



College of the Canyons Academic Senate

April 25, 2019

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Notification: *The meetings may be 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:

- Selection Committee List (pg. 3)
- Issac Koh, Adjunct Faculty, Elections Committee

5. Approval of the Consent Calendar

Academic Senate Summary, April 11, 2019 (pg. 4-9)	Curriculum Committee Summary, April 18, 2019 (pg. 10-18)
Faculty Professional Development Committee (FPDC) Pre-Approved List, Teresa Ciardi (pg. 23-27)	Mental Health Forum Summary, April 16, 2019 (pg. 19-22)

B. Reports (time limit 7 minutes each)

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

1. Presidents Report

2. Vice Presidents Report

3. Guided Pathways Report, Tara Williams & Erika Torgeson (pg. 28)

4. Civic Engagement Committee Report, Patty Robinson

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees

1. Improving Online CTE Pathways, Brian Weston

- College of the Canyons Online CTE Pathways, (pg. 29-33)
- Targeted Support Structure for Grantees Pursuing OER and ZTC Projects, (pg. 34-37)

2. Spring 2019 Minimum Qualifications & Equivalencies for Part-Time Faculty (pg. 38-40)

3. [Local Goal Setting 2018/19 & Student Equity & Achievement \(SEA\) Plan, Second Read, Daylene Meuschke](#)

- [SEA Plan 2019](#)
- [SEA Executive Summary](#)
- Local Goal Setting

i. Process:

http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018_19.pdf

ii. Local Goals

4. Emergency Drill Date of May 2nd at 9:40 am

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. CASL Spring 19 Recommendations and Guidelines for the Academic Senate, Nicole Faudree (pg. 41)
2. Progress Standing Policy, David Andrus
 - a. BP 4250 (pg. 42-44)
 - b. AP 4250 (pg. 45-47)Academic Standing-Progress Policy, David Andrus
 - a. BP 4251 (pg. 48-49)
 - b. AP 4251 (pg. 50-53)
3. CWEE District Plan January 2019, Nicole Faudree (pg. 54-74)
4. Mapping and General Education Courses, Erika Torgeson

E. Unfinished Business

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

1. Program Viability (BP/AP 4021)

F. New Future Business

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

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend.

Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges
BP & AP 5010 Admission and Concurrent Enrollment
BP & AP 2410 – COC Board Policy and Procedures
BP & AP 5410 DSP&S
Substitute Teacher Policy/Procedure

H. Announcements

- Next Academic Senate Meetings, May 9 & May 23
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, San Francisco (Burlingame)
- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

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.

Spring 2019 Selection Committee eList

First Name	Last Name
Albert	Loaiza
Gary	Peterson
Howard	Fisher
Justin	Lundin
Kathy	Kubo
Lisa	Hooper
Lucia	Pozo
Marco	Llaguno
Michael	McCaffrey
Pamela	Williams-Paez
Phillip	Marcellin
Pierre	Etienne

Academic Senate Summary for April 11, 2019

Voting Members					
Senate President	Rebecca Eikey	A	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	A	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	Interim At Large Senator	Erica Seubert	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	<i>Gary Collis proxy for Jennifer Paris</i>	X
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Sonny Requejo	X
VAPA Senator	Wendy Brill-Wynkoop	A	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	<i>Lisa Hooper proxy for Philip Marcellin</i>	X	Adjunct Senator	<i>Warren Heaton proxy for Aaron Silverman</i>	X
SBS Senator	Rebecca Shepherd	A	X= Present	A= Absent	

Non-voting Members	
Dr. Buckley	X
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	X
Dr. Wilding	X

Guest			
Barry Gribbons	X	Jasmine Ruys	X
Daylene Meuschke	X	Julie Johnson	X
Garrett Hooper	X	Micah Young	X
Miriam Golbert	X	Ryan Theule	X
Collette Gibson	X	<i>Kathy Bakhit</i>	X
Preeta Saxena	X		

A. Routine Matters

1. Call to order: 3:03 pm
2. Public Comment
 - Possibility of considering moving the Senate meetings to Wednesdays due to the recent enrollment trends. There may be better participation due to more classes being offered on Mondays and Wednesdays. It was stated to consider the needs to adjunct as their schedules may not be as flexible. Adjunct may have already requested their fall schedules based on meetings occurring on Thursdays.

- This item will be listed as a possible new future item
3. Approval of the Agenda
 - Motion to approve the agenda by David Brill, seconded by Deanna Riviera. Unanimous. Approved.
 4. Committee Appointments: none
 5. Approval of the Consent Calendar
 - Motion to approve the consent calendar by Gary Collis, seconded by Lisa Hooper. Unanimous. Approved.

Academic Senate Summary, March 28, 2019 (pg. 3-8)	Academic Senate Executive Committee Summary, March 28, 2019 (pg. 13)
Program Viability Committee Summary, March 21, 2019 (pg. 9-12)	Faculty Development Committee Summary, March 25, 2019 (pg. 19-20)
Faculty Development Committee Summary, February 25, 2019 (pg. 14-18)	

B. Reports (time limit 7 minutes each)

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

1. Guided Pathways Report, Tara Williams & Erika Torgeson
 - An email was sent out for three specific Friday meetings regarding a discussion on Mapping and major classes. These meetings will provide an opportunity for a general guided pathways discussion by ensuring everyone is updated on latest information and to ask any questions. An email will be sent out to department chairs with a clarified agenda. Faculty can pick from one of the three meeting days. Faculty will need to RSVP. It was clarified that all three meeting will cover the same information. Faculty who attend the meetings will be paid at the non-instructional rate.
 - Update on Graphic Media Design Student: Student is working on a sample design concept for student success teams. Student will update soon on three potential options. The samples will go through Meta Major and Mapping sub-committee. The results will then be brought to Senate. It was clarified that there is no commitment to those designs. However, If a design is selected it will be carried over to the next semester to ensure there are conversations/agreements with other schools.
 - May 14th IE2 Celebration: Will take place with different workgroups regarding presenting their work. Lead Solution Teams will also be on hand to present their work and to answer questions. The invitation for this event will go out to all faculty, staff and students. This event will be held in the honor grove area.
 - A General Education conversation item will be brought to senate soon regarding mapping.
2. Honors Committee Report, Miriam Golbert
 - The fall/spring submissions are being reviewed from all the department chairs. Special thanks was given to all the department chairs working with the Honors Committee. Counselors have ensured that students have an Ed Plan and have their honors courses mapped out. There are many STEAM majors. Honors Committee has asked Department Chairs to follow the pathways and some have and others haven't. This makes it difficult for counselors to work with students. There has been some complaints from students regarding the overlap with honors courses being offered on Mondays and Wednesdays from 9am – 12pm. Some discussions will take place with department chairs to move around courses to accommodate students. This can ensure students complete 15

units in 2 years. Enrollment in honors courses must be maximized to avoid cancellation of those courses or having to open up those courses to non-honors students.

- Mutual Responsibility Agreement has been developed for students who have joined as of June of 2018. Students will now need to fulfill certain requirements such as taking honors classes and do volunteer service through the Community Base Learning Office. There are about 4 projects that were chosen for the honors students such as one on the biodiversity initiative. Students are also required to visit 4 universities, visit the transfer center and submit abstracts for research conference presentations.
- Record TAP application: This is the Transfer Alliance Program with UCLA. This year 54 applications have been received. Student who apply to UCLA through the TAP program initiative have an admission rate of 85% versus 27% for non-TAB UCLA transfer students.
- Two students presented last Saturday at UC Irvine for the Honors Transfer Council of California Research Conference. One student did a poster presentation and another did an oral presentation. This year 6 abstracts were submitted and two were chosen. This is a highly competitive conference with a total of 400 presenters from all the community colleges. Any applications can be sent to Miriam. There is a need for more representation from the other schools such as Social & Behavioral Sciences (SBS) and Business. Meetings take place on the 1st and 3rd Wednesday of the month at 4pm in the conference room in the deanery.
- May 9th will be the Annual Celebration at Salt Creek Grill Restaurant. The Stole Presentation for Honors students' graduating will take place. In addition, the Phi Beta Kappa Induction Ceremony.

3. CETL Report, Brent Riffel (pg. 21-24)

- It was clarified that this report was submitted as a written report and if there are any questions Brent can be asked to attend a future Senate meeting.

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Academic Departments (BP/AP 4023), David Andrus (pg. 30-34)

BP 4023

- This is a proposed new BP and a revision to the AP for Academic Departments. There is a growing need for recognition of academic departments. The definition of Academic Departments has been enhanced in both the BP and AP. There is a minor adjustment to the AP that helps clarify and streamline the mutual agreement in the process between the CIO and the Senate.
- In reference to Section 4023.3, sub-section d. Pilot Departments Status, it was clarified that if a program at the end of a 3 year pilot status it is not going in the way it was anticipated it can still be rehabilitated. The purpose of the 3 year pilot status reporting is to check on the status of a program and if there are issues those can be addressed. The senate can then make recommendations to help and not necessarily make a final determination. I
- It was emphasized that "faculty" includes both full-time and part-time faculty.
- Motion to approve BP 4023 by Lisa Hooper, seconded by Sab Matsumoto. Unanimous. Approved.
- Motion to approve AP 4023 by Regina Blasberg, seconded by Lisa Hooper. Unanimous. Approved.

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Early Connections & Starfish Program, Collette Gibson, Julianne Johnson (pg. 35-48)

- Background: A power point presentation titled [“Retention Solution-Starfish”](#) was shared by the Retention Faculty liaison’s Collette and Julianne.
- Some students may feel connected to their instructors in the classroom but once outside the classroom that connection can be lost. The Early Alert Starfish program is a platform tool which will help students with this connection issue. The actual Starfish program has been adopted by over 43 community colleges.
- Overview: Starfish is a holistic view of a student, it can alert if there is an issue with a student or give a positive affirmation. Starfish will integrate with a lot of the college’s databases such as CANVAS. It has the ability to pull data out of the campuses databases but it cannot currently “talk back” to that data.
- There is a proposal to have progress surveys, with no more than 4 columns to fill out throughout the semester. The progress survey would replace the current grade checks in the future. Starfish is also available for students to self-advocate by raising a hand and stating they need help. Student information that is available to them will change per semester similar to CANVAS.
- Concerns: Some concerns raised regarding this program is that the data collected may be used against a faculty member by holding that faculty member accountable to that data. However, it was clarified that this is a voluntary tool program for faculty.
- There are some concerns regarding the psychological impact on a student who may receive too many flags. It was stated that a possible query could be run on the back end to pull only those students with multiple flags and then ensure they are referred to for example an academic counselor. This method will ensure students are reached. Starfish will have the ability to set a “flag” and the ability to “uncheck” notify student. Behavioral issues will still go through BIT team.
- Time Analysis: other peer college’s faculty have stated it takes less than 5 minutes to fill out an entire survey.
- Possible compensation for faculty: Adding an additional workload to adjuncts may end up having adjuncts donate their time. There is concern that adjunct faculty are paid at the non-instructional rate for office hours and only half of those hours are compensated. There was a question regarding if the liaisons have talked to the district about compensation. There was a question regarding if progress reports are made available online would these be mandatory? These questions will be brought back at a future meeting for discussion.
- Training/Faculty Participation: There will training available to all full-time and adjunct faculty during the fall FLEX week. There will be some videos put together to allow for online training. It was clarified that the workgroup is designing roles and not necessarily action. There was a request to have more adjunct faculty participate in the workgroups as there is a large adjunct faculty population.

