College of the Canyons Academic Senate
September 27, 2018
3:00 p.m. to 4:50 p.m. BONH 330
AGENDA

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

A. Routine Matters
1. Call to order
2. Public Comment
   This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
3. Approval of the Agenda
4. Committee Appointments
   - Classified Staffing Committee
     - Miriam Golbert
     - Tim Baber
   - Accreditation Taskforce – addition of Peter Hepburn

   - Bookstore Committees-additional appointments:

Christopher Boltz	A.J. Almeda
Guido Santi	Teresa Ciardi
Abram Antler	Brandon Hilst
Lucia Pozo	

5. Approval of the Consent Calendar

Academic Senate Summary, Sept. 13, 2018 (pg. 3-12)	Curriculum Committee Summary, Sept. 20, 2018 (pg. 14-23)
Correction to the Academic Senate Summary, May 24, 2018 (pg. 13)	Faculty Professional Development Committee Summary, August 27, 2018 (pg. 24-29)
	Program Viability Summary September 13, 2018 (pg. 30-32)

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. Vice President's Report, Jason Burgdorfer
3. FACCC Report, Wendy Brill

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. College Planning Team Revised Strategic Goals, Barry Gribbons (pg. 33-37)
2. Resolution in Support of Resources for the Academic Senate, Rebecca Eikey (pg. 38)

3. Discipline Assignments for New Fulltime Faculty: (pg. 39-40)

Garrett Rieck, Noncredit (Health/Kinesiology/Physical Education)

4. Annual Credit Course and Program Certification (pg. 41-43)
5. Job Descriptions Guided Pathways Liaisons, Erika Torgeson & Tara Williams (pg. 44-45)
    - Guided Pathways Self-Assessment Tool and Brief Work Plan (pg. 46-49)
6. Basic Skills Initiative Year End Expenditure Report, Andy McCutcheon (pg. 50-54)

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Elections Procedures, Dustin Silva (pg. 55-56)
2. Vote of No Confidence-Eloy Oakley, Wendy Brill (pg. 57-61)
3. Recommendations for Standard Syllabus Language (such as student behavior and excused absences), Wendy Brill (pg. 62)

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco & Educational Technology Committee

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)

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 248

AP 4023- Academic Departments
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
Student Conduct (Phase 2 – BPs 5529, 5530 & 5531
Digital Badging Policy
AP7250 Administrative Retreat Rights

H. Announcements
- o Next Academic Senate Meeting, October 11, 2018
- o Undocumented Student Week of Action, October 15-19
- o ASCCC AREA C MEETING, October 12, 2018, Compton College
- o ASCCC Fall Plenary, November 1 to November 3, 2018, Irvine Marriot

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

Academic Senate Summary for September 13, 2018

Voting Members					
Senate President	Rebecca Eikey	X			
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis *proxy for David Andrus*	X
Immediate Past President	VACANT	A	Learning Resources Senator	Ron Karlin	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	VACANT	A
Policy Review Chair	David Andrus	A	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Saburo Matsumoto	X	At Large Senator	David Brill	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	VACANT	A
Student Services Senator	Erika Torgeson	A	At Large Senator	Benjamin Riveira	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	VACANT	A
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	VACANT	A
SBS Senator	Rebecca Shepherd	X	Adjunct Senator	VACANT	A

Non-voting Members	
Dr. Buckley	X
Marilyn Jimenez	X
Dan Portello	A
Dr. Wilding	A

Guests			
Omar Torres	X	Jasmine Ruys	X
Barry Gribbons	X	Daylene Meuschke	X
Sarah Farnell	X	Carly Perl	X
Aaron Silverman	X		

A. Routine Matters

1. Call to order: 3:05pm
   - We do not have all the results of the elections as we have more than 3 nominees for the adjunct senate positions. Voting period will be for one week and it will start on Monday, Sept. 17, 2018.
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 the agenda by Deanna Davis, seconded by Gary Collis. Unanimous. Approved.
4. Committee Appointments
   - Academic Senate Subcommittees (pg. 3-6)
   - Other College Committees (pg. 6-7)
   - Collegial Consultation Committees (pg.8-11)
     - There is one change to the list of PAC Committee members, Juan Buriel has been appointed to this committee.

- o Changes will be considered adopted.
  - Tenure Committees
  - Academic Freedom Committee (*ad hoc*): Gary Collis, Chair, Wendy Brill, David Andrus
5. Approval of the Consent Calendar
  - There was one correction made to the Academic Senate Executive Committee summary under item C.) Reports, sub-section 2. It should read that Garrett Rieck has been appointed to the Career Education (CE) committee and NOT Garrett Hooper.
  - Sab Matsumoto has been appointed as the new MSHP School Senator.
  - In regards to Department chairs, there is a provision in the contract which allows department chairs to share re-assign time. Those names underlined are those who are identified as the chair who would sign official documents per the contract.
  - Seniority list: The seniority list should list all discipline assignments assigned to faculty per the discipline assigned memo issued by HR. Both Aivee Ortega, Chair MQ&E Committee and Marilyn Jimenez are working on collecting accurate records to help build a new database that will track discipline assignments for faculty.
      i. A second column may be added to the seniority list that will also list a faculty member's job title in addition to the discipline assignment(s).
      ii. There was request to have faculty send any requests for revisions to the seniority list to Aivee and Marilyn.
      iii. It was clarified that the Senate has to approve HR discipline memos as well as the Seniority list.
  - Motion to approve the consent calendar by David Brill, Seconded by Wendy Brill. Unanimous. Approved.

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
Board Policy – 4233 Attendance

Dr. Buckley sent an email this week regarding this policy. According to the policy, excused absences for "extenuating circumstances," If we believe we should treat our students holistically as individuals, then I think it is reasonable to accommodate absences related to observations of religious holidays, or medical appointments as long as advanced notice is provided from the student. If the student makes the request, what are we doing to accommodate them? If we are being rigid about excused absences, are helping the student in the long term? Or could this be a barrier to retention and success in our courses?

Meta-Majors/Mapping- A (IE)[2] Workgroup Update

The August 24 Meta-Majors Retreat had over 100 in attendance (faculty, staff, and administrators). There were 5-6 proposals that resulted from that Retreat. These have been reviewed in Meta-Majors/Mapping Workgroup who are proposing 6 Meta-Majors that connect with oNet Career Clusters but include a Liberal Arts option, as this was in response from feedback received at the Retreat. There will be student focus groups who will review and vet the Meta-Majors proposals. There is discussion about building Student Success Teams based on these Meta-Majors.

  - "Explore the World" – Liberal Arts/Undecided

- "Research, Design & Build the World" – Industrial/Engineering/STEM
- "Finance & Manage the World" – Business, Marketing, and Management, Retail
- "Help & Serve the World" – Human Services, Resources, and Health Sciences
- "Connect & Cultivate the World" – Communication, Arts and Music
- "Sustain & Conserve the World" – Environmental & Agricultural Systems, Environmental Science
  - It was clarified that we are not placing departments into meta-majors or re-organizing the school we are more so thinking about programs and how programs can be in more than one Meta major.
  - If you think your program should be in more than one Meta major then please contact our Guided Pathways Liaisons, Erika Torgeson, and Tara Williams.
  - The focus now is more in terms of programs and how they can fit. The next focus will be on awards, degrees and certificates.

Program Viability Committee

Our first meeting was 9/13/18. Proposals for initiation, modification and discontinuance are due by the 8th week of the semester or week of October 8th. We discussed in committee today the requirements of the pilot status reports for year 1, year 2 and year 3. Lisa Hooper, the committee chair last year, sent out an email in May reminding those who are responsible for a pilot status report that those are due 9/1/18. Of the 6 required, only 1 has been received to date.

New Funding Formula: Student Success

I believe we need to increase awareness of how this funding formula.

Concern about unintended consequences as expressed in this research paper (McKinney L, Hagedorn L. *Performance-Based Funding for Community Colleges: Are Colleges Disadvantaged by Serving the Most Disadvantaged Students?* Journal Of Higher Education. March 2017; 88(2):159-182):

> "On average, students who were Asian, age 19 or younger, pursuing academic/ transfer degrees, enrolled full-time, Pell Grant recipients, and assigned to the highest-levels (i.e. closest to college-level) of developmental math procured the most PBF for the college. Conversely, African American, older adults, part-time students, GED holders, and students assigned to the lowest level of developmental math secured much less funding. To assuage undesirable consequences on institutional behavior, we recommend modifications to Texas' PBF model that could help ensure community colleges are not discouraged from serving less advantaged students."

Board of Trustees Meeting (9/12/18)

- Ali Naddafpour, Business Faculty - Volunteer Income Tax Assistance Program (VITA) agreement between Santa Clarita Community College District and the U.S. Department of the Treasury - Internal Revenue Service
- AB 288 Dual Enrollment Agreement with Hart District
- 2018-19 Adopted Budget Workshop
  - Reviewed the Student Centered Funding Formula

o Reviewed COC Adopted Budget

2. Curriculum Report, Lisa Hooper
   - An email was sent out to department chairs to review the 5-year curriculum revision list. There are over 200 courses on this list and half are in our queue. We are encouraging that the courses be submitted by October 12th.
   - elumen: The email feature is not working, we do not know when it will be fixed. Email notifications regarding reviews for Chairs or Deans will not be sent. We ask that you set yourself a reminder, at least once a week, for anything that needs to be reviewed.
   - The newly hired non-credit instructor Garret Rieck will be responsible for writing non-credit curriculum. It has helped us to delineate the roles of Program Viability (PV) from Curriculum Committee even further, should a program require PV review and Labor Market Data (LMI). All LMI requests are to be directed to Harriett Happel who will get The Centers of Excellence (COE) to produce a report. Institutional research at the college will not be providing this data.
   - AB 705: The largest challenge for Curriculum Committee is the implementation of AB 705. As a reminder, AB 705 requires that students be placed into transfer level Math and English unless the students are deemed highly unlikely to succeed in a transfer level courses. Enrollment in a pre-transfer course will improve the student's likelihood of completing the transfer level course in a one year timeframe. At the Curriculum Institute it was clarified that "highly unlikely to succeed" is about 10-15%. If a student has a 20% chance of passing the transfer level course, they should be placed in that course. There are some students that can be placed directly into college level courses but for students who have been placed previously in developmental courses, neither the Math nor English faculty are confident that is our best option.
   - There are variety of efforts to determine what transfer level, with support, is supposed to be. When looking at placing someone in a college level course with support we have a few models to consider:
     o Co-Requisite Model: If we put that co-requisite at the transfer level, we are adding a unit. That unit could put some ADT's over and that is a concern.
     o Below Transfer Level Model: This does not add units and that may be the right answer. There are some issues with placing people directly into a co-requisite model on a Datatel side. We are awaiting some clarification regarding the Datatel implications of placement into two models that are essentially the same level.
     o Non-Credit Co-Requisite Model: We have not been giving a clear answer as to whether or not the state will allow us to use a non-credit co-requisite for a credit course. If it doesn't happen at the credit rate or we cannot get enhanced funding for it, the Math faculty are not interested. If it does happen at the credit rate then the Math faculty would be interested.
   - If we revise an existing course it immediately requires that our existing articulation agreements be reviewed. Specifically for the 2019-2020 year, if we revised an existing transferable course for example Eng. 101 or Math 140 in any way, even though we have

local control, we still have to go to the CSU and UC system to get those courses approved to be part of a GE pathway. This is not available to us as those submission windows have closed. Unless the CSU's and UC's agree to have another submission window for spring of 2019 the modification of those course would render students who took those courses unable to count those course towards GE for one year. It has been the policy of the Curriculum to not allow these policies to be offered until they have been approved for GE pathways.

