program: Land Surveying Global Navigation Satellite System (GNSS) Program
Proposal Submitted by: Regina Blasberg
Committee Meeting Date(s): 3/12/2018
Committee Members Present: Jason Burgdorfer, David Andrus, Albert Loaiza, Dan Portillo

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

Type of Proposal: (Initiation, Substantial Modification, Discontinuance)

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals **Land-surveyers are increasingly required to utilize GNSS technologies in their work**	**Goal is to support Land Surveying program by providing working surveyors with the opportunity to up-skill**
Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	Closely related to current Land Surveying program
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	The Land Surveying Advisory Board is in support of this program
3. What does the labor market study indicate? (CTE Only)	Doing What Matters supply-demand calculator indicates that this training "is a GO!"
4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A
5. Replication of programs in surrounding community college districts	No programs locally or in the LA County region
6. Enrollment trends in program disciplines (past and present)	N/A

7. Projected demand for this program in the future	Based on labor market data and input from advisory boards, this program should thrive in our area
8. Any other data from program review in support of proposal	N/A
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
Program and Curriculum Design	
13. Program Outline of Required Courses	Principles of GNSS Technology Fundamentals of Geodesy GNSS Techniques: RTK, CORES, and DGNSS Control Surveys Using GNSS GNSS Leveling Survey Data Adjustments GNSS Processing and Analysis Map Projections
14. What courses are existing?	N/A

15. What courses need to be created?	All of those listed in #13
16. Frequency of existing course offering	N/A
17. Proposed offering frequency of new program courses	TBD
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	N/A
19. Ability of program to meet standards of outside agencies/licensing boards	N/A
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	N/A
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	Timeframe has been adjusted to accommodate local processes; expected first offerings in Fall of 2019
23. Which school houses or will house this program?	School of Applied Technologies
24. Which department houses or will house this program?	Engineering Technologies – Land Surveying
25. Will AP 4023 (Merging/Splitting Departments) be needed?	N/A
26. Which current faculty will be responsible for this program?	Regina Blasberg
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	yes

28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	None anticipated
29. What additional staffing resources will be needed to support this program?	Faculty will need to be hired
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Current facilities are expected to be sufficient to support this program
31. What is the funding source for this program?	SCCCD – will need to partner with providers of the software and GNSS devices
32. Plan for institutionalization (if grant funded)	N/A
Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	**Compliments and supports current offerings in Land Surveying**
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	**Supports the college's commitment to expanding Non-Credit programs and supports the Doing What Matters Initiative**
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	**Non-credit is open entry/open exit**
Program Viability Committee Recommendation _____ Committee Chair's Signature	**__X___ Initiate _____ Not Initiate** **_____ Modify _____ Not Modify** **_____ Discontinue _____ Not Discontinue**

Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation. See March 12, 2018 Summary notes.

Vote of No Confidence - State Chancellor Oakley

<u>Issue</u>

Several local Academic Senates throughout the state are considering or have passed a vote of no confidence against the State Chancellor, Eloy Oakley

Local Faculty Senates are considering or have passed a vote of no confidence:

- San Diego Miramar College (passed resolution)
- San Diego Mesa College (passed resolution)
- San Diego City College (passed resolution)
- Alan Hancock
- Cuesta College
- Glendale College (passed resolution)
- Santa Rosa College
- Sierra College
- City College of San Francisco
- College of the Sequoias

"Vote of No Confidence"

A vote of no confidence is a statement which states that a person in a position of responsibility is no longer deemed fit to hold that position, perhaps because they are inadequate in some respect, are failing to carry out obligations, or are making decisions that other members feel are detrimental. (Wikipedia)

<u>Background</u>

Oakley was appointed by Governor Brown in late fall 2016 and confirmed by Board of Governors. Chancellor Oakley has a fundamentally changed the focus of the Chancellor's office (CCCCO) by choosing "oversight" of the local districts rather than a "service oriented" focus. With the appointment of Oakley many of the people who had worked in the CCCCO have left or chose to retire. With the change of focus from service to oversight, Chancellor Oakley has chosen to ignore past practice, regulation and law specifically in the areas of faculty purview and input from system partners.