2. [Local Goal Setting 2018/19 & Student Equity & Achievement \(SEA\) Plan, Second Read, Daylene Meuschke,](#)

Jasmine Ruys, Ryan Theule

- Q #1 (Table 1) now demonstrates disproportionate impact data for all students.
- Q #2, the activities were reorganized to show those which are “new.” The “Activities to Close DI Gaps” and “Existing Activities to Close DI Gaps” were separated.

- Disaggregated Data metrics have been separated by race, ethnicity and gender.
- The Student Equity & Achievement Plan Metrics has been incorporated with the vision goal which is also referred to as the Local Goal Process. Data was compiled into one chart to demonstrate disproportionate impact to focus on those areas. Some of the largest areas of concern are with the African American Black and non-traditional age students.
- This date could be tied to Perkins data as Perkins data has certain disproportionate impacted groups not being addressed. However, it was clarified that currently there is some misalignment with the states indicator system.

a. SEA Plan 2019:

- The Academic Senate Local goals and SEA Plan was shared. The SEA Plan has 5 measures, the Local Goal Setting has 9 indicators, and there is some overlap between the two. Several graphs were shared demonstrating which groups have the highest percentages of disproportionate impact. No data on age is demonstrated as the state does not mandate this data. A second layer in which student groups were disaggregated was by gender.
- There was a question regarding whether or not students groups are being looked at by Academic Goals. It was clarified that this data is looking at 1st year college students only. There is concern with students changing their academic goals frequently and students may need to re-instate their goal every semester. Otherwise, data will be tracked and students will be held to a standard which isn't appropriate for their individual goal.
- Data demonstrates more males and females are being disproportionately impacted. There may be social factors which extend beyond our walls. The data does not demonstrate if the issue with "Imposter Syndrome" has been looked at. At a recent "Men of Color" talk held at the 2019 Research and Planning (RP) Conference, Fresno City College shared research. The research demonstrates that one of the major predictors of for men of color "not persisting" is an issue with self-efficacy. There is also an issue with the diversity of faculty teaching.
- Projected Budget for 2019: There was a question regarding whether budget is being allocated towards the African American male disproportionate group. It was stated that research related to disproportionate impact metrics will be done first in the IE2 before any program is decided on. Internal DI data can be run is available for department chairs and faculty. Data can be requested using the Request Form.

b. SEA Executive Summary

- It was clarified that the Student Success Plans, Coordinator positions budget is for re-assignment time and not a new position.

c. Local Goal Setting

i. Process:

[http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018 19.pdf](http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018%2019.pdf)

ii. Local Goals: (pg. 49-59)

- This item will come back as an Action item.

3. Emergency Drill & Planning Sub-Committee to discuss possible drill date, Michael Wilding (pg. 60)

- The possible campus wide drill date will be May 2nd at 9:40 am due to classes starting at 9:30am. The drill will take place at both the Valencia and Canyon Country campus. Mental Health Counselors will be available to any students who experience triggers as a result of the drill. One week prior to the drill a "Shelter in Place" video (<https://www.youtube.com/watch?v=VUErkf3XEEs>) will be sent out via email. There were some concerns shared regarding the timing of the drill such as it being held too late in the semester. The

end of semester will be finals week and there will be labs and exams taking place. In the past people were given a semesters notice. There was some concern that if the campus was to release an ENS message not everyone may get the messages as some students are required to turn off their cell phones in class. The “Great Stick Incident” revealed many flaws and the drill is intended as a confidence building exercise. There were some concerns with unplanned drills as some people may not know what to do, however the Senate consensus was to go ahead with the drill. The length of the drill will be 30-40 minutes then an “All Clear” message will be given to end the drill.

E. Unfinished Business

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

1. Program Viability (BP/AP 4021)

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.

- CASL Spring 19 Recommendations and Guidelines for the Academic Senate (April 25, 2019)
- CWEE District Plan January 2019, Nicole Faudree (April 25, 2019)

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

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BP & AP 4250 Academic Standing
BP & AP 4251 Academic Standing Progress
BP & AP 2410 – COC Board Policy and Procedures
BP & AP 5410 DSP&S
Substitute Teacher Policy/Procedure

H. Announcements

- Next Academic Senate Meetings April 25, May 9 & May 23
- 2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, Westin San Francisco Airport
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, Hyatt San Francisco Airport
- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

II. Adjournment: 5:00pm

CURRICULUM COMMITTEE SUMMARY

April 18th, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

Curriculum Committee Members

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; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Jeremy Patrich – At large member; Jenni Pavia – Adjunct Representative (Substitute for Carly Perl; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records; Omar Torres – Administrative Co-Chair; Physical Education & Athletics - Vacant

NC.ESL-060	College Reading, Writing, and Grammar I	The NCESL students have barriers to entering this credit class; however, by offering it as a mirrored course the department is providing students the opportunity to experience the credit classroom, focus on more academic English and broaden their educational opportunities giving them both the experience of the credit college classroom and the language in a more focused academic context.	H. MacLean	TBD
NC.ESL-061	College Listening and Speaking I			
WELD-135	Fundamentals of CNC Plasma Arc Cutting	The use of CAD-based software, for CNC cutting systems & other types of metal fabrication equipment, is increasingly in demand. Hands-on experience with the Torchmate CNC cutting system will prepare students to work with this type of equipment in the industry. Will be a required course in the new Metal Fabrication Certificate of Achievement and a core option in the Welding AS Degree & Certificate of Achievement.	T. Baber	TBD

-Motion to adopt the need for and conduct a full review of WELD-135; Motion by Lee Hilliard, second by Mary Bates. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review of NC.ESL-060 & 061; Motion by Jeremy Patrich, second by Garrett Rieck. All in favor: Unanimous.

NC.COUN-010	Career Exploration	18 hours, new SLO, new DLA – 100% online and hybrid options.	D. Solomon	TBD
NC.CSEC-001	CSEC Part 1: The Commercial Sexual Exploitation of Children - Awareness and Identification Training	6 hours, new SLO.	G. Rieck C. Stephens	TBD
NC.CSEC-002		4 hours, new SLO.	G. Rieck C. Stephens	TBD

-Motion to approve NC.COUN-010; Motion by Mary Bates, second Lori Young. All in favor: Unanimous.

-Motion to approve NC.CSEC-001 & 002; Motion by Cindy Stephens, second Julie Hovden. All in favor: Unanimous.

	A.A. Degree	18 required major units, new program SLO.	D. Solomon	TBD
Therapeutic Procedures	Certificate of Specialization	10 required certificate units, new program SLO.	S. Ehram	Fall 2019

-Motion to approve the Liberal Arts and Sciences: Health Science Emphasis A.A Degree; Motion by Julie Hovden, second Lee Hilliard. All in favor: Unanimous.

-Motion to approve the Therapeutic Procedures Certificate of Specialization; Motion by Cindy Stephens, second Julie Hovden. All in favor: Unanimous.

_____	Certificate of Competency	2 required courses (NC.COUN-010 or 025 or 030), 36 - 42 total hours, new Program SLO.	D. Solomon	TBD
	Certificate of Completion	2 required courses (NC.CSEC 001 & 002)), 36 - 42 total hours, new Program SLO.	G. Rieck C. Stephens	TBD

-Motion to approve the Commercial Sexual Exploitation of Children (CSEC) Training Certificate of Competency; Motion by Julie Hovden, second Mary Bates. All in favor: Unanimous.

-The College Success Skills Certificate of Competency will not be pursued at this time.

BIOSCI-221	Introduction to Microbiology	Adding DLA –Hybrid option only.	K. Burke E. Seubert	Fall 2019

ARCHT-200B	Design III— Environmental Design Lab	Units increased to 3 units (formerly 1 unit). Revised SLO, revised objectives and content. Recommended preparation of	J. Oliver	Fall 2019

		ID-103 changed to ARCHT-190.		
CHEM-256	Organic Chemistry II	Revised objectives and content, updated textbooks. Added DLA, hybrid option only.	H. McMahon C. Beecher	Fall 2019
CMPNET-132	A+ Computer Repair	Units reduced to 3 units (formerly 4 units). TOP Code changed to "0708.20 - Computer Support" (formerly "0934.10 - Computer Electronics"). Revised objectives and content.	L. Hilliard	Fall 2019
CMPSCI-182	Data Structures and Program Design	Revised content.	B. Riveira	Fall 2019
CMPSCI-182L	Data Structures and Program Design Lab	Revised content.	B. Riveira	Fall 2019
CMPSCI-235	'C' Programming	Revised content.	B. Riveira	Fall 2019
CMPSCI-236	C++ Object Orientated Programming	Revised content.	B. Riveira	Fall 2019
CMPSCI-256	Discrete Structure	Revised content.	C. Ferguson B. Riveira	Fall 2019
CMPSCI-282	Advanced Data Structures	Revised content.	C. Ferguson	Fall 2019
ESYST-101	Basic Electronics	Units reduced to 3 units (formerly 4 units). Revised objectives and content.	L. Hilliard	Fall 2019
HLHSCI-153	Emergency Medical Technician Refresher Course	Added textbook.	P. Haley	Fall 2019
ID-084	Digital Illustration for Architecture and Interior Design	Revised description, revised TOP code to 1302.00 'Interior Design and Merchandising' (formerly 1009.00 "Applied Design")	J. Oliver	Fall 2019
ID-092	Merchandising for Interior Design		J. Oliver	Fall 2019
ID-093	Home staging and Applications		J. Oliver	Fall 2019
ID-096L	Interior Design Lab	Adding DLA – 100% online and hybrid options.	J. Oliver	Fall 2019
ID-102	Applied Color for Designers	Revised TOP code to 1302.00 "Interior Design and Merchandising" (formerly 0953.60 "Technical Illustration"). Adding DLA –	J. Oliver	Fall 2019