- The discipline faculty and the committee are trying to figure out what is going to best service students. The state has not been as responsive with some of the guidance regarding the implementation. These are real looming considerations for us a Senate.
- In the next month we have a CSU window submission opportunity. There is nothing to committee yet and we are worried that we are going to miss the window.
- At this point we have three levels below transfer. The bar is so high that you will probably not be able to place students BELOW transfer level. There are many ramifications for other departments for example in the Sciences they have pre-requisites of Math 060, 070 or 075 and those may be eliminated.

Note: President asked senators if it was ok to move Discussion before Action due to some individuals needing to leave early to attend other meetings.

3. CIO Report , Dr. Jerry Buckley
- The Vision for Success, adopted by the Board of Governors, has a number of goals related to supporting our students. Locally, we have been committed to student success. Our mission has always been about educational opportunity and economic mobility for our students. We achieved and demonstrated this every year. We are #2 in the state for success of our college prepared students.
- The new Student Success Funding Formula provides a number of challenges. We are open to opportunities to increase access for our students. With the funding formula, which has metrics related to completion, we will be focusing renewed efforts to support our students. By evaluating class retention and persistence from one semester to the next, we should be able to develop the support our students need. It is going to be incumbent on us, the faculty, to form a research or faculty inquiry group to look at what practices we can adopt to support student success. For example, we know that there are ways we can support student success, such by requiring tutoring, involvement in student clubs. Engagement of our students helps to keep them here. However, there are challenges that students face. At an California Guided Pathways Institute #4 in San Francisco this past week, there was a discussion over what we do to both enhanced intake and retention of students. There was a panel of students from Skyline College. Most of these students on the panel are working and going to school full-time. What can we do to address those needs of our students? Currently 2/3rd of our students are part-time. How do we change our focus to look at student success? And build on our successes of Athletics and placement changes in Mathematics and English. How do we look at changing our tutoring and other activities to support students more effectively across the curriculum? I will be speaking with the Executive Vice Chancellor of Education

Services, Laura Hope, on Monday to about what relationships between credit and non-credit are possible. If they believe it is not possible, what can we do to change that opinion? It was clarified that if in the conversation with Laura Hope the non-credit opportunity does not prove to be what we think it is then a request will be made to Laura Hope to reach out to the CSU and UC counterparts for a possible new spring submission window for articulation.

- We need to take a look at our K-12 partners, what can we do to learn from our Career Pathways Trust Grant and bring to scale the opportunities for articulating the high school curriculum and in delivering more courses through College Now?
- AB 288 Dual Enrollment provides an opportunity to offer college courses at the local high schools days. There are ways to build success for students by having them enter into college earlier.
- It is a team effort and I enjoy being part of this team and I look forward to a challenging and interesting year.

4. CASL/Program Review committee reports, Jason Burgdorfer, Sab Matsumoto & Nicole Faudree
   - The updated budget portion of the Program Review will be demonstrated at next Friday's IAC's meeting. We have a sample department as a sandbox which we will demonstrate how it works.
   - We want to try and do a peer assistance in regards to Program Review. We are looking for department chair volunteers to help. In particular it would good for mentorship for new chairs who are doing Program Review for the first time. If we could pair some past chairs with those individuals and provide some feedback on Program Review.
   - We are waiting on a few last elements on the data update, the budget has to be uploaded. Once everything is uploaded by October, Program review will be open. We do have an adopted budget as of last night.
   - Anne Marenco demonstrated the use of Canvas for assessment of Institutional Learning Outcomes.

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Selection of parliamentarian for the Academic Senate (term, 2018-2020)
   - Marco Llaguno has volunteered with training. Motion by Wendy Brill, seconded by Rebecca Shepherd. Unanimous. Approved.
2. Selection of ASCCC delegate for College of the Canyons (term, 2018-2020)
   - Last year Jason Burgdorfer had approved as delegate for one year. This position would require attendance at the plenary sessions and possibly the Area C meetings.
   - Jason Burgdorfer has nominated himself. Motion by Sab Matsumoto, seconded by Gary Collos. Unanimous. Approved.
3. Joint Collaborative Consultation Understanding (JCCU), Rebecca Eikey (pg. 46-48)
   - There was only one change (a reference to a section in Ed Code) since this was last reviewed in senate.
   - Motion to approve this understand by Gary Collis, seconded by Sab Matsumoto. Unanimous. Approved.

4. Discipline Assignments for New Fulltime Faculty: (pg. 40-45)

Sara Breshears, Library Science
Adam Kaminsky, Communications Studies
Shaunasey Lane, Nursing
Kristi Miura, Nursing
Jeremy Patrich, Geography
Jennifer Thompson, Library Science

- We have worked with HR to make sure discipline memos don't list titles as Mr. or Mrs.
- Motion to approve discipline assignments by Wendy Brill, seconded by Rebecca Shepherd. 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. College Planning Team Revised Strategic Goals, Barry Gribbons (pg.49-53)
   - The conversation started at CPT in the spring and there was a strong interest in revising what we have had in place for a long time. We have had twelve strategic goals that are broad. We have received thousands of objectives based on these goals over the last 18 years. With interest to focus on Guided Pathways, the Goals as outlined in the Vision for Success and College Promise (AB19), a sub-group of CPT developed new goals which are, 1.) Access, 2.) Success and 3.) Engagement/Community. Within those goals the idea is to have specific objectives. No numerical target has been set for any of the specific objectives.
   - The workgroup developed a Philosophy statement regarding the importance of equity. Equity wasn't called out as a separate goal but considered as embedded throughout all of the work that we do. The first draft of the work was shared. The complete strategic plan will include other sections. If anyone has any other ideas for different sections please communicate those, please communicate them.
   - We want to know what would be more useful in guiding the work for student access, success and engagement.
   - It was clarified that targets where initially started in (IE)^2 and came through the Senate and the College Planning Team for input. There was more than one body that ultimately decided on the targets.
   - The plan is to have the 3 new Strategic Goals in Program Review this year. In Program Review, program specific objectives must be connected to a Strategic Goal. If we are replacing the previous twelve goals with three new goals, programs can now connect to one of three goals instead of one of twelve. This will not only serve Academic Program Review but Administrative Program Review as well.
   - It was clarified that underneath "Success" where it states that "students can participate in experiential learning" it was left intentionally broad so we can potentially link it to an activity. Under the "Engagement" section the "Increase diversity of hiring" was also left intentionally broad.
   - There is an opportunity for ongoing conversation about the specific objectives, we can keep talking even if we set those three Strategic Goals. The next steps is review the goals in CPT on Monday. If there are no more concerns the goals can be implemented in

Program Review. The process of completing the Strategic Plan will be a 4-5 month process.

2. AB 288 Dual Enrollment, Jerry Buckley & Jasmine Ruys (pg. 54)
    - Resources were shared regarding AB 288. This piece of legislation went into effect and changed Ed Code. AB 288 allows duel enrollment in high schools to be considered closed to only high schools students. This is different than other types of dual enrollment programs which are open access. Last night, the Board of Trustee's had an agenda item: an AB 288 agreement. The agreement is being reviewed by both districts governing boards. It is a requirement that the classes, location, and resources, which go along with the courses, are identified in the agreement. The focus of the current agreement is to continue the work that the Career Pathways Trust Grant started.
    - Colleges courses offered in high schools are taught by faculty considered to be our employees, paid by our district, and they must meet our minimum qualifications. The scope of the course offerings has been narrowed to just capstone courses in the Career Pathways Trust Grant for a very purposeful reason. The grant requires that we institutionalize these pathways by year 5.
    - In the report Dr. Buckley mentions the opportunity for students to take college level work earlier in their career. This is an equity issue and the intent is to impact the population of students that might not ordinarily take college courses. If they have success, then the implication is that they might take additional coursework.
    - We intend to expand the scope of the agreement in future years or even possibly in the upcoming spring semester. A survey, with students and their families, has been conducted to identify where the areas of interest are for courses beyond career education and exploration. We want to stay away from AP related courses.
    - Another area of interest, as a district, is the development of Castaic High School. Castaic will open in the next year and discussion at the Hart District is to create an "AOC North" type of school. Students will be allowed to take up to a year of college courses by the time they graduate, and will have opportunities such as clubs, sports, music, that is considered part of a traditional high school experience. We have been working with the Hart District for a year to look at career education and transfer opportunities that can be offered at Castaic High School. For example, there is discussion in a team headed by Omar Torres to consider pre-requisites courses offered in the sciences, such as biology and chemistry. The new high school is not expected to be in full capacity until another 10 years.
    - There are two Career Education designated buildings being co-designed and co-populated by COC. The laboratories will probably be modified to meet college requirements, however this is still under negotiation. Dr. Buckley asked that if anyone has any requests or recommendations to please send to him.
    - There was some concern shared regarding past experiences with dual enrollment programs. It can be harder to convince students they are in a college level course when the college faculty are "borrowing" classrooms. The college is being invited to help populate this school and to configure with AB requirements.
    - Q: AOC Students can begin taking courses in 9th grade, will that be the case in Castaic?

A: Jasmine Ruys is planning to have revised policies discussed in Senate this semester to address this.

- There were questions about students within the Hart District having access to these courses and the scheduling of courses to match the existing time-blocks at the various high schools. There were questions about offerings such as online or hybrid.
- For students who take an AB 288 dual enrollment college course, the Hart District policy is to have a high school counselor and the principal approve the student's enrollment. The Hart District is planning to model the practices they have in place with AOC with Castaic High school, such as orientation to explain to students and parent the expectations of college level work.
- There was a discussion about whether or not the Hart District would adopt Canvas.
- There was discussion about the need to develop process for selecting courses to be offered at Castaic. Is this something that the curriculum committee would do? Or a sub-committee? Currently, Omar is working with the Castaic High School Principal to develop tentative list of possible courses.
- How do we raise awareness? There was recommendation to bring this to IAC and do road shows to each school/division. Another recommendation was to bring in the adjunct faculty into the discussion since they will be most likely the ones teaching these courses.

3. Resolution in Support of Resources for the Academic Senate, Rebecca Eikey (pg. 55)
   - This item will be moved to Action for the next meeting.