Examples of concerns about Oakley's lack of leadership

Consultation Council

- The Board of Governors mandates in its [Standing Orders](#) that "The Chancellor shall convene and regularly meet with a Consultation Council composed of representatives of selected community college institutional and organizational groups". Organizational groups include representations from the ASCCC and faculty unions. Members of the council must commit to the following:
  - (1) Each group, insofar as it participates in Consultation, will commit to promote the development of policy which is in the best interests of students, the system, and the State; Procedures and Standing Orders II-29

- - (2) Each group will commit to first attempt to use the Consultation Process for pursuing recommended policy changes or recommended policy that can be dealt with in the Consultation Process;
    - (3) Each group will commit to strive to accept and accommodate the consensus reached in Consultation, although each group will retain the ultimate right to excuse itself from Consultation on a particular issue or the ultimate right to take an issue to a different arena; and
    - (4) Each group will agree to attend Consultation meetings, complete any work it agrees to undertake, and communicate with and involve the constituency it represents.
- Oakley has committed to none of the above
- Generally, those that sit on the Consultation Council feel the council is just for "appearances" and not a true advisory group as dictated by the Board of Governors
- Oakley has demonstrated a lack of transparency and has not engaged in collegial consultation by excluding faculty leadership groups and other stakeholders from meetings addressing policy matters,
- Concerns about issues of governance, including but not limited to the lack of access to the State Chancellor for conversations about policies that can have dramatic impact on our system's operations, such as performance-based funding and the fully on-line community college,

Faculty Purview

- Chancellor Oakley has made decisions that affect Academic and Professional matters without the ASCCC and made appointments to decision making workgroups without ASCCC consultation. He rarely meets with representatives of the ASCCC.
- Some examples include:
    - Implementation of AB 705
    - Fully online community college
    - Performance-based funding formula
    - Interference in the equivalency process
    - Minimum qualifications--No consultation
- The Board of Governors in its Standing Orders directs:
    - "Throughout the Consultation Process, the advice and judgment of The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter"
    - "The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system-wide level shall be made by the Academic Senate,"
    - Committees formed to develop proposals or make decisions with system-level impact should consist of representatives from appropriate constituencies similarly appointed by the statewide organizations that represent those constituencies

Visions for Success (System Vision and Goals)

- The Vision for Success goals were created with little consultation with system stakeholders other than one online survey.

Funding Formula

- A funding formula was included in the Governor's January Budget Proposal that recommended an enormous shift for the CCCs. Immediately stakeholders from all groups including faculty, staff, and administration. All stakeholders have slightly different reasons to think this proposal is problematic, but they all agree that more conversation MUST happen before this change occurs. Chancellor Oakley has continued to support and align with Gov Brown's proposed funding formula only making small changes before recommending that it move forward with the formula in the May revise.
- The ASCCC has a position against performance-based funding and there is little to no data proving that performance-based funding works to improve student success over the long term. The data actually shows that performance-based funding is detrimental to the most vulnerable groups.

Online College

- The Governor has also proposed spending $120 million to create a 100% new online community college district. The online college would be a subscription model focused on skill-based competency programs for 25 to 34 year-old workers not currently enrolled in the CCCs. defend it.
- Changes to law implemented through a trailer bill and changes to Title 5 Regulations will allow for the Online Community College District will to remove barriers for these students, but not for local districts. The new Online College will create competition for the existing colleges.
- Again, most system partners have publically, and repeatedly stated why this Online College District is problematic and even harmful to students yet Chancellor Oakley continues to support and lobby for its implementation.

AB 705

- Oakley chose to end the Common Assessment Initiative for the CCCs without any consultation with the ASCCC or the initiative partners. The Vice Chancellor of Academic Affairs found out about the initiative ending when a press release was sent out.
- Oakley then lobbied Assemblymember Irwin to author the bill AB 705 "Multiple Measures" to mandate colleges use one measure, grades on high school transcripts, as the main assessment for placement in math and English. The bill additionally changed the law so that the CCCs must have a pathway for all students to be at transfer level math and English in one year.
- After the bill was passed the AB 705 Workgroup was formed and tasked with drafting the guidelines for AB 705 implementation and recommendations for Title 5 regulations. Oakley's appointees to this workgroup have interpreted the bill's language even more narrowly than written in law and been dismissive of the faculty members serving on the committee

Question

Throughout the state all stakeholder groups (faculty, staff, students and administors) have expressed concerns about and lack of confidence in Chancellor Oakley's leadership and not because they dislike the Chancellor personally. Chancellor Oakley is not representing the system he was hired to lead. He has chosen to publicly state that the CCCs are failing our students. Essentially Oakley has made a Vote of No Confidence in the our system. If there are problems in our system, and there are, a good leader would consult with stakeholders to develop solutions for our system together. In addition he is actively lobbying the legislature with his ideas for solutions and by dismissing the CCC system stakeholders' voice. (Press releases from the CCCCO)

The question is, is it our duty to respond to his public statements?