		100% online and hybrid options.		
ID-104	Rapid Visualization and Perspective Illustration	Changed title (Formerly “Rapid Visualization and Illustration”). Revised TOP code to 1303.00 “Graphic Art and Design” (formerly 0953.60 “Technical Illustration”). Revised objectives. Adding DLA – 100% online and hybrid options.	J. Oliver	Fall 2019
ID-106	Trade Resources for TV, Film, and Theatre		J. Oliver	Fall 2019
ID-114	Architecture and Interiors History: Antiquity – Classical Revival		J. Oliver	Fall 2019
ID-115	Architecture and Interiors History: Classical Revival – Post Modern		J. Oliver	Fall 2019
ID-207	Residential Design		J. Oliver	Fall 2019
MATH-070	Intermediate Algebra	Revised description.	K. Aceves	Fall 2019

NC.ENGL-021	Basic Writing and Reading Skills	Prefix and title change (Formerly NC.BCSK-E21 “Grammar and Sentence Writing”). Revised SLO’s (2). Revised description, objectives, and content	A. Terzian	Spring 2019

Program				
Architectural Drafting and Technology	A.S. Degree	Removing ARCHT-100, 200B, 220, 240, 280 & ID-103, 114, 115 from required course options. Revised recommended electives. Total major units reduced to 24 units (formerly 38 units).	J. Oliver	Fall 2019
Computer Networking	A.S. Degree	Total major units decreased to 27.5 units (formerly 29.5 units) due to reduction in units of CMPNET-132 and ESYST-101.	L. Hilliard	Fall 2019
Computer Networking	Certificate of Achievement	Total major units decreased to 27.5 units (formerly 29.5 units) due to reduction in units of CMPNET-132 and ESYST-101.	L. Hilliard	Fall 2019
Graphic and Multimedia Design	A.A. Degree	New title (Formerly Graphic and Multimedia Design – Graphic Design”). Removed ART-110, 111 & 140; added GMD-104, 107, & 177. Total certificate units reduced to 31 (formerly 33). <i>Combining Graphic and Multimedia Design – Graphic Design AA Degree & Graphic and Multimedia Design – Multimedia AA Degree. Graphic and Multimedia Design – Multimedia AA Degree will be deleted.</i>	M. Daybell S. Doronio	Fall 2019
Graphic and Multimedia Design	Certificate of Achievement	New title (Formerly Graphic and Multimedia Design – Graphic Design”). Removed ART-110, 111 124A & 140; added GMD-104, 107, 142, and CWE-188 Total major units remain at 33. <i>Combining Graphic and Multimedia Design – Graphic Design AA Degree & Graphic and Multimedia Design –</i>	M. Daybell S. Doronio	Fall 2019

		<i>Multimedia Certificate of Achievement. Graphic and Multimedia Design – Multimedia Certificate of Achievement will be deleted.</i>		
Kinesiology	A.A.-T Degree	Adding additional KPEA courses to movement section of degree, adding PSYCH-104 as option in Statistics section. No change in total major units.	H. Fisher	Fall 2019
Sustainable Design and Development	Certificate of Specialization	Removed ENVRMT-104 from restricted electives section. No change in total certificate units.	J. Oliver	Fall 2019
Theatre Performance	A.A. Degree	Adding THEATR-060 to recommended electives. No change in total major units.	C. Boltz	Fall 2019
Web Development	A.S. Degree	Moving CWE-188 to restricted electives (“plus 10 units from the following”). Total required major units reduced to 34 (formerly 35).	M. Lipman	Fall 2019
Web Development	Certificate of Achievement	Moving CWE-188 to new recommended electives section. Total certificate units reduced to 24 (formerly 25).	M. Lipman	Fall 2019
Web Publishing and Design	A.S. Degree	Moving CWE-188 to restricted electives (“plus 10 units from the following”). Total required major units reduced to 35.5 (formerly 36.5).	M. Lipman	Fall 2019
Web Publishing and Design	Certificate of Achievement	Moving CWE-188 to new recommended electives section. Total certificate units reduced to 25.5 (formerly 26.5).	M. Lipman	Fall 2019

Graphic and Multimedia Design – Multimedia	A.A. Degree	Degree will no longer be offered, combined with revised Graphic and Multimedia Design AA Degree.	M. Daybell S. Doronio	Fall 2019
Graphic and Multimedia Design – Multimedia	Certificate of Achievement	Certificate will no longer be offered, combined with revised Graphic and Multimedia Design Certificate of Achievement.	M. Daybell S. Doronio	Fall 2019

BIOSCI-221	Introduction to Microbiology	Hybrid option only.	K. Burke E. Seubert
CHEM-256	Organic Chemistry II	Hybrid option only.	H. McMahon C. Beecher
NC.COUN-010	Career Exploration	100% online and hybrid options.	D. Solomon
ID-096L	Interior Design Lab	100% online and hybrid options.	J. Oliver
ID-102	Applied Color for Designers	100% online and hybrid options.	J. Oliver
ID-104	Rapid Visualization and Perspective Illustration	100% online and hybrid options.	J. Oliver

ARCHT-200B	Design III—Environmental Design Lab	Recommended preparation of ID-103 changed to ARCHT-190.	J. Oliver

-Motion to approve the 04/18/2019 Consent Calendar as presented above; Motion by Erin Barnthouse, second Lori Young. All in favor: Unanimous.

Discussion Items:

- Chair Report, Lisa Hooper

-Funding formula incentives have increased noncredit creation and submission throughout the state. Chancellor's Office is refining our understanding of Short-Term Vocational and Workforce Preparation and we will be providing guidance to the committee as soon as we have it.

-Noncredit processes. No course and/or program should be developed without consulting Garrett Rieck first, all Noncredit courses developed without consulting Garrett will be re-directed to him before coming to committee. All evidence suggests our rationale for STV and WFP will have to be thorough and convincing.

-Tech Reviews in CANVAS. Worked well last week and the PDF notes were viewable. Going forward, I will review the courses before you do, and you will have my notes to add to, which may be handwritten notes. Modules will be unpublished (but not deleted) after meetings.

-iPads. A few shortcuts I've recently learned reduce swiping, Apple Pen does help. May have a training during our Fall retreat.

- Articulation Officer Report, Patrick Backes

-Still waiting for IGETC & CSU-GE decisions to come through. One course has been approved so far, a resubmission for DANCE-108. Decisions typically come out in early April, the decisions for ENGL-101, MATH-100, PSYCH-104, and SOCI-137 will probably be delayed until May since the submission cycle for courses changed do to AB 705 compliance was extended.

-2018 Five year revision list. We can see the light at the end of the tunnel, but still have some work to do. If we keep the same pace up, we should be able to finish the list of completely this semester. May have some heavy tech reviews coming up though. 2019 Five year revision list, another big one coming up next year. Some departments have already gotten going on their courses, let me know if you need another copy of the list.

New Credit Courses	-0-	Modified Noncredit Courses	1	Modified Prerequisites	-0-
New Noncredit Courses	3	New DLA's	3	Deleted Courses	-0-
New Programs	3	New SLO's	6	Deleted Programs	-0-
Modified Programs	12	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	26
Modified Credit Courses	11	New Prerequisites	-0-	Proposals Returned from Technical Review Session	11



MENTAL HEALTH FORUM IN PARTNERSHIP WITH ACADEMIC SENATE, CLASSIFIED SENATE & ASSOCIATED STUDENT GOVERNMENT.

April 16, 2019

5:00 p.m. to 6:30 p.m., BYKH-105

SUMMARY

Attendees: Lesley Romero, Victoria Schwartz, Cameron Downs, Marilyn Jimenez, Michelle LaBrie, Garrett Hooper, Danielle Hazlett, Rosa Song, Michael Joslin, Brittany Applen, Cassie Eads, Nicole Faudree, Sara Farnell, Madison Leatherman, Mary Manuel, Cynthia Nelson, Larry Schallert, Jessica Small, Sheldon Helfing, Diane Sionko, Siane Holland, Rebecca Eikey, Erick Pena, Michael Gravo, Lisa Wallace, Patti Haley, Sab Matsumoto, Michael Jara, Mai Jara, Tyler Robert Clark, Andrew Rodriguez.

Special Thank you to ASG for providing the food.

A. Welcome and Introductions

- Call to order: 5:15 pm
- Panelist where introduced:
 - 1st Panelist, Larry Schallert, Assistant Director of the Student Health & Wellness Center/Mental Health Program; Member of the Behavioral Intervention Team (BIT)
 - 2nd Panelist, Garrett Hooper, Counselor
 - 3rd Panelist, Michelle LaBrie, Psychology Professor
 - 4th Panelist, Nicole Faudree, Paralegal Instructor & Department Chair of the Business Department.

B. Purpose of this meeting

- This event is to create awareness and learning about the various mental health resources that are available on campus. It is also to discuss what additional things we can be doing as a campus, such as other additional strategies or other avenues that we can be doing to help support the wellness of students. This is an opportunity to collect feedback from students, faculty and staff. There may be policies changes we could develop that could help address possible gaps.

C. Word Poll exercise & Mental Health Forum Presentation

- An exercise was given to all attendees using [Pollev.com](https://www.pollevo.com) to collect what words come to mind when everyone thinks of Mental Health and Wellness.
- Some words which were most commonly shared were “anxiety, depression, therapy, stress, help, isolation, misunderstood & fear”. Remaining results to the Word Poll can be found [here](#).