E. Unfinished Business

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

1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco & Educational Technology Committee
   - There may be some modification regarding the OEI Rubrics to make them more accessible. This may be broaden in terms of course exchanges. Brian Weston, Anne Marenco, and Andrew Jones-Cathcart will be invited to a future meeting.

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)
   - There is a need to establish the remaining work that needs to be done.
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)
   - There has been a question as far as who owns CWEE from an SLO perspective. Is it one department or ever single department who offers CWEE? Is work based learning an expansion of CWEE? Should there be a faculty advisor or coordinator of CWEE? As a model it may great for a general internship but it may not the best at providing work-based learning for students. Work based learning has not been fully defined.
   - Requests for new future items:
     - Sab Matsumoto requested to develop standard process for Administrative Retreats. This request will go to Policy Review Committee.

o Wendy Brill, requested Vote of no Confidence, Eloy Oakley; Syllabus Language, BP 4233 "Excused Absences" and Digital Badging Policy.

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

- Meeting location will be updated, meeting now takes place in BONH-248.

AP 4023- Academic Departments
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
Student Conduct (Phase 2 – BPs 5529, 5530 & 5531

H. Announcements

- o Next Academic Senate Meeting, September 27, 2018
- o Open Faculty meetings to discuss Academic Calendar: September 11, 2018, 9-10am; September 12, 2018, 8-9am; September 13, 2018, 10-11am; September 17, 2018, 1-2pm; September 24, 2018, 3-4pm. All meeting location BONH-330 except for September 24th which is MENH-342

II. Adjournment: 4:51 pm

Academic Senate Summary for May 24, 2018

Corrections are highlighted

C. Action Items

8. Program Viability Evaluation Rubrics:
    - Initiate Pilot Status **Career Skills Non-Credit Certificate of Completion** (pg. 63-66)
        i. This certificate is still being worked on, the curriculum has been through the process and approved most of the career skills
    - Initiate Pilot Status **Civic & Community Engagement Credit Certificate of Specialization** (pg. 67-70)
        i. This Civic Engagement course is a duplicate of what is being offered at CSUN.
        ii. The Service Learning course ~~was removed~~ was recommended to be revised from the presented form.
    - 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)
        i. It was confirmed that the GNSS program is Non-credit and has been approved.
    - Motion to adopt all four Program Viability Evaluation Rubrics by Lisa Hooper, seconded by Wendy Brill. Unanimous. Approved.

CURRICULUM COMMITTEE SUMMARY

September 20th, 2018   3:00 pm – 5:00 pm   Bonelli Hall 330

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Jeremy Patrich (Substitute for Cindy Stephens); Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records;

NEW COURSE AND PROGRAM PROPOSALS – DISCUSSION OF NEED
The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
WELD-111A WELD-111B WELD-111C	Introduction to Semiautomatic Welding Intermediate Semiautomatic Welding Advanced Semiautomatic Welding	Further development of planned laddered certificate credentials to improve AS Degree completion rate. Adding additional Certificate of Achievement to create more lower unit individual credentials and also create additional options under existing AS Degree. Students completing these three courses will earn the Semiautomatic Welding Certificate of Achievement.	T. Baber	TBD

-Motion to adopt the need for and conduct a full review of WELD-111A, 111B, 111C, and the Semiautomatic Welding Certificate of Achievement; Motion by Lee Hilliard, second by Tricia George. All in favor: Unanimous.

NEW NONCREDIT COURSE PROPOSALS – FINAL READ
The need for the following new course proposals were approved at previous Curriculum Committee meetings, or through the Program Viability process. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
NC.WATR-100A	Green Gardener I	12 hours lecture, 4 hours lab, **new SLO's (3). New DLA, Hybrid option only.**	R. Blasberg	TBD
NC.WATR-100B	Green Gardener II	16 hours lecture, **new SLO's (2). New DLA, Hybrid option only.**	R. Blasberg	TBD

NEW NONCREDIT PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposals were approved at previous Curriculum Committee meetings, or through the Program Viability process. These program outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective
Green Gardener	Certificate of Completion	2 courses (NC.WATR-100A & 100B), 32 total hours, **new Program SLO's (2).**	R. Blasberg	TBD

-NC.WATR-100A, 100B, and the Green Gardener Certificate of Completion were tabled for approval of suggested revisions.

TECHNICAL CHANGES (COURSES) – 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
COMS-105	Fundamentals of Public Speaking	Adding 100% option to existing DLA.	T. Stokes-Rice	Fall 2019

DELETED COURSES – CONSENT CALENDAR

The following course deletions have been recommended for approval as part of the Consent Calendar of this agenda. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
BIOSCI-208	Human Prosection	Course will no longer be offered.	M.Golbert	Fall 2019

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
KPEA-160A	Beginning Football	Revised objectives and content.	T. Iacenda	Fall 2019
KPEA-160B	Intermediate Football	Revised objectives and content.	T. Iacenda	Fall 2019
KPET-104	Theory and Analysis of Football	Revised objectives and content.	T. Iacenda	Fall 2019
KPET-107	Theory and Analysis of Basketball	Revised objectives and content.	H. Fisher	Fall 2019
KPET-108	Theory and Analysis of Soccer	Revised objectives and content, updated textbook.	P. Marcellin/ J. Lundin	Fall 2019
~~KPET-201~~	~~Principles of Physical Fitness and Conditioning~~	~~Revised objectives and content, updated textbook.~~	~~R. Dos Remedios~~	~~Fall 2019~~

NEW NONCREDIT 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
NC.LFGD-001A	Ocean Lifeguard Academy Orientation	10 lecture hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-001B	Ocean Lifeguard Academy	54 lecture hours, 56 hours lab. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-002A	Junior Lifeguard Cadet	40 lecture hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-002B	Junior Lifeguard Cadet Practicum	12 lab hours. Existing credit courses now	B. Lanich	TBD

		being offered as noncredit.		
NC.LFGD-003	Ocean Lifeguard Recheck Instructor Training	8 lecture hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-004	Lifeguard Academy Instructor Training	6 lecture hours, 2 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-005	Annual Ocean Lifeguard Recertification/Inservice – Professional	1 lecture hour, 1 lab hour. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-006A	Annual Ocean Lifeguard Recertification/Inservice – Recurrent	6 lecture hours, 2 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-006B	Standard of Behavior CPOE	3 lecture hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-007A	Junior Lifeguard Instructor Certification Part 1	20 lecture hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-007B	Junior Lifeguard Instructor Certification Part 2	20 lecture hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-008A	Diver In-Service Training Part 1	3 lecture hours, 3 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-008B	Diver In Service Training Part 2	6 lecture hours, 6 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-009A	Rescue Watercraft In-Service	5 lecture hours, 5 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-009B	Rescue Watercraft Instructor	5 lecture hours, 5 lab hours. Existing credit	B. Lanich	TBD

		courses now being offered as noncredit.		
NC.LFGD-010	Marine Firefighting Operations	20 lecture hours, 20 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-011	Rescue Watercraft Basic	10 lecture hours, 20 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-013	Rescue Boat Operations	20 lecture hours, 20 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-014	BLS Instructor Certification	8 lecture hours, 4 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-015	EMT Recertification for Lifeguards – Professional	4 lecture hours, 4 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-016A	EMT Recertification for Lifeguards - Recurrent - Part 1	5 lecture hours, 5 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-016B	EMT Recertification for Lifeguards - Recurrent - Part 2	5 lecture hours, 5 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-017	Ocean Lifeguard Specialist Academy	60 lecture hours, 20 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-018	Lifeguard Captain Orientation	10 lecture hours, 10 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-020	Lifeguard Unit Operation	8 lecture hours, 2 lab hours. Existing credit	B. Lanich	TBD

		courses now being offered as noncredit.		
NC.LFGD-021	Paramedic Continuing Education	6 lecture hours, 2 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD
NC.LFGD-025	Professional Lifeguard In-Service Training	8 lecture hours, 8 lab hours. Existing credit courses now being offered as noncredit.	B. Lanich	TBD

NEW NONCREDIT INSTRUCTIONAL SERVICE AGREEMENT (ISA) PROGRAMS – CONSENT CALENDAR

The following new programs 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.

Program	Degree/Certificate	Description of Action	Author	Effective
Annual Ocean Lifeguard Recertification – Professional	Certificate of Completion	2 courses (NC.LFGD-005 and 015) 10 total hours, **new Program SLO.**	B. Lanich	TBD
Annual Ocean Lifeguard Recertification – Recurrent	Certificate of Completion	2 courses (NC.LFGD-006A and 006B) 12 total hours, **new Program SLO.**	B. Lanich	TBD
EMT Recertification for Lifeguards	Certificate of Completion	2 courses (NC.LFGD-016A and 016B) 20 total hours, **new Program SLO.**	B. Lanich	TBD
Junior Lifeguard Cadet	Certificate of Completion	2 courses (NC.LFGD-002A and 002B) 52 total hours, **new Program SLO.**	B. Lanich	TBD
Junior Lifeguard Instructor Certification	Certificate of Completion	2 courses (NC.LFGD-007A and 007B) 40 total hours, **new Program SLO.**	B. Lanich	TBD
Lifeguard Academy Instructor	Certificate of Completion	2 courses (NC.LFGD-004 and 014) 20total hours, **new Program SLO.**	B. Lanich	TBD

Ocean Lifeguard Academy	Certificate of Completion	2 courses (NC.LFGD-001A and 001B) 120 total hours, **new Program SLO.**	B. Lanich	TBD
Ocean Lifeguard Recheck Instructor	Certificate of Completion	2 courses (NC.LFGD-003 and 014) 20 total hours, **new Program SLO.**	B. Lanich	TBD
Ocean Lifeguard Specialist Academy	Certificate of Completion	3 courses (NC.LFGD-0011, 017, 020) 120 total hours, **new Program SLO.**	B. Lanich	TBD
Ocean Lifeguard Specialist Academy – Professional	Certificate of Completion	2 courses (NC.LFGD-017 and 025) 96 total hours, **new Program SLO.**	B. Lanich	TBD
Paramedic Continuing Education	Certificate of Completion	2 courses (NC.LFGD-015 and 021) 16 total hours, **new Program SLO.**	B. Lanich	TBD
Rescue Boat Qualified	Certificate of Completion	2 courses (NC.LFGD-010 and 013) 80 total hours, **new Program SLO.**	B. Lanich	TBD
Rescue Watercraft Instructor	Certificate of Completion	2 courses (NC.LFGD-009A and 009B) 20 total hours, **new Program SLO.**	B. Lanich	TBD
Rescue Watercraft Operator	Certificate of Completion	2 courses (NC.LFGD-009A and 011) 40 total hours, **new Program SLO.**	B. Lanich	TBD
Underwater Rescue and Recovery Unit	Certificate of Completion	2 courses (NC.LFGD-008A and 008B) 18 total hours, **new Program SLO.**	B. Lanich	TBD

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

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

Subject & Number	Title	Type of Delivery	Author

COMS-105	Fundamentals of Public Speaking	Adding 100% option to existing DLA.	T. Stokes-Rice
NC.WATR-100A	Green Gardener I	Hybrid option only.	R. Blasberg
NC.WATR-100B	Green Gardener II	Hybrid option only.	R. Blasberg

-Motion to approve all items on 9/20/2018 Consent Calendar except for the COMS-105 DLA addition, KPET-201 course revision, and the NC/WATR-100A & 100B DLA's; Motion by Mary Bates, second Julie Hovden. All in favor: Unanimous.