College of the Canyons Academic Senate &
College of the Canyons Faculty Association
Joint Collaborative Consultation Understanding (JCCU)

An understanding between College of the Canyons Academic Senate and
College of the Canyons Faculty Association

1. The Academic Senate provides the faculty with a formal and effective procedure for participating in the formation of District policies on academic and professional matters. California Education Code section 70902(f).

2. The College of the Canyons Faculty Association ("COCFA") is the exclusive bargaining agent for all contract (probationary, and temporary) and regular (tenured) faculty, instructional and non-instructional, including those whose contracts specify less than a full-time assignment. See California Government Code section 3543 and COCFA Collective Bargaining Agreement Article 2.

3. The College of the Canyons Academic Senate and COCFA desire to enter into this Agreement in order to avoid future misunderstandings and to clarify their respective roles relating to the implementation of AB 1725 Shared Governance mandates contained in both education code and Title 5.

4. The College of the Canyons Academic Senate and COCFA wish to work together effectively in the areas where their purviews overlap, and are committed to communication, transparency, understanding of the roles and scope of each organization, and collegiality.

5. It is the state intent of Title 5, Section 53204, that all parties will respect agreements between the Academic Senate and COCFA as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate pursuant to Title 5.

6. Title 5, California Code of Regulations, Section 53200, et, seq., indicates a minimum of ten (10) specific areas of academic and professional matters in which the Academic Senate shall consult collegially with the Board of Trustees or their designee. The primary function of the Academic Senate is to participate in the development of policies regarding these specific areas and/or other areas that have been mutually agreed upon. The specific areas of academic and professional matters include
   a. Curriculum, including establishing prerequisites and placing courses within disciplines;
   b. Degree and certificate requirements;
   c. Educational program development;
   d. Grading policies;
   e. Standards or policies regarding student preparation and success;
   f. District and college governance structures, as related to faculty roles;
   g. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
   h. Policies for the faculty's professional development;

      i. Processes for program review;

      j. Processes for institutional planning and budget development; and

      k. Other academic and professional matters as mutually agreed upon between the board of trustees and the Academic Senate.

7. Many of the academic and professional matters identified in Title 5 are also within the jurisdiction of the collective bargaining Agreement between COCFA and the District.

8. Collective bargaining for community colleges is defined in the Education Employment Relations Act (EERA) pursuant to section 3543.2 and as a non-exhaustive list includes matters relating to the following:

      a. School calendar;

      b. Compensation;

      c. Wages;

      d. Hours of employment;

      e. Terms and conditions of employment - health and welfare benefits;

      f. Leave;

      g. Transfer and reassignment policies;

      h. Safety conditions;

      i. Class size;

      j. Procedures for evaluation of employees;

      k. Organization security;

      l. Procedures for processing grievances;

      m. Layoff procedures;

      n. Alternative compensation or benefits for employees adversely affected by pension limitations;

      o. Additional compensation or salary schedule based on criteria other than years of training and experience.

9. In those areas of academic and professional matters which appear to be both within the jurisdiction of the Academic Senate as per Title 5 and within the jurisdiction of COCFA as per the contract, or allowable under Education Code, both organizations agree to consult with one another.

10. Specific areas where the duties and responsibilities overlap include but are not limited to Professional Development, Faculty Evaluations, Tenure Review Process, Enrollment Management, Program Viability/Discontinuance, Office Assignment, Faculty Hiring Procedures, Curriculum and Textbooks.

College of the Canyons Academic Senate and COCFA agree to the following best practices for collaboration between the two organizations:

A.   So as to better collaborate the Presidents of COCFA and Academic Senate are strongly encouraged to maintain currency and awareness of local, regional, and statewide issues that affect faculty purview within each organization's scope.

B.   The Presidents of COCFA and Academic Senate should meet regularly throughout the semester, but no less than monthly.

C.   COCFA agrees that the President of the Academic Senate or designee will be given the opportunity to provide feedback related to contract language being negotiated between COCFA and the District as it relates to matters that overlap.

D.   The Academic Senate agrees that the President of COCFA or designee will be given the opportunity to provide feedback related to the development of policies and procedures as it relates to matters that overlap.

E.   The Presidents of the Academic Senate and COCFA should consult collaboratively prior to making appointments to collegial consultation and college wide committees, especially where those appointments are within jurisdiction shared by both.