D. Questions for Panelist:

- *Question for Larry Schallert: What resources are available for those who need assistance?*
 - One common resource is the [Personal Counseling Program](#) which is available for any mental health issue. This resource is available to students for up to 6-8 sessions. There are also integrated physical and mental health programs. There is outreach conducted along with the Body, Mind & Wellness program. Training with staff and faculty and students is done. There are colocated services such as the Family and Child Center, Child & Family Guidance Center, EOPS and Veterans Center. In addition, the Northeast Valley Health Corporation is at the COC Health Center once a week providing information regarding obtaining health insurance through Medical or Covered CA. The Student Health & Wellness Center also networks with other local SCV resources such as Child & Family Center and Henry Mayo Hospital. The COC Health Center works closely with the BIT and ICS Team. Larry Schallert is currently the Chair of the Santa Clarita Valley Suicide Prevention Wellness community. When there is a tragedy on campus a word is put out to all faculty, staff and students that counseling is available.
- *Question for Michelle LaBrie: From a Psychology standpoint do you have advice for people on how they can manage their Mental Health & Wellness?*
 - The first approach is to seek help. This can be really difficult to do as many times people don't know how they feel. Many times people may not realize that they are hurting or don't understand why? The Student Health & Wellness Center is a terrific place to start. Students many times, in the Psychology coursework, try to understand themselves. It is helpful and empowering for students to educate themselves and understand their mental issues and to understand that they are not alone. It is important to have emotional and psychological support, to address physiological and biological mechanism. For some people there may be undiagnosed physiological illness that may be neurochemical and which may be contributing to someone's mental health issues.
- *Question for Garrett Hopper: What do you think people can do to help manage stress, using wellbeing and using mindful techniques and other methods?*
 - Instructional faculty see a lot of students in crisis who come into the Counseling Department looking for help. The Counseling Department teaches a lot of life skills in the Student Success Classes such as building a connection through a support team. There is a biologist, Robert Sapolsky who has done a lot of work on the physiological effects of stress. In his studies he has discovered that when people are connected they are much better at managing their stress. Sapolsky also states that when people don't have a sense of agency, if they don't feel self-efficacy or feel they can effect a change in the outcome of their life that can be very stressful. Students need to feel they have a sense of agency. Garrett provides, in his classrooms, a Class Constitution in which students help write what the rules of the class should be and can identify projects they

want to do or not do. Student then create buy in or ownership of the class. This helps to create a sense of control for students in one area of their lives.

- There are many different ways students can manage stress such as volunteer work, exercise, meditation, prayer and visualizations. Mindfulness practice is another technique which can help to manage stress by brining yourself back to the present moment. Stress doesn't live in the present moment as it either lives in the past or the future.
- *Question for Garrett: What life skills do you teach?*
 - Time management, Life skills, motivation strategies, goal setting, soft skills for job interviewing, career skills and time management.
- *Question for Nicole Faudree: When we spoke with the students about how to plan for this event one aspect that needed to be covered was the legal perspective? What are the legal concerns that faculty, staff and students should be aware of?*
 - Nicole shared a disclaimer that she did not practice Health Care Law therefore, she does not feel she is an expert in this area. As a lawyer, Nicole did share some basic information on law. Two majors laws where discussed such as FERPA dealing with educational privacy and HIPPA dealing with health privacy. Neither of these two areas should ever be at risk at while at COC. Faculty members should never learn private information about someone from someone else. It is important that when addressing a students in distress to use a calming voice as any form of physical contact could potentially cause a trigger. It is important for students to ask for help. Faculty can check in with someone else to refer that student to the appropriate resource.
 - It was clarified that if there is an emergency and someone discloses a desire to self-harm or to harm others both FERPA and HIPPA regulations can be set aside to address that matter. Depending on the content shared between a student and a faculty member a faculty member may ask for permission from the student to make a phone call to refer that student to someone else who can help them. There are Mandated Reporters who if anyone speaks with them about a minor or elderly person being abused, self-harm to themselves or others or shares safety issues on campus they are required to report it.
 - It was emphasized that if an incident occurred to a COC student off campus a student should still feel comfortable discussion that issue with a person responsible for investigating that claim.

E. Causes of Mental Health Issues among students

- There are several factors which may also be making students feel more distressed and anxious such as higher tuition costs, homelessness, depression and anxiety caused by social media, imposter syndrome, issues with perfectionism and feelings of fear, loneliness and isolation. Students feeling disconnected due to courses in their program being offered in different buildings on campus rather than in one central building location.

F. Possible policy changes or areas of improvement

- Financial: expand the current number of students participating in the First Year Promise Program.
- Geographical: Offer courses for a program within one building to help students get connected with other students. Create more group projects in classrooms. Allow 15 minutes during class to share and discuss current events. Allow students to share contact information with each other.
- Opening Day: Replace staff opening day and make it available for student at the beginning of fall and spring semesters. It was clarified that the Fall FLEX Schedule will be conducted in a conference style setting with an orientation scheduled on Mental Health & the Stigma on campus.
- Extending student services office hours: To later in the evening to accommodate more students commuting from areas outside of SCV.
- Safe Areas for students: Create an “Oasis” or “Sleep Pods” similar to those being offered at various CSU’s and at the Hart District to allow students a safe quiet place to destress and rest.
- Compile a list tips and tricks for all faculty: This list will help faculty make students feel more comfortable in their classrooms and help open up that dialogue.
- Create a Faculty Resource Team: This team would allow other faculty to talk to other faculty in an emergency situation or to get advice about how to proceed with a student’s academic issue. Behavioral issues should still be referred to the BIT Team.

G. Adjournment: 6:30pm

Pre-Approved Professional Development Activities

The following activities have been approved for professional development. These activities do not require review by the committee, but **may** still require a proposal so the activity hours will show up in the current professional development management system.

Documented activities and hours will be added to the current professional development management system shortly after required proposal and/or information has been submitted.

<i>Director</i>	<i>Co-Chair</i>	<i>Co-Chair</i>	<i>Co-Chair</i>
Leslie Carr	Mehgen Andrade	Teresa Ciardi	
Leslie.Carr@canyons.edu	Mehgen.Andrade@canyons.edu	Teresa.Ciardi@canyons.edu	

Proposal due dates, as outlined in the Guidelines and Operating Procedures, apply to all pre-approved activities including activities for which a proposal is not required.

Information/Documentation shall be submitted no later than [redacted] after completion of the activity.

Film Series with Discussion (2 hours per film)	<ol style="list-style-type: none"> 1. <i>Workshop Proposal</i> with Title of Film(s) in Series, Facilitator(s), Date(s), Time(s), & Location(s) 2. Sign in sheet with participant signatures (submit after each film) 	
Board of Trustees Meeting with Discussion (3 hours)	<ol style="list-style-type: none"> 1. Facilitator(s) 2. Sign in sheet with participant signatures and/or documented participants via remote (submit after meeting and discussion has occurred) 	
District Approved Online Trainings: Such as Kognito, @One, [redacted], Keenan, and [redacted] (must total to at least 30 minutes)		<ol style="list-style-type: none"> 1. <i>Non-COC Training Proposal</i> 2. Title of Training 3. Certificate(s) of Completion showing number of hours (must total to at least 30 minutes)
Training/Orientation for Nursing Staff at Hospital		<ol style="list-style-type: none"> 1. <i>Non-COC Training Proposal</i> 2. Name of Hospital 3. Participant(s) 4. Date 5. Hours it took for training

Professional Development		
Workshops on Curriculum		
On Campus Speakers	<ol style="list-style-type: none"> 1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred) 	
Getty Lectures (2 hours per lecture)		<ol style="list-style-type: none"> 1. <i>Non-COC Training Proposal</i> 2. Title of Lecture 3. Flyer or e-ticket documenting date and time
Webinars (must total to at least 30 minutes)		<hr/> <hr/>
SLO Workshops/Trainings	<ol style="list-style-type: none"> 1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred) 	
Faculty Evaluations (3 hours per evaluation - Evaluator) (2 hours per evaluation - Evaluatee)		<ol style="list-style-type: none"> 1. Names of faculty Evaluator & Evaluatee, and semester evaluation occurred. <p><i>(Includes <u>all</u> Evaluators and Evaluatees)</i></p>
Mind, Body, Wellness Events on Campus	<ol style="list-style-type: none"> 1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred) 	
Books & Ideas Workshops	<ol style="list-style-type: none"> 1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred) 	
Program Review Workshops	<ol style="list-style-type: none"> 1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred) 	

Professional Development		
Sociology Lecture Series	1. <i>Workshop Proposal</i> Sign in sheet with participant signatures (submit after lecture has occurred)	
Civic Engagement Events by COC	1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred)	
Honors Program Workshops	1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred)	
Political Science Lecture Series	1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after lecture has occurred)	
Cultural Diversity Events	1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred)	
Hazard Safety Training	1. <i>Workshop Proposal</i> 2. Sign in sheet with participant signatures (submit after workshop has occurred)	
CCC Star Party (2.5 hours)	1. Sign in sheet with participant signatures (submit after event has occurred)	
Friday with The Professors (3 hours)		1. Title of Lecture 2. Date of presentation
Parenting Workshops		
Caretaker Workshops		
Department/Program Meetings & CWEE		
EEO Training for Hiring Committees (1 hour)		1. Position for which training was required (i.e., Full-time Faculty) 2. Date of training

Professional Development		
Nursing Accreditation Process	1. One <i>Collaboration Proposal</i> for Group, listing all who will be participating	1. Individual final report from each person describing contribution to the process, documentation of hours, and professional growth
Toastmasters Events		1. <i>Non-COC Training Proposal</i> which includes list of events and hours for each event 2. Documentation of event, such as active link or hard copy of flyer
One-to-One Classroom Observations for the Purpose of Sharing Teaching Techniques (by mutual agreement) (2 hours)		1. Documentation of date & time of observation, date & time of discussion, and number of hours
Individual Computer Training		1. Documentation of hours and training that occurred 2. Names of Trainer and Trainee
	1. Department or program 2. Facilitator(s) 3. Names of all who participated and number of hours each person participated Submit within 21 days of last loop closing meeting	
	1. Distance Learning will provide a list to Professional Development Office verifying who has completed the training	

Mandatory ASG Club Advisor Training	1. Student Services Coordinator shall will	

Academic Senate 04.19.2019

GP Liaison Report

Meta-major GMD Results

- Highlight GMD students concept
 - Show standard option #2
 - Show standard option #3

Mapping Update

- Invites sent out for April 26th, May 3th, May 17th – Rooms TBD (a follow up email will provide room and stipend information)
 - RSVP to Erika and/or Tara
 - GP Discussion and basic mapping activities

CougarPALOOZA (Celebration of Students and Student Success)

- Save the dates have been sent out for Tuesday, May 14th in the Honor Grove from 3pm-5pm
- Showcasing IE(2) workgroup activities and LEAP Solution Team Projects
- Food, games, and music...fun for the whole class!



