College of the Canyons Academic Senate

March 5, 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:
   - Commencement Committee, Rebecca Shepherd, Michael Leach & Dora Lozano
   - Selection Committees (pg. 3)
5. Approval of the Consent Calendar

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
2. Personal & Professional Learning Committee, Garrett Rieck
3. Guided Pathways Liaison Report, Tara Williams (pg. 24-27)

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)
2. CAGP 2020-2022 & Cost Estimates, Paul Wickline (pg. 33-36)
3. Guided Pathways Scale of Adoption Assessment (SOAA) Final & SOAA Summary Document, Paul Wickline, Jasmine Ruys & Tara Williams (pg. 42-48)
4. Election Results: Academic Senate President-elect, David Andrus and Vice President-elect, Lisa Hooper, 2 year term begin July 1, 2020.

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
2. BP 4240 Academic Renewal, David Andrus (pg. 49-50)
3. Add Procedures, Considerations for Student Success and Adherence to NO SHOW policies; "When should open classes close?" Sab Matsumoto (pg. 51)

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

Existing Policies:
BP 4030 & AP 4030 Academic Freedom (Back in Committee per CPC)
BP 4240 Academic Renewal
BP 4233 & AP 4233 Attendance
BP 4300 & AP 4300 Field Trip and Excursions-*Update to title only*
BP 534 Field Trips and Excursions-Repeal
BP 7120 & AP 7120 Recruitment and Selection
Student Conduct (Phase 2 - BPs 5529 Student Conduct, BP 5530 Disciplinary Action & 5531 Due Process – Student Disciplinary Action)
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

- ○ Next Academic Senate Meetings March 19th, April 2nd, April 23rd , May 7th & May 21
- ○ ASCCC 2020 Spring Plenary Session, April 16-18, Oakland Marriott City Center
- ○ ASCCC Career and Noncredit Institute, April 30th – May 2nd, San Mateo Marriott – SF Airport
- ○ 2020 Faculty Leadership Institute, June 18th – June 20th, Marriott Newport Beach
- ○ 2020 Curriculum Institute, June 8, 2020 to July 11, 2020, Riverside Convention Center
- ○ 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.

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.

Selection Committee

First Name	Last Name
Christina	Chung
David	Andrus
Erik	Altenbernd
Majid	Mosleh
Phil	Gussin
Tammy	Mahan

Academic Senate Summary for February 20, 2020

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	A
Immediate Past President	VACANT	A	At Large Senator	Garrett Rieck	X
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	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	X
VAPA Senator	Wendy Brill-Wynkoop	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	*Lisa Hooper proxy for* Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

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

Guest			
Christan Marin (ASG Student Rep)	X	Kathy Bakhit	X
Daylene Meuschke	X	Kelly Burke	X
Dianne Fiero	X	Kelly Burke	X
Dianne G. Van Hook	X	Mary Bates	X
Dilek Sanver-Wang	X	Michael Monsour	X
Gary Quire	X	Miriam Golbert	X
Jasmine Ruys	X	Omar Torres	X
Justin Hunt	X	Paul Wickline	X

A. Routine Matters
1. Call to order: 3:04 pm
2. Public Comment:
   - COC Global Campus under ISP: This program aims to help students globally via an interconnected world. There are several programs such as lecture abroad and a faculty member will be sent to Egypt this summer. Most recent MOU is for a program in Japan.

An International Forum for Youth will be hosted soon which will take place during the International week in November 2020. There is a request for a $3,000 grant to help bring scholars from different parts of the country. This request will come through Senate to gather support.

- Notifying students of Upcoming Emergency Drill: There was a request for information regarding when students would be notified regarding the Emergency Drill next week. There are some students who have not yet received an email or notification. The current emails have only gone out to faculty and staff. There was a request to please have this notification go out to students soon. It would be preferable to provide notification to students several weeks prior to provide students the option to opt out and provide clinical and counseling psychologist. Dr. Dianne Fiero confirmed that the email notification to students will go out today, Thursday, Feb. 20th and will be sent by PIO and Student Services.

3. Approval of the Agenda:
    - Motion to approve the agenda by Lisa Hooper, seconded by David Andrus. Unanimous. Approved.
4. Committee Appointments:
    - Academic Calendar Committee, Kelly Burke
        o Kelly Burke stated this is an error. Nicole Faudree will provide information regarding who will be appointed to this committee.
    - Selection committees (pg. 3)

5. Approval of the Consent Calendar
    - Motion to approve the Consent Calendar by Gary Collis, seconded by Carly Perl. Unanimous. Approved.

Academic Senate Summary, Nov. 21, 2019 (pg. 4-12)	Curriculum Committee Summary, Feb. 13, 2019, (pg. 13)
	• *Note: Link to this summary is now available*
CASL/PR Summary, Oct. 9, 2019 (pg. 14-15)	Senate Executive Committee Summary, Dec. 3, 2019 (pg. 18-20)
CASL/PR Summary, Oct. 23, 2019 (pg. 16-17)	Program Viability Committee Summary, Nov. 21, 2019 (pg.21-28)

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
    - Senate President welcomed everyone to the spring 2020 semester. President shared that she taught Chemistry 151 for winter 2020 at the Canyon Country Campus and had a positive experience. The student study groups were also very successful.
    - Commencement Committee update: Meeting took place on Wednesday, February 19, 2020. It is not clear if faculty are fully aware of the changes which are taking place this semester regarding the commencement ceremonies. Commencement ceremonies are typically held on the last Friday of the spring semester. The ceremony will be moved to the stadium. This is something the committee had been interested in doing for some time and mostly related to safety concerns for students and guests. This decision was not discussed in committee and was made prior to the meeting. The other change is that the commencement ceremony will held at 7:00pm with processional starting at 6:40pm and students arriving at 5:40pm. The new agenda for the commencement was

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shared with Senate. It was stated this information is not found under Graduation on the COC website but under Commencement. If someone searches under Graduation the website will load old information. The decision to move the ceremony to the stadium was made at the end of the last spring semester and faculty were not involved. An email will go out soon to all faculty informing them of the change. There was suggestion to have more vendors and food at the ceremonies as this could be revenue for ASG or the general fund. There is always a need for readers for the commencement and honors receptions. There was also a suggestion to showcase student work at the commencement ceremonies.

- There was a request for a follow up meeting to discuss further the commencement program. Senate President has suggested for Nicole Faudree, Dora Lozano, Michael Leach, Rebecca Shepherd and Michael Dermody to attend the next meeting.

2. Career Education Committee Annual Report, Regina Blasberg & Gary Quire (pg. 29-34)
    - Committee meets on Mondays twice a month from 1:30pm-2:30pm.
    - LinkedIn Learning: The committee has been working with LinkedIn Learning which used to be the Lynda.com program. There were some technical issues during the transition period but the program is a great resource. The program also contains resources for faculty to use in the classrooms.
    - Website: Robin Spurs is still on contract and continuing to work on the CE websites until June. If anyone has questions regarding their website they can contact Robin or Gary.
    - Videos: The committee is slotted for 10 videos this semester. There are 7 spots filled, the report also outlines which videos are being worked on. There are three spots for videos that are in progress. Shawn from the video production company has confirmed that final approval for the Fire Technology program will be received soon. All other videos are in progress and Home Staging was recently added. There are 3 spots open.
    - ACUE: Pinning Ceremony was successful with 30 people completing the program. COC is in the lead with 43 faculty members currently in the cohort. Cohorts are broken up by region. COC currently is part of the Southcentral coast Region. This training is open to all full-time and adjunct faculty.
    - Career Trees and Copy Point: These are in the process of being completed and will go back to each department for final approval.

3. Academic Staffing Recommendations Report, Miriam Golbert
    - The list includes position by categories, such as Urgent, Strongly Recommended and Recommended. Positions which are listed in bold font are those which were added last semester. Replacements positions are also identified. Currently Chemistry, Biology, Kinesiology and Cinema replacement positions were filled. A second Chemistry, a second Biology (will start fall 2020), Nursing, Computer Science and one replacement for Nick Hernandez in Political Science. These positions were sent to the board Feb. 12th. Due the retirements which are coming soon additional ASC meetings have been scheduled. Meetings will be held in May due to the deadline being April 28th and to accommodate replacement presentations.

