College of the Canyons Academic Senate
April 2, 2020
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: (pg. 3-5)
5. Approval of the Consent Calendar

Academic Senate meeting, March 5, 2020 Summary (pg. 6-13	Curriculum Committee Summary, March 12, 2020
Academic Senate Special Emergency March 13, 2020 meeting Summary (pg. 14-18)	Curriculum Committee Summary, March 26, 2020
Program Viability Committee Summary, March 5, 2020 (pg. 19-22)	

B. Reports (7 minutes allocated for each report)
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Academic Senate Presidents Report, Rebecca Eikey
2. CETL, Julianne Johnson & Robert Wonser, (pg.23)

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. BP 4240 Academic Renewal, David Andrus (pg.24-25)
2. Lisa Hooper, Appointment of Curriculum Committee Chair, term 2020-2022
3. Gary Collis, Appointment as Policy Review Chair, term 2020-2022
4. Academic Senate & Curriculum Committee Calendar 2020-2022 (pg. 26-28)

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Grading Policies, Rebecca Eikey
   - Executive Order 1
   - Executive Order 2
   - Title 5 Section 55023
   - Title 5 Section 55022
   - Title 5 Section 55045
   - Title 5 Section 55702
   - Title 5 Section 58002
   - Title 5 Section 55024
   - Title 5 Section 58509
2. Supporting Faculty Transitioning to Technologically Mediated Instruction, Rebecca Eikey
3. Revisions to the Constitution & By-Laws, Rebecca Eikey
4. Developing Department Policies, David Andrus

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

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

Existing Policies:
BP 4030 & AP 4030 Academic Freedom (Back in Committee per CPC)
BP 4233 & AP 4233 Attendance
BP 4300 & AP 4300 Field Trip and Excursions-*Update to title only*
BP 534 Field Trips and Excursions-Repeal
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BP 6700 & AP 6700 – Civic Center and Other Facility Use
BP 7250 & AP 7250 Administrative Retreat Rights
New Policies:
BP 3535 & AP 3535 Camera Policy *(new policy)*
BP 3725 & AP 3725 Information & Communication Technology Accessibility & Acceptable Use *(new policy)*
BP & AP 4231 Digital Badging *(new policy)*
BP 5517 & AP 5517 Student Clubs, Organizations, Extracurricular Activities & Travel *(new policy)*
BP & AP Covering Substitute Teachers *(new policy)*
BP & AP Freedom of Speech, Harassment (*new Policy*) • BP 528 Student Rights to Expressive Activities • BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups • BP 808 Non Student Speakers

H. Announcements

- o Next Academic Senate Meetings April 23rd , May 7th & May 21
- o ASCCC 2020 Spring Plenary Session, April 16-18, *CANCELLED. May be re-scheduled for July 2020*
- o ASCCC Career and Noncredit Institute, April 30th – May 2nd, *CANCELLED*
- o 2020 Faculty Leadership Institute, June 18th – June 20th, Marriott Newport Beach
- o 2020 Curriculum Institute, June 8, 2020 to July 11, 2020, Riverside Convention Center
- o Academic Senate Elections for School Senators, Department Chairs and Curriculum Committee Members, 2 year term to be held 7/1/20-6/30/22. Adjunct Senator Positions, 1 year term to be held 7/1/20-6/30/21.
  - o Special Note: Election nominations will resume after Spring break.

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.

Committee Appointments

Advisory Committee –College Promise

First Name	Last Name	Full Time Faculty or Adjunct
Tammy	Mahan	Full-Time Faculty
Angela	Harris	Full-Time Faculty
Shane	Ramey	Full-Time Faculty
Michelle	Reina	Full-Time Faculty
Sara	Breshears	Full-Time Faculty
Jennifer	Thompson	Full-Time Faculty
Marco	Llaguno	Full-Time Faculty
Alexandra	Dimakos	Full-Time Faculty
Carolina	Bonitatis	Adjunct Faculty
Steven	Han	Adjunct Faculty
Arin	Gregorian	Adjunct Faculty

Advisory Committee – for Teaching Incarcerated Students

First Name	Last Name	Full Time Faculty or Adjunct	Confirmed Status
Anthony	Galvan	Adjunct Faculty	Accepted
John	Albert	Adjunct Faculty	Accepted
Kari	Meyers	Adjunct Faculty	Accepted
Melissa	Herrera	Adjunct Faculty	Accepted
Patricia	Lara	Adjunct Faculty	Accepted
Ruben	Escobar	Adjunct Faculty	Accepted
Charlie	Johnson	Full-Time Faculty	Accepted
Chris	Blakey	Full-Time Faculty	Accepted
David	Andrus	Full-Time Faculty	Accepted
Eric	Arnold	Full-Time Faculty	Accepted
Erik	Altenbernd	Full-Time Faculty	Accepted
Garrett	Hooper	Full-Time Faculty	Accepted
Garrett	Rieck	Full-Time Faculty	Accepted
Gary	Sornborger	Full-Time Faculty	Accepted
Mary	Bates	Full-Time Faculty	Accepted
Pamela	Williams-Paez	Full-Time Faculty	Accepted
Sherrill	Pennington	Full-Time Faculty	Accepted
Tara	Williams	Full-Time Faculty	Accepted
Tim	Baber	Full-Time Faculty	Accepted

Accessibility Committee

First Name	Last Name	Full Time Faculty or Adjunct
Ron	Karlin	Full-Time Faculty
Brittany	Huerta	Adjunct Faculty
Steven	Han	Adjunct Faculty
Angela	Kirwin	Adjunct Faculty

Accreditation Writing and Evidence Teams

First Name	Last Name	Full Time Faculty or Adjunct
Peter	Hepburn	Full-Time Faculty
Erin	Barnthouse	Full-Time Faculty
Miriam	Golbert	Full-Time Faculty
Gary	Collis	Full-Time Faculty
Linda	Newland	Adjunt Faculty

Ad-Hoc Add Procedures, No Show Policies & Closing of Classes

First Name	Last Name	Full Time Faculty or Adjunct
David	Brill	Full-Time Faculty
Anne	Marenco	Full-Time Faculty
Violeta	Kovacev-Nikolic	Full-Time Faculty
Jason	Burgdorfer	Full-Time Faculty

Corona Virus Ad-Hoc Workgroups

First Name	Last Name	Full Time Faculty or Adjunct
Rebecca	Eikey	Full-Time Faculty
Jason	Burgdorfer	Full-Time Faculty
David	Andrus	Full-Time Faculty
Lisa	Hooper	Full-Time Faculty
Nicole	Faudree	Full-Time Faculty
Racheal	Houghton	Full-Time Faculty
Patti	Haley	Full-Time Faculty
Kristi	Miura	Full-Time Faculty
SB	Tucker	Full-Time Faculty
Mary	Corbett	Full-Time Faculty
Sab	Matsumoto	Full-Time Faculty
Ana	Palmer	Full-Time Faculty
Sandy	Carroll	Full-Time Faculty
Anzhela	Grigoryan	Full-Time Faculty
Jeannie	Chari	Full-Time Faculty
Kelly	Aceves	Full-Time Faculty