F.   The Executive Committees or Executive Boards of the Academic Senate and COCFA shall meet jointly at least once each semester to discuss matters of mutual interest and concern.

G.   It is the intent of the parties that changes to this Understanding shall be arrived at through a process of collaborative discussions. Reference to and acknowledgement of this understanding should be memorialized in the Academic Senate's Bylaws and COCFA's Standing Rules. Modifications shall be subject to the approval of the Academic Senate and COCFA's Representative Council.

_____   _____

Academic Senate President   COCFA President

_____   _____

Date   Date

Resolution in Support of Resources for College of the Canyons Academic Senate

Whereas, it is critical for local full and part-time faculty leaders to attend Academic Senate for California Community College's (ASCCC) biannual plenary sessions and other ASCCC institutes for leadership development, curriculum support, and to learn and respond to ever changing the state landscape as related to academic and professional matters;

Whereas, attendance at the ASCCC biannual plenary sessions is essential for College of the Canyons faculty delegates to participate in the resolution process and election of ASCCC Executive Committee members;

Whereas, it is necessary to train the next generation of faculty leaders at College of the Canyons, and recent initiatives, grants, increases in categorical funds, and changes to the curriculum processes all require locate senate input and approval that should be done upon understanding the issues from a diversity of perspectives; and

Whereas, College of the Canyons Academic Senate does not have sufficient funds to support faculty attendance at ASCCC plenaries and other leadership and curriculum institutes and has continued to request increasing to travel and conference budgets that have been to no avail;

Resolved, College of the Canyons Academic Senate urges the Board of Trustees to adopt a policy that ensures the Academic Senate has the adequate resources to support faculty attendance at ASCCC biannual plenary sessions and other ASCCC institutes and regional meetings to support leadership development and curriculum.

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

Reference:

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

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

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

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

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

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

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

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

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of **necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the Academic Senate**. **Such modifications may concern, among other factors,** ~~of~~ **curriculum relevance and status**, current faculty workload; physical or financial resources, academic outcomes and process; ~~student outcomes~~; ~~new curriculum or~~

current curriculum; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. **The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a substantial modification.** A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

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

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

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

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

4021.06 De Facto Discontinuance – Is the unofficial, **improper** discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

4021.07 Committee: the Academic Senate will form a **standing** Program Viability Committee whose membership is listed in Section IV of this procedure.

4021.08 Proposal to Revitalize – is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.

4021.09 Revitalization: a recommended action to remedy identified problematic areas of a program.

4021.10 Short Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for one to three years in duration.

4021.11 Long Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for three to five years in duration.

4021.12 Determination Process: refers to the sequential process of Section III through V of Administrative Procedure 4021.

4021.13 Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.

4021.14 Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.

4021.15 Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

4021.14 A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.

4021.16 College districts are also required by statute and regulation to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain labor market requirements prior to initiation and every two years thereafter to ensure its necessity. Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.

See Administrative Procedure 4021

Approved 10/24/2013 by the Academic Senate
Approved 05/26/2016 by the Academic Senate

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

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

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

I. DEFINITIONS

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

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

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

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

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

1. Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of **necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the Academic Senate**. **Such modifications may concern, among other factors,** ~~of~~ **curriculum relevance and status**, current faculty workload; physical or financial resources, academic outcomes and process; ~~student outcomes~~; ~~new curriculum or current curriculum~~; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. **The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a substantial modification.** A "Substantial Modification" must be proposed and meet the procedural requirements found in this Administrative Procedure.

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

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

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

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

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

G. Committee: the Academic Senate will form a standing **Program Viability** committee. **For purposes of this procedure, and unless otherwise noted, "Committee" refers to the Program Viability Committee** whose membership is listed in Section IV of this procedure.

H. **Proposal to Revitalize: is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.**

I. ~~Intervention~~ **Revitalization**: a recommended action to remedy identified **problematic areas of a** program ~~shortcomings~~.

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

K. **Short Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for one to three years in duration.**

L. **Long Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for three to five years in duration.**

II. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE

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

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic

Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of program initiation, modification or discontinuance.

"Nominal Modifications" as defined in Section 4021.3(b) of Board Policy 4021 and Section I(C) of this Administrative Procedure, shall be proposed via the Curriculum Committee. **If, after having reviewed a proposal, the** Curriculum Committee **deems it a substantial modification,** ~~may elect to deny a review of proposed modifications it deems "substantial"~~ **it shall deny the proposal** and refer proposing party to Administrative Procedure 4021 for **consideration** by the Program Viability Committee.