Discussion Items:

- Chair Report – Lisa Hooper
  - Attended Guided Pathways Institute #4, moving from "defining the path" toward "entering the path"
  -"The Hub" – for undecided students, Extending the concept of "hub" throughout campus
  -AB 705, hoping to get applicable coursework through curriculum next month. Possibly 3 co-requisite for Math transfer-level courses for under-prepared students
  -Big 5-year revision list, chairs were reminded to complete their revisions.
  -IEPI PRT Grant for Noncredit expires this semester, may proposals have received preliminary approval, only 32 courses in the queue.

- Curriculum Articulation Report – Patrick Backes
  -eLumen. Email notifications to reviewers and back up and working. Some of you have received notifications for courses outside of your school at the Curriculum Committee Representative level. I think I have that problem fixed but let me know if you receive an email that should not have gone to you.
  -Fall catalog addendum should be posted by Friday October 5th.
  IGETC/CSU-GE Submissions. Just received word that the deadline for the Math and English areas (**CSU-GE Subarea B4/IGETC 2A (Mathematics/Quantitative Reasoning) and CSU Subarea A2/IGETC 1A (English Composition/written communication)** of IGETC & CSU-GE submissions will be extended to March 1st, 2019. All courses submitted for other areas of IGETC & CSU-GE than listed above will still need to be submitted by December 7th, 2018. However there is not a second submission for the UC Transfer Course Agreement (UC TCA).
  -Statement from UC Office of the President for UC Transfer Agreement Guidelines in Response to AB705.
  Our office initiated a faculty review of the UC TCA Guidelines in response to questions about AB 705's impact on CCC courses' UC-transferability. Faculty have completed their review. They affirmed that:
    o The determination of UC-transferability is based primarily upon course content, which should be appropriate for a university degree in terms of

purpose, scope and depth; or otherwise comparable to a lower division course offered at a UC campus.

- o With regard to the prerequisite/co-requisite, UC checks for but does not evaluate the prerequisite/co-requisite in TCA submissions in English Composition, English Writing, Mathematics, and Statistics.
- o As noted in the BOARS Statement on Basic Math for all Admitted UC Students: "...As is current practice, UC will not assess the content of prerequisites for UC-transferable courses. The prerequisite courses will be identified by the faculty at the community colleges. The system of using Transferable Course Agreements between the segments of higher education in California is based on trust and respect for the faculty's authority to make local decisions consistent with the broad guidelines for such agreements..."
- o The excerpted statement above is applicable to prerequisites/co-requisites for CCC courses not only in Mathematics but also in the other specific disciplines with revised TCA Guidelines – English Composition, English Writing, and Statistics. [The full BOARS Statement on Basic Math for all Admitted UC Students is available at: https://senate.universityofcalifornia.edu/_files/committees/boars/BOARSStatementonBasicMath.pdf]

-UC Transfer Agreement Requisite Guidelines for English.
Prerequisites/co-requisites:

- o Prerequisite/co-requisite courses, if necessary, should teach the composition skills and knowledge without which the student is highly unlikely to succeed in a college-level English composition course; courses should also integrate the reading of a range of academic texts with frequent and regular writing.
- o In reviewing courses for potential transferability, UC checks for but does not evaluate the prerequisite/co-requisite in TCA submissions.

-UC Transfer Agreement Requisite Guidelines for Math.
Prerequisites/co-requisites:

- o Prerequisite/co-requisite courses, if necessary, should teach the skills and knowledge without which the student is highly unlikely to succeed in college-level mathematics and be consistent with CCSSM standards for mathematical practice::
- o Make sense of problems and persevere in solving them.
- o Reason abstractly and quantitatively.
- o Construct viable arguments and critique the reasoning of others.
- o Model with mathematics.
- o Use appropriate tools strategically.
- o Attend to precision.
- o Look for and make use of structure.
- o Look for and express regularity in repeated reasoning.

-UC Transfer Agreement Requisite Guidelines for Statistic
Prerequisites/co-requisites:

Prerequisites/co-requisite courses, if necessary, should be consistent with CCCSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. These skills and knowledge cut across the CCCSM math standards and include:

- o Working with numerical information: ordering decimals, order of operations, operations with fractions and percentages, converting fractions to decimals and percentages, representing numbers, intervals, and inequalities on the number line.

- o Algebra: evaluating expressions with the use of technology that involve arithmetic with signed numbers, square roots, squaring, exponents, factorials, and summation notation. Solving simple linear equations in one variable.

- o Modeling: for linear models, interpret slope and intercept, graph a line and points, make predictions, and calculate vertical deviation of a point from the line.

- o Geometry: given the area under a curve or histogram, approximate areas of specified regions; extract information from graphs and tables.

New Courses - Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	15	New DLA's	-0-	Deleted Courses	1
Modified Courses	5	New SLO's	15	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	0	Proposals Reviewed in Technical Review Session	9
New Non Credit Courses – Including ISA's	27	New Prerequisites	-0-	Proposals Returned from Technical Review Session	3

Faculty Development Committee Meeting Summary
August 27, 2018
Co-Chairs: Teresa Ciardi, Nicole Faudree, & Mehgen Andrade
Administrative Director: Leslie Carr
Members Present: Sandy Carroll, Chris Cota, Lee Hilliard, Brandon Hilst, ~~Simon Kern~~, Susan Ling, Wendy Ruiz, Gregory Shrout, ~~Diane Sionko,~~ Gary Collis, Sara Breshears, Anthony Clayton, Jenna Lohse, Christian Beam, ~~Isaac Koh~~

- Introduced New Committee Members and welcomed them to the committee. A brief overview of what the committee does and what they would observe at this meeting was provided.
    - ✓ Jenna Lohse (COMS)
    - ✓ Gary Collis (Business – replacing Diane Sionko for fall term)
    - ✓ Christian Beam (History)
    - ✓ Sara Breshears (Librarian)
    - ✓ Anthony Clayton (Business)

- Announcement of HR description for coaches stipend was stated.

    HR description of coaches stipend
    > *"I spoke to Diane Fiero about this yesterday and she indicated that the stipend is intended to compensate coaches for travel to and from tournaments, extended practice time with the teams, and tournaments held during off-contract time (ie: December holiday break). Therefore, providing campus tours and researching the various campus departments such as A&R, Counseling, EOPS, etc. to educate potential student athletes would fall outside of the scope of the coaching stipend and should be considered flex-worthy." Leslie Carr*

- Career Day Option was announced: Faculty may submit an "Outreach" proposal and elect to receive FLEX credit in lieu of the stipend for this event.

- Review Faculty Professional Development Proposals & Reports
    - The committee reviewed the process for reviewing and evaluating the FLEX proposals, with the goal of introducing new members to the general process.
    - Decisions on the August proposals were made and will be available as part of the meeting minutes.

- All members were reminded that proposals must, in general, be submitted within 21 days of the activity. There are a couple of exceptions that pertain to professional development that is completed during off-contract periods and for independent projects. This information is contained in the approved FPDC guidelines and operating procedures.

- Discussion: Thoughts/feedback from Fall 2018 FLEX week
  - The committee provided feedback on the offerings from fall 2018 FLEX week. We would like to survey department chairs again to see if they actually use the department retreat time block for their department retreat. This will help the committee avoid scheduling other workshops during that time block if the majority of departments hold their department retreat at that time.

  - The committee agreed that having two committee rush events was confusing. It was agreed that having one combined event would maximize resources and attendance.

  - Positive feedback for the voice projection workshop was received.

  - There was a comment that a pathways lunch and learn workshop attended was not as interactive and not as conversational as anticipated. Approximately ten minutes were provided at the end to discuss how participants would take back what they learned to their classes.

  - The CCC FLEX Day was very well attended.

  - It was agreed that the general consensus among faculty is that they enjoy workshops that are more interactive. It was stated that perhaps we should try to highlight this in the call for FLEX week proposals to encourage presenters to make their presentations interactive and include a discussion component. It also may be helpful to faculty if we ask presenters to include more detail in their workshop description.

  - Faculty who attended the workshop by Dr. Mark Perna, who spoke on motivating the younger generation of students on the Friday of FLEX week was excellent. However, since it was held on a Friday, attendance was low.

- Discussion: Any suggestions for additions to pre-approved list?

- It was suggested that Kevin Anthony's workshops from the Institute of Public Policy and Ethics be included in the pre-approved list. The committee approved and Nicole will add it to the pre-approved list.

- Form task force to review/revise proposal forms – align with recently approved FPDC Guidelines
  - Leslie has updated the forms, indicating that the submission deadline has been extended to 21 days.

Announcements
- New FPDC Guidelines and Operating Procedures in effect as of **July 1, 2018**
- Nicole is reaching out to Department Chairs regarding an optimal department retreat time block
- Mehgen is leading organization of Spring FLEX week activities
- Teresa is doing a "road show" at school meeting to recruit faculty and fill vacancies
- *FLEX Week Planning Meeting* **September 17** – ***Encouraged for all School Representatives***
- *Next Full Committee Meeting* **September 24** – ***Required for all School Representatives***

2018/2019 FPDC Meeting Dates

	Chair(s) & Director 2nd Monday	FLEX Week Planning 3rd Monday	Full Committee 4th Monday
August	-	-	27
September	10	17	24
October	8	15	22
November	12	19	26
December	3	-	-
February	11	-	25
March	11	18	25
April	8	15	22
May	6	13	20

FLEX Proposals Approved

	Submitted by	Activity Title	Date	Form
1	Flynn, Kathy	How Sustainable Chemistry is Safer Chemistry	7/19/2018	Non-COC Provider Tra
2	Kubo, Kathy	CAP B-STEM Think Tank	7/12/2018	Attending a Conferen