Faculty Professional Development Committee

First Name	Last Name	Full Time Faculty or Adjunct
Tammy	Mahan	Full-Time Faculty

Transfer Advisory Committee

First Name	Last Name	Full Time Faculty or Adjunct
Tricia	Foley	Full-Time Faculty
Ron	Mita	Adjunct Faculty

Academic Senate Summary for March 5, 2020

Voting Members					
Senate President	Rebecca Eikey	X	Learning Resources Senator	Ron Karlin	X
Vice President	Jason Burgdorfer	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	VACANT		At Large Senator	VACANT	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	A	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	A
VAPA Senator	Wendy Brill-Wynkoop (via Zoom)	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	
Business Senator	Gary Collis	X			

Non-voting Members	
Joe Gerda	A
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
Tara Williams	X	Gary Quire	X
Kelly Burke	X	Julie Hovden	X
Daylene Meuschke	X	Jasmine Ruys	X
Aivee Ortega	X	Paul Wickline	X
Michael Monsour	X	Tara Williams	X
Ambika Silva	X		

A. Routine Matters

1. Call to order: 3:03 pm
2. Public Comment:
   - There was a questions regarding what the college is doing to prepare for an emergency incident such as a Covet-19 outbreak. President addressed this questions in the President Report.
3. Approval of the Agenda
   - Motion to approve the agenda by Gary Collis, seconded by Lisa Hooper. Unanimous. Approved.
4. Committee Appointments:

- Commencement Committee, Rebecca Shepherd, Michael Leach & Dora Lozano
    - Correction will be made to include Nicole Faudree as part of this committee.
- Selection Committees (pg. 3)
5. Approval of the Consent Calendar
    - Motion to adopt the consent calendar by David Brill, seconded by Gary Collis. Unanimous. Approved.

Academic Senate Summary, Feb. 20, 2020 (pg. 4-11)	Curriculum Committee Summary, Feb. 27, 2020 (pg. 12-16)
Program Viability Committee Summary, Feb. 20, 2020 (pg. 17-21)	Senate Executive Committee Summary, Feb. 25, 2020 (pg. 22)
CASL Recommendation for Senate to Consider (pg. 23)	CCIE Institutional Grant Proposal, Jia-Yi Cheng-Levin (pg. 37-41)

B. Reports (7 minutes allocated for each report)
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Academic Senate Presidents Report, Rebecca Eikey
    - Dreamers Together Taskforce update: President thanked the Dreamer's Taskforce Committee members for finding the "Immigrants rising" resource binder. Through Jasmine Ruys support there are copies of these binders in strategic locations around campus. One copy will be located in BONH-3300 Faculty Conference room so that faculty and staff can have access.
    - Commencement Committee Update: President wants to assert faculty participation on the Commencement committee and that faculty have been contacted regarding their availability. President is open to bringing back information regarding the college's 50th Anniversary celebration and the pre-ceremony time block in which students will be sitting in the visitor's station area. There will be about 40 minutes of downtime. There appears to be an expectation that only faculty can communicate with faculty relating to commencement planning. There appears to be defensiveness and resistance with including the faculty voice in the commencement planning. There was a suggestion made to communicate to all students, in advance, the day, time and location of the commencement. However, no response was received.
    - Update on Emergency Training Operations Plans: A copy of the district binder relating to emergency preparedness will be kept in BONH-330. The binder includes how to address a flu or viral pandemic. The training was for the Board of Trustees and the Executive Cabinet Members including, David Andrus and Rebecca Eikey. Federal funds to help support a disaster emergency on campus are available for the institution. There was a meeting which took place regarding how to address a Corona Virus outbreak and what the college would need to do to respond. A message was sent out to the Academic Senate President List Serve regarding what other Senates around the state are doing to prepare for the prospect of the virus. How would it impact our instructional ability? What this would mean for courses? And what would this mean for faculty and staff? There will be five workgroups which will start to convene in particular areas such as:
        - **Communication Group**, PIO may be the main member of this committee.
        - **Liaison Group**, will address nursing students working at local hospitals, high school partners, prison, local business, etc.

- o **Facilities Group,** will address what the college is doing to make sure there is soap, hand sanitizer and possibly increase in staffing to clean.
- o **Staffing Group,** will deal with HR issues, such as what if faculty or staff are sick, will substitutes be provided? How will time off be dealt with?
- o **Instructional Group,** what will be the instructional impact if the college has to be closed down and/or people are quarantined for 14 days. Across the state, all campuses are in the discussion phase. There is some discussion about moving all classes to Distance Education (DE) modality, however, what about faculty which have not been approved through the DE process? How will class time be made up? How will grades be submitted? The State Chancellor's Office is aware of these questions but direction has not been provided yet.
- An Emergency Senate meeting may be needed if a process is drafted and there is a proposal to move classes to a DE modality. Some local high schools have proposed this idea in which classes will be held via zoom if classes are closed. It is in the Senate prevue to be involved in this decision making. It was brought up that the Student Health Center would be one of the main focal points for student questions. It was stated that the State Chancellors office may not be who solely makes the decisions on the campuses behalf but it could be the Centers for Disease Control (CDS) or Los Angeles County. There was a question regarding at what point will the operation plan be put into practice?

2. Personal & Professional Learning Committee, Garrett Rieck
- This school is now referred to as the School of Personal and Professional Learning (PPL) as of last year. As of spring 2018, before a full-time faculty member was hired, there were 28 total non-credit courses and 11 certificates. There are now 116 active non-credit classes and over 30 certificates. In the last two years, student have earned over 800 certificates of completion and competency. There has been much growth, student success and business partnerships. In regards, to CAWT computer courses and career skills courses there have been some business which have requested sections. Instructors have been brought over to their place of business to teach in Customers Services, Time Management & Business Writing. Business partnerships include AMS fulfillment (a miniature version of Amazon that hires individuals with disabilities), Chic-Filet (which was remodeling their location and sent over all of their employees to take the Career Skills courses), others includes Cardinal Health, LAPD and Canyon Country Senior Apartments. Courses are now being offered for older Adult Senior classes. There may also be partnership soon with the Senior Center. More marketing will take place. There may be a sub-committee to the Curriculum Committee to focus solely on non-credit curriculum. There is a backlog of courses which have been sitting for over a year and are waiting for review. This is of no fault the Curriculum Committee as much work has been done to get courses through Curriculum, however even with holding special meetings there is still a backlog. There was a question regarding if there are plans to add PPL faculty? As it is currently 100% adjunct. There are some full-time faculty teaching the Career Skills program from both Counseling and Business. There are no plans to hire any full-time faculty. It was clarified that the non-credit full-time positions does not count in the FON as other credit instructors. There are some courses in non-credit which are

funded at a higher rate. If instructors are teaching both credit and non-credit student's office hours need to be address for both groups.