C. Action Items

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

1. Gender Inclusive Restroom Resolution, Rebecca Eikey (pg. 35-36)
   - Jim Schrage sent out an email regarding plans to have gender inclusive restrooms available in every building on campus. Canyon Country Campus (CCC) will also have restroom designations as well. The new Science Center at CCC will include a gender inclusive restroom on the 1st floor in addition to the 700 classrooms.
   - Motion to adopt this resolution by Erica Seubert, seconded by Wendy Brill. Unanimous. Approved.
2. Discipline Memos from HR:
   - Kathy Bakhit, Revised Discipline Memo for (pg. 37)
     o There was clarification that this discipline memo is a revision to what was previously approved. There was a change to the interim position title which prompted a change on the discipline memo.
   - Priscilla Benites, Mental Health Supervisor Discipline Memo (pg. 38)
   - Motion to adopt the discipline memos by Gary Collis, seconded by Sab Matsumoto. Unanimous. Approved.
3. Changes in Faculty Leadership roles (pg. 39)
   - Motion to adopt the changes in leadership roles by David Andrus, seconded by Erika Torgeson. Unanimous. Approved.
4. Resolution to Designate the Canyon Country Science Lab Building to the Don Takeda Science Center (pg. 40)
   - Historical background: There was a reminder that **February 19, 2020** was **The Day of Remembrance** for the **Japanese American internment camps during World War II**. The Assembly passed today, February 20, 2020, a resolution as a formal apology on behalf of the State of California for participating in the interment of the Japanese Americans in California.
     o *The Story of Don Takeda: Don Takeda grew up in Fresno California. His family of raisin farmers were swept up as part of the internment camps during WWII. A boy was born in the Arizona Internment Camp located in Gila River. This boy later returned to Fresno and enjoyed growing up on a farm and learning about raisins. This love of farming turned into the love of biology. Don later moved to southern California and studied Biology at Cal State LA. A professor later motivated Don to apply for a position at the then brand new College of the Canyons. In 1972 Don Takeda began as a first time, full-time faculty member at COC. Don's mentor was Boykin and both worked closely together. When Boykin suddenly passed away in 1985 Don pushed for the renaming of the then "L" building to be the "Boykin Laboratory Center." Don retired and served at COC for over 45 years and is the longest serving faculty member in the history of the college, given that the college is serving its 50th Anniversary.*
   - The current resolutions outlines all the ways that Don has helped with the growth of the Biology department and Science in general but also all the various contributions which he has done. The majority of the faculty are in support of this resolution as Don Takeda is the longest serving faculty member at COC. COCFA and Rep Council has approved this resolution. There are always faculty that could be honored, in some way, on campus. There is also room to honor other faculty at CCC, such as different rooms, floors and

labs. Recognizing a faculty member who was in an internment campus is a symbol for COC students in this time to demonstrate diversity on campus and the possibility of what you can do with education.

- There was a request made regarding setting up a process for honoring adjunct faculty as well. Currently 75% of the faculty on campus are adjuncts. This will come back as a future agenda item.
- There was a request to have an additional process made to Senate by which faculty service can be recognized. The process can be in the form of a dialogue, framework or structure. It is important to have some sort of recognition for them.
- 50[Th]Anniversary Celebration & Campaign Committee update: The committee has agreed to have a Founders Wall in a public space that will have tiles. The second idea is to have a Builders Walk which will have a walkway with tiles of employees who dedicated a certain amount to the college. The Foundation has had representatives on the 50th Anniversary Committee. There was no commitment made by the COC's Chancellors office due to fundraising plans that COC Foundation developed which includes naming opportunities for future CCC buildings which includes the Student Services, Library and TLC.
- There is concern that there are limited spaces for people to be recognized and there are many people who could be recognized. It was clarified that this resolution did come through Senate Executive Committee per the By-Laws in the fall semester. There is also concern with selling the names of the faculty. There was a deadline regarding the completion of the science building in the spring semester. Therefore, in the fall semester this item was deemed urgent and moved forward. In terms of both the AP/BP Policies this action in alignment. The Board of Trustees has the ultimate decision to approve or not.
- Motion to adopt this resolution by Wendy Brill, seconded by Erika Torgeson. 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. Guided Pathways Scale of Adoption Assessment (SOAA) Review, Paul Wickline, Jasmine Ruys & Tara Williams. Links to Resources can be found on (pg. 41)
   - This is a requirement of the Guided Pathways Grant funds which includes a self-assessment to be sent back to the state. This assessment has been an opportunity to collect feedback from Classified Senate, EI2, CPT, Guided Pathways liaisons and students over the past month. This is an iterative document. There is no penalty or reward for measuring and holding the college accountable for what is identified as a selective Scale of Adoption. This document outlines where the college is as far as accomplishment and what are the future goals or plans. There was a reminder that on April 30, 2019 a similar document was submitted which was the Guided Pathways 20 work. The deadline was met and the document was submitted. That document then became the basis for this document and was updated since that time. This document could be submitted to NOVA by March 15th. If the college is part of the CA GAP 20 then the yes this document could be submitted. However, due to changes made to the document it will instead be re-submitted. The goal is have this submitted to the BOT by the March 11th in anticipation of the March 15th submission. If the March 15th deadline is not met there are no consequences.

The Institutional Effectiveness and IE2 Steering Committee had recommended to IE2 that this document become an operational plan. Student feedback has been incorporated into the version included in the agenda, final version will be shared with them. Classified Senate will also receive an updated version. The goal is to have this document be the voice of COC. The document will be analyzed to determine how it's looking in Valencia, CCC and online. One significant change made to the document was to incorporate areas of support needed. There was concern with ensuring enough feedback was solicited by all constituents. Senate was reassured that feedback was received by all groups and will continue to be received.

- It was clarified that the FAQ sheet highlights what is most critical from the 27 page FAQ document. There was another clarification that resources where included within the agenda associated with the plan. The link included on the first page of the agenda contains the most current version of the actual self-assessment. The reason for the March 15th deadline is due to the need to collect data and turn it over to CCRC and report back to the state. There are two signatures required for submission, the College President and the Academic Senate President. If this item returns as an "Action" item on the next agenda Senate will be voting on the process and the content. Final version will be submitted to the Academic Senate by Friday, Feb. 28th to include in the March 5th agenda. A summary sheet could also be submitted.

2. CAGP 2020-2022, Paul Wickline
   a. Project Overview & Application (pg. 42-44)
   b. Cohort One Application Final (pg. 45-46)
   - An invitation was received in November 2019. The group of 20 CA Community Colleges who participated, if they choose to participate again, would receive an extended invitation. This allows those colleges to participate until 2020. This would allow for attendance at more institutes, site visits and complete more SOAA type documents. There is no cost associated but travel would need to be paid by the college. Accreditation is coming up and can pull in many human resources for a period of time. There is however, a concerted effort to spread out the work of Accreditation. The recommendation from the Administrators who are leading the Guided Pathways efforts is to not participate due to a tight deadline. However, others felt that the college should participate. If the college participates this would address and analyze many areas that have not been addressed before. There is concern that if Guided Pathways was not in place there would not be conversations relating to equity. For example, Canyons Connects and Program Mapping, which were attempted in the past, failed. There have been thoughtful steps to allow these programs to happen and progress is beginning to be seen. The focus has been on COC and what is best for COC students and not on what other colleges are doing. A concern was brought up that although the college is gaining momentum that another area may be brought up and efforts are then placed in those areas. This would result in current projects not being finished. The need to do good work with current projects was emphasized. The deadline is March 6, 2020. This item could be brought back as an Action item at the March 5th meeting. There was a request to also include in the agenda a travel cost analysis which would outline allocation coming from Guided Pathways funds.

3. BP 4030 & AP 4030 Academic Freedom, David Andrus & Gary Collis (pg. 47-51)
   - A version of this BP/AP was approved last year and moved to College Policy Council (CPC). Members of CPC mentioned that there could be a reconsideration of Academic Freedom and how it manifest itself today versus previous years in terms of conventional thinking. There are other colleges which expand Academic Freedom beyond the

traditional notions and that this should be considered. There was an idea proposed of expanding this idea into other areas of research and/or areas of classified staff who are involved in research. The committee choose to adopt a traditional viewpoint from AAUP which would also provide an opportunity draw resources. This definition has also been approved the Academic Senate for California Community Colleges (ASCCC). The document is returning with some revisions which includes the definition from the AAUP document. The AAUP acts as an authority to back up the institution when making decisions rather than drawing from a freeform definition. Therefore, a change is noted in Part B of BP403.

- The main focus was on AP 4030 which was the creation of a standing committee to enforce Academic Freedom questions. A permanent committee would allow faculty to have a permanent definition of what Academic Freedom is and isn't. The committee would also have experts who people could be referred to and provide professional development.
- There was concern regarding BP 4030, C. 1 in which it states "…exposed to conflicting and controversial views as a result" and how this can be used by people.
- This item will return as an action item on the next agenda.

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.

- Request for recognition of service for adjunct faculty.
- Request to discuss textbook selection for adjunct faculty and who has authority to do this?

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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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- 2020 Faculty Leadership Institute, June 18th – June 20th, Marriott Newport Beach
- 2020 Curriculum Institute, June 8th - July 11th, Riverside Convention Center
- Academic Senate President & Vice President Nominations for next 2 year term
  - Note: The nomination period will remain open through the rest of the fall 2019 semester and the first two weeks of the spring 2020 semester, closing at 5:00 pm on Friday, 2/21/2020.
- At-Large position available for term (Spring 2020-Spring 2021)

II. Adjournment: 5:04 pm

CURRICULUM COMMITTEE SUMMARY

February 27, 2020　　　　　**3:00 pm – 5:00 pm**　　　　　**Bonelli Hall 330**

Members Present: Larry Alvarez – Ad Hoc Member; 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; Steve Erwin – Admissions and Records; Tricia George – Humanities; Holly Hitt-Zuniga - Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Omar Torres – Administrative Co-Chair

Members Absent: : Saburo Matsumoto – At large member, Cindy Stephens – At large member; Lori Young – Business; Physical Education & Athletics – Vacant

NEW COURSE PROPOSALS – DISCUSSION OF NEED

The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
ADMJUS-120	Introduction to Corrections	A substantial number of our students find employment as deputy sheriffs with the LASD and enter into their careers working corrections. Possible match for C-ID AJ 200.	L. Alvarez	TBD
ADMJUS-190	Terrorism for Public Safety Professionals	Terrorism is a current trend impacting the criminal justice system, Advisory Committee support for this class.	L. Alvarez	TBD

-**Motion to adopt the need for and conduct a full review of ADMJUS-120 & 190; Motion by Mary Bates, second by Holly Hitt-Zuniga. All in favor: Unanimous.**

NEW COURSE PROPOSALS – FINAL READ

The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
MUSIC-187	Commercial Music Ensemble	1 unit, 70 hours lab, **course may be taken 4 times, new SLO. Audition prerequisite.**	B. McPherson B. Feldman	TBD
NC.VOC-004	Hotel Front Desk Training	0 units, noncredit. 24 - 32 hours lecture, **new SLO.**	K. Anthony G. Rieck	TBD

-**Motion to approve MUSIC-187; Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous.**
-**Motion to approve NC.VOC-004; Motion by Jeremy Patrich, second by Erin Barnthouse. All in favor: Unanimous.**

NEW PROGRAM PROPOSALS – FINAL READ

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

Program	Degree/Certificate	Description of Action	Author	Effective
Hotel Front Office Training	Certificate of Completion	2 required courses (NC.CSKL-004 & NC.VOC-004). New program SLO.	K. Anthony G. Rieck	TBD

-Motion to approve the Hotel Front Office Certificate of Completion; Motion by Anne Marenco, second by Erin Barnthouse. All in favor: Unanimous.