3	Kubo, Kathy	2018 CAP Community of Practice	07/13/2018 - 07/15/2018	Non-COC Provider Tra
4	Kubo, Kathy	Beyond AP Statistics	7/20/2018	Non-COC Provider Tra
5	Johnson, Charlie	Curriculum Institute	07/12/2018 - 07/13/2018	Attending a Conferen
6	Silva, Ambika	CAP - Summer Institute South	07/13/2018 - 07/15/2018	Attending a Conferen
7	Silva, Dustin	CAP - California Acceleration Project South Conference	07/13/2018 - 07/15/2018	Attending a Conferen
8	Hubbard, Mike	CAP Summer Institute 2018 (Southern California)	07/14/2018 - 07/15/2018	Attending a Conferen
9	Collis, Gary	Academic Freedom Conference	9/28/2018	Attending a Conferen
10	Gibson, Collette	CAP Summer Institute 2018 (Southern CA)	07/14/2018 - 07/15/2018	Attending a Conferen
11	Blasberg, Regina	CCCAOE	10/10/2018	Attending a Conferen
12	Blasberg, Regina	Annual CA-NV AWWA Conference	10/22/2018	Attending a Conferen
13	Thrasher, David	Gas Metal Arc Welding (GMAW) Pipe Training	07/30/2018 - 08/01/2018	Non-COC Provider Tra
14	George, Tricia	2018 Curriculum Institute	07/11/2018 - 07/14/2018	Attending a Conferen
15	Burke, Kelly	2018 SCASM Annual Conference	10/26/2018 - 10/27/2018	Attending a Conferen
16	Anderson, James	Castaic Power Plant	8/29/2018	Non-COC Provider Tra
17	Young, Lori	The Road to Success Webinar 2.0	8/4/2018	Non-COC Provider Tra
18	Young, Lori	Exhibitor at L.A. Paralegal Asso.; October Annual Conference	10/13/2018	Outreach
19	Schwanke, Cindy	Western Food service and Hospitality Expo	8/19/2018	Attending a Conferen

20	Hauss, Jennifer	Mandated Reporter Training	8/12/2018	Non-COC Provider Tra
21	Kaiserman, Adam	English Faculty Book Club	08/27/2018 - 11/26/2018	Collaboration
22	Macpherson, William	2018 Americas ALP Summit (West)	08/04/2018 - 08/05/2018	Attending a Conferen
23	Rieck, Garrett	Curriculum Institute	07/11/2018 - 07/14/2018	Attending a Conferen
24	Vo, Anh	THE 6th ANNUAL UCLA Diabetes Symposium	12/1/2018	Attending a Conferen
25	Rieck, Garrett	Southern California's Health Care Workforce: Challenges, Approaches and Solutions	8/8/2018	Attending a Conferen
26	Pelkie, Teresa	MindTap Training	8/24/2018	Independent Project
27	Vo, Anh	Regional Nursing Summits - Bridging the Gaps in Pre-Licensure RN Clinical Education Capacity	9/28/2018	Attending a Conferen
28	Bustillos, Michelle	Western Food Expo	8/19/2018	Attending a Conferen

Faculty Professional Development Committee Representation
Current as of August 2018

Schools/Services	Representatives
Professional Development Director	Leslie Carr
Chair(s)	1. Teresa Ciardi (School of Mathematics, Science, & Health Professions) 2. Nicole Faudree (School of Business) 3. Mehgen Andrade (School of Social and Behavioral Sciences)
School of Applied Technologies	Lee Hilliard
School of Business	Diane Sionko Nicole Faudree
School of Humanities	Vacant
School of Kinesiology/Physical Education	Chris Cota (Fall) & Ted Iacenda (Spring)
School of Learning Resources	Vacant
School of Mathematics, Science, & Health Professions	Sandy Carroll Brandon Hilst Teresa Ciardi
School of Social & Behavioral Sciences	Simon Kern (Communications) Wendy Ruiz (Early Childhood Education) Mehgen Andrade (Psychology)
School of Student Services	Susan Ling (Counseling)
School of Visual & Performing Arts	Vacant
Adjunct Faculty	1. Gregory Shrout (History) 2. ~~Vacant~~ Sara Breshears (Library), Anthony Clayton (Business), Christian Beam (History), Jenna Lohse (COMS)
ASG Representative	Vacant

Program Viability Committee Meeting Summary
September 13th 2018, 9:00 a.m. to 10:00 a.m.
BONH 330

In attendance: Jerry Buckley, Harriett Happel, Albert Loaiza, Omar Torres, Chris Boltz, Wendy Brill-Wynkoop, Garrett Rieck, Lisa Hopper, Jason Burgdorfer

A. Routine Matters
1. Call to order started – 9:09 am
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

B. Reports
1. Technical Theatre Pilot Status Report: Year 1
Equipment ordered has arrived and installed. State has approved the curriculum.
An example of the requirements that help to demonstrate success and challenges of the pilot program are provided in this report.

C. Discussion
1. Canvas Shell (a platform for committee's work, including proposal submission)
Members of the Committees have TA status. Others are students.
All documents associated with a program should be listed with that program.
Also have the Pilot status reports in that section. It is okay to have in as many places as possible.

Discussion about how faculty will have access to Canvas for PV Committee. What is the process for access? Faculty will need to work with Deans and contact PV Committee Chair for access as "student" in PV. Those in the process will get examples of previous proposals as a "student" in Canvas. All the forms and information about the committee will be on a public site.

2. Pilot Status Reports & Tracking of Pilot Programs
How do we get accurate reflection of the program growth. There were specific prompts (success; curriculum; resources (equipment, staffing); barriers; next steps) that were suggested to include for example for year 1 pilot status for Technical Theatre.

The issue with year 1 reports, is that there most likely won't be enrollment. There was an email with prompts sent in May to authors of new programs that can be used as template. We can then evaluate how well that template works after seeing the results of Year 1 pilot.

For programs that have been substantially modified, their year 1 report will look different from new programs, as there may be existing curriculum and courses being offered. There be a prompt related to status at start of year.

How do we get evidence per the AP for year 2 pilot status? PV Committee should support the program in the evaluation. We need templates, but concern about being too specific. For year 2, there should be more data in terms of enrollment.

For CE programs, there is labor market data that can referred to. There could be a table for CE programs for enrollment, certificates, with categories for students in terms of what they define success (skill building, degrees etc.). Why are the students taking these classes? **Should there be an intact survey for the students who initially enroll in these new pilot programs**? This could help with identifying data needed to help the committee to assess resources needed to support the program. For example, if enrollment is low, then is there a need for marketing? We could also do an exit survey.

In considering Transfer programs, there is similarity in terms of evaluating initial enrollment, and success with transfer.

There is an issue for example with quality of data Economic Development Employment (EDE) data. Is there a way to utilize data coaching to help with faculty who are creating these reports? **How does the Student Success Teams interface with the new programs?** Can the relevant data automatically populate in the template? Program Review Data could be used for this. Perhaps the template is "live" all year and a group could contribute to throughout the year.

There could be differences in the templates for CE vs transfer. It should be clear if the question is not relevant, to not answer it.

Year 3 pilot reports should include enrollment and demonstrate sustainability. The question is how to define "sustainability." Resource allocation determinations must be made with help from this committee through the pilot reports. The Year 3 should still include enough information to determine resources versus modification.

What is Defensible Program? Developed by Orange County Workforce Development. This brings the committee to consider Discontinuance procedures and evaluation of existing programs to consider substantial modifications. There is a concern as a system to maintain 'relevance.' How are programs' maintaining relevance?

3. Revisions to Board Policy 4021 and Administrative Procedure 4021 (Program Viability)
   Not discussed.

D. Announcements

Program Viability Committee Meeting Dates for 2018-2019 Academic Year

- October 18, 2018, 9:00 am – 10:00 am, Bonelli 330
- November 15, 2018, 9:00 am – 10:00 am, Bonelli 330
- February 21, 2019, 9:00 am – 10:00 am, Bonelli 330
- March 21, 2019, 9:00 am – 10:00 am, Bonelli 330
- April 18, 2019, 9:00 am – 10:00 am, Bonelli 330
- May 16, 2019, 9:00 am – 10:00 am, Bonelli 330

Meeting adjourned: 10:05 am

The Program Viability Committee is a standing committee of the Academic Senate. It is responsible for the evaluation of proposals to initiate, modify, or discontinue academic programs. The committee makes recommendations to the Academic Senate. Per the AP 4021, program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President no later than the eighth week of the fall semester.

Draft Strategic Plan Goals

FOCUS: We are so committed to our students and to a healthy environment, that every decision we make will be through the lens of student success and fostering well-being for all who come to College of the Canyons

STRATEGIC GOALS - PREAMBLE

The California Community Colleges are experiencing disruptive structural change due to system-wide initiatives like Guided Pathways, the new funding formula based on student completion, as well as the aspirational goals of the CCCCO's Vision for Success. With external pressures such as these and funding metrics tied to new success measures, there is an urgency related to dramatically shifting College of the Canyons' focus of its planning documents and double down on our commitment to student success. In response, the district could not simply revise the prior 12 goals we strove for in the past XX years. The 2018-21 Strategic Goals are S.M.A.R.T. (specific, measurable, attainable, relevant, and timely) goals, carefully designed to put the *student experience* first. To do this the college must prioritize its activities under three overarching principles: access, success, and engagement.

We recognize that this plan is a significant shift from what the College has done for decades, and that this plan may be met with some anxiety or concern. However, this plan incorporates disruptive innovation to reengineer how we serve students and our community, and to challenge how we operate and plan for the College in fundamental ways. It is important to engage in dialogue about this shift if we are to be more successful in how we serve students.

The 2018-21 Strategic goals are measurable and obtainable in three years or less. All college stakeholders should pay close attention to the district's philosophy statement and use it to frame their objectives. Equity, inclusion, and diversity are not goals in themselves but ideologies embedded in all actions and planning at the college.

PHILOSOPHY

College of the Canyons is committed to ensuring learning. We honor and value exemplary teaching and learning, which is best accomplished if the entire campus community is working to support this important focus. COC ensures that its Strategic Goals are guided by the following philosophies:

1. ***Equity-Minded***: College of the Canyons will approach its strategic goals with an equity-minded lens by

1. *acknowledging, and **empathizing*** with **disparate life-experiences** contributing to inequalities/gaps in educational outcomes,
   2. *attributing* inequalities/gaps to **unfair structural/political/environmental/ social/cultural/historical practices and policies** that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement
   3. **responding** to barriers with **deliberate efforts** to eliminate them
   4. **co-creating** more **fair and just** higher education **institutional policies** and **practices** that **account** for disparate life-experiences

2. *Equitable Student Success*: College of the Canyons will provide support to facilitate **equitable** student success and maximize opportunity for all students with intentional efforts to address inequities among student groups, including minoritized student populations.
3. *Inclusion and Collegiality*: College of the Canyons will foster healthy **inclusion** through **inquiry**, shared **dialogue** and **reflection** to ensure that we promote a sense of community, collegiality and cooperation among student, faculty, staff, and administrators.
4. *Partnership with the Community*: We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government and social agencies. These partnerships advance the educational, artistic, civic, cultural and economic aspirations of our community. *(Insert Patty Robinson AAC&U civic engagement literature on coeducation).*
5. **Experiential Learning** for the entire campus community *(wordsmith)*
6. *Data-Driven***:** College of the Canyons will utilize quality data to inform and drive decision-making and planning processes.
7. *Creativity and Innovation*: College of the Canyons embraces a spirit of innovation and encourages faculty, staff, administrators, and students to develop innovative solutions to help the District achieve its strategic goals.
8. Pursue additional **financial resources** to help us advance our efforts/goals (wordsmith)
9. **Mutual respect** (expand)
10. **Safety / Welcoming** environment...