3. Guided Pathways Liaison Report, Tara Williams (pg. 24-27)
   - **Program MAPS:** Based on Mapping work that Erika and others counselors worked on last semester a list of Program MAPS was put together. Tara and Garrett have been working on this list since winter 2020 and the list is sorted as in progress, almost finished, or not started. The list has gone through Curriculum. The next step is to work on the next list of MAPS. There was an announcement that if anyone has not had a chance to submit their program MAPS, needs help or has questions to get in touch with both Garrett and Tara.
   - **Canyons Connects:** Michelle LaBrie will attend a Senate meeting in April and present a report. An email was sent out with Student surveys this week.
   - **Data Coaches:** There is a field trip planned for Santa Monica College in April. This college has a great program defined and they are willing to share their slides.
   - **Student Success Team Pilot Program:** This program is being attempted for the fall and will focus on the disproportionately impacted students. Work will be done with the African American/Black Alliances group.
   - **SOAA:** Work has been done so this becomes the operational plan in EI2 Committee and the College Planning Team. Faculty feedback is welcomed.
   - **Tiny House Project:** In terms of the Student Success Team there is an idea being proposed for Tiny house. There currently exist a Tiny House up north that may be donated to the College. This would be a mobile student success center. The Tiny House contains solar panels. There is work being done with both the Interior Design and Construction departments to help with building a Tiny House and having students help building as well.

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. BP 4030 & AP 4030 Academic Freedom, David Andrus & Gary Collis (pg. 28-32)
   - Revisions were made based on the last meeting. Once this policy is adopted it will prompt the creation of an Academic Freedom standing committee. This committee will take effect next fall. Gary Collis confirmed he will be chairing this committee.
   - Motion to adopt this policy by Aaron Silverman, seconded by David Andrus. Unanimous. Approved.
2. CAGP 2020-2022 & Cost Estimates, Paul Wickline (pg. 33-36)
   - The cost estimates have been included in the summary outlining what those costs would be to participate in the CAGP even though there are no required fees. The summary was broken down into six essential parts. The framework for Guided Pathways is set however, there are certain elements such as Academic Program Maps which is a foundational piece. How a college develops these is dependent on the culture of the college. It was clarified that those colleges which participated in the CAGP 2020 were seen as having an advantage around the state in terms of grant funds and resources. There are other colleges which

are in the lead with Guided Pathways as they were part of the National Model prior to the CAGP 2020 starting. There are additional resources from the state due to grant funds and those are being applied towards Guided Pathways ASCCC and the Vision for Success. There are also additional networked resources as opposed to three years ago.

- The team recognized the concerns with thoughts that by not participating the college would lose momentum or that these projects would no longer be areas of concern. There was much accomplishment which came about from this work, however, to ensure processes are implemented correctly, the college does not want to get off track by taking on too much. There is a larger project with Accreditation, Student Success Teams and Canyons Connects which also need to take place and will require much commitment and effort. The work on building out the operational plan will be continued in IE2. The suggestion is to stop going to the institutes and collecting more processes which will then need to be implemented. In order to assess where the college is the SOAA plan is being taken and turned into an operational plan thus creating the college's accountability piece. It was clarified that the CAGP 2020 is only an additional training and does not stop the work with Guided Pathways.
- Motion in the affirmative to extended participation in CAGP 2020 project. It was a clarified that a "yes" vote is to extend participation and "no" vote would be to not apply and extend.
- **Voting results:** 9 "yes" votes, 7 "no" votes, 3 "abstained" votes and 2 absent. Abstained votes are counted as "no" votes, therefore motion **passed.**

Yes Votes		No Votes		Abstained		Absent
Jason Burgdorfer	Yes	David Andrus	No	Lisa Hooper	Abstained	Regina Blasberg
Ron Karlin	Yes	Sab Matsumoto	No	Garrett Rieck	Abstained	Mary Corbett
Erica Seubert	Yes	Philip Marcellin	No	Jennifer Paris	Abstained	
David Brill	Yes	Rebecca Shepherd	No	Rebecca Eikey	Abstained	
Wendy Brill-Wynkoop	Yes	Benjamin Riveira	No			
Erika Torgeson	Yes	Aaron Silverman	No			
Marco Llaguno	Yes	Gary Collis	No			
Jessica Small	Yes					
Carly Perl	Yes					
Totals	**9**		**7**		**4**	**2**

3. [Guided Pathways Scale of Adoption Assessment (SOAA) Final](#) & SOAA Summary Document, Paul Wickline, Jasmine Ruys & Tara Williams (pg. 42-48)
   - The Guided Pathways Steering Committee looked at the obstacles and reviewed for any gaps. OER, ZTC and CETL information was included. This documents will be incorporated into the

operational plan in EI2 and continue the momentum. The work will be prioritized in various work groups. The retreat in June will be open to anyone. This document part of a iterative process.

- Motion to adopt SOAA Summary by Aaron Silverman, seconded by Erika Torgeson. Unanimous. Approved.

4. Election Results: Academic Senate President-elect, David Andrus and Vice President-elect, Lisa Hooper, 2 year term begin July 1, 2020.
    - Motion to adopt the Election Results by Gary Collis, seconded by Sab Matsumoto. Unanimous. Approved. Lisa Hooper and David Andrus Abstained.

D. Discussion

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

1. [Academic Calendar, Survey Discussion](#), Jason Burgdorfer
    - There were two versions, one to continue with the same version, versus the proposed modification to add a fall break half way through the fall semester. In other words there proposal is to have 8 weeks of instruction then a fall break and then another 8 weeks of instruction. In addition, the proposal is to move FLEX week to fall and spring breaks. Students were in favor of the proposed calendar change, administration and classified were split and faculty were overwhelming opposed. More research needs to be done to help understand why faculty vote no. On calendar option A, FLEX week is moved to spring and fall break. This change would be beneficial for adjuncts due to 20% of adjuncts living on public assistance and relying on unemployment during the breaks. Adjuncts also cannot participate in FLEX week at the beginning of the fall semester due to this ending unemployment for them. There are many adjuncts which only teach at COC and not at other schools. There were several town hall meetings held last semester and one main questions was why is the same calendar being rolled over and should discussion take place regarding alternative models. It was stated that students choosing a fall break was a foreseeable outcome of the survey. Most STEM student did not participate in the survey. Studies show 8 weeks has been shown to be the best for student success. Any questions regarding FLEX are a bargaining issue for full-time faculty and should be pulled from this discussion. For many STEM students who are at 18 units adding another week would put them over and the students would need to petition. There is concern that if fall breaks don't align with the K-12 school system this can create many issues. Based on the survey results there are many questions that will need research. The Academic Calendar Committee will meet again to determine how to reconcile the division.