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
~~CINEMA-122~~	~~Film History and Criticism~~	~~Revised objectives, content and textbook~~	~~G. Peterson~~	~~Fall 2020~~
CULARTS-050	Knife Skills	Revised description, objective and content.	C. Schwanke	Fall 2020
CULARTS-055	Culinary Safety and Sanitation	Revised objectives, content and textbook	C. Schwanke	Fall 2020
CULARTS-121	Culinary Fundamentals I	Revised objectives and content, **removed CULARTS-120 as a co-requisite**	C. Schwanke	Fall 2020
CULARTS-123	Culinary Fundamentals II	Revised objectives, content and textbook	C. Schwanke	Fall 2020
CULARTS-125	Principles of Garde Manger I	Revised objectives and content	C. Schwanke	Fall 2020
CULARTS-132	Culinary Fundamentals III	Revised objectives, content and textbook	C. Schwanke	Fall 2020
CULARTS-135	Catering	Revised objectives and content	C. Schwanke	Fall 2020
CULARTS-136	ICuE Front of the House	Revised objectives, content and textbook	C. Schwanke	Fall 2020
ENGL-103	Critical Reading, Writing, & Thinking	Revised description, objectives, content, and textbooks. **Revised SLO's (2).**	E. Delaney A. Dimakos	Fall 2020
ENGL-103H	Critical Reading, Writing, & Thinking – Honors	Revised description, objectives, content, and textbooks. **Revised SLO's (2).**	E. Delaney A. Dimakos	Fall 2020
ENGL-105	Creative Writing	Revised description, objectives, content, and textbooks. **Revised SLO's (2).**	A. Terzian	Fall 2020
ENGL-106	Creative Writing - Nonfiction	Revised description, objectives, content, and textbooks. **Revised SLO.**	A. Terzian	Fall 2020
ENGL-108	Creative Writing - Poetry	Revised description, objectives, content, and textbooks.	A. Terzian	Fall 2020

Subject & Number	Title	Description of Action	Author	Effective
ENGL-109	Creative Writing – Short Stories	Revised description, objectives, content, and textbooks.	A. Terzian	Fall 2020
~~ESL-081~~	~~College Listening and Speaking~~	**~~Changed title (Formerly "College Listening and Speaking III"), increased units to 5 (formerly 3 units).~~** ~~Revised description, objectives, content, and textbooks.~~ **~~Revised SLO.~~**	~~H. MacLean S. Otoo~~	~~Fall 2020~~
~~ESL-090~~	~~Intermediate College Reading and Writing~~	**~~Combination of existing ESL-080 & 083 courses. Changed title (Formerly "College Writing and Grammar III"), increased units to 5 (formerly 3 units).~~** ~~Revised description, objectives, content, and textbooks.~~ **~~Revised SLO, Added SLO.~~**	~~H. MacLean~~	~~Fall 2020~~
HRMGT-101	Introduction to the Hospitality Industry	Revised objectives, content, and textbooks.	K. Anthony	Fall 2020
HRMGT-150	Introduction to Hotel/Resort Operations	Revised description, objectives, content, and textbooks.	K. Anthony	Fall 2020
HRMGT-210	Hotel and Restaurant Law	Revised objectives, content, and textbooks.	K. Anthony	Fall 2020
HRMGT-220	Restaurant Operations	Revised objectives, content, and textbooks.	K. Anthony	Fall 2020
SPAN-150	Beginning Conversational Spanish	Revised objectives and content	C. Acosta	Fall 2020
SPAN-240	Introduction to Latin American Literature	Revised objectives and content	C. Acosta	Fall 2020

MODIFIED PROGRAMS – CONSENT CALENDAR

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

Program	Degree/Certificate	Description of Action	Author	Effective
Computer Animation	A.A. Degree	Degree outline revised to streamline course requirements. Total major units required decreased to 30.5 units (formerly 33.5).	J. Baker	Fall 2020
Music	A.A.-T Degree	Adding MUSIC-187 to Ensemble category. No change to total major units required.	B. McPherson B. Feldman	Fall 2020

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author	Effective
CULARTS-121	Culinary Fundamentals I	Removed CULARTS-120 as a co-requisite .	C. Schwanke	Fall 2020
MUSIC-187	Commercial Music Ensemble	New Audition prerequisite.	B. McPherson B. Feldman	TBD

-Motion to approve the 02/27/2020 Consent Calendar as presented above; Motion by Carly Perl, second Jeremy Patrich. All in favor: Unanimous.

Discussion Items:

- Chair Report – Lisa Hooper

    -AB 705 Data. Not as positive as we had hoped, Sab will provide brief summary next meeting. MATH has proposed 8 new Noncredit courses to be offered in modules to further support students.

    -Representation. Current committee members two-year term is up at the end of Spring 2020. Academic Senate is accepting   nominations for the 2020-2022 term. If you plan on stepping down, please let me know who will be replacing you. If more than one   person per school is interested, there will be an election

- Articulation/Curriculum Report – Patrick Backes

    -CCCCO Periodic Curriculum Review. The State Chancellor's Office will begin conducting ongoing period curriculum reviews or all community colleges curriculum information in the Chancellor's Office Curriculum Inventory (COCI). The periodic reviews are intended to help colleges maintain compliance with Title 5 and the Program and Course Approval Handbook (PCAH) version 7. Curriculum will be checked for information including, but not limited to, contact hours listed, outside of class contact hours listed, most recent Transfer Model Curriculum Template on file for all Associate Degrees for Transfer (ADT's), appropriate C-ID approvals for courses listed in ADT's, Labor Market Information and Regional Consortium recommendation for all Career Education programs, appropriate transfer documentation for local Associate Degrees, etc. If any information is missing the college will be contacted and have a period (most likely 60 days) to upload/fix the missing information. This will not be a one-time review, it is meant to be an ongoing process.

New Credit Courses	1	Modified Noncredit Courses	-0-	Modified Prerequisites	1
New Noncredit Courses	1	New DLA's	-0-	Deleted Courses	-0-
New Programs	1	New SLO's	3	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	7	Proposals Reviewed in Technical Review Session	25
Modified Credit Courses	20	New Prerequisites	1	Proposals Returned from Technical Review Session	3

Program Viability Committee Summary

February 20, 2020, 9:00 a.m. to 10:30 a.m. BONH-330

Members present: Garrett Rieck (Noncredit Faculty), Albert Loaiza (Counseling Rep), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Joe Gerda (VPAA), Nicole Faudree (Photo/COCFA Rep)

Guests: Patty Robinson (SBS), Hencelyn Chu (MLT), Kathy Bakhit (Interim Dean Business & Applied Tech), Harriet Happel (CE Dean), Omar Torres (AVPAA), Brittany Applen (Humanities), Marilyn Jimenez (Academic Senate Administrative Assistant), Jason Burgdorfer (MSHP)

I. **Routine Matters**
   1. Call to order- 9:05 am
   2. Approval of the Agenda: Motion to approve the agenda by Christopher Boltz, seconded by Albert Loaiza. Unanimous. Approved

Announcement: Meetings for spring 2020 have been scheduled twice a month due to the various programs which will be coming through credit and noncredit.

II. **Reports**
   Chair Updates:

   1. Recreation Management
      - The first Advisory Board Meeting was held last Wednesday. Several people attended including Harriet Happel and many Industry Representatives. CSUN's Outdoor Recreation Manager Alan Wright who has served as Department Chair shared information regarding transfer. Information was also provided in terms of how CSUN's classes match up with COC's. Garrett Hooper will work on ensure all articulation agreements are in order and look into a possible ADT. Paula Harvey attended from the Tejon Ranch Conservancy. Paula is very motivated to have various internship opportunities and utilize the Tejon Ranch for Recreation Classes. In addition, the Tejon Ranch Conservancy offers scholarship opportunities. Mike Stillson with Valley Trails in Santa Clarita was not available to attend but has plans to provide facility use for the college as well as employment and internship opportunities for students. Jim with Top Out Climbing was also not available to attend but is excited to partner with the college, whether it is a climbing team or possibly offering COC classes at this location. Brittany will follow up with Jim via email. Jim is also interested in the idea of internships. Lance O'Keefe who is the Director for Park & Community Service for the City of Santa Clarita.
      - There is large grant which is being put together along with scholarships and paid internships which will be available to students. This would need to be written into the program as there is current no internship component to the degree. This will be needed in particular once it is linked with Career Education. It was clarified that a TOP code is needed once it is submitted to the Chancellors office. This will be worked on with CEO. There is a delay due to the LMI and Harriet will be working with CEO.
      - There are plans to have a second Advisory Board meeting as meetings are typically only scheduled once a semester. Due to the need to collect more qualitative data to help determine if program is viable the Advisory Board meeting will meet again. The original plan for to create another department separate from Kinesiology however, if this is not a viable option the other option

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would be to add additional courses. It is important to build a program that has courses offerings and times and locations which work for students and that it is not fully online. It is critical to add the outdoor component as this is critical for all humans to have an outdoor connection. There may not necessarily be a need to create additional new facilities for this program as existing facilities within the community could be used. There are several organizations which work on building trails and improving trails as the city is purchasing land at about 2 miles out surround the community. There are also plan to put in a mountain biking trail.