California
Community
Colleges

California Virtual Campus –
Online Education Initiative

Improving Online CTE Pathways

Letter of Intent

Date

College/District Name

College/District Address

College/District Phone

Proposed Title
(max: 15 words)

Proposed Project Summary
(max: 500 words)

Please see attached project summary (priority 1 of 3)

Proposed Total Budget Request (select one)

☐ \$001-100K

☐ \$100-250K

☒ \$250-500K

Last Update: February 28, 2019

College of the Canyons Letter of Intent (Priority 1 of 3)

College of the Canyons proposes to build three online programs to address regional workforce needs and improve the quality of one existing program. Additionally, we will draw upon industry content to create Open Educational Resources (OER), resulting in Zero Textbook Cost (ZTC) pathways for fields in which none currently exists.

The disciplines proposed are Architectural Computer Aided Drafting, Preschool Teacher, Land Surveying, and Water Systems Technology. The first three programs are not currently offered online, nor do they fully employ OER. The fourth program, Water, is built entirely around OER, providing students a full ZTC pathway. For this program, we will improve the quality of existing online courses and create master online course shells.

Courses will be built with OER. Two programs will result in new ZTC pathways (Architectural Computer Aided Drafting and Preschool Teacher). We will follow the model of our successful Water program, which developed a ZTC through original authorship that included strong engagement of industry professionals from across the state. Materials will be available to all colleges to adopt and adapt, thereby supporting the training of qualified employees across the state.

Creating ZTCs helps students to stay on their academic pathways successfully. A peer-reviewed study at the University of Georgia studied the impact of moving to OER on 21,822 students. The same professors taught the same courses with publisher material one semester and OER the next semester. The study finds OER improves performance for all students, and does so for under-represented groups significantly.

Major activities:

- Create/adapt new OER where needed, aiming for ZTC pathways to credentials.
- Engage industry partners to participate in creating and reviewing instructional materials.
- Create master online course shells, integrating current best practices in instructional design, as reflected in the OEI rubric and POOR process.
- Create video and/or audio versions of course content where appropriate. This will include audio-book versions of instructional materials, increasing the ability of learners to learn "on the go."
- Leverage training available from @ONE. Since most faculty in the participating programs are industry professionals and adjunct instructors, providing this training to them will increase the quality of instruction in an on-going manner.

Program details:

- Architectural Computer Aided Drafting Certificate of Achievement: 6 courses (17 units)
Courses currently offered online: 0
- Preschool Teacher Certificate: 8 courses (24 units)

Courses currently offered online: 4

- Land Surveying Certificate of Achievement core courses: 4 (12 units)

Courses currently offered online: 0

- Water Systems Technology: 11 courses (33 units)

Courses currently offered online: 11

Finally, we will host a convening, free of charge, for all grantees to identify common approaches to course components that require face-to-face interaction or supervision. Our existing HyFlex delivery model for Land Surveying provides a helpful example, with the blending of on-campus and online participation via Zoom.



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California Virtual Campus – Online Education Initiative

Primary goal of
proposed project
(select one)

- ☐ Improve existing online certificates, credentials or programs
(Track 1)
- ☒ Build new online certificates, credentials or programs
(Track 2)
- ☐ Support success for online students and/or faculty
(Track 3)

Please describe the areas with which your proposed project best aligns (select no more than three)

- ☐ Increase access to existing online certificates, credentials or programs
- ☐ Increase visibility of existing online certificates, credentials or programs
- ☒ Improve quality of existing online certificates, credentials or programs
- ☐ Fill gaps in existing on-ground certificates, credentials or programs
- ☒ Build an online certificate, credential or program that addresses regional workforce needs
- ☐ Develop a replicable model for advancing credit for prior learning pathways and solutions
- ☒ Create online programs using industry content, Zero Textbook Cost Materials, and/or Open Educational Resources
- ☐ Review industry-approved curriculum
- ☐ Create a jointly offered program with another college or district in the CCC
- ☐ Pilot tools for students to chart and track progress on academic pathways
- ☐ Support students staying on their existing academic pathways

Last Update: February 28, 2019



Describe your level of certainty — i.e., outline what might change between submitting this letter of intent and submitting your application.

We are certain that the named disciplines will participate. One area that might change is the specific number of courses to be treated. This will depend on successfully recruiting an instructional designer and industry experts to serve as reviewers and authors of OER material.

Project Director/Principal Investigator

Name

Title

Phone

Email

Signature

Community College or Authorized Organization Representative

Name

Title

Phone

Email

Signature

Last Update: February 28, 2019



California
Community
Colleges

California Virtual Campus –
Online Education Initiative

Improving Online CTE Pathways

Letter of Intent

Date

College/District Name

College/District Address

College/District Phone

Proposed Title
(max: 15 words)

Proposed Project Summary
(max: 500 words)

Please see attached project summary (priority 2 of 3)

Proposed Total Budget Request (select one)

☐ \$001-100K

☒ \$100-250K

☐ \$250-500K

Last Update: February 28, 2019

College of the Canyons Letter of Intent (Priority 2 of 3)

College of the Canyons proposes to develop a targeted support structure for Improving Online CTE Pathways grantees that intend to create online programs using industry content, Open Educational Resources (OER), and Zero Textbook Cost (ZTC) materials. Ultimately, this will enable students to stay on their existing academic pathways.

Research demonstrates that utilizing OER helps students to stay on their academic pathways successfully. A peer-reviewed study at the University of Georgia studied the impact of moving to OER on 21,822 students. The same professors taught the same courses with publisher material one semester and OER the next semester. The study finds OER improves performance for all students, and does so significantly for under-represented groups. Studies from the Virginia Community College system found that students who move through an online ZTC pathway have a higher completion rate that is 5.6% higher than students in online pathways using commercial textbooks. In California, initial results from the CCC Zero Textbook Cost degree program show that students who receive the Board of Governors Fee Waiver and take classes in a ZTC pathway earn higher grades than students in non-ZTC pathways.

One of the focus areas of the Improving Online CTE Pathways grant is pursuing OER and ZTC pathways. Some colleges may not have the internal capacity or existing knowledge to do so. Building on our experience as the Technical Assistance Provider for the CCC Zero Textbook Cost degree program, we will support these grantees in the following ways:

- Develop targeted support via a needs assessment.
- Build community via in-person summits and monthly online webinars.
- Ensure accessibility via training on creating accessible instructional materials.
- Respect rights of creators via training on open licensing.
- Support local implementations via on-site training.
- Sustain momentum via leadership training for college teams, including students.

College of the Canyons is uniquely positioned to play this role due to our long and successful history of leadership with OER. This includes being one of the earliest members of the Community College Consortium for Open Educational Resources (CCCOER) in 2007, and faculty members receiving awards for developing open textbooks as early as 2011. We currently offer students three Zero Textbook Cost pathways. Nearly 30% of our students benefit from classes utilizing OER. College of the Canyons also serves as Technical Assistance Provider for the CCC Zero Textbook Cost degree program, supporting 28 colleges developing 34 Zero Textbook Cost degrees and certificates.



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California Virtual Campus – Online Education Initiative

Primary goal of
proposed project
(select one)

- ☐ Improve existing online certificates, credentials or programs
(Track 1)
- ☐ Build new online certificates, credentials or programs
(Track 2)
- ☒ Support success for online students and/or faculty
(Track 3)

Please describe the areas with which your proposed project best aligns (select no more than three)

- ☐ Increase access to existing online certificates, credentials or programs
- ☐ Increase visibility of existing online certificates, credentials or programs
- ☐ Improve quality of existing online certificates, credentials or programs
- ☐ Fill gaps in existing on-ground certificates, credentials or programs
- ☐ Build an online certificate, credential or program that addresses regional workforce needs
- ☐ Develop a replicable model for advancing credit for prior learning pathways and solutions
- ☒ Create online programs using industry content, Zero Textbook Cost Materials, and/or Open Educational Resources
- ☐ Review industry-approved curriculum
- ☐ Create a jointly offered program with another college or district in the CCC
- ☐ Pilot tools for students to chart and track progress on academic pathways
- ☒ Support students staying on their existing academic pathways

Last Update: February 28, 2019



California
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Colleges

California Virtual Campus – Online Education Initiative

Describe your level of certainty — i.e., outline what might change between submitting this letter of intent and submitting your application.

We are certain that we can successfully deliver the support described in our proposal.

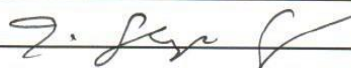
Project Director/Principal Investigator

Name James Glapa-Grossklag

Title Dean, Learning Resources

Phone 661.362.3632

Email james.glapa-grossklag@canyons.edu

Signature 

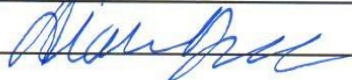
Community College or Authorized Organization Representative

Name Dianne Van Hook

Title Chancellor

Phone 661.362.3400

Email dianne.vanhook@canyons.edu

Signature 

Last Update: February 28, 2019

Vincent, John	Photographic Technology/Commercial Photography	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Business Administration, California Lutheran University, plus nine (9) years of professional experience related to the discipline
Velaquez, Ernesto	Water Systems Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	MA in Public Administration, Arkansas State University, plus nineteen (19) years of professional experience related to the discipline
Mouton, William	Welding Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the	AA Welding Technology, College of the Canyons plus 28 years of professional experience directly related to the discipline

		faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Swerdloff, Jordan	English as a Second Language (ESL): Noncredit	<p>Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.</p> <p>bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.</p> <p>OR a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.</p>	MA in Education, Teaching English to Speakers of Other Languages, California State University, San Bernardino

		OR possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.	
Salcido, Yessica	Noncredit Basic Skills Interdisciplinary (GED) Interdisciplinary - Basic Skills: Noncredit	Bachelor's degree in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.	BA in Spanish, University of California, Los Angeles

CASL Recommendations and Guidelines for the Academic Senate

1. All departments should have their course SLOs mapped to the program SLOs by the end of SPRING 2020.
2. All departments should have their Program SLOs mapped to Institutional SLOs by the end of SPRING 2020.
3. All departments should have assessed their program SLOs and closed the loop, including completing an action plan in eLumen, by FALL 2020.
4. Departments with single section courses should assess and collect data via eLumen until there are between 45 and 50 student assessment records before closing the loop, especially if disaggregating the data from those student records.
5. Assessment data from courses that are only assessed in summer and winter intersessions will be recorded outside of eLumen. The SLO Technician will keep a repository of the data and loop closings resulting from those summer and winter courses.
6. Curricular and Assessment Coordinators and Department Chairs are recommended to use the

BP 4250 Academic Standardsing - Academic Probation, Dismissal, and Readmission

References:

Education Code Section 70902(b) (3); Title 5 Sections 55030-55034

4250.1 Definitions

(A) Units attempted - For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.