2. BP 4240 Academic Renewal, David Andrus (pg. 49-50)
    - The Academic Renewal Local Comparison document was shared.
    - This policy was forwarded to the policy committee from the Counselors. This policy allows students several opportunities to remove sub-standard coursework from their transcripts. This process serves various populations of students. Under 4240.1 of the BP language was added to ensure the process is as fair and equitable as possible. The purpose of this process is to demonstrate that the most recent students' academic work does not reflect the student's prior history. Sub-standards grades will still appear on the transcript but they will not be calculated towards the GPA. There will also appear a legible notation on the transcript with an explanation. COC tends to be the strictest with this process. There are also current students who have to wait 3 years before they can begin the Academic Renewal process and who are getting ready to transfer. Excused Withdrawals (EW) and Military Withdrawals (MW) are part of the grades but are not mentioned in policy. There was a request to include a definition of sub-standard grades

in the policy. This item will return as an "Action."
3. Add Procedures, Considerations for Student Success and Adherence to NO SHOW policies; "When should open classes close?" Sab Matsumoto (pg. 51)
- The main concern is that if a section stays open a student can add without speaking with their instructor. The student would have already missed several sessions of class. Student are dropped on the first day if they are absent. There is also a concern with reaching the maximum amount of students enrolled before the beginning of the semester and then closing the section. Student are dropped if they are no show but the section remains closed and student cannot add without speaking with the instructor. Should all sections be closed at the beginning of the semester so all student have to speak with their instructor to add? This used to be the practice about 10 years ago. There was a question regarding if classes were closed on the first day of class if this would discourage students from enrolling later during that first week of the semester? There is a strong coloration between students who register early and pass and those who register later and fail. There is also an issue with the rosters do not show the date the student added. It was also expressed that options should be provided for students in the event that other classes get cancelled. There is also the issue with students being given an add code and then not enrolling due to financial issues.
- There will be a need to put together an Ad-Hoc committee who can work with Academic Affairs to work out these issues. A proposal can be worked out to bring forward to Senate of when the close date should be.

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
1. Senator Responsibilities and Communication, Rebecca Eikey

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

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H. Announcements

- o Next Academic Senate Meetings March 19th, April 2nd, April 23rd , May 7th & May 21
- o ASCCC 2020 Spring Plenary Session, April 16-18, Oakland Marriott City Center
- o ASCCC Career and Noncredit Institute, April 30th – May 2nd, San Mateo Marriott – SF Airport
- o 2020 Faculty Leadership Institute, June 18th – June 20th, Marriott Newport Beach
- o 2020 Curriculum Institute, June 8, 2020 to July 11, 2020, Riverside Convention Center
- o Academic Senate Elections for School Senators, Department Chairs and Curriculum Committee Members, 2 year term to be held 7/1/20-6/30/22. Adjunct Senator positions, 1 year term to be held 7/1/20-6/30/21.
    - • Note: The nomination period for Senate School/Division positions & Vacant At-Large Senator positon will run through 3/2/2020 to 3/13/2020, closing at 5:00 pm on Friday, 3/13/2020. Election Committee plans tentatively to stagger elections every 2 weeks.

II. Adjournment: 5:05pm

Academic Senate Special Emergency Summary for March 13, 2020

Voting Members					
Senate President	Rebecca Eikey	X	Learning Resources Senator	Ron Karlin	A
Vice President	Jason Burgdorfer	X	Personal & Professional Learning Senator	*Lisa Hooper proxy for* Garrett Rieck (via zoom)	X
Immediate Past President	VACANT		At Large Senator	VACANT	A
Curriculum Chair/Vice President Elec	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair/President Elect	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg (via zoom)	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	X
VAPA Senator	Wendy Brill-Wynkoop (via Zoom)	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno (via zoom)	X	Adjunct Senator	Carly Perl (via zoom)	X
Kinesiology/Athletics Senator	*Kelly Cude proxy for* Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	
Business Senator	Gary Collis (via zoom)	X			

Non-voting Members	
Joe Gerda	A
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest					
Siane Holland	X	Nicole Faudree	X	Veteran Resource Center Staff	X
Miriam Golbert	X	Miriam Golbert	X	James Glapa-Grosskag	X
Kelly Burke	X	Deanna Riveira	X	Dr. Diane Fiero	X
Kelly Cude	X	Edel Alonso	X	Omar Torres	X
Kathy Bakhit	X	Gary Quire	X	Michael Monsour	X
Anthony Michaelides	X	Ryan Theule	X	Tammera Rice	X
Sebastian Cezares (ASG President)	X	Joy Shoemate	X	Sandy Carroll (via zoom)	X
Kimberly Knight (via zoom)	X	Kathy Kubo (via zoom)	X	Ambika Silva (via zoom)	X
Holly-Hitt Zuniga (via zoom)	X	Dustin Silva (via zoom)	X	Rob Comeau (via zoom)	X
Ana Palmer (via zoom)	X	Ashley Murphy (via zoom)	X		

A. Routine Matters
1. Call to order: 3:01pm
2. Public Comment: none
3. Approval of the Agenda
   - Motion to amend the agenda and remove Action Item #1, Emergency Resolution by David Andrus, seconded by Lisa Hooper. Unanimous. Approved.
   - Motion to approve the modified agenda with the understanding that Action Item #1 has been removed by Erika Suebert, seconded by Jennifer Paris. Unanimous. Approved.
4. Committee Appointments: none

B. Reports (7 minutes allocated for each report)
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Academic Senate Presidents Report, Rebecca Eikey
   - Several meetings of the Covat-19 Taskforce have taken place this week with regards to the Districts response. In addition, the Board of Trustees meeting also took place on Wednesday. As a result, the Academic Senate felt it important to call an Emergency meeting.
2. Academic Senate Vice President Report, Jason Burgdorfer
   - none
3. Academic Senate President-Elect Report, David Andrus
   - David thanked the Senate for the invitation to this meeting along with colleagues, faculty and Administration and for the invitation to be a part of several of the planning meetings.
4. Academic Senate Vice President Elect/Curriculum Chair Report, Lisa Hooper
   - In parallel to the various memos which have gone out and in regards to the members of the Executive Cabinet the Curriculum Committee worked on developing the Emergency Temporary Distance Learning Blanket Addendum. The name to this document came out of the Chancellor's Office. Originally, when the document was created, it was communicated that a narrative of courses needed to be included as well as how it would be enacted. The document which was created is very general in nature and not very specific so that this addendum could serve for the duration of the term. The Curriculum Committee meet on March 12, 2020 and voted on an addendum and this passed unanimously. There is now a request for Senate to consider. The Curriculum Committee feels that all courses that are being offered or will be offered for the spring terms should be included in this addendum. This will ensure modifications will not be needed at a later time. This addendum will then be forwarded to the Chancellor's Office. There was a suggestion made by David Andrus to change the language so that instead of it reading as "at the end of any closure" it will read instead as "to allow to extend to the end of the spring 2020 term." The rationale behind this change is due to it being more difficult to make a modification in instruction and then modify back. The idea is that whichever modifications made to instruction should persist. At that point if another modification is required the Curriculum Committee would re-convene again to begin this process again.