NOTE: Develop incremental goals for each year (this came out of the EMP meeting 7.3.18)

ACCESS

With an equity-minded lens, promote student access so that every student is able to enter an informed path.

   ● Increase the percentage of students coming to COC from local high schools by 1% each year from X in 2018/19 to Y by 2020/21.

- Increase the adult participation (25+?) rate by X each year from X in 2018/19 to Y by 2020/21.
- Increase # of concurrently and dual-enrolled students from X to Y by 2020/21.
- Increase participation of incarcerated students from X each year from X in 2018/19 to Y by 2020/21.
- Increase the completion of initial educational plans from X each year from X in 2018/19 to Y by 2020/21.
- Reduce the % of students dropping out of the process between application and registration (capture rate) from X each year from X in 2018/19 to Y by 2020/21.
  - Website as a *strategy* for this objective
  - Reduce the number of students on waitlists
  - Reduce financial barriers to education via financial aid, First Year Promise, and Open Educational Resources.
  - Increase percentage of eligible students receiving financial aid, increase participation in First Year Promise, increase percentage of sections using OER.
  - Remove financial barriers...
- Increase noncredit FTES from X each year from X in 2018/19 to Y by 2020/21.
- Increase CCC FTES from X each year from X in 2018/19 to Y by 2020/21.
- Increase transition from noncredit to credit from X each year from X in 2018/19 to Y by 2020/21.
  - Strategy of alignment of class modalities…
- Increase overall enrollments for all CTE programs by __4__% by 2019-2020.

SUCCESS

Promote equitable student success, attainment of students' goals, and intentionally maximize opportunities for all students.

- Increase # of degrees awarded from X each year from X in 2018/19 to Y by 2020/21
- Increase # of certificates (16+ units) awarded from X each year from X in 2018/19 to Y by 2020/21
- Increase # of noncredit certificates awarded from X each year from X in 2018/19 to Y by 2020/21.
- Increase % of exiting CTE students employed in field of study from X in 2018/19 to Y by 2020/21.
- Increase # of students completing nine credit CTE units from X in 2018/19 to Y by 2020/21.
- Develop "on path" education plans…(define metric to track timely progression)
- Increase # of students earning a living wage from X in 2018/19 to Y by 2020/21.
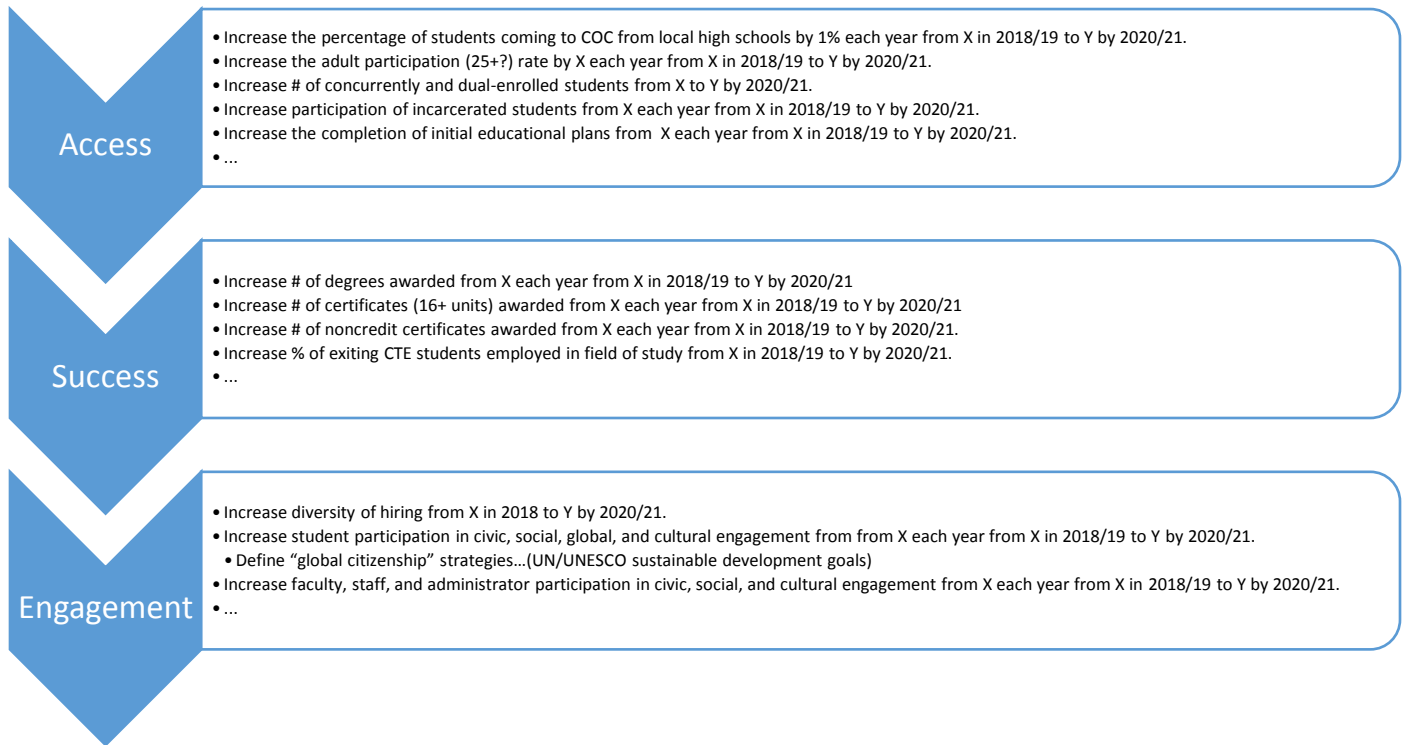
- Skill builders wage gains...
- Increase # of students who transfer from from X each year from X in 2018/19 to Y by 2020/21
- Increase skill gains by wage builders from from X each year from X in 2018/19 to Y by 2020/21.
- Increase the % of students who participate in experiential learning from X each year from X in 2018/19 to Y by 2020/21.
- Increase the % of students who participate in student support services at VLC/CCC/OLC by X each year from X in 2018/19 to Y by 2020/21.
- Increase unit completion for first-time college students by 12% by 2023.
- Increase completion of Transfer-Level Math and English in Year 1 for first-time college students by 10% by 2023.
- Increase student persistence, term-to-term, by 10% by 2023.
- Decrease the average number of units completed from 86 to X by 2023.
- Increase the completion of comprehensive educational plans from X to y by 2023.
  - **[May be too many goals / consider refining]**
- Reduce equity gaps by 40% in 5 years for areas of disproportionate impact identified through the College's Equity Heat Map and other internal analyses.

ENGAGEMENT

Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at our campuses.

- Increase diversity of hiring from X in 2018 to Y by 2020/21.
- Increase student participation in civic, social, global, and cultural engagement from from X each year from X in 2018/19 to Y by 2020/21.
  - Define "global citizenship" strategies…(UN/UNESCO sustainable development goals)
- Increase faculty, staff, and administrator participation in civic, social, and cultural engagement from X each year from X in 2018/19 to Y by 2020/21.
- Increase the % of students who participate in campus life from X each year from X in 2018/19 to Y by 2020/21.
- Increase the % of faculty, staff, and administrators who participate in campus life from X each year from X in 2018/19 to Y by 2020/21.
- Decrease the # of students who are food and housing insecure X each year from X in 2018/19 to Y by 2020/21.
- Increase the # of students who engage with mental health services at VLC/CCC/OLC by 2023.
- Increase employee well-being from x to y *(Employee Satisfaction - wordsmith)*

- Increase interconnectedness through dialogue and collaboration from X each year from X in 2018/19 to Y by 2020/21. *(measure by survey)*

Access
- Increase the percentage of students coming to COC from local high schools by 1% each year from X in 2018/19 to Y by 2020/21.
- Increase the adult participation (25+?) rate by X each year from X in 2018/19 to Y by 2020/21.
- Increase # of concurrently and dual-enrolled students from X to Y by 2020/21.
- Increase participation of incarcerated students from X each year from X in 2018/19 to Y by 2020/21.
- Increase the completion of initial educational plans from X each year from X in 2018/19 to Y by 2020/21.
- …

Success
- Increase # of degrees awarded from X each year from X in 2018/19 to Y by 2020/21
- Increase # of certificates (16+ units) awarded from X each year from X in 2018/19 to Y by 2020/21
- Increase # of noncredit certificates awarded from X each year from X in 2018/19 to Y by 2020/21.
- Increase % of exiting CTE students employed in field of study from X in 2018/19 to Y by 2020/21.
- …

Engagement
- Increase diversity of hiring from X in 2018 to Y by 2020/21.
- Increase student participation in civic, social, global, and cultural engagement from from X each year from X in 2018/19 to Y by 2020/21.
  - Define "global citizenship" strategies…(UN/UNESCO sustainable development goals)
- Increase faculty, staff, and administrator participation in civic, social, and cultural engagement from X each year from X in 2018/19 to Y by 2020/21.
- …

- **ADD IRPIE APPENDIX (heat map, DI, other data)?**
- **ADD PARAGRAPH/STATEMENT on how this document can "inform" other plans, such as the Enrollment Management Plan**

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.

HUMAN RESOURCES OFFICE

Date: September 10, 2018

To: Rebecca Eikey

                President, Academic Senate

From: Linda Clark

                Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources

                Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Garrett Rieck

Name: Garrett Rieck

Hire Date: July 2, 2018

Position: Noncredit Faculty Instructor

Discipline Assignment: Vocational (short-term) Noncredit

The minimum qualifications for Noncredit are the following:

- ✓ Bachelor's degree; and two years of occupational experience related to the subject of the course taught
  OR

- Associate degree; and six years of occupational experience related to the subject of the course taught
  OR

- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter
  OR

- For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.

Garrett Rieck meets the minimum qualifications with:

- Bachelor's degree in Kinesiology: Physical Education Teacher Education, California State University, Chico

- 2.75 years of occupational experience: Plus One (2013-2015), Wellspring Weight Loss (2012), Thomas School of Horsemanship (2010-2011)

Discipline Assignment: Health

The minimum qualifications for Health are the following:

- ✓ Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR;
- Bachelor's in any of the above AND Master's in any biological science OR;
- The equivalent.

Garrett Rieck meets the minimum qualifications with:

- Master's degree in Kinesiology, California State University, Chico

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Discipline Assignment: Kinesiology

The minimum qualifications for Kinesiology are the following:

- ✓ Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR;
- Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR;
- The equivalent.

Garrett Rieck meets the minimum qualifications with:

- Master's degree in Kinesiology, California State University, Chico

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Discipline Assignment: Physical Education

The minimum qualifications for Physical Education are the following:

- ✓ Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR;
- Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration or physical therapy OR;
- The equivalent.