- This item will return after the next Advisory Board Meeting.

2. Construction Tech
- Garret Rieck shared an email from Mark Carr summarizing the meeting which took place in December 2019. Garrett, Mark, Omar, Harriet and Don met with Eric Arnold at CCC. The first item which was discussed in the meeting was with Construction Technology and a need to grow the program. However, the space has been challenging. Some space was found by re-arranging student work spaces to a more open pattern as this would be more conducive with learning and safety. Safety was one of the main issues discussed. A Safety Assessment was performed on January 6, 2020 and determination was conclude that the lack of space was not conducive to safety. There were issues with pass troughs with the emergency exists. Per the Fire Marshalls the door must remain unlocked and cleared by a 3 foot radius with an exit sign. Ladders have also been secured and a work order has been generated and has been approved and forwarded to Facilities. There is also storage and fencing at the end of the road and facilities is working on obtaining fencing and awning. There are work orders to replace key locks on doors located between rooms 707 and 708 as these doors need to remain unlocked during class times. Eric expressed concern with non-credit classes due to being unstructured and no room but the new awning should up open up some space. Harriet pointed out that the lab tech must be part of the Career Tech classes. Some courses will be switch to a day-time schedule in the fall in both credit and no credit as daylight hours are more preferable. This will help with student learning objectives. There will be curriculum revision and moving towards a List Serve Curriculum. The email will be posted to CANVAS. There was a request to re-purpose awnings which were purchased for the AUTO program. There was a clarification that Mark is not a lab tech but he is currently a permanent part-time dean. There is a need to create a position and this will be in Program Review. SWF funds will be the main funding source
- This item will be on the agenda moving forward.

3. Commercial Music
- A major challenge for Bill Macpherson's Commercial Music program was finding space. A determination was made last semester to restore room 107 in PICO Hall and build a studio. Jim Schrage has requested plans for the studio to begin building. Another update will be provided in a few weeks. There was a concern that this room is VAPA's only lecture classroom. There was a suggestion to designate new classrooms in West PE. This will be a secondary implication that will need to be addressed. The reason for this suggestion is due to BOYKIN hall being taken off line in about a year in half to two years. There will need to be a shift in movement for some of the Geology and Anthropology Sciences. Currently this space is being utilized for ECE due to the displacement of the TIK fire at CCC. It was emphasized that room 107 is being used from 9:00am to 9:00pm. New equipment will be funded through the BONH Measure as this is considered part of a building renovation needed for an instructional program. There was a request to obtain list of what is needed and anticipated costs. A professional was brought in to do the quote but the quote would cost $5,000. Instead Bill Bernardo and Jim Schrage will work on the quote. Perkins 5 requirement has changed, can submit for new programs so long as there is evidence that there is a supply gap. In terms of Strong Workforce there is still no incentive funding. Are there other colleges within the region offering the program? Once Jim and Commercial music determine the plan, Garrett will provide an update.

III. **Discussion**
1. Community and Civic Engagement Certificate Update – Patty Robinson
   Background:
   - This certificate originated when there was an interest to move towards Community Development & Engagement and Civic Engagement. Currently CSUN and UCLA offer a minor in this field. Patty connected with CSUN to develop transfer courses at COC which would also apply towards the 18 unit certificate. The idea was to create a Certificate of Specialization in Community and Civic Engagement. This certificate would have a course in intro to Civic & Community Engagement, an introduction to Community Base Learning and a variety of electives. The electives would come out a series of large categories which would mesh with how CSUN has their minor set up. CSUN will accept both 200 and 201 COC courses which can be used towards articulation and will accept a third elective with a total 9 units being allowed to transfer. It was clarified that only the 201 course has changed UCLA will also accept both of these courses due to courses having a project based component.

   Service Learning Model:

   - A discussion at the National level was beginning to change. The old service learning model in which students go to a site and perform hours and receive credit for those hours was beginning to change. The model has fallen out of interest with many colleges and universities. This is as a result of the student population changing. A partnership at the national level, with the Director of Community College Engagement and Campus Compact took place. Campus Compact is a national organization for service learning in higher education.

   Project Base Learning:

   - Last year an application was accepted by Western Polytechnic to have a team visit this school. The school has involved in Project Base Learning for many years. Project Base Learning is now the evolution of Service Learning. CSUN and COC have re-examined their programs and eliminated their hours. Service Learning has been looked at as simply volunteering hours and the COC program wants to get away from this. Project Base learning allows students to examine social issues they are concerned about and begin designing projects while utilizing design thinking. Students would be looking at Philosophy, asset base rather than deficit, social entrepreneurship and action base research perspective.
   - There was concern that although the hours may not matter for a project but they still do matter for the course. Another concern is that if students are not completing hours out in the community that eliminates partnerships and agreements. There is an idea of transdisciplinary research and learning and having student trained to look at issues from an integrated perspective.

   Team Teaching Approach:

   - A Team Teaching Approach idea was presented in that if there are multiple perspectives the course should be taught by multiple disciplines. How a course is coded matters. This approach currently does not exist in curriculum. Is this a variable unit or a fix amount? How much time is a student in the classroom and how much is this off site? This presents a different style of learning in that any course can be taken and turned into a Project Based Learning experience.
   - There were concerns presented such as if there is an outside component to a course then it is no longer equitable for all students. Courses also need to be utilitarian as not all students transfer to CSUN. The COCFA contract will also need to be looked at as there is current no information regarding team teaching. There may be questions regarding which instructor will teach and which instructor will grade? Could the Project Based Learning Objectives be met in the 200 course? Could the 200 be the intro class and the 201 be the internship course? The next will be to send the 201 course outline to Technical Review.

Background:

- The interest for this program came about due to this program addressing Health Professions that are indirect patient care. Most of the courses cover direct patient care such as EMT, Nursing, CNA and Pharmacy Tech. There are some Nursing students who after entering the profession decide this may not be a good fit for them. There are many students who want to work in health care but not necessarily with patients. Most pharmacist are located at Target, CVS or Walgreens who are interacting with customers. Although people are patients they are not in this particular setting. Customer services, clerical such as labeling and preparation medicines, calculations of oral dosages, federal and state regulations are all things a Pharmacist Tech. needs to know. Pharmacy Tech's are under the supervision of a Pharmacist.

Accreditation and Certification:

- The goal of this program is to graduate entry level Pharmacy Techs and prepare them to be eligible to received certification in the State of California. LMI data has been included in this proposal. Accreditation will be sought by the California State Board of Pharmacy and this body would determine the composition of courses.

Financial, Physical and Human Resource Needs:

- In terms of physical resources and space needed the idea is to have partnerships in practicum. Many of the labs can be done off site at a local pharmacy such as Walgreens or Target. The hours required are short term and therefore there is no reason why the first two semesters can't be brought in onsite. There are currently 75 pharmacies in SCV.
- How many student can be placed at a site and how many sites would be needed? For outpatient (retail) it is 120 hours and for acute care (hospital) it is 240 hours. There is a need to have agreements in place before moving to Curriculum. Henry Mayo Hospital is willing to partner with the college. There are 20 students per cohort and all will need 240 hours by their last semester. Due to the large number of student there will be a need for multiple hospitals. This requirement may be included in the Kaiser Agreement.
- There will also be a need to hire another faculty member qualified to each this program.
- Both Santa Rosa and Consumnes River College have had this program for at least 5 years. PV needs to determine that all financial, physical and human resource needs have been met. There was a recommendation to bring in MOU letters of intent. This program would meet the requirements for Perkins funding.
- If lab work cannot be done off campus but on campus then this changes the space needs. What is currently being proposed for new lab space may not be large enough? There will be need to advocate for a larger space in the Science Building.

Advisory Board:

- There will be a need to put together an Advisory Board. An Advisory Board meeting will need to organized and held by the end of the spring semester. The Advisory Board should include content experts and it will consist of a combination of retail such as, CVS and Walgreens, and Hospitals. Qualitative data will need to be collected.

Automation in the Future:

- There is concern with a high demand for automation in the next 5 years. This program could be brought in and automation could be developing further. How will automation impact this field? There are some pharmacies who are in dire need of Pharmacy Techs and are considering training their cashiers who only have a high school diploma. While Pharmacy Techs do become certified there are some tasks which they cannot do such as counting pills or access to references. Having a Pharmacy Tech Certificate prepares students for acceptance into Pharmacy School. The units

however do not transfer but does help student with being placed in a competitive space.