C. Action Items

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

Note: Action Items were re-ordered due to motion made to amend the agenda and remove original Action item #1 "Emergency Resolution" as there was no resolution to present.

~~Emergency Resolution, David Andrus~~

1. [Emergency Temporary Distance Learning Blanket Addendum (DLA),](#) Lisa Hooper
   - DLA Document: There were modifications made to the document to include face to face (F2F) courses. The other edit to the language was to change from "Until the end of the Emergency," to, "Until the end of spring 2020 term."
   - Omar will be putting together a portfolio of information that will be submitted to the State Chancellor's office via Marty Alvarado which will then be put forth by the CEO or CIO. This will basically be requesting the authorization, under these emergency conditions, to enact the blanket DLA that was approved by the Curriculum Committee and which will soon be approved by the Academic Senate. The information will include a set of conditions such as, this was to approve all open classes, start and end date and samples of the communication that was sent to students and faculty.
     - F2F Courses: Courses which are being offered in Hybrid format will be automatically converted to 100% online unless there is a lab then the 4th bullet would apply.
     - Lab Courses: Not all lab hours would be excluded to migration to online format. For example, there are co-requisite Math lab courses which were coded as lab and these courses could be managed in an online format. In terms of direct supervision of skills, with equipment and materials, which are not available to students, each discipline needs to be very specific to the needs of students. There was an example shared in which there is an instructor who has taught, at another college, an online Geology lab class. While COC does not code this course in this way this instructor has all the resources to teach online and can begin teaching the COC course in this format.
     - Online Simulation of Lab Courses: While some lab courses can be simulated online it is difficult to track lab course hours via a remote learning environment. It is best to ensure there is parallelism between the course outline of record, in terms of the content of the objectives, and if the learning outcomes intended were covered by the students. When a student completes the course the transcript will not say that a course was covered to online format half way through the semester. The grades which will be given will be based on the instructor ensuring the learning outcome was met by the student. Faculty will need to be flexible.
   - As soon as it is determined to be safe, lab, activity and performing arts courses could immediately resume to face to face on campus format. In terms of these types of courses it is difficult to meet the learning objective in a remote environment. However, for those courses which migrated over to online and which have students doing well it may be best to continue to offer the courses online.
   - Courses Assigned to Adjunct Instructors: In terms of adjunct classes, these will not be re-coded. When the 320 report is submitted to the state, according to the Attendance

Accordance Manual, online classes will be coded differently than face to face. Whichever contracts are in place with payroll, with respect to whichever courses the adjunct is being paid for, that will remain status quo. There are concerns that many adjuncts are not trained to teach online due to the District not paying them to take the 36 hour Online Certification Training. There are 25% of adjunct living on public assistance and many do not have laptops or high speed internet. Adjunct faculty need to be paid for the training. If adjuncts are going to be given emergency certification then those certifications should continue into the future. If adjuncts are not accommodated then instruction will have to continue via email and telephone. It was clarified that department coordinators and chairs will be responsible for building the online labs and not adjunct faculty.

- Survey Lab Courses: If the instructor has support from industry partners, labs can be held off campus in smaller groups. It was re-instated, that within reason, all options are being considered. If these lab courses cannot be held off line then faculty can contact administration.
- Other courses: Courses such as ESL or Citizenship which are being held off campus will be addressed in another meeting.
- Motion to adopt the Emergency Temporary Distance Learning Blanket Addendum (DLA) by Erica Seubert, seconded by David Andrus. Unanimous. Approved.

2. Emergency Qualifications for Distance Education Instructors, Rebecca Eikey
   - Background: The COC Academic Senate has a history of being one of the first in the state to develop requirements due to the concern regarding the quality of education. In recent years a re-certification process was put in place for Distance Education instructors. It important that with moving to an online instruction modality that instructors receive the proper support so they and students are successful in this environment. There are 36 hours of training which includes the pedagogy, CANVAS and Section 508 training. There was some debate regarding should the requirements be 100% waived? What about academic quality, ensuring instructors are familiar with CANVAS and online accessibility? There is a difference between remote learning and online learning? It was emphasized that the Online Education Departments along with Joy Shoemate and Cloe McGinley are there to serve and train.
   - Distance Education Training basis: This training is based on multiple delivery formats, such as face to face, via zoom, evenings, phone and email. It is important to recognize that students will also have needs as they may be confused. Training sessions are open labs in which students can also zoom in. The training website is also being built with many resources being added. It was recognized that teaching online can be difficult, however there are some instructors who teach very well. On a temporary basis Section 508 training and CANVAS is the bare minimum an instructor would need to be an online certified instructor.
     - CANVAS: Training is online, self-paced, and takes approximately 2-3 hours. The instructor would need to complete several modules and building exercises. Once faculty complete the training they will then have access to CANVAS. There is also a lot of You Tube CANVAS tutorials available online.
     - Section 508 Accessibility: This training ensures that students with disabilities can benefit from instruction. Scott McAffee with DSPS administers this training which takes about 1 hour to complete. There was a request to offer the Section

508 training online.

- Adjunct Instructor Training to Teach Online: This training provides an incentive for adjunct instructors to build high quality courses. There was a request to have the courses, which adjuncts develop, be evaluated and if they meet the standard continue the online certification going forward. This could be part of the mentoring program through FLEX.
- Instructor Compensation: Discussion will take place in a future meetings regarding how to best compensate faculty participating in this training. How can hours we counted for an instructor building a CANVAS shell?
- There is concern with instructors accessing the CANVAS shell without being familiar. This document communicates that all courses offered in the spring semester will be offered in a remote learning environment. Academic Affairs is advocating to allow Professional Development for the following week. Next week's training will be available through zoom. Faculty will need to pro-active to seek out resources and help. By the end of the semester, this training can be revisited by engaging both full-time and adjunct faculty to determine what can be changed and what has been learned.
- There was concern with students who are homeless or those who do not have access to a computer or WIFI. ASG emphasized that their department has funds available to support students and provide feedback. What is being done for those students who do not have access? The library and the TLC lab will remain open for students.
- A modification will be made to the last sentence and it will read as follows, "It shall not be construed to not remove or excuse anyone who is grandfathered from the 36 hour online requirement and the CANVAS and Section 506 requirement will still count towards the certification."
- Motion to adopt the Emergency Qualifications for Distance Education Instructor and approve all the language at hand by Erica Seubert, seconded by Aaron Silverman. Rebecca Shepherd opposed. Approved motion passed.