(B) Units enrolled - All units of credit for which the student is enrolled ~~after the first two weeks or 20 percent of the time the class is scheduled to meet, whichever is less, and will earn a notation on the transcript~~ at College of the Canyons.

(C) Consecutive Semesters - Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.

(D) Appeals - For the purpose of this academic standing policy, an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

4250.2 ~~Standards~~ - Academic - Probation (A1)

A student at College of the Canyons shall be placed on academic - probation when the student has completed a minimum of 12 graded semester units and the student has a cumulative grade-point average of less than a 2.0. Units and grade point average for Academic Standards are calculated using College of the Canyons values only. Outside coursework is not taken into consideration.

A. A registration hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to re-enroll. (See AP 4250)

4250.3 ~~Standards~~ - Academic - Subject to Dismissal (A2)

A student shall be placed on academic - subject to dismissal for ~~academic performance after being placed on probation and~~ having earned a cumulative grade-point average below a 2.0 in all units attempted for two consecutive semesters, at College of the Canyons.

A. A hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to enroll. (See AP 4250)

B. The student will lose priority enrollment.

C. The student will no longer be eligible for the California College Promise Grant.

D. The student must meet the requirements to re-enroll. (See AP 4250)

4250.4 ~~Standards~~ - Academic - Dismissal (AD)

~~A student shall be placed on Academic dismissal will occur~~ when the student has earned a cumulative grade-point average of less than a 2.0 in all units attempted for three consecutive semesters, at College of the Canyons.

A. The student will be dismissed for one semester (fall or spring) from College of the Canyons.

B. A hold will be placed on the student's record to prevent enrollment for one term (fall or spring).

C. The student will lose priority enrollment when the student returns to enroll in future terms.

—The student will no longer be eligible for the California College Promise Grant.

D.

—After sitting out one semester (fall or spring) the student must meet the requirements to enroll. (See AP 4250)

—4250.5 Removal from Probation, Subject to Dismissal and Dismissal

~~(1) Academic probation. A student on academic probation for a grade-point deficiency shall be removed from probation when the student's cumulative College of the Canyons grade-point average is 2.0 or higher.~~

E.

4250.6 Exceptions to Academic - Dismissal

A student who ~~is~~ has been placed on academic - dismisseded will be automatically continued for one semester in academic - subject-to-dismissal status ~~under the following conditions:~~

~~(1) Academic: When,~~ in the most recent semester of enrollment, the student enrolled in credit-bearing and graded classes and earned a semester grade-point average of 2.25-0 or higher.

A. The student's enrollment priority will be reinstated.

B. The student's California College Promise Grant eligibility will be reinstated.

4250.7 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with College procedures: in AP 4250.

~~Continuation may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Students are continued in subject-to-dismissal status in accordance with Board Policy 4250.8.~~

4250.8 Readmission after Dismissal

A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student ~~must consult with a counselor, prior to the start of the semester, to formulate a corrective educational plan and to obtain approval to enroll.~~ will be readmitted after making an appointment with a counselor to sign a contract for probationary reinstatement.

~~Re-admission may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Readmitted students are returned in subject-to-dismissal status in accordance with this policy.~~

Revised Date:

Next Review Date:

JR Draft 1/2/19

AP 4250 Academic Standing - Academic

References:

Education Code Section 70902(b) (3); Title 5 Sections 55030-55034

4250.1 Academic - Probation (A1)

- A. Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed.
- B. Notification will consist, at a minimum, of the following:
 - a. At the end of the first semester, after earning at least 12 units, in which the student's cumulative grade point average in College of the Canyons coursework falls below a 2.0, a notification email will be sent informing the student they have been placed on academic probation.
 - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of academic probation on enrollment priority and financial aid eligibility, and resources available.
 - c. The email will be sent to the student's My Canyons email address.
 - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
 - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on academic - probation, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a probation workshop.
 - a. The workshops are held in person and online.
 - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
 - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
 - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
 - e. Once a student attends a workshop, the hold will be removed within 24 hours.

4250.2 Academic - Subject to Dismissal (A2)

- A. Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed.

- B. Notification will consist, at a minimum, of the following:
 - a. At the end of the semester in which the student's cumulative grade point average in College of the Canyons coursework falls below a 2.0 for two consecutive semesters, a notification email will be sent informing the student of the change of status to academic - subject to dismissal.
 - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of academic - subject to dismissal has on enrollment priority and financial aid eligibility, and resources available.
 - c. The email will be sent to the student's My Canyons email address.
 - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
 - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on academic - subject to dismissal, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a subject to dismissal workshop.
 - a. The workshops are held in person and online.
 - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
 - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
 - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
 - e. Once a student attends a workshop, the hold will be removed within 24 hours.
- E. Students on academic - subject to dismissal lose enrollment priority and eligibility for the California College Promise Grant.
 - a. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.
 - b. If the student earned at least a 2.0 or higher semester GPA in the last semester (fall or spring) at College of the Canyons, the student may continue to enroll at College of the Canyons:
 - i. The student will not lose their enrollment priority.
 - ii. The student will not lose their eligibility for the California College Promise Grant.
 - c. If the student's cumulative GPA remains below a 2.0, the student will continue to remain on academic - subject to dismissal status and must attend a subject to dismissal workshop to have the registration hold removed.

4250.3 Academic - Dismissal (AD)

- A. Notification will consist, at a minimum, of the following:

- a. At the end of the semester, in which the student's cumulative grade point average in College of the Canyons coursework falls below a 2.0 for three consecutive semesters, a notification email will be sent informing the student of the change of status to academic dismissal.
 - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of academic - dismissal on enrollment priority and financial aid eligibility, and resources available.
 - c. The email will be sent to the student's My Canyons email address.
 - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
 - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- B. The student will be dismissed for one semester (fall or spring) from College of the Canyons.
 - C. A hold will be placed on the student's record to prevent enrollment until the student meets with a counselor.
 - D. The student will lose priority enrollment, when the student returns to enroll in future terms.
 - E. The student will no longer be eligible for the California College Promise Grant.
 - F. To have the hold removed from the student's record, the student must sit out one semester (fall or spring), then return to the College to meet with a counselor. The counselor will work with the student to complete a contract for probationary reinstatement.
 - G. A student may appeal the academic - dismissal.
 - a. If there were extenuating circumstances that caused the student to be on academic - dismissal status, the student has the right to appeal.
 - b. All appeals must be submitted by the deadline as set on the appeal form. The appeal form is located on the Counseling website or in the Counseling office.
 - H. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. This appeal is available in the Admissions and Records office.
 - I. A student who has been placed on academic dismissal will be automatically continued for one semester in dismissal status without interruption when, in the most recent semester (fall or spring), the student earned at least a 2.0 or higher semester GPA.
 - a. The hold will be removed.
 - b. The student will not lose their enrollment priority.
 - c. The student will not lose their eligibility for the California College Promise Grant.
 - d. If the student's cumulative GPA remains below a 2.0, they will continue to remain on academic - dismissal status.

Revised Date:

Next Review Date:

JR Draft 1/2/19

BP 4251 Academic Standing - Progress

References:

Education Code Section 70902(b) (3); Title 5 Sections 55030-55034

4251.1 Definitions

- (A) Units attempted - For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.
- (B) Units enrolled - All units of credit for which the student is enrolled after the first two weeks or 20 percent of the time the class is scheduled to meet, whichever is less, and will earn a notation on the transcript at College of the Canyons.
- (C) Consecutive Semesters - Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.
- (D) Appeals - For the purpose of this academic standing policy an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

4251.2 Progress - Probation (P1)

A student who has enrolled in a total of at least 12 semester units as shown by the transcript shall be placed on progress - probation when the percentage of all units in which a student has enrolled at College of the Canyons and for which entries of W (withdraw), I (Incomplete), and NP (No Pass) are recorded reaches or exceeds fifty percent (50%). Units for Progress Standards are calculated using College of the Canyons values only. Outside coursework is not taken into consideration. A registration hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to re-enroll. (See AP 4251)

4251.3 Progress - Subject to Dismissal (P2)

A student shall be placed on progress - subject to dismissal when the cumulative percentage of enrolled units, for which entries of W, I, and NP are recorded in two consecutive semesters at College of the Canyons reaches or exceeds fifty percent (50%).

- A. A hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to enroll. (See AP 4251)
- B. The student will lose priority enrollment.
- C. The student will no longer be eligible for the California College Promise Grant.

- D. The student must meet the requirements to enroll. (See AP 4251)

4251.4 Progress Dismissal (PD)

A student shall be placed on progress - dismissal when the cumulative percentage of enrolled units at College of the Canyons, for which entries of W, I, and NP are recorded in three consecutive semesters reaches or exceeds fifty percent (50%).

- A. The student will be dismissed for one semester (fall or spring) from College of the Canyons.
- B. A hold will be placed on the student's record to prevent enrollment for one term (fall or spring).
- C. The student will lose priority enrollment when the student returns to enroll in future terms.
- D. The student will no longer be eligible for the California College Promise Grant.
- E. After sitting out one semester (fall or spring) the student must meet the requirements to enroll. (See AP 4251)

4251.6 Exceptions to Progress - Dismissal

A student who has been placed on progress - dismissal will be automatically continued for one semester in progress - dismissal status when, in the most recent semester of enrollment, the student completed more than 75 percent of the semester units in which the student enrolled.

- A. The student's enrollment priority will be reinstated.
- B. The student's California College Promise Grant eligibility will be reinstated.

4251.7 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with College procedures in AP 4251.

4251.8 Readmission after Dismissal

A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student will be readmitted after making an appointment with a counselor to sign a contract for probationary reinstatement.

Revised:

Next Review Date:

JR Draft 1/2/19

AP 4251 Progress Standing - Progress

References:

Education Code Section 70902(b) (3); Title 5 Sections 55030-55034

4251.1 Progress - Probation (P1)

- A. Each student is entitled to be notified of his/her progress difficulty and the availability of college support services to respond to the progress difficulty before the student is dismissed.
- B. Notification will consist, at a minimum, of the following:
 - a. At the end of the first semester, after completion of at least 12 units, in which the percentage all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations that reaches or exceeds 50%, a notification email will be sent informing the student they have been placed on progress probation.
 - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of progress - probation on enrollment priority and financial aid eligibility, and resources available.
 - c. The email will be sent to the student's My Canyons email address.
 - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
 - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on progress - probation, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a workshop for students on progress - probation.
 - a. The workshops are held in person and online.
 - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
 - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
 - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
 - e. Once a student attends a workshop, the hold will be removed within 24 hours.