Garrett Rieck meets the minimum qualifications with:

- Master's degree in Kinesiology, California State University, Chico

Santa Clarita Community College District
COLLEGE OF THE CANYONS

California Community Colleges

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

FROM: Alice Perez
            Vice Chancellor, Academic Affairs

RE: Annual Credit Course and Program Certification

This memorandum provides information regarding the Annual Credit Course and Program Certification, which supports the curriculum streamlining process of all credit course proposals, modified credit programs, and local credit programs, with the exception of Associate Degrees for Transfer (ADTs) and new Career Technical Education credit programs. Periodic reviews of the locally approved and certified curriculum will be conducted by the Chancellor's Office to monitor compliance and data integrity.

Moving forward, the Chancellor's Office will require each college to submit one certification form signed by the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair and to provide the local governing board policy that defines the standards for credit hour calculations. These documents will be due October of each year to the Chancellor's Office. A reminder of these requirements will be provided to the colleges September of each year.

The certification form and local governing board policy must be submitted to the Chancellor's Office no later than 5 pm on **October 16, 2018,** to the Chancellor's Office. If these documents are not received by the due date, a manual review of credit course and program proposal submissions will be conducted by the Chancellor's Office until both documents are received.

Throughout the academic year, colleges may request for a technical assistance team--comprised of an Academic Senate member, Chief Instructional Officer, and Chancellor's Office staff--to assist on any curriculum related matter. Please submit these requests to your point of contact at the Chancellor's Office.

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

Attachment: Annual Credit Course and Program Certification

California Community Colleges
Chancellor's Office

Annual Credit Course and Program Certification

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

- course hours and units are correct in accordance with CCCCO Course Calculations;
- the college/district course outline of record has been approved by the District Governing Board;
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
- cooperative work experience courses that have local board approval;
- credit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCCO Program and Course Approval Handbook (PCAH);
- credit programs have the required attachments in accordance to the current CCCCO PCAH; and
- Mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a)(1)).

This certification applies to the following:

1. All credit courses
2. Modified credit programs with the exception of ADTs
3. New credit programs with a goal of local program with the exception of new CTE credit programs and Apprenticeship

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

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

<div align="center">

OR

</div>

Mail the original form to: California Community Colleges Chancellor's Office

Attn: Academic Affairs Division

1102 Q Street, Suite 4550

Sacramento, CA 95811

California Community Colleges Chancellor's Office

Annual Credit Course and Program Certification

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

_____ _____
Chief Executive Officer   _(Signature)_   Date

_____
Chief Executive Officer   _((Print Name)_

_____ _____
Chief Instructional Officer   _(Signature)_   Date

_____
Chief Instructional Officer   _(Print Name)_

_____ _____
Academic Senate President   _(Signature)_   Date

_____
Academic Senate President   _(Print Name)_

_____ _____
Curriculum Chair   _((Signature)_   Date

_____
Curriculum Chair   _Print Name)_

DRAFT

Guided Pathways Liaison Positions (2) – Fall 2018 and
Spring 2019
One position – Student Services, One position – Academic Affairs/Instruction
Reassigned Time: 40 % per semester for each faculty member.

Background:
"The Academic Senate for California Community Colleges (ASCCC) is actively seeking local academic senate liaisons to facilitate the inclusion of faculty voice in the implementation of the Guided Pathways Award Program outlined in the Governor's 2017- 2018 California state budget with a one-time allocation of $150 million. The Chancellor's Office and the Board of Governors are responsible for statewide implementation of this program for colleges that includes "organizing students' academic choices in a way that promotes better course-taking decisions," as well as creating the necessary "framework for colleges to better organize existing student support programs and strategically use existing funding to support student success."[1] Thus, it is imperative that local senates within California community colleges are prepared to address the impacts of this transformational effort that requires engaging in deliberative conversations and creating collaboration with faculty, students, staff, and administrators, as colleges consider adopting a Guided Pathways framework."

The following were highlighted as priorities to focus on from the 2017 Self-Assessment Tool:

- o Shared Metrics
- o Inclusive-Decision-Making Structures
- o Guided Major & Career Exploration
- o Clear Program Requirements
- o Proactive and Integrated Academic Student Supports
- o Integrated Technology Structures
- o Strategic Professional Development

Responsibilities include:
- Support the work as outlined in the CCCCO Guided Pathways Work Plan submitted to the Chancellor's Office.
- Update and engage the local academic senate on statewide matters related to guided pathways by signing up for ASCCC Guided Pathways Liaison listserv and attending statewide guided pathways events;
- Communicate opportunities for faculty to participate through the ASCCC in statewide workgroups, committees and taskforces in relation to Guided Pathways;
- Serve as a conduit between the local faculty and the ASCCC Guided Pathways Taskforce representatives and identify local issues of particular concern around a Guided Pathway approach and convey those to the ASCCC Guided Pathways Task Force;
- Consult with the senate leaders to create a mechanism for the most effective communication with faculty at the local campus about issues of common concern and/or support for Guided Pathways;
- Monitor local and regional Guided Pathways discussions and act as a resource for local

inquiries;
- Communicate with the local senate and campus faculty regarding guided pathways efforts and implementation relevant to College of the Canyons;
- Participate in committees that are supporting the work of Guided Pathways/Canyons Completes, including but not limited to the Institutional Effectiveness and Inclusive Excellence $(IE)^2$ committee, and related workgroups, Committee for Assessing Student Learning, and California Guided Pathways Project Steering Committee;
- Act as the lead, along with the Associate Vice Presidents of Institutional Research, Planning and Institutional Effectiveness (IRPIE) and Student Services, for the meta-majors and mapping $(IE)^2$ workgroup.
- Support the development of the Student Success Teams;
- Support department chairs, faculty, and deans in crafting program map elements in alignment with meta- majors;
- Participate in the Guided Pathways meetings as necessary; this may include the Steering Committee, Institute Meetings, Institutional Effectiveness Partnership Initiative (IEPI) trainings, ad-hoc meetings.
- Travel may be necessary for off campus meetings, trainings, and institutes.
- Recommend professional development opportunities that supports guided pathways.

Self-Assessment Outline: College of the Canyons, December 2017

Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
			Scale of Adoption		
Inquiry	1. Cross-Functional Inquiry		X		
	2. **Shared Metrics**			X	
	3. Integrated Planning		X		
Design	4. **Inclusive Decision-Making Structures**		X		
	5. Intersegmental Alignment		X		
	6. **Guided Major and Career Exploration Opportunities**		X		
	7. Improved Basic Skills			X	
	8. **Clear Program Requirements**		X		
Implementation	9. **Proactive and Integrated Academic and Student Supports**		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
	Overall Self-Assessment		X		

Year 1 Allocation: $~~376,826~~ $372,630; Year 2 Allocation: $452,195; Year 3 Allocation: $376,829; Year 4 Allocation: $150.732; Year 5 Allocation: $150,732

CCCCO Guided Pathways Work Plan Development, updated 9/23/18

Area of Focus	Activities	Anticipated Budget	Notes
Inquiry/Design: Cross-functional inquiry, shared metrics, and inclusive decision making	1. Support inquiry and cross-functional teams with relevant data 2. Increase Tableau data visualizations to meet needs of faculty and other stakeholders 3. Hire Data Coaches (in conjunction with Career Education resources) to help inform planning for departments, schools and eventually meta-majors and success teams 4. Embed student voice with focus groups, surveys, select classroom activities.	1. Tableau costs for contractor: $10,000 2. Data coaches: $48,000 3. Inquiry group stipends; $20,000	
Design: Guided Major and Career Exploration	1. Support work of (IE)^2 group on Early Career Exploration 2. Possible use of My Majors or other career education software 3. Use career focus for development of Meta-Major proposals	1. Stipend for work group leaders: $4,000 2. Possible Software costs: TBD.	
Design: Clear Program Requirements	1. Support work plan of Mapping and Meta-Majors group 2. Support department chairs and deans in crafting map elements 3. Create visually interesting meta-majors and maps 4. Involve students to support the work by focus groups,	1. Stipend for work group leaders: $6,000 2. Stipends for faculty work teams: $20,000 3. Designer: TBD—could this be done with GMD faculty and students. Need	

	classroom activities, surveys.	to research costs 4. Student workers: paid from BSSOT grant—no cost to Pathways	
Implementation: Proactive and Integrated Student Supports	1. Examine new models for cross-functional, high-touch student support (i.e. success teams, completion teams, etc.— Bakersfield College Model is one) 2. Support inquiry into ways to generate more integration and re-visioning of supplemental learning and/or other learning support services. 3. Support work of Early Retention Solutions (Early Alert) work group	1. Stipends for work group leaders: $4,000 2. Inquiry group stipends; $25,000 3. Early Alert software solution: $25,000	
Implementation: Integrated Technology Structures	1. Hire external consultant for website revision and redesign based on research, inquiry and broad stakeholder input. 2. ~~Stipends for Web Committee members to meet ad hoc over summer to review consultant findings~~	1. Consultant fees: $82,500 2. ~~Stipends for web committee: $5,000~~	*The work is mostly happening during the school year.*
Implementation: Strategic Professional Development	1. Support cross-functional inquiry (classified, faculty, administrative) opportunities for ideas above. 2. Support "field trips" and conferences to investigate new models for supporting	1. Conference, guest speaker and field trip costs: $50,000	

	student success and completion (i.e. trips to Sierra College, Skyline, etc.)		
Total Year One funds: $372,630	Additional Cost Items: Guided Pathways Liaisons, to support development of meta-majors, program mapping, success teams, see job description.	1. 80% reassigned time for Senate GP Liaisons (similar to CE liaison which has 40%): approx.. $64,000 2. Benefits for stipends and reassigned time: approx. $14,000	

Basic Skills Initiative
(BSI)

2016-17

Year-End Expenditures Report

College of the Canyons

Report Due
October 1, 2018

2016-17 Basic Skills Initiative Year-End Expenditures Report
for fiscal reporting period July 1, 2016 - June 30, 2018

District: Santa Clarita CCD

College: College of the Canyons

BASIC SKILLS INITIATIVE (BSI)

Multi-college districts that use any portion of the Basic Skills Initiative allocation to conduct authorized basic skills-related activities at the district must include district-related expenditures in one or more of their college's Year-End Expenditures Report(s).

Submit the Year-End Expenditures Report no later than <u>Monday, October 1, 2018.</u>
Email the entire report as an Excel file (not a PDF) and a PDF copy of the signature page to: **basicskills@cccco.edu**

For assistance in completing this report, please contact:
Chantee Guiney - cguiney@cccco.edu - 916-322-4260

This workbook contains 5 protected spreadsheets in the following order:

1)	Cover Page	3)	Part I: Basic Skills Funding	5) Part III: Summary and Certification
2)	Do First	4)	Part II: Basic Skills Expenditures	

Basic instructions:
You may enter data in spreadsheets 2-5. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are specific entry instructions for certain cells or other instructions. You will be able to enter whole numbers only (no cents).