III. Adjournment: 4:15 pm

Program Viability Committee Summary

March 5, 2020, 9:00 a.m. to 10:30 a.m. BONH-330

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep)

Guests: Harriet Happel (CE Dean), Omar Torres (AVPAA), Marilyn Jimenez (Academic Senate Administrative Assistant), Jason Burgdorfer (MSHP), Daylene Meuschke (Dean, Inst. Research, Planning & Inst. Effectiveness), Catherine Parker (Classified, Research Analyst, Institutional Research), Samuel Bolanos (Full-Time Faculty, Applied Tech.), Jason Burgdorfer (Full-Time Faculty, MSHP)

I.   **Routine Matters**
1.   Call to order: 9:03am
2.   Approval of the Agenda: Motion to approve the agenda by Chris Boltz, seconded by Nicole Faudree. Unanimous. Approved.

II.   **Reports**
1.   Chair Report
      - Course Mirroring: Mirroring was explained as a process in which two existing course are offered but one is in credit and the other in non-credit. In the course outline of record everything would be exactly the same except that non-credit would need to fit into one of the 10 categories of non-credit. This has been used the past to help fill up credit classes and to loosely place into to non-credit courses which didn't belong. Moving forward, course mirroring will only be applied for courses which fall within the CDCP (College Development, Career Preparation) noncredit categories. These courses include ESL, Workforce Preparation, and Short-term Vocational & Basic Skills. Some of the other categories do not have a certificate attached. There is no strict grading policy. There is also a paid differential between someone who is teaching credit compared to a non-credit course. This would need to come through the COCFA and AFT unions. There are no non-CDCP courses as they are all enhanced funding CDCP courses. An example was shared in regards to how this process has been used in the past incorrectly. There have been Music Ensemble courses which have been mirrored as an Older Adult course but the course was not designed for older adults. Music does not fall into any category of noncredit except for Older Adult. Course Mirroring will focus more on Workforce Preparation and Vocational programs. The Tax Preparer program is good example of mirroring.

III. **Discussion**
1.   New Program: Tax Preparer – Ali Naddafpour
      - Ali Naddafpour previously presented this program to Program Viability. The program was approved but there were not enough members present.
      - Course proposal: There is a proposal to offer two Tax Preparer courses, a two unit and a one unit class. A course outline of record would be written in both credit and non-credit. The course would be listed under non-credit Business and under the Business Department. Students can sign up either as credit students and earn units or sing up, take it for free, as non-credit students. Student who enroll in non-credit will not earn the units but will earn a Certificate due to the two-course sequence. This will be a short term vocational program. There are also grants available to help subsidize this program.
      - Course Mirroring: This is a great example of what mirroring can look like. This will also be the first

program in which courses will be created specifically for mirroring. Moving forward, additional courses will be identified in credit that can be mirrored in non-credit. The IRS Certificate will be associated with these courses.

- Work Base Learning Project: Harriet has been working with Ali as part of a Work Base Learning Project for Career Education students. At the ACTE Conference a presentation regarding this course was made. There are Federal funds available to continue this program.
- Overview of the Tax Prepare Program: Students who participate in this program acquire the knowledge to help prepare taxes for local low-income individuals on campus and around the community. Ali began offering these courses on a voluntary basis however, this year he is being compensated. The idea is to institutionalize the program by making these courses credit and non-credit.
  - o Non-credit: Courses can be offered in non-credit short term vocational as pass/no pass. Our current system could be set up as a first come first serve basis. These are two 36 hour courses. They are not co-requisites as they are not intended to be taken in sequence.
  - o Requirements for approval in non-credit: Labor Market Data (LMI) needs to be submitted collected from EDD. The data found has not been great however, with support letters and the college's data this program can be supported. Many people have been turned away as the demand has been greater than our supply. Some data from the IRS and COE will also be collected. It was recommended to not rely on the state to collect data.
  - o Assessment for Prior Learning (APL) Policies: If a student enrolls in a non-credit course and then later decides they do want that credit the student can request Assessment for Prior Learning by filling out a petition. There currently is a Personal Trainer Preparation course which was moved from credit to non-credit. However, because this course still exist in our database as a credit course and it is part of the Certificate of Specialization in Kinesiology, students can't petition at the end of the class to earn the units.
  - o Credit course: The credit course will include units transferrable to CSUN. Courses are being broken up as a 1 unit and 2 unit course. These courses will be part of and required for the Accounting & Finance Certificate. Students can use the courses for transfer and Graduate students can take these courses as part of their qualifications for CPA and CMA exam.
  - o Resources Needed: There are currently no additional resources needed other than computers, access to the internet and human resources.
- IRS Certification: Students have to take the IRS certification after taken the lecture course.
- Lab Work & Proctors: This allows them to be in the lab, which are the Saturday courses, with a proctor in the room doing tax preparation. The proctor then audits and finalizes the return. There is currently a 99% pass rate on the audit. The final step is for the IRS to do a final audit and there have been no returns. Nicole will check with Ali to determine if there is a waiver people need to sign. The instructor of record is Ali Naddafpour and there are IRS volunteer auditors who are present on Saturdays from 8:00 am to 6:00pm. Is there a number of students a lab coordinator can supervise? Courses are held in HSLH- 101 which holds about 100 people in addition, last Saturday 40 people were served. The students completes in the intake paperwork and then it is given to the CPA or Ali for review. If there are any errors the paper work is handed back. Lecture is scheduled first and then the lab. There would multiple sections of the lab course available and students could register for a section. There was also a suggestion to have the courses listed as **BUS 217** and **BUS 218 Lab.**
- CWEE & Volunteer Business Bureau: During spring 2019, due to demand, there are currently between 50-60 students who have completed this program. Some students are completing this program through CWEE and others through the Volunteer Business Bureau. This course is also

beneficial for the special population students as it helps students obtain a medium wage earning. There are many female students enrolled in this program. This program is a good will for our community as it helps not only current COC students but the community in general. There is also very little investment for the institution and the students.

- Co-instructors for one class: If there are two instructors assigned to one class the pay is divided. Academic Affairs has approved co-teaching in situations such as Spanish hybrid, Theater and MLT. For example, with the Spanish hybrid, the lead instructor is teaching the online portion and the second instructor is online certified by hasn't taught online yet. The second instructor also serves as the TA in the course. Both instructors need to be available for the duration of the semester. In DATATEL both instructors are the instructors of record but who assigns the grade? There are also courses set up by instructor specialization, for example one instructor teaches for the first 8 weeks and the other for the next 8 weeks.
- Motion to approve the Tax Preparer Program by Chris Boltz, seconded by Nicole Faudree. Unanimous. Approved.