4251.2 Progress - Subject to Dismissal (P2)

- A. Each student is entitled to be notified of his/her progress difficulty and the availability of college support services to respond to the progress difficulty before the student is dismissed.
- B. Notification will consist, at a minimum, of the following:
 - a. At the end of the semester, in which the percentage all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (INC), and/or No Pass (NP) notations that reaches or exceeds 50%, for two consecutive semesters, a notification email will be sent informing the student of the change of status to progress subject to dismissal.
 - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of progress subject to dismissal has on enrollment priority and financial aid eligibility, and resources available.
 - c. The email will be sent to the student's My Canyons email address.
 - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
 - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on progress subject to dismissal, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a workshop for students on progress - subject to dismissal.
 - a. The workshops are held in person and online.
 - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
 - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
 - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
 - e. Once a student attends a workshop, the hold will be removed within 24 hours.
- E. Students on progress - subject to dismissal lose enrollment priority and eligibility for the California College Promise Grant.
 - a. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.
 - b. If a student has completed more than 75 percent of the semester units in which the student enrolled in the last semester (fall or spring) at College of the Canyons:
 - i. The student will not lose their enrollment priority.
 - ii. The student will not lose their eligibility for the California College Promise Grant.

- c. If the student's cumulative percentage of all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations that reaches or exceeds 50%, they will continue to remain on progress - subject to dismissal status and must attend a subject to dismissal workshop.

4251.3 Progress - Dismissal (PD)

- A. Notification will consist, at a minimum, of the following:
 - e. At the end of the semester, in which the percentage all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (INC), and/or No Pass (NP) notations that reaches or exceeds 50%, for three consecutive semesters, a notification email will be sent informing the student of the change of status to academic - dismissal.
 - f. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of progress - dismissal on enrollment priority and financial aid eligibility, and resources available.
 - g. The email will be sent to the student's My Canyons email address.
 - h. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
 - i. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- B. The student will be dismissed for one semester (fall or spring) from College of the Canyons.
- C. A hold will be placed on the student's record to prevent enrollment until the student meets with a counselor.
- D. The student will lose priority enrollment, when the student returns to enroll in future terms.
- E. The student will no longer be eligible for the California College Promise Grant.
- F. To have the hold removed from the student's record, the student must sit out one semester (fall or spring), then return to the College to meet with a counselor. The counselor will work with the student to complete a contract for probationary reinstatement.
- G. A student may appeal the progress - dismissal.
 - a. If there were extenuating circumstances that caused the student to be placed on progress - dismissal status, the student has the right to appeal.
 - b. All appeals must be submitted by the deadline as set on the appeal form. The appeal form is located on the Counseling website or in the Counseling office.
- H. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. This appeal is available in the Admissions and Records office.
- I. A student who has been placed on progress - dismissal will be automatically continued for one semester in dismissal status without interruption when, in the most recent semester,

the student completed more than 75 percent of the semester units in which the student enrolled.

- a. The hold will be removed.
- b. The student will not lose their enrollment priority.
- c. The student will not lose their eligibility for the California College Promise Grant.
- d. If the student's cumulative percentage of all the units attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations that reaches or exceeds 50%, they will continue to remain on progress dismissal status.

Revised Date:

Next Review Date:

JR Draft 1/2/1

PART I

CONTACT INFORMATION

DISTRICT/College(s)

If you are a multiple college district, please indicate all colleges covered. Individual variations with plan details should be delineated in the appropriate sections of the plan.

Santa Clarita Community College District		
College of Canyons		

Contact information for clarification any questions, such as name/contact information for person who prepared the plan, the Chief Instructional Officer, or other individual(s) designated by District.

Please include Name, Title, District, Email, and Telephone

Name: Gina M. Bogna
Program

Title: Dean Career Services and Special

District: Santa Clarita Community College

Email: gina.bogna@canyons.edu

Phone: (661)362-3376

PART II
RESPONSES TO PLAN REQUIREMENTS

This and following sections set forth a Title 5-required element, background information as appropriate, and prompts the district's required and/or optional response.

- (1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor** (§55251)

Date plan approved by local board: _____ *(Please also attach Board minutes or other documentation.)*

Optional comments, if any, on process for Plan development (i.e., local Academic Senate review, curriculum committee deliberations, other deliberations).

The Cooperative Work Experience Education (CWEE) District Plan was reviewed by the Dean of Career Service and Special Programs, CWEE Department Chair, CWEE Curricular Coordinator, CWEE Support Staff, and Assistant Superintendent/Vice President of Academic Affairs.

This plan will be presented to the Curriculum Committee and the Academic Senate in early spring 2019 prior to submitting to the Board of Trustees for approval.

(2) **Specific description of** (§55251):

(a) ***District responsibilities*** (§55251):

Background: Title 5 criteria and requirements

District Services. (§55255).

(a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.

(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.

(3) Consultation with students in person to discuss students' educational growth on the job.

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

☒ District will comply with these requirements.

Optional: Additional comments or narrative on District Services, if any.

The SCCCD will provide resources for the fulfillment of the required District Responsibilities and Services. On January 28, 2019 the district implemented a decision to split CWE into two areas: academic and student services. The college employs a Dean of Career Services, a CWEE Faculty Dept Chair, adjunct faculty and a permanent part-time staff to coordinate CWEE program activities. Duties of the Faculty Dept Chair include but not limited to hiring faculty, Instructional Program Review, curriculum development and outcomes. Duties of the Dean includes but not limited to: plan and implement, Student Services Program Review and budget, classified staff, student records, internship development, and day-to-day operation. In limited situations, as defined in guidelines issued by the CCCO, the district will substitute approved alternatives to "in-person" consultations with employers/ supervisors. Alternative methods and circumstances will be documented. If reasonably possible, in-person consultations will be conducted to access students' educational growth on-the-job. Many valuable outcomes occur from the in-person consultations such as evaluate learning objectives, develop employer relationships, inform employers about COC programs, educate faculty about latest trends in industry, ensure site safety and legitimacy (within the reasonable expertise of CWEE faculty), market/ expand programs and create credibility for the CWEE program. When the college permits enrollment in an unpaid internship, the district personnel responsible for the arrangement are expected to exercise reasonable judgment in determining both the legitimacy of the worksite and that the worksite supervisor ensures the safety of the worksite (provides reasonable assurance). The district's prior experience with the employer, the employer's reputation in the community and the type of work involved are criteria that district personnel may consider to make such a determination. The employer, district and student share responsibility in determining whether the student's experience will be adequate for the unpaid internship placement.

(a) **District responsibilities**

Background: Title 5 criteria and requirements

Records. (§55256).

(a) The district shall maintain records which shall include at least the following::

(1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis determining whether the student is qualified for Occupational or General Work Experience.

(2) A record of the work permit issued, if applicable, signed by the designated issuing agent.

(3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

(4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.

(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.

(3) Consultation with students in person to discuss students' educational growth on the job.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

(1) Consultation(s) in person with the employer or designated representative.

(2) Personal consultation(s) with the student.

(3) Evaluation of the student's achievement of the on-the-job learning objectives.

(4) The final grade.

☒ District will comply with these requirements.

NOTE: The Chancellor's Office interprets the lack of a plural option under "type ... of Cooperative Work Experience Education..." to prohibit a student from concurrently enrolling in multiple "types" of Cooperative Work Experience Education.

Optional: Additional comments or narrative on Record Keeping, if any.

College of the Canyons has developed standard written agreements to maintain records. The agreement documents covers all of the above requirements. The documents are signed and dated by the student, the employer/supervisor, and the district faculty representative.

The agreements are as follows:

1. Student Contact Form: Listing student and employer contact information , CWEE course and unit enrollment, student's job duties, educational and career goals, and number of hours the student expects to work each week.
2. Workplace Project Agreement Form: The student's learning objectives are written on this form and the form is signed and dated by the student, the employer/supervisor, and district faculty.
3. Employer Evaluation: At the conclusion of the semester, the employer/supervisor evaluates the student's achievement of their workplace learning objectives.
4. Timesheets: The employer/supervisor verifies the number of work hours completed by the students in order to validate the number of CWEE units earned.
5. Agreements are digitally scanned for permanent record keeping for each student. Each file also denotes the student's final grade.
6. If a student is a minor and has not graduated from high school, the district will maintain a copy of the student's work permit in the student's file.

The District retains the right to change the title and content of the agreement forms and also assures it will continue to comply with the requirements of this District Plan.

(b) Student responsibilities (§55251):

Background: Title 5 criteria and requirements

Student Qualifications. (§55254).

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
 - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
 - (3) Validate hours worked.

Optional: Additional comments or narrative on Student responsibilities, if any.

College of the Canyons will comply with the requirements of section 55254, Student Qualifications, and section 55251, District Responsibilities relevant to Student Responsibilities and Student Qualifications.

A CWEE website and online pre-enrollment orientation have been developed to help students understand the Student Qualifications and their responsibilities for successful completion of the Cooperative Work Experience Education course(s).

Faculty or CWEE coordinator will: 1) review and approve documented new or expanded responsibilities or learning opportunities beyond those experienced during previous employment and previous enrollments in CWEE courses 2) ensure students are enrolled in CWEE courses that contribute to their occupational or education goals 3) ensure students are appropriately enrolled in "General" Work Experience or the appropriate "Occupational " CWEE section.

Faculty members must also review and sign the forms listed under the above Records section (55256) to ensure Student Qualifications are enforced.

c)

Employer responsibilities (§55251):

Background: Title 5 criteria and requirements

Records. (§55256).

(a) The district shall maintain records which shall include at least the following:

(1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.

(2) A record of the work permit issued, if applicable, signed by the designated issuing agent.

(3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

(4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

(1) Consultation(s) in person with the employer or designated representative.

(2) Personal consultation(s) with the student.

(3) Evaluation of the student's achievement of the on-the-job learning objectives.

(4) The final grade.

Job Learning Stations. (§55257)

Job learning stations shall meet the following criteria:

(a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.

(b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.

(c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.

(d) Employers agree to comply with all appropriate federal and state employment regulations.

☒ District will comply with these requirements.

Optional: Additional comments or narrative on Employer responsibilities, if any.