III. PROPOSAL GUIDELINES

To ensure proper planning and advanced notice, the Program Viability Committee will notify the campus every spring semester of the timeline and procedural deadlines for submitting proposals during the fall semester. Program initiation, modification, discontinuance and **revitalization** proposals shall be submitted to the Academic Senate President no later than the eighth week of the fall semester.[1] Proposals received after the eighth week of the Fall semester, or during the Spring semester, will be advanced but with no intent of program implementation by the start of the next academic year. ~~The Committee will accept no more than 6 proposals per academic year. The Committee reserves the right to exceed the maximum number of proposals if in its judgment the additional proposals are nominal in their workload and institutional impact.~~ Prioritization of proposals will be determined by the Committee in accordance with its committee operating procedures.

The initial proposal shall include, but is not limited to, the itemized quantitative and qualitative evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle and development, and overall college functions.[2] The proposal must include a

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

[2] Grant funded staffing positions ~~must~~ **should** be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget. If a program is initiated and subsequent

scheduled implementation timeline that takes into consideration the aforementioned concerns. Proposals advocating the establishment of a program supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default. Such proposals must also meet the evidentiary scrutiny established by this administrative procedure to obtain approval.[3] **All proposals must include a short and long-term staffing plan.**

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

A. Quantitative Evidence

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

      a. What are the enrollment trends over the past five years and how are they favorable to the acceptance of the proposal?

      b. What is the projected demand for the program in the future, and how does that demand support acceptance of the proposal?

      c. What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?

      d. What is the term-to-term persistence of students within the existing program, or proposed program.

      e. What are the student success and program completion rates, and how are they favorable to the acceptance of the proposal?

      f. What is the current or projected student completion rate, and how is that rate favorable to the acceptance of the proposal?

      g. Does the productivity in terms of WSCH per FTE ratios favor acceptance of the proposal? If so, how?

      h. What are, and how do, the Success rate of students passing state and national licensing exams support the proposal?

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related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.

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

i. What data extracted from Program Review supports this proposal? And   how?

j. **Career Education Considerations:**

      i. Is there a specific industry request for this program?

      ii. Does any data from a CE Advisory Committee support this proposal? If so, how?

      iii. Does the Regional Labor Data support this proposal? If so, how?

k. Will there be an adverse student impact resulting from discontinuance   or proposal?

l. Implementation timeline for resulting new courses.

m. The proposal shall substantiate adherence to standards of equity   established by the State Chancellor's Office.

n. How does the proposed program compare to similar regional programs?

o. How does this program meet an ongoing need not otherwise met, or capable of being met, by an existing program?

B. Qualitative Evidence

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

1. Contemporary analysis of the relevance of a discipline.

2. Current college curriculum offerings as they relate to the academic mission of the college.

3. The effect of program initiation, modification or discontinuance on institutional outcomes.

4. ~~The potential for a disproportionate impact on diversity~~. **Are there any impacts on student equity?**

5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.

6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.

7. Consideration of matters of articulation as they relate to curriculum.

8. The ~~replication~~ **existence** of programs in surrounding college districts.

9. The ability of programs to meet standards of ~~outside~~ **external** accrediting agencies, licensing boards and governing bodies.

10. The relation of the proposal to the goals and strategies of the College as outlined in the most recent Strategic **and Master** Plan.

11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.

12. The ability of campus instructional and support services to absorb and support the proposed program without significantly diminishing the effectiveness of existing services and increasing workload detrimentally.

13. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan to sustainably institutionalize the position after the grant funding ends.

C. Incomplete Proposals

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

D. Vocational or Occupational Training Program Proposals

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

E. Notifications of Possible De Facto Discontinuances

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

IV. FORMATION OF PROGRAM VIABILITY COMMITTEE

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

A. Program Viability Committee Composition

1. Academic Senate President, or designee.

   a. The President of the Academic Senate shall serve as Chair of the committee. The President may delegate this duty to another standing member of the committee. **Any designee shall serve the prescribed term as established in the Bylaws/Procedures of the Program Viability Committee.**

2. A tenured or tenure-track faculty member from a transfer discipline.

3. A tenured or tenure-track faculty member from a CTE discipline.

4. CIO, or designee.

5. COCFA President, or designee.

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

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

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

9. Curriculum Committee Faculty Chair, or designee.

10. A member of the Program Review Committee.

B. External Experts

The Program Viability Committee reserves the right to solicit the opinion and participation of outside industry or discipline experts if deemed necessary for determining the appropriateness of any particular proposal.