2. Program Viability Policy Proposal: Five Year Update (all programs)
   - Five Year Update proposal: All curriculum needs to be revised every 5 years. All departments are also looking at their programs as a result of Guided Pathways. Many programs have not been examined on a regular basis. In an instance were a program is struggling or needing to be updated this proposal is a way for faculty to examine what is happening with the curriculum. There is no mechanism in place to remove courses which are not being successfully offered. There are courses which have been revised which have not been offered in 5 years. When a student is working towards obtaining a degree and course has not been offered a student has to request a course substitution. It is a disservice to students if there is a course in the catalog that is not being offered, could these courses be auto archived? Could course success and retention data be looked at? It has not been determined what the review will consist off. It was suggested that trend data may be more appropriate. Course sequencing and determining which semester a course should be offered may need to be analyzed. The ADT's have also changed in terms of the courses. If this process comes through Program Review there needs to be checks and balances with CID and the Transfer Model Curriculum to ensure that what is being offered is up to date. In terms of CTE programs these need to be reviewed every 2 years and not every 5 years. If program review is done in a 2-3 year cycle course review dates for departments will need to re-structured.
   - Curriculum Committee Representation Change Proposal: Proportional representation will now be based on the number of curriculum pieces in the inventory versus how representation is done in Senate. This proposal will come through Senate. For every increment in courses after 50 there will be a need for another representative in Curriculum. At-Large faculty are not as knowledgeable with the discipline content as school representatives.
   - There are some departments such as VAPA, which are taking content from some courses and adding them to existing courses or combining others. There are counselors which currently sit in Program Review. One major challenge with the Technology programs is that technology is changing every 12 months. Is the relevant technology and curriculum reflecting what the student is expected to know when they go to the workforce. There has been a proposal in CASL to change the assessment cycle from every 5 years to every 3 years.
   - Proposed Process: This proposed process will go through Program Review then if there are resources needed it can be forwarded to Program Viability. If there are substantial curriculum revisions then it will need to go to the Curriculum Committee. There was a request to have this change in process come through Executive Senate Committee, the next meeting is scheduled for March 23, 2020. All forms are on the PV Canvas Shell.

- There was a change made to the Initiation Modification form after meeting with Jim Schrage as a result of resource requests not being communicated to the Facilities department. Forms will be shared with committee members for review to ensure all questions are addressed. It was clarified that on the forms some of the questions may seem odd however, there are questions provided by the region. The forms will return to Program Viability in 4 weeks.

IV. **Resources**

PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization

1. Program Justification Form

     The information on this form will be used for acquiring the labor market information (LMI) through the Center of Excellence (COE, www.coeccc.net) for Initiation/Substantial Modification and Revitalization.

2. Program Initiation/Modification Form

     This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Initiation/Substantial Modification. Additional questions have been added to the facilities section of the form.

3. Program Revitalization Form

     This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Revitalization. Questions also rely on information from Program Review.

   - The forms listed above are those which currently exists for Program Viability. The program Initiation/Modification form is the form Harriet uses for requesting a Labor Market report from the COE. This form is similar to the Program Initiation/Modification form but it contains additional questions. The Revitalization form (previously referred to as Program Resuscitation) is a newer concept. Administration can request this form so that a program can come in and speak regarding what resources will be needed to revitalize a program. If it is for the region, Harriet will need to submit a letter of intent in which all other campuses in the region will be notified. This step will begin the voting process once Curriculum is posted. Every CTE Dean in the region votes on the programs which are being put forward to the Chancellor's office.

V. **Adjournment:** 10:23 am

The Center for Excellence in Teaching and Learning Update: Senate Update 2020

In 2019/2020 The Center provided more than 500 hours of sustained faculty training in teaching and learning. For 2020/2021 We are working on organizing our faculty training into certificates and badges to demonstrate learning across our COC community.

The Center offered the following learning opportunities for COC faculty. (Not a complete list)

1) **New Faculty Orientations**
   a. Hosted **Synergy** New Faculty Orientation for the incoming faculty class of Fall 2019.
   b. Hosted New Full-Time Faculty Orientation in Fall 2019
2) **Skilled Teacher Certificate** (STC): 2019-20: Sixteen faculty are scheduled to complete the 54-hour onground Skilled Teacher Certificate.
3) **Introduction to Online Instruction** (IOI): More than 75 faculty have completed the new Introduction to Online Instruction (36 hour course) since Spring 2019. The Center added an additional IOI for Spring 2020 with the demand to move to remote online instruction.
4) **CRPP Culturally Responsive Pedagogy and Practices:** a 1 unit/17 hour workshop
5) **New CETL Website Launched**: Fall 2019: *www.canyons.edu/cetl* Includes a calendar of classes, CETL Faculty bios and forms for new faculty interest. New Interest Form https://forms.gle/WcsSc98nUK71kJHh8
6) **Convocation Panel Discussions:** CETL faculty organized and participated in the Spring 2020 Convocation panel discussion about Equity with Disproportionately Impacted student populations and Creating an inclusive classroom environment.
7) **CETL ZOOM and CANVAS Training**: Spring 2020 CETL collaborated with Distance Education to provide Faculty training in Zoom classrooms.

Plans underway and upcoming for 2020-2021 include:

1) **CETL - Redesigning Programs and Certificates with Non-Credit**
   a. CETL is working with Non-Credit to design a Certificate program that is relevant for teacher preparation. This program will include current CETL course offerings as well as other teacher preparation courses designed to support current and future COC faculty as well as teachers in the Santa Clarita Valley more broadly. Topics addressed will help prepare faculty for teaching diverse student populations effectively. Topics will include culturally relevant teaching, assessment, effective lecture design, active and collaborative learning, effective pedagogy and andragogy, and online instruction.
   b. **Skilled Teacher Certificate** (STC): 2020: Continue to revise STC, offer again and every year in future.
2) **Introduction to Online Instruction** (IOI): Offered every semester including Summer and Winter. Add additional offerings and continue to revise, recruit new faculty.
3) **Teaching Strategies Workshop** (TSW): Postponed Spring 2020
4) **Project FIT**: Fall 2020: Collaborate to bring CETL faculty into the FIT process.
5) **New CETL Blog**: Spring 2021 and a special "Adjunct Faculty edition".