Employer Responsibilities: Employer records are kept by the district using the same agreements as mentioned under "District Responsibilities - Records" section of this plan (section 55256):

1) The "Student Contact Form" includes type of CWEE, Occupational or General, and units in which student is enrolled. The form is reviewed and signed by faculty or CWEE coordinator 2) Work permit documentation will be maintained, if applicable 3) Timesheets will be signed by the employer/supervisor and students, placed in the student's file and maintained by the District 4) New or expanded on-the-job measurable learning objective(s) will be documented on the Workplace Project Agreement form and signed and dated by academic personnel, the employer or designated representative and the student. The form includes: 1) employer agreement to provide supervision and guidance to ensure educational benefit 2) agreement to comply with all appropriate federal and state employment regulations.

(c) **Employer responsibilities** (§55251):

Background: Title 5 criteria and requirements

Consultation(s) in person with the employer. (§55255).

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

The approved guidelines issued by the Chancellor for Districts to substitute approved alternatives to "in person" consultations is attached.

☒ District will use alternatives to "Consultation(s) in person," as described in Title §55255(c).

☐ District will not use alternatives "Consultation(s) in person," as described in Title §55255(c).

Comments on "Consultation(s) in person," if any, including criteria and limits on alternatives to "Consultation(s) in person."

College of the Canyons qualified faculty will provide in-person consultations with the employer at least once each semester for each student, if reasonably possible.

The CWEE office maintains and references the "Alternatives to In-Person Consultations" guide penned by Jose Millan. We adhere to the principals outlined in the guide to maintain the integrity of our program and the student's experience. In-person consultations with employers will be completed in most circumstances. At the discretion of the faculty, we exercise an alternative method for sites beyond the district boundaries.

In those circumstances in which the alternatives to consultations in person are used, the District will adhere to the specified guidelines in the Records section of this District Plan and in the "Alternatives to In-Person Consultations" authored by Jose Millian, California Community College Vice Chancellor, Economic Development and Workforce Preparation, Dated April 2009 and required by Title 5, California Code of Regulations, Section 55255(c), "District Services."

(d) Other cooperating agencies in the operation of the program, if any. (§55251)

Comments on other cooperating agencies in the operation of the program, if any.

College of the Canyons will continue to collaborate with cooperating agencies. Cooperating agencies have the possibility of positively impacting students by: providing outstanding career and workplace preparation, providing students with opportunities to understand important concepts, developing essential skills, and applying what they learn in the classroom to real-world problems in the workplace. Cooperating agencies enable students and the college to use the community as the classroom and provide employers the opportunity to actively participate in the education and training of their future workforce.

Agencies/employers provide faculty coordinators with up-to-date industry specific information, anticipated employment needs, job and internship placement opportunities and many other advantages.

(3) Specific description of each type of CWEE (§55251):

Types of Cooperative Work Experience Education (§55252)

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

Check all that will be offered at the district:

- ☒ (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.
- ☒ (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal.
- ☒ Minor Students in Work Experience

All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. (§55250.2).

☒ Work Experience Programs for Students with Developmental Disabilities. (§55250.4)

The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.

The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

☐ Work Experience Education Involving Apprenticeable Occupations. (§55250.5)

Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

(4) A description of HOW the district will (§55251)

(a) *Provide guidance services* (§55251):

Describe the specifics on how district will achieve this requirement.

"General" and "Occupational" Work Experience Education will be offered.

College of the Canyons Dean of Career Service acting as director, CWEE Classified Coordinator, and faculty work directly with Student Services Counselors and Advisors and Admission and Records staff to ensure proper guidance for students enrolling in Cooperative Work Experience Education.

The CWEE website provides faculty, college guidance personnel, and students with online access to CWEE information, guidance, and resources.

The Dean of Career Services, faculty, and support staff work directly with Career Services staff to assist students with job search skills, resume writing, interview techniques, and other employment related activities.

CWEE pre-enrollment online orientation orients the student with the expectations of enrolling in an internship and to consider the work/school/life balance. Our seasoned staff is also available to advise students on current CWEE course requirements, enrollment process, policies and procedures, and internship opportunities. CWEE faculty reiterate policies and outline assignments in the course syllabus.

Disabled Students Programs and Services (DSPS) counselors assist CWEE faculty in determining the best course of student guidance relevant to work-based learning opportunities.

(b) Assign a sufficient number of qualified certificated personnel to direct the program (§55251):

Describe the specifics on how district will achieve this requirement.

Assign a sufficient number of qualified certificated personnel to direct the program.

The district will comply with Title 5 Section 53416, Minimum Qualifications for Work Experience Instructors. The minimum qualifications for an instructor or coordinator of "general" or "occupational" work experience education, as defined in Section 55252, shall be the minimum qualifications in ANY discipline in which work experience MAY be provided at the college where the instructor or coordinator is employed.

Per Title 5, Section 58051(b), the student/instructor ratio in the Work Experience program shall not exceed 125 students per full-time equivalent academic coordinator.

In the event that enrollment exceeds 125 students, the district may assign additional qualified faculty to assist in teaching, supervision of students, and consultations with employers. The district may also utilize adjunct faculty to maintain appropriate student-teacher ratios. In order to assist with record keeping activities, the district will assign classified staff or part-time staff to assist faculty with record keeping and student file management requirements.

(1) Initiate and maintain learning stations (§55251)

Background: Title 5 criteria and requirements

(§55250) Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

Work Experience Outside of District. (§55250.6).

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district

Wages and Workers' Compensation. (§55250.7).

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

Job Learning Stations. (§55257)

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

Describe the specifics on how district will achieve this requirement.

Work Experience Outside of District - the District may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the District. The District may use faculty at other institutions and/or alternatives to in-person consultations as outlined in Alternatives to "In-Person" Consultations, Cooperative Work Experience Education, by Jose Millan, Vice Chancellor Economic Development and Workforce Preparation, dated April 2009 in order to provide work experience opportunities outside of the District.

Wages and Workers' Compensation - the District may provide CWEE to students in part-time jobs, paid or unpaid internships offered by public or private employers. Students in Federal Work Study are permitted to enroll in Cooperative Work Experience Education. Federal Work Study wages are currently available for on-campus student employment only. The district does not currently provide Federal Work Study restricted wages to off-campus private or public employers. However, the district retains the right to revise its Federal Work Study funding policy.

Workers' Compensation - as indicated in section 78249 of Title 5, the District shall be considered the employer of UNPAID students enrolled in the CWEE program for the limited purpose of providing worker's compensation. Students paid by the employer shall be under the Employer's Worker's compensation and/or liability insurance.

Job Learning Stations - all employers of work experience students agree to section 55257 criteria when signing the CWEE Workplace Project Agreement Form. Employers or designated representatives are given a copy of the document.

(2) Coordinate the program and supervise students (§55251)

Describe the specifics on how district will achieve this requirement.

The District will designate CWEE qualified faculty and will maintain appropriate student-instructor ratios in accordance with Title 5 section 58051(b).

Responsibilities of qualified faculty include but are not limited to:

1. Develop and revise curricula (including student learning outcomes).
2. Develop and facilitate course assignments/syllabus and class meeting(s)
3. Market CWEE programs to local industry in order to develop new learning stations and internship placements.
4. Consult with each student in-person at least once during the semester.
5. Consult with employers/supervisors to assess the student's educational growth on-the-job.
6. Assist students with developing and achieving learning objectives.
7. Evaluate student progress (academic and on-the-job) and assign a final grade.
8. Maintain all student records as described by various sections of Title 5.
9. Coordination/collaboration with other district faculty and staff as needed for student success.
10. Participate in Division and Department meetings.
11. Participate in academic program reviews.

Faculty will meet all required CWEE job responsibilities as outlined in Title 5.

(3) Shared supervision with employer to include (at least once each term) (§55251)

(c) Assure on-the-job experiences are documented with written/measurable (§55251)

Describe the specifics on how district will achieve this requirement.

Each term CWEE students and their respective employers/supervisors will develop written measurable workplace learning objectives that reflect new or expanded job-related responsibilities, which the student will be required to complete by the end of the semester. Instruction and guidelines on how to write appropriate measurable learning objectives will be given to students. The workplace learning objectives will be written on the CWEE Workplace Project Agreement Form, signed by the student, the employer/supervisor, approved and signed by faculty.

At least once each term a faculty member will conduct employer/supervisor consultations (in-person or through alternative methods) with each workplace employer/supervisor to evaluate each student's on-the-job educational growth. All in-person consultations and alternatives to in-person consultations will be documented.

(d) Evaluate with employer, student's learning experiences (§55251):

Describe the specifics on how district will achieve this requirement.

CWEE faculty will consider employers feedback received at the employer/supervisor consultation. In addition, at the conclusion of the semester, each employer/supervisor will evaluate the achievement of the student's workplace learning objective(s) by rating the level of accomplishment(s) on a designated form at the same time the employer signs off on the timesheet of hours completed.

To further substantiate completion of the workplace project (learning objectives), the student must write a college level paper(s), which answers the following questions: 1) what was the objective? 2) was the objective accomplished? 3) was there an improvement? 4) what was the result/outcome?
Faculty will evaluate the reflection paper(s) and issue a final grade. Faculty may consider employer/supervisor evaluation and punctuality of assignments in final grade.

(e) Describe basis for awarding grade and credit (§55251)

Background: Title 5 criteria and requirements

Work Experience Credit. (§55255.5).

- (a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.
- (b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.
- (c) The following formula will be used to determine the number of units to be awarded:
 - (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
 - (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

☒ District will comply with these requirements.

Comments on basis for awarding grade and credit, if any.

Evaluating the students learning experience and the basis for awarding grades were both discussed in the previous section; "Evaluate with employer, student's learning experiences."

College Credit (Title 5 section 55253) - For satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours, subject to the following limitations:
In General Work Experience a maximum of 6 semester credit hours may be earned during one enrollment period.

In Occupational Work Experience courses a maximum of 8 semester credit hours may be earned during one enrollment period.

Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

(f) Provide adequate clerical & instructional services (§55251)

Comments, if any.

The District has assigned adequate qualified academic personnel and clerical staff to direct, maintain and promote the program to assure full compliance with the requirements of this District Plan and relevant Title 5 sections. For example, the District will provide adequate and continuous: 1) guidance services to students by qualified academic and staff personnel 2) services for initiating and maintaining on-the-job learning opportunities 3) coordination of the program 4) maintaining records. This commentary is supported throughout this plan.

(b) If district changes the plan, will submit changes for approval (§55251)

Check to indicate compliance

☒ Yes