B C. Program Viability Committee Functions

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

   a. Determining the initial proposal's evidentiary sufficiency per Section III (A) and (B) of this procedure, **to include fiscal projections related to the proposed**.

   b. Review and assess the sufficiency of the quantitative and qualitative evidence per Section IV(B) of this procedure.

   c. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.

   d. Gathering all qualitative and quantitative evidence into a written report.

   e. Participating in all public meetings and discussions.

F̶ **e.** Recommending to the Academic Senate one of the six potential outcomes of the proposal process to include documenting its findings by a narrative. (Listed is Section V (A) of this procedure.)

> **i. The Program Viability Committee, in conjunction with the proposing party, must develop a scheduled implementation timeline to be included with the recommendation to the full Senate.**

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

2. In the performance of its functions, the Committee may solicit presentations by proposing parties in support of and to supplement their submitted written proposals. The Committee may expand and develop its internal criteria and processes in order to elicit as much relevant information as is necessary to make its determination.

3. Revitalization Standards – if the Committee deems revitalization is necessary for a particular program, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required for the continued viability of the particular program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.

C̶ D. Mandated Discontinuance

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

V. REPORT OF PROGAM VIABILITY COMMITTEE TO FULL ACADEMIC SENATE

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

If the proposal is determined complete, the Program Viability Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in which the proposal was submitted.[4]The report shall include both quantitative and qualitative evidence that

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[4]The fifth week deadline is intended as a consideration of ongoing instructional planning for the next

support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The report shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, initiation or modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards established by the State Chancellor's Office.

A. Possible Recommendations of the Program Viability Committee

There are six possible recommendations the Program Viability Committee can make. A program may be recommended to be initiated, not initiated, modified, continued, continued with qualifications, or discontinued. **All recommendations, with the exception of discontinuance proposals, must provide evidence of short and long term fiscal and staffing plans, as well as evidence of Administrative commitment for those plans.**

1. Recommendation to Initiate

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

2. Recommendation to Not Initiate

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

3. Recommendation to Modify

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

4. Recommendation to Continue

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academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

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

5. Recommendation to Continue with Qualifications **to Revitalize**

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

>   **a. Revitalization Standards – if the Committee deems revitalization is necessary for a particular program, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required to support the continued viability of a particular program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.**

6. Recommendation to Discontinue

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

>   a. Mandated Discontinuance

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

B. Full Academic Senate Action

~~The Academic Senate will consider and deliberate on the Program Viability Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the six actions it will formally adopt.~~ **The President of the Academic Senate will place all recommendations of the Program Viability Committee as consent calendar items on the agenda of the next regularly scheduled meeting of the Senate.** Upon ~~acceptance~~ **adoption** of ~~any proposal~~ **recommendations of the Program Viability Committee**, the Academic Senate must ~~consider and~~ send forward a scheduled implementation timeline. The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall

promptly communicate its reasons in writing to the Academic Senate.

1. Vocational and Occupational Training Programs

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

VI. PILOT PROGRAM STATUS

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

1. **Staffing Requirements**

   a. Any adopted recommendations that include proposals requesting the hiring of full-time temporary or tenure-track faculty shall adhere to the established, regular hiring process of the Academic Staffing Committee. If program implementation is contingent upon the approval of a staffing request, said program's pilot status per Section VI of this procedure shall commence upon the date the requested position is filled.

   b. The authorization to hire full time staff to support any new program may need to be restricted until the conclusion of the three-year pilot process. Any recommendation to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

2. Required Reporting Content

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

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

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

i. Revitalization Standards – if, having received the Year Two Report, the Academic Senate deems revitalization might be necessary for a particular piloted program, it shall refer the program back to the Program Viability Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the piloted program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.

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

i. Revitalization Standards – if, having received the Year Three Report, the Academic Senate deems revitalization might be necessary and institutionally worthwhile for a particular piloted program, it shall refer the program back to the Program Viability Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the piloted program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.

4. Final Approval - upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot program shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must **expressly** concur with the Academic Senate for the outcome of the vote to be final. **If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.**

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

VII. IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

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

A. Discontinuance Implementation Plan

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

1. A plan and time line for implementing the discontinuance or qualifications to be established.

2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.

3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.

4. Coordinating program discontinuance to be consistent with the college catalogue.

Approved 04/11/12 by the Academic Senate

Approved 10/24/2013 by the Academic Senate

Approved 05/26/2016 by the Academic Senate