Curriculum and Senate Meetings 2020/2021

Fall 2020			Spring 2021		
Meeting occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm)					
Month	**Meeting**	**Date**	**Month**	**Meeting**	**Date**
1st week Fall semester	**Senate Retreat**	**Aug 27**			
September	Curriculum 1	Sep 03	*1st Week of Semester*	Curriculum 8	Feb 11
	Senate 1	Sep 10		Senate 8	Feb 18
	Curriculum 2	Sep 17	February	Curriculum 9	Feb 25
	Senate 2	Sep 24	March	Senate 9	Mar 04
October	Curriculum 3	Oct 01		Curriculum 10	Mar 11
	Senate 3	Oct 08		Senate 10	Mar 18
	Curriculum 4	Oct 15		Curriculum 11	Mar 25
	Senate 4	Oct 22	April	Senate 11	Apr 01
	Curriculum 5	Oct 29		*Spring Break-NO Meeting*	Apr 08
November	Senate 5	Nov 05		Curriculum 12	Apr 15
	Curriculum 6	Nov 12		Senate 12	Apr 22
	Senate 6	Nov 19		Curriculum 13	Apr 29
	Thanksgiving-NO Meeting	Nov 26		Senate 13	May 06
December	Curriculum 7	Dec. 3		Curriculum 14	May 13
Finals Week	Senate 7	Dec 10	*Week before Finals*	Senate 14	May 20
			May	Curriculum 15	May 27

Note: Board of Trustees has not approved official calendar for 2020-2021

Hold Senate Retreat during 1st week of Fall 2020 semester. Meetings will be held during finals week for FA20

This calendar is a best guess, semester end and start dates have not been determined.

Curriculum and Senate Meetings 2021/2022

Fall 2021			Spring 2022		
Meeting occur on Thrusdays in BONH 330 (3:00 pm to 5:00 pm)					
Month	**Meeting**	**Date**	**Month**	**Meeting**	**Date**
1st week Fall semester	***Senate Retreat***	***Aug 26***			
September	Curriculum 1	Sep 02	*1st Week of Semester*	Curriculum 8	Feb 10
	Senate 1	Sep 09		Senate 8	Feb 17
	Curriculum 2	Sep 16	February	Curriculum 9	Feb 24
	Senate 2	Sep 23	March	Senate 9	Mar 03
October	Curriculum 3	Sep 30		Curriculum 10	Mar 10
	Senate 3	Oct 07		Senate 10	Mar 17
	Curriculum 4	Oct 14		Curriculum 11	Mar 24
	Senate 4	Oct 21	April	Senate 11	Mar 31
	Curriclum 5	Oct 28		*Spring Break-NO Meeting*	Apr 07
November	Senate 5	Nov 04		Curriculum 12	Apr 14
	No Meeting Veteran's Day	Nov 11		Senate 12	Apr 21
	Senate 6	Nov 18		Curriculum 13	Apr 28
	Thanksgiving-NO Meeting	Nov 25	*Week before Finals*	Senate 13	May 05
December	Curriclum 7	Dec. 2		Curriculum 14	May 12
Finals Week	Senate 7	Dec 09		Senate 14	May 19
				Curriculum 15	May 26

Hold Senate Retreat during 1st week of Fall 2020 semester.

Note: Board of Trustees has not approved official calendar for 2020-2021

This calendar is a best guess, semester end and start dates have not been determined.

The chancellor's office recommends a Thursday or Friday to honor Veteran's Day.

BP 4240   Academic Renewal

Reference: Title 5, Sections 55046

The Santa Clarita Community College District recognizes that a student's academic record may contain grades that are not reflective of more recently demonstrated academic success. To accurately reflect a student's current success, the District has instituted academic renewal.

Academic Renewal is defined as the process by which a student's previously recorded substandard credit coursework is disregarded from the student's Santa Clarita Community College District cumulative grade point average. If all of the following conditions are met in BP 4240.1, the student will be eligible for academic renewal and the Santa Clarita Community College District may disregard from all consideration associated with the computation of a student's cumulative grade point average all grades of "D", "F", "FW" and "NP (No Pass)" earned in up to a maximum of 24 semester units or 45 quarter units of coursework taken at the Santa Clarita Community College District.

Substandard and Non-Substandard Grade Definitions:

> For the purposes of course repetition, academic renewal, and all other grade-related issues, substandard grades shall be defined as meaning coursework for which the student has earned a D, F, FW, NC and/or NP.

> For the purposes of course repetition, academic renewal, and all other grade related issues, non-substandard grades shall be defined as coursework for which the student has earned an A, B, C, CR or P.

Regardless of the number of academic renewal petitions submitted by the student, the District may award academic renewal to a qualifying student a maximum of two times, and may only disregard a maximum total of 24 semester units or 45 quarter units of substandard grades. BP 4240.1 outlines the conditions in which a student may qualify for academic renewal.

Academic renewal cannot be used to set aside units or coursework which has been used to meet graduation requirements by a student who has previously graduated.

4240.1   If all of the following conditions are met, a student will be eligible for academic renewal:

    A. A demonstration of recent academic ability must be determined by one of the following: Students must have achieved a minimum grade point average (GPA) of
at least a 3.0 in their last 12 semester units, or
at least a 2.5 in their last 18 semester units, or
at least a 2.0 in their last 24 semester units,
completed at a college in the Santa Clarita Community College District or any regionally accredited college or university.

    B. At least 2 (two) calendar years have elapsed from the time the substandard grade to be disregarded was completed.

4240.2   Though academic renewal is granted, all coursework will remain legible on the student's permanent record (transcript), ensuring a true and complete academic history. The student's permanent record will be annotated, however, so that it is readily evident to all users of the records that the "D", "F", "FW" and/or "NP" units have been disregarded. This notation will be made at the time that the appropriate college office has received notification of academic renewal approval.

4240.3   Only units and grade points from courses with "D", "F", "FW" and/or "NP" grades earned during such a semester shall be disregarded. Courses completed with a grade of "Pass" or "C" and above will continue to be used toward cumulative unit and grade point average considerations and will meet any degree major, general education, and/or transfer requirements.

4240.4   If a student qualifies for academic renewal based on college coursework completed at another regionally accredited college or university, the student must first request official transcripts to be sent directly to College of the Canyons Admissions Office prior to submitting an academic renewal request.

4240.5   If another accredited college has acted to remove previous coursework from consideration in computing the grade point average such action shall be honored in terms of its policy.

4240.6   Academic standing for the semester will be adjusted upon an approved academic renewal. It is important the student meet with a counselor to discuss how academic renewal will affect the student's academic standing.

4240.7   Academic renewal actions are irreversible. Students should meet with a counselor before taking such an action.

4240.8   Academic Renewal is not accepted for the purposes of qualifications within financial aid, honors, Veterans, or other such programs. It is the responsibility of the student to meet with the program of interest to determine how academic renewal may affect the student's eligibility.

4240.9   If the student is otherwise eligible for graduation, academic renewal may not be used to raise the grade point average in order to qualify for graduation with honors.

4240.10   This policy is adopted for use in the Santa Clarita Community College District. Other institutions may have adopted different policies. The transfer status of such action depends upon the policy of the college to which a student transfers.

Approved ~~01/22/14~~