Pharmacy Tech Program at local CCC's:

- There are currently two large Pharmacy Tech program, existing in noncredit, at both North Orange Continuing Education and Santa Ana College.

Credit or Noncredit option?

- Are degrees needed? Since courses do not transfer. If units are not required it may be more equitable to offer this program as a noncredit option for students.
- A program which requires more than 600 hours would qualify a student for financial aid. There may also be the option to set up credit for prior learning. Credit number of hours in noncredit would also qualify a student for financial aid.
- Golden Oak adult school does offer this program but they are not accredited through non-credit. Omar will follow up with Golden Oak Adult School.

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.

V. **Adjournment:** 10:34 am

COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

February 25, 2020
2:30 p.m. to 3:30 p.m.   BONH-330

Summary

Attendees: Nicole Faudree, David Andrus, Lisa Hooper, Garrett Rieck, Rebecca Eikey, Jason Burgdorfer and Marilyn Jimenez

A. Routine Matters
1. Call to order: 2:35 pm
2. Public Comment: none
3. Approval of the Agenda: Motion to Approve by Nicole

B. Reports
1. Academic Senate President Report, Rebecca Eikey: No report.

C. Action: none

D. Discussion
1. CCOC CCIE Grant Proposal 2020 Draft for Senate
   - The deadline for the Grant Proposal is April 1st but the proposal must be submitted 30 days prior. After some discussion the committee understood the urgency of the grant proposal and the need to meet the deadline.
   - Academic Senate President will sign the CCIE Grant Proposal in advance of the Senate meeting on March 5th. This item will appear on the March 5th Academic Senate Agenda on the "Consent Calendar."
2. Recognition of Service for Full-Time and Adjunct Faculty
   - Human Resources is currently working on putting together an AFT Sub-Committee of adjuncts to create a process for recognizing adjunct faculty service.
   - There is a need to develop a process for recognizing faculty. Awards could be similar to the ASCCC Diversity Award or the ASCCC Hayward Submission Award? The ASCCC award requirements include demonstrated evidence of supporting student success.
   - Two possible categories of award recognition were presented. One award could be student driven in that students could nominate a faculty member. The other award could be faculty driven and faculty could nominate other faculty. Recognition could be related to service students, superior teaching or a contribution to the profession. A determination will need to be made regarding when recognition should take place during the academic year.

E. Adjournment: 3:30pm

November 2019 CASL-PR recommendations for Academic Senate

1. CASL unanimously voted to have the SLO columns in My Canyons grade screen removed.
2. When assessing PSLOs, departments with programs that include courses outside of the department (example: Math 140 requirement in ADTs), CASL recommends departments assess courses in the department first. CASL recommends the chair or coordinator have a conversation with the chair/coordinator for the course outside the department (example: Math 140 coordinator) to identify common themes in SLO assessment and how departments can support assessment of the course(s) outside the department. (example: how business faculty can help with assessment rate of Math 140).

Equity Website Development

- Website is currently being developed through the Equity Minded Practitioners https://www.canyons.edu/administration/irpie/ie2/equity/index.php
- How to get involved, workshops offered, who to contact
- Include Pamela Williams-Paez sabbatical work
- Will include links to Information on Alliances

PILLAR: Ensure Learning

STRATEGIC GOAL: Access, Engagement, Success

Data Coaches/Data Literacy Training (Daylene/Vida)

- Held kickoff training May 3
- Training rolled out in August to support the Academic Program Review and Planning process.
- Set up Canvas shell to support communication and training for data coaches
- Data Labs held in spring 2019 will be repeated in the fall 2019 semester.
- Collaborating with *Center for Excellence in Teaching and Learning* to provide faculty-driven professional development emphasizing data informed instruction.

PILLAR: Stay on the Path/Ensure Learning

STRATEGIC GOAL: Success

Canyons Connects Powered by Starfish (Paul)

- Finished initial build of program with select flags and messages, including TLC referral
- Finished internal testing of the test tenant with faculty and counselor.
- Launched Canyons Connects with LIVE students and faculty on July 11th
- FALL 2019 FLEX Session: 30 faculty attended.
- Hired new faculty coordinators (stipend) to replace Julie (CETL coordinator) and Collette (AB 705/Math Consortium).
- Michelle LaBrie (Psychology) and Rebecca Laff (ECE) are the new coordinators.

- Formed *Canyons Connects Advisory Group* in Fall 2019.
- *Implementation Team* Meetings with Hobson's will resume in October.
- **Soft-launch began** in Fall 2019 with select departments and faculty.
- Bringing on counseling to address TRIAGE and REFERRALS within the system.
- Counselor Referral has been approved by Academic Senate.
- TLC Referral is now in place.
- Canyons Connects Advisory recommended a WINTER 2020 launch of program and email to all faculty inviting them to participate.
- **Scale up to a Full-launch** in Spring 2020

  PILLAR: Stay on the Path/Ensure Learning

  STRATEGIC GOAL: Engagement, Success

Success Teams (Jasmine)

- Success Team Pilot in development for fall 2020

  PILLAR: Enter and Stay on the Path, Ensure Learning

  STRATEGIC GOAL: Access, Engagement, Success

Website Landing Page for Schools/Meta Majors (Jasmine)

- Template developed for each School landing page.
- All Deans have approved their templates. They have been uploaded to the new website.
- These templates will help us when we bring on the program mapper

  PILLAR: Clarify and Enter the Path

  STRATEGIC GOAL: Access

Mapping/Program Maps/Program Mapper (Paul/Jasmine/Tara/Garrett)

January 2020

- Creation of Digital PDF signature form for program maps
  - This signature process will expedite approval of program maps and shorten the time it takes for a map to move to the final approval stages

with Curriculum and Senate.

- Creation of Canvas shell for program maps
    - o Organizes our mapping progress to identify program maps in development, those out for review and signature, and those moving through the Curriculum and Senate approval process.
- First program maps approved for inclusion in Curriculum Committee consent calendar February 13th.
- Identified ADA compliance changes required for program maps to be posted to internet.
- Published "Academic Program Maps" page on Academic Senate website

Spring 2020:

- Tara and Garrett will be working with Department Chairs and Deans to complete our degree program mapping this semester.
- Program map open labs created for Department Chairs for consultation and assistance building maps.
- Julie Hovden has joined the team as the Curriculum Counselor, whose approval moves program maps to the Curriculum Committee Consent Calendar.
- Completion of ADA compliance for each map, when finalized, in order to post them to Academic Senate website.

Alliances/Mentoring Program/A2MEND (Jasmine/Preeta)

- A2MEND Student Charter application accepted, sent 1 faculty, 1 administrator and 1 student to summer training. Next Steps are A2MEND conference March 4-6 2020, campus visit by A2MEND
- Launching the mentoring program in partnership with Alliances on Campus.
- Held 4 meetings over the summer of 2019; Attended by a total of 16 participants (4 full-time faculty, 2 adjunct faculty, 5 classified staff, 5 administrators) where proposed plan was developed.
- Following Alliances have leads and have launched this semester: African American/Black Alliance, Latinx Alliance, Trans* Alliance, Gender Sexuality Alliance
    - o First Generation College Students Alliance launching in the Spring
- Student turnout is low. Continuing to explore ways to promote/recruit.
- Professional Development Committee is reviewing proposal for FLEX credit for faculty mentors. Copy can be found

here:https://docs.google.com/document/d/1RxCGa2_twxUxyKxKG7KdonVxlR2wlOS_QUql4teIaGQ/edit?usp=sharing

- September meetings: Discussed Tracking tool for time spent on mentoring and received training on "responsible Employee" and Title XI reporting regulations
- Mentors attend on-going trainings, debrief meetings.
- Banners are being designed and printed for promotion.
- Alliances will host tables during Welcome Week's club/rush day
- Next Alliance leads/Mentoring meeting Spring semester (TBD)
  PILLAR: Stay on the Path
  STRATEGIC GOAL: Access, Engagement, Success

Leading from the Middle (LFM) Team (Paul)

Project #2: Organizational Chart, Process Mapping, and Decision- Making Guide
- Final convening (Oct. 24-26) (DECEMBER UPDATE – Team had to leave convening early on the first day to return to Santa Clarita because of the TICK FIRE.)
- Shared proposed Organizational Chart version with GPSC in July
- Shared with Academic Senate on Nov 21st. Senate will further discuss and take action in spring.
  PILLAR: Clarify the Path
  STRATEGIC GOAL: Engagement, Success

Mark Perna – Competitive Advantage (Harriet, Regina)
- Strategic Enrollment Funnel
- Career Trees and Program Points
  PILLAR: Clarify and Enter the Path
  STRATEGIC GOAL: Access, Engagement, Success

School of Personal and Professional Learning (continuing ed) (John)
- Next committee meeting scheduled for November 13 from 3pm to 4pm.
- Working with Hart District and GatewaySCV to define pathway maps to transition adult learners to COC credit programs.
- Launching new programs in human resource management, personal training, green gardening, college skills, and additional career skills courses.
- Re-launching Emeritus Institute courses with classes planned at various local community centers, as well as Bella Vida and Oakmont.