You may use additional rows to complete your data entry in Part I or Part II. Be careful not to delete any formulas as it will impact the entire spreadsheet. If you need additional assistance, please contact Chantee Guiney, as listed above.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

To print the entire workbook, go to the File menu, select <Print>, and <Entire Workbook>. Select double-sided.

2016-17
BASIC SKILLS INITIATIVE (BSI)
YEAR-END EXPENDITURES REPORT
Santa Clarita CCD
College of the Canyons

Part I: Basic Skills Funding
(Important: see specific entry instructions below)

Total 2016-17 Basic Skills Allocation | $ | 94,505 | *Enter whole numbers only*

Total 2016-17 Basic Skills Expenditures | $ | 94,505

Balance 2016-17 Basic Skills Allocation | $0

2016-17 Basic Skills Year-End Expenditures Report
Part I: Basic Skills Funding
Specific Entry Instructions

cell:

E10 Enter your college's 2016-17 Basic Skills categorical allocation (2016-17 "R2" allocation link copied below).
http://extranet.cccco.edu/Portals/1/AA/BasicSkills/2018/FY_1617BSIR2180319_(final).xlsx

Note: Due to legislative requirements the CCCCO allocates funds to the district. Thus, the district may determine the actual amount allocated to the college(s). Colleges in such districts will need to obtain their college allocation from the district office.

Districts that use any portion of the Basic Skills allocation to conduct authorized basic skills-related activities at the district must include district-related expenditures in one or more of their college's Year-End Expenditures Report(s).

E13 This cell will populate once the "Part II: Basic Skills Expenditures" worksheet has been completed.

E16 This cell is the sum of: "Total 2016-17 Basic Skills Allocation" minus "Total 2016-17 Basic Skills Expenditures (Part II: Basic Skills Expenditures)."

  0 If all of the 2016-17 Basic Skills categorical program allocation funds have been accounted for on this report, then the balance should be zero.

  + If the balance is positive, then the final expenditures do not fully expend the allocation. The college needs to review the actual expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office (CO will invoice the district to recoup unspent funds, through established CO fund recoupment processes)

  - If the balance is negative, then final expenditures exceed the allocation available and the college needs to review the actual expenditures and make necessary adjustments. **The Year-End Expenditures Report cannot be submitted if balance is negative.**

2016-17
BASIC SKILLS INITIATIVE (BSI)
YEAR-END EXPENDITURES REPORT
Santa Clarita CCD
College of the Canyons

Part II: Basic Skills Expenditures

Please report actual 2016-17 Basic Skills allocation expenditures by expense category, for fiscal reporting period July 1, 2016 - June 30, 2018

Expense Category	Description	Total Expenditures (whole numbers)
A	Program, Curriculum Planning, and Development	$0
B	Students Assessment	$8
C	Advisement and Counseling Services	$0
D	Supplemental Instruction and Tutoring	$0
E	Course Articulation/Alignment of the Curriculum	$4,288
F	Instructional Materials and Equipment	
G1	Coordination	$35,316
G2	Research	$38,655
G3	Professional Development	$16,238
	Total 2016-17 Basic Skills Expenditures	**$94,505**

2016-17 Basic Skills Year-End Expenditures Report
Part II: Basic Skills Expenditures
Other Instructions

Basic Skills funds are intended to augment programs or services for students. Districts and colleges cannot use basic skills funds to supplant funding for programs, positions or services funded from another source.

Expenditures listed for all activities supported by 2016-17 funds, must also be entered into the Year-End Expenditures Report. Multi-college districts who choose to conduct and fund basic skills related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Year-End Expenditures Report for that college.

Non-Allowable Expenditures

1. Gifts -- funds may not be used for gifts or monetary awards of any kind. Expenditures for a public purpose are not considered a gift of public funds; such expenditures must be coordinated with financial aid departments and be within a student's cost of attendance.

2. Stipends for Students -- funds may not be used to pay stipends to students for participation in program or classroom activities.

3. Political Contributions -- funds may not be used to pay for political contributions.

4. Courses -- funds may not be used to pay for the delivery of courses that generate full time equivalent students (FTES).

5. Supplanting -- Any funds spent on these programs should supplement, not replace, general or state categorical (restricted) district funds expended on similar program activities prior to the availability of program funding. This restriction applies to categorical programs and any other federal, state, and county programs.

Academic Senate Elections Committee Procedures and Regulations (Proposal)

Election Committee:

1. Elections of officers and members of the College of the Canyons Academic Senate should be run by the Elections Committee.

2. This committee will comprise of three members reporting to the Academic Senate.

   - The Academic Senate will appoint the chair of the committee.

   - The Academic Senate President will seek out faculty volunteers to serve on the Elections Committee which will be approved by the Academic Senate.

3. The committee's duties include seeking nominations, running elections, and declaring the results to the Academic Senate.

4. The committee will ensure that elections are held at appropriate times and in a timely manner.

   - The eligible voters, per the Academic Senate Constitution, will participate in the appropriate election which include nominations and voting.

   - The President and the Vice President elections shall be conducted no later than the 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. (Section 6.A. of Constitution)

   - The Division or School Representatives elections shall be conducted in the respective divisions or schools no later than the 6th week of the Spring Semester of even years. (Section 6.B. of Constitution)

   - The At-Large Senator elections shall be conducted during the 8th week of the Spring Semester of odd years. (Section 6.C. of Constitution)

   - 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 subsequent fall semester. (Section 6.D. of Constitution)

   - 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.

5. Elections will be conducted by the Election committee either by paper or electronic ballots.

6. The results will be confirmed by the Academic Senate by the conclusion of the

semester in which they are held.

Nomination Procedures and Regulations:
- The nominating period shall be no less than two weeks in duration with the nomination period longer for both senate president and vice president positions, see above.
- Nominations will be obtained from the appropriate faculty groups.
- Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member only with the nominee's permission.
- Individuals nominated should be consulted for approval before having their names on the ballot.

Election Procedures and Regulations:
- Candidates may provide a candidate statement that is single spaced, size 12 font, no more than 200 words, and fits within half a page.
- Candidate statements must be received by the elections committee no later than 2 business day before the opening of the election or by the date and time set by the elections committee.
- Candidate statements will be compiled and sent out to eligible voters, by last name in alphabetical order, prior to the opening of the election.
- If an election has multiple seats for the same position, then eligible voters will be able to vote for multiple candidates equal to the number of available seats, no more than one vote per candidate.
- The voting period will be held for a minimum of 5 business days and no longer than 10 business days.

Campaigning and Lobbying Rules and Regulations:
- The Canyons email system may not be used for campaigning or lobbying either by the candidate or any other college employee.

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?

ASO and Region Sponsored Resolutions

F18-A-R-01 No Confidence in Chancellor Eloy Ortiz Oakley

Authors: James Nguyen, Lawrence Su, and De Anza Academic Senate
Sponsors: De Anza Associated Student Body Government and SSCCC Region IV
Disposition: Executive Cabinet

WHEREAS, confidence in the leadership of the chief executive of the statewide system is integral to the effective execution of the California Community College mission and that the Chancellor has demonstrated a lack of transparency and has not engaged in collegial consultation by excluding student and faculty leadership groups from meetings addressing policy matters;

WHEREAS, the students and faculty of De Anza College have become deeply concerned about issues of governance, including, but not limited to, the lack of access to the State Chancellor for conversations about policies that can have a dramatic impact on our system's operations, such as performance-based funding and the fully online community college;

WHEREAS, the principle of participatory governance in the California Community Colleges has been established in practice and codified in law (AB 1725) and that participatory governance only functions when it is acknowledged by all levels of administration and faculty governing bodies, including the Chancellor's Office;

WHEREAS, the Chancellor's Office acted in direct violation of the Student Senate for California Community Colleges (SSCCC) governing documents and have ignored students' rights to meet biannually with the cancelation of the spring 2018 General Assembly; now, therefore, be it

RESOLVED, the Student Senate for California Community Colleges make a vote of no confidence for California Community Colleges Chancellor, Eloy Oakley.

F18-A-R-04.09 Women and Gender Equity Resources Centers

Authors: Phoebe F. Pham, Nolan C. Golden, Michelle Hua, Lawrence Su
Sponsors: Ohlone College, Region IV
Disposition: Legislative Affairs and Equitable Practice

WHEREAS, the Article 3 [1] , Article 3.5 [2], and Article 4 [3] of Chapter 4.5 under Title 3 of the Education Code under California Law, states that public higher education in California strives to provide educationally equitable environments listed in Section 66270, a reasonable opportunity to develop fully his or her potential;

WHEREAS, members of the LGBTQ community [4] are three (3) times more likely to experience a mental health condition compared to the heterosexual population and 1 out of every 5 women [5] in the United States are diagnosed with some form of mental health condition;

Student Senate for California Community Colleges

Discussion Item:

Recommendations for Standard Syllabus Language (such as student behavior and excused absences)

Background:

The Academic Senate had an *ad hoc* committee develop recommendations for syllabus, full 2016 report here:

https://www.canyons.edu/Offices/AcademicSenate/Documents/syllabus%20committee%20report.pdf

There were five recommendations from this committee:

1. Establish the practice of storing syllabi in a manner that makes them easily accessible by individuals collecting data for required reports.
2. Adopt a list of required elements for all syllabi.
3. Establish a neutral to warm tone early in the syllabus outline to engage students fully in the information presented.
4. Eliminate bias in the syllabus, such as indicating that grades may be influenced based on attendance or participation in discussions.
5. Establish a format for syllabi based on common elements found nationally to facilitate data collection for required reports and/or any reviews initiated by chairs and coordinators.
6. Publish a sample format for an addendum of services.

As a result of this report and several discussions within the Academic Senate, essential elements for syllabus adopted by the Academic Senate in March 2017:

https://www.canyons.edu/Offices/AcademicSenate/Documents/Syllabus%20Recommendations_Approved%20Mar%2023_17.pdf

In view of inclusion and equity, the following resource has been developed at the University of Michigan to provide "sample language written in an inclusive manner that instructors may adopt and adapt for your own syllabus. Particular attention is paid to discussion guidelines that can be used to communicate to students your expectations or how they approach material and one another in the classroom. The examples demonstrate how inclusive pedagogical practices can be implemented in syllabus construction."

https://sites.lsa.umich.edu/inclusive-teaching/2017/08/24/inclusive-syllabus-language/

Questions for Consideration:

- The implementation of Guided Pathways framework requires the institution to identify barriers to student success. Would it be beneficial to suggest or adopt standard language across courses that would facilitate student success and retention?
- What are extenuating circumstances that would lead to an excusable absence and the opportunity to make up work?
- Syllabus language is not standard regarding expected student behavior – is there a need to ensure that language is content neutral in defining expectations of student behavior in the classroom (and online environment)?