PILLAR: Clarify and Enter the Path

STRATEGIC GOAL: Access, Engagement, Success

BP 4030   ACADEMIC FREEDOM

Reference: Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7;
1940 Statement of Principles on Academic Freedom and Tenure with Interpretative Comments, in
AAUP POLICY DOCUMENTS & REPORTS (11th ed. 2015)

A. GENERAL PRINCIPLES ON ACADEMIC FREEDOM

1. The free expression guarantee provided by the United States Constitution's First Amendment is vital to America's democracy; the functioning of democratic institutions depends on the people's freedom to vigorously discuss, debate, disagree, challenge and dialogue on all topics of public concern.
2. To fulfill its civic and educational mission, an institution of higher education must encourage its campus community to comprehend and value the importance of the right of free expression to an open society and an educated populace.
3. Developing the critical inquiry and thought required for individual success and societal progress can only occur in an academic environment that promotes an open and free exchange of ideas and freedom of expression must, therefore, extend to students and faculty in an educational environment.
4. The College supports academic freedom for its faculty and students and encourages them to develop and engage in opportunities for critical thinking and personal growth without compromising the respect to which all persons are entitled.

B. ACADEMIC FREEDOM AND THE FACULTY

The District adopts the definition of academic freedom provided by the 1940 *Statement of Principles on Academic Freedom and Tenure*, including the 1970 Interpretive Comments. That definition, in summary, declares that academic freedom is the freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, and to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to address the larger community with regard to any matter of social, political, economic or other interest, without institutional discipline or restraint, save in response to fundamental violations of professional ethics or statements that suggest disciplinary incompetence.

C. ACADEMIC FREEDOM AND STUDENTS

1. By engaging in academic study within the District, students should accept that they will study in an environment designed to present a full, open, and thoughtful range of academic insights, perspectives, and viewpoints and that they are likely to be exposed to conflicting and controversial views as a result.
2. Academic freedom allows students to take reasoned exception to the concepts and conclusions presented in any course of study in a manner that is consistent with the District's Code of Student Conduct. Students remain responsible, however, for learning the

content of any course in which they are enrolled, and can expect to be evaluated on their knowledge of such information.

D. DISTRICT RESPONSIBILITIES AND SUPPORT

1. The District is committed to the full support of the principle of academic freedom within all its activities.
2. The District supports the freedom of all faculty to inquire, to teach controversial content, to model and encourage critical thinking, and to present multiple viewpoints within each discipline.
3. The District supports the freedom of all students to inquire, access the full range of information available, explore difficult and controversial material, develop and practice critical thinking skills, and learn in a climate free of intimidation and conducive to the free exchange of ideas.
4. The District recognizes that the California Education Code grants faculty the right and the professional responsibility to assign grades free from political influence, intimidation, or legal threat.

E. ROLE OF ACADEMIC SENATE

1. The Academic Senate shall establish a Committee on Academic Freedom to provide clarification and advice on matters relating to academic freedom.

See Administrative Procedure [AP 4030]

Revised _____

AP 4030 ACADEMIC FREEDOM

Reference: Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7

A. ESTABLISHMENT OF AN ACADEMIC FREEDOM COMMITTEE

The Academic Senate shall establish a standing committee to consider matters of academic freedom (hereinafter, "committee").

B. COMMITTEE MEMBERSHIP

1. The committee shall consist of at least three faculty appointed by the Senate for a term of one academic year, one of whom will be designated as Chair. The Senate may re-appoint members for subsequent terms.
2. The President of the College of the Canyons Faculty Association ("COCFA"), or that person's designee, shall be a member of the committee.
3. The President of the American Federation of Teachers, Local 6262 ("AFT"), or that person's designee, shall be a member of the committee.
4. At the request of the Senate, the committee, or any person or entity (including, but not limited to, any academic or non-academic department, school, or campus organization) having an interest in a matter under the committee's consideration, the Senate may appoint a disinterested person with specialized training or expertise to serve temporarily as an *ex officio* (non-voting) advisor to the committee on issues within the appointee's area of training or expertise.
5. The Senate will strive to ensure that the faculty committee members include full time and adjunct faculty to the extent possible.
6. Any person serving on the committee in more than one capacity, such as a member appointed by the Senate who is also COCFA President, shall only be entitled to a single vote on committee issues.
7. The committee is empowered to engage in all action allowed under this administrative procedure despite failure of the COCFA or AFT committee members to participate or attend the committee's meetings.
8. Any committee members having a direct interest in a matter under the committee's consideration shall disclose the interest and recuse themselves from participation in that matter and, in that event, the Senate may appoint a suitable replacement for the limited purpose of participating in the committee's work on that matter.

C. COMMITTEE WORK

The committee's work includes (1) making formal recommendations on academic freedom matters to the Senate in relation to a dispute, controversy, or other matter including, but not limited to, an alleged violation of Board Policy 4030, (2) offering informal advice or guidance on matters of academic freedom, (3) undertaking initiatives to educate the campus community with respect to academic freedom, and (4) other activities relating to academic freedom assigned by the Senate.

1. <u>Requests for Formal Recommendations</u>: The Senate, a faculty member, a college committee, or an academic or non-academic department may ask that the committee provide its interpretation, clarification, analysis, or opinion on an issue directly or indirectly concerning academic freedom to the Senate (the "Matter").

   a. <u>The Conditional Report</u>: The committee shall, subject to the exceptions set forth in this procedure, provide a written report containing its interpretations, clarifications, opinions, findings, and/or recommendations on the Matter to the full Senate, as well as the parties requesting the report, subject to any restrictions required by FERPA and other privacy rules and regulations ("Conditional Report"). The Senate may return the Confidential Report to the committee for its reconsideration, or further consideration, of any point raised therein or any related point. The committee shall begin its work with a presumption that a Matter justifies the creation of a Conditional Report but has discretion to decline to issue a Conditional Report if, after considering the Matter in light of the committee's charge, it determines that the Matter either does raise an issue of academic freedom of such significance to warrant Senate involvement or that a Confidential Report is otherwise unjustifiable or unwise. The committee shall explain its reasons for declining to issue a Conditional Report, in writing, to the Senate President and the party or parties who initiated the Matter. The Senate may direct that the committee prepare a Conditional Report nonetheless.

   b. <u>The Final Report</u>. A Conditional Report is inoperative unless and until the Senate approves and adopts it, in whole, in part, or as modified, as its own final report on the matter ("Final Report"). A Final Report constitutes the studied interpretation, opinion, recommendation, and finding of the Senate on the Matter and is entitled to appropriate weight and consideration by all parties involved and the campus community as a whole. The Senate shall deliver a copy of any Final Report to the Chief Executive Officer, the Chief Instructional Officer, and to the party or parties who initiated the Matter.

2. <u>Requests for Informal Advice or Guidance</u>: At any faculty member's request, the committee may provide informal advice or guidance, which will not require a Conditional Report or a Final Report, with respect to a matter of academic freedom ("Informal Matter").

   a. <u>Committee Discretion to Provide Advice</u>: The committee shall retain discretion to accept or reject a request for informal advice or guidance on an Informal Matter.

   b. <u>Requests for Confidentiality</u>: The faculty initiating a request for advice or guidance on an Informal Matter may ask that the committee provide that advice and guidance confidentially. If the initiating faculty member requests confidentiality, the committee shall preliminarily and presumptively undertake all reasonable measures to maintain the confidentiality of the information disclosed to the committee and the committee's advice and guidance. The committee cannot, however, maintain or promise to maintain confidentiality to the extent such confidentiality is made impossible, impracticable, unlawful, or violative of

any other District policy and procedure. Furthermore, the committee has discretion to decide, after hearing the Informal Matter, that maintaining confidentiality would be harmful to the Senate, the campus community, or other faculty. In the event that the committee determines that maintaining confidentiality over an Informal Matter would be harmful to the Senate, the campus community, or other faculty, it shall present the Informal Matter to the Senate President who may instruct that the committee either maintain confidentiality, to the extent allowable under this procedure, or prepare a Conditional Report.

D. COMMITTEE PROCEDURES

1. The committee shall operate in an open, collegial manner to the extent possible.
2. Committee meetings may be conducted only if a quorum is present. A quorum is defined to be a majority of the Senate-appointed members only. The absence of the President of COCFA and/or AFT, or their respective designees, shall not deprive the committee of a quorum.
3. Decisions of the committee shall be made by a vote of a majority of its members during a noticed committee meeting having a quorum.
4. The committee shall meet at least twice each semester but may meet as often as the committee determines is necessary to complete committee work.
5. The committee shall establish its own guidelines to govern committee meetings and operations including, but not limited to, setting meeting dates/times and establishing procedures for the intake of new requests for Formal Recommendations or Informal Advice of Guidance.
6. The committee will work with Human Resources, and other appropriate departments, to ensure that all parties' privacy, FERPA, and other related rights are respected.
7. The committee shall have wide discretion to consider, receive, and solicit information and evidence from outside sources, whether documentary or otherwise, to assist and inform its work and to affix weight and significance to that information and evidence. The committee's exercise of its investigatory and deliberative discretion shall be impartial and reasonable under the totality of the circumstances, as determined by the committee.
8. Before the creation of a Conditional Report, the committee shall provide notice of a Matter to any Administrator or Department Chair who the committee reasonably determines has, or may have, a direct or substantial interest in the Matter to allow those parties a reasonable opportunity to provide relevant documentary or other information regarding the Matter to the committee. To avoid undue delay, the committee shall have the discretion to establish a reasonable time limit for submission of such information. This notification requirement does not apply where the committee exercises its discretion to decline to prepare a Conditional Report or with regard to any Informal Matter.

Revised _____

Summary and Breakdown (including costs) of Participating in

California Guided Pathways 2020-2022 Project (Round 2)

Cohort One colleges who participated in CAGP 2017-2019 (which includes College of the Canyons) will have an opportunity to continue their participation via a three-year experience that builds on the college efforts to date and explores additional core components of institutional change and guided pathways design / implementation.

1. Each of the 20 colleges from the CAGP Cohort One will receive **two college site visits** in 2020 to support their Fall 2020 rollout.
2. Provide participant colleges with "Equity Through Pathways" discussion guides that will eventually be provided to all California Community Colleges.
3. Cohort One College participation in CAGP 2020-22 will include **four 1.5-day institutes** from Spring 2021 to Fall 2022.
4. Each institute requires college teams to complete advance work (e.g., readings, worksheets) and develop other products (e.g., action plans, a campus engagement plan, needs assessment for technical assistance / professional development).
5. All Cohort One and Cohort Two colleges will receive at least one customized site visit per year in 2021 and 2022.
6. All Cohort One and Cohort Two colleges will receive customized guided pathways coaching between the institutes.

College Team Membership and Costs:

1. Each institute is attended by cross-functional teams of 5-7 individuals from participating colleges.
2. Teams are required to include the College President and a College Team Lead, while the remaining membership (total team size is 7 individuals) can be determined based on the topical focus of each institute.
3. The project budget covers the on-site institute costs (**hotel, most meals**) for team members.
4. Institute-related travel costs are covered by the college.

Institutes will likely be split between NORTH and SOUTH locations equally. However, this has not been confirmed with the Institute leaders as they have not determined the locations of these institutes yet. For us, North travel will be more expensive than South travel.

- NORTH: $500-$750 per person (flight, some food, mileage, etc.) @ 7 people = $5000 per trip @ 2 trips **= $10,000**
- SOUTH: $300-$500 per person (mileage, etc.) @ 7 people = $3000 per trip @ 2 trips **= $6000**

California Guided Pathways Demonstration Project
Overview and Application Information
2020-2022

Overview

Led by the Foundation for the California Community Colleges (FCCC), the California Guided Pathways Demonstration Project (CAGP 2017-2019 - https://www.caguidedpathways.org/) actively supported 20 California Community Colleges in designing guided pathways at scale, concluding phase one in late 2019. Participating colleges of this now-called "CAGP Cohort One" attended a series of institutes from September 2017 to September 2019 focused on core components of guided pathways and are poised to implement an initial rollout of guided pathways at scale in Fall 2020.

The ultimate goal of implementing guided pathways is to enable students to earn high-quality community college credentials that facilitate family-supporting jobs, either directly out of the community college or after transfer / baccalaureate attainment. To that end, the CAGP cohort experience aims to help teams explore the nuances of operationalizing the work. Our goal is to empower college teams to take the work of guided pathways back to their college campus and move forward on implementing or evolving guided pathways.

Given the success of this initial cohort, we have secured additional philanthropic funding to extend this work in three ways:

4. Each of the 20 colleges from the CAGP Cohort One will receive two college site visits in 2020 to support their Fall 2020 rollout
5. Development of a suite of "Equity Through Pathways" discussion guides that will provide all California Community Colleges with points of departure to connect their equity and pathways efforts
6. Development of two CAGP Student Financial Stability workshops for CAGP Cohort One colleges to be held in April and November 2020

CAGP 2020-2022: We are in the process of securing additional philanthropic funding to inform the next iteration of support for guided pathways efforts in California, led by FCCC in concert with CAGP 2017-19 Managing Partner, the National Center for Inquiry & Improvement (NCII). While details will be finalized in Spring 2020, here is a current sketch of the plans for what we are calling "CAGP 2020-2022":

- Cohort One colleges who participated in CAGP 2017-2019 will have an opportunity to continue their participation via a new three-year experience that builds on the college efforts to date and explores additional core components of institutional change and guided pathways design / implementation.
  - Cohort One College participation in CAGP 2020-22 will include four 1.5-day institutes from Spring 2021 to Fall 2022.
- A set of new "CAGP Cohort Two" colleges will have an opportunity to participate in a CAGP 2020-2022 cohort that meets these colleges where they are on their guided

pathways journey, builds on the work they have undertaken using the CCCCO Guided Pathways funding, and leads them to fully implement version 1.0 of guided pathways at scale by Fall 2023 at the latest.

   o Cohort Two College Participation in CAGP 2020-22 will include six 2-day institutes from Fall 2020 to Fall 2022.

- There will be overlap enabling cross-learning between the two cohorts at four of the six institutes (e.g. Cohort One colleges attending on Day 1 and part of Day 2 and Cohort Two colleges attending all of Day 2 and Day 3).
- All Cohort One and Cohort Two colleges will receive at least one customized site visit per year in 2021 and 2022.
- All Cohort One and Cohort Two colleges will receive customized guided pathways coaching between the institutes.

Desired College Characteristics and Criteria for Selection: We welcome applications from colleges who are at different stages along their guided pathways journey. Additionally, we aim to build a cohort featuring a diverse mix of small, medium, and large colleges from a variety of settings (urban, suburban, rural; single-college or colleges in a multi-college district, etc.). Above all, we are looking for colleges who are deeply committed to redesigning the student experience at scale under a guided pathways framework. The ideal college participating in the CAGP 2020-22 experience would

(a) be able to facilitate and create the space for difficult, courageous and critical conversations – with the will to examine itself and improve

(b) be dedicated to identifying diverse groups of stakeholders to engage in the design process

(c) understand that this work will require active and sustained support from leadership throughout the organization to maintain momentum over time.

College applications will be reviewed by the NCII planning team for the project, including college practitioners, state-level assistance partners, and members of national organizations such as the American Association of Community Colleges.

College Team Membership and Costs. Each institute is attended by cross-functional teams of 5-7 individuals from participating colleges. Teams are required to include the College President and a College Team Lead, while the remaining membership (total team size is 7 individuals) can be determined based on the topical focus of each institute. The project budget covers the on-site institute costs (hotel, most meals) for team members; institute-related travel costs are covered by the college.

Institute Content and Format. The content for each institute focuses on a critical aspect of institutional change and pathways design / implementation. In order to support the topic, the format of each institute combines relevant discussions with experts, experiences shared by colleges already implementing guided pathways (or critical features thereof), and facilitated discussion / working sessions for the college teams. Each institute requires college teams to complete advance work (e.g., readings, worksheets) and develop other products (e.g., action plans, a campus engagement plan, needs assessment for technical assistance / professional development).

   Note: The exact institute topics will be determined in Spring 2020, drawing heavily from the CAGP 2017-2019 Demonstration Project, the American Association of Community Colleges

Pathways 1.0, 2.0, and 3.0 projects, CAGP's *Equity Through Pathways* Discussion Guides, and customization based on the needs / priorities of the participating colleges in the two CAGP 2020-2022 cohorts. On the application you will be asked to identify your priority topics for consideration.

Participation Agreement. Dates for the 2020-2022 institutes will be confirmed shortly and will be provided to the colleges before colleges sign the participation agreement (if selected). For now, we are asking colleges from Cohort One and those applying to be in Cohort Two for the signatures of the College President and Academic Senate President to confirm that they have read and support their college's application. We will send a final participation agreement to all accepted colleges by July 5, 2020 with a return date for signed agreements of July 31, 2020.

Application and Selection Process: Timeline

March 13   College applications are due

March 25   Colleges will be notified if they advance to the interview stage (a one-hour phone interview with college leadership including Academic Senate President and Guided Pathways Team Lead / Coordinator)

March 30 – April 10   College interviews will take place

April 17   Colleges will be notified of final selection status

July 5   Colleges will receive the final participation agreement

July 31   Signed college participation agreements are due

We are dedicated to supporting the hard work of passionate California Community College individuals in the shared service of our students and their successes. If you have any questions or comments, please contact Rob Johnstone of the National Center for Inquiry and Improvement at rob@ncii-improve.com

International Forum on Youth:
Encouraging Dialogue and Global Collaboration
Jia-Yi Cheng-Levine, Ph.D.
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College of the Canyons
Jia-Yi.Cheng-Levine@canyons.edu

Introduction and Needs Statement: Now in its fourth year, COC Global: A Taskforce on Comprehensive Internationalization was formed November 2016 as an initiative by the Office of International Services and Programs (ISP) at College of the Canyons (COC). COC Global is a faculty-led district international education committee with participation from student leadership, classified staff, and administration. The ISP Office serves as the physical locus for COC Global activities, and its six full-time and twelve part-time staff provide logistics and resource support toward the Taskforce's mission of leading students to success in a globally interconnected world. COC Global shares the College's vision of a future in which all students, domestic and international, can succeed in a world marked by interdependence, diversity, and rapid technological change. It does so by supporting faculty in the development of a comprehensive educational experience that emphasizes global awareness, responsibility, participation, and leadership through support of the following measures: student mobility and education abroad; faculty lecture abroad; scholar exchange; campus events, such as the International Forum on Youth; development of an internationalized curriculum, such as the College's Associate of Arts for Transfer degree in Global Studies; and integration of global ideas and outlooks into campus dialogues. The Taskforce's philosophy lies in fostering a campus climate characterized by civility, collegiality, and acceptance, and aims to instill in our students honesty, integrity, social responsibility, and ethical behavior.

As the next step toward this goal, the Taskforce, COC, and ISP have instituted an annual International Forum on Youth to foster dialogue and collaboration among international scholars and tomorrow's leaders regarding the pressing issues faced by today's youth globally.

The CCIE Institutional Grant will support College of the Canyons in enhancing the scope and impact of the College's International Forum on Youth (IFY) in the following ways:

I.   Host additional international scholars to participate in lecture and dialogue around issues affecting today's college-age youth around the world;
II. Broaden the scope and variety of IFY events by sponsoring an art exhibit, performance, or film exploring the forum's themes; and
III. Strengthen and diversify the forum's community impact by introducing more effective advertising and marketing.

The International Forum on Youth held its first week-long program of events in September 2019 as the initial step in an ambitious, three-year strategic plan. Its vision aligns with that of COC Global and the College in pursuit of three goals: to raise the College's global profile as an innovative, inclusive, and entrepreneurial higher education learning institution; to further timely and scholarly dialogue on international matters relevant to today's college-age youth; and to create not only the opportunity for our students to learn from scholars and experts across the globe but also a forum for them to voice their own visions for the betterment of the world.

The inaugural International Forum on Youth in 2019 hosted six scholars from four countries and comprised lectures, film screenings, discussions, and both student and scholarly panels. More than 500 students, faculty, classified staff, and community members attended the forum, which focused on the theme of identity in an increasingly globalized and technologically mediated world. In pursuance of its strategic plan, COC will host another week-long program in November 2020 to coincide with International Education Week (November 16–20). The 2020 program will explore the theme of migration as it applies to people, ideas, technologies, economics, and the environment. This theme is especially relevant in 2020 in light of the global refugee crisis, shifting international attitudes toward immigration, and the 100th anniversary of the Great Migration in the U.S.

If granted, the funds will be applied between July and December 2020 to support the International Forum on Youth as described in more detail below. This will in turn support COC Global's vision by enhancing internationalized curriculum, scholar exchange, and student mobility, and by strengthening relationships with partner institutions.

Process Narrative:

I. **Engaging Additional Scholars: $1,500**
   College of the Canyons plans to engage between five and eight scholars for 2020 International Forum on Youth events. Engaging scholars and other experts from a variety of countries and disciplines offers many advantages in the College's ongoing comprehensive internationalization efforts. It cultivates interest in international affairs and projects, encourages dialogue surrounding global issues, and supports the development of global responsibilities in tomorrow's leaders. The Fall 2019 panel of scholars and experts included a documentary filmmaker and Fulbright Visiting Scholar from Japan; a journalist and researcher from Egypt; and a writer, poet, and international education director from Taiwan. The program **(Appendix A)** included lectures from each of the scholars on their areas of expertise, screening and discussion of three films touching on the themes of the forum, a dialogue between the scholars on youth and identity in a changing world, and a student-led panel on global challenges and opportunities. Not only did these events afford students, faculty, staff, and the greater campus community a rare opportunity to engage with ideas from international experts in their fields and realize that the issues facing today's youth are global in scale, they also allowed the scholars to brings these ideas and perspectives, including those of the students themselves, back to their home institutions. The funds would allow the College to offer stipends to scholars participating in IFY 2020 events. By engaging additional scholars in this way, the College will be able to exponentially increase the potential for international scholarly and cultural exchange that is at the core of both IFY's mission and CCIE's vision statement. Attendees will disseminate the ideas and attitudes discussed in the forum's events to their classrooms or campus offices. In particular, the forum will tie in with COC's AA-T degree in Global Studies, which includes coursework in global issues, cultural anthropology, international relations, human geography, and comparative government and politics. The forum's themes of migration and related global issues will add relevance, depth, and immediacy to instruction in those courses. Participating scholars also have the opportunity to visit classrooms and engage in other collaborative efforts with COC faculty, further augmenting the forum's impact on the institutionalization of international curriculum. Furthermore, this forum will foster collaboration between the College and institutions abroad, establishing additional avenues for student and faculty exchange and other forms of institutional partnership. As these strengthened relationships take hold, IFY will become self-funding over time by acting as an enrollment driver for international students and raising the College's international profile.

II. **Sponsoring/Hosting an Art Exhibit, Performance, or Film Screening: $500**
For the 2020 event, the College would like to expand the International Forum on Youth's scope to include at least one event in the fine arts. IFY aims to be a truly comprehensive forum encompassing scholarship in all academic disciplines and avenues of cultural expression. Due to the forum's focus on international themes, journalism and the social sciences are currently over-represented. The funds from a CCIE grant would make it possible to add a fine art component to the 2020 IFY program of events. The Taskforce will use the time between the grant's approval and August 2020 to select a specific event or exhibit that will explore the forum's theme of migration through a cultural rather than scholarly lens. Then, based on the specific needs of the event or exhibit selected, the funds will be applied toward material, production costs, and/or licensing.

III. **Advertising and Marketing: $1,000**
While the inaugural International Forum on Youth program drew over 500 attendees, the College would like to greatly expand marketing for the events in 2020. Marketing and advertising made up less than one-tenth of one percent of the IFY budget in 2019. The perspectives offered by the scholars are essential to the College's comprehensive internationalization efforts and relevant to students, faculty, staff, and members of the broader community. Funds from a CCIE grant would allow the College to expand marketing, advertising, and engagement by printing and distributing full-color posters and offering prizes, giveaways, and other amenities. The funds would be spent according to the following projection:

Breakdown of marketing spending plan

- ○ **$300:** Print and distribute full-color posters advertising the program of events
- ○ **$700:** Offer prizes and giveaways to attendees at IFY events

Proposed Timeline:

Adhering to the following timeline of events will ensure the forum's success:

- **May 2020:** Identify five to eight scholars and speakers in the field of international education and global issues;
- **August 2020:** Finalize program schedule and present programming to the campus community;
- **October 2020:** Advertise the forum through social media and print material;
- **November 2020:** The 2020 International Forum on Youth occurs, coinciding with International Education Week; and
- **December 15, 2020:** Review assessment metrics (Appendix B) and establish goals for 2021.

Proposed Budget: $3,000

Speaker Fees for Additional International Scholars	$1,500
Licensing, Production, and Material Costs for Art Exhibit, Performance, or Film	$500
Advertising/Marketing	$1,000

Appendix A: 2019 IFY Event Program

MON
SEP 9, 2019

12:30–2:00 PM — WELCOME & OPENING REMARKS
LIFE AFTER TRUTH: YOUTH CULTURE AND IDENTITY IN AN UNCERTAIN AGE BY DR. BRENT RIFFEL
CANYONS HALL 201

3:00–5:00 PM — TEA WITH THE SCHOLARS
REMARKS BY DR. DIANNE G. VAN HOOK
CANYONS HALL 201

6:00 –9:00 PM — FILM & DISCUSSION
ICEBOX (2018)
MENTRY 305

TUE
SEP 10, 2019

12:30–2:00 PM — *FROM CHAOS TO ORDER: SCIENCE, AND THE PROMISE OF THE GENERATION TO COME*
BY DR. STEVEN PHELPS
CANYONS HALL 201

2:00 –4:00 PM — *ISSUES, CHALLENGES, AND ASPIRATIONS FOR YOUTH IN TAIWAN* BY DR. CHI-HUA (VINCENT) TSAI
BOYKIN HALL 105

6:00 –9:00 PM — FILM & DISCUSSION
LO AND BEHOLD, REVERIES OF THE CONNECTED WORLD (2016)
STUDENT SUPPORT CENTER 119

WED
SEP 11, 2019

12:30–2:00 PM — *THE IMPACT OF SOCIAL MEDIA PLATFORMS AND COMMUNICATION ON YOUTH IDENTITY*
BY DR. ENAS ABU YOUSSEF
CANYONS HALL 201

2:00 –4:00 PM — SCHOLARLY DIALOGUE
YOUTH AND IDENTITY IN A CHANGING WORLD
MENTRY HALL 343

6:00 –9:00 PM — FILM AND Q&A WITH DIRECTOR HANAYO OYA
BOY SOLDIERS (2018)
MENTRY HALL 305

THU
SEP 12, 2019

12:30–2:00 PM — *WHY YOUNG PEOPLE JOIN THE U.S. MILITARY? MAKING A DOCUMENTARY IN ECONOMIC CONSCRIPTION*
BY HANAYO OYA, FULBRIGHT SCHOLAR
CANYONS HALL 201

2:00 –3:30 PM — STUDENT PANEL
GLOBAL CHALLENGES & OPPORTUNITIES
MENTRY HALL 343

3:30 –4:30 PM — CLOSING RECEPTION: LOOKING FORWARD
MENTRY HALL 343

Appendix B: Assessment Metrics

The Taskforce will measure success of IFY 2020 according to the following criteria:

- **Attendance:** The Taskforce will measure attendance of IFY events using voluntary sign-in sheets, headcounts, and other methods. The Taskforce has established a goal of at least 750 unique attendees at IFY 2020 events.
- **Campus Engagement:** To demonstrate buy-in, support, and institutionalization of the Taskforce's internationalization efforts, the Taskforce has set a goal for campus engagement, which includes unique classroom visits from visiting scholars and other ways faculty can incorporate IFY into their classrooms, such as designing lessons that build on IFY's themes and incorporating attendance of IFY's events into their course calendars. The goal for IFY 2020 is at least 10 quantifiable instances of campus engagement.
- **Attendee Survey:** The Taskforce will design a five-question survey to invite attendees' feedback in the following areas: quality of the event, relevance of topics discussed, increased awareness of global affairs, interest in further exploration of the topic, and interest in future events. This will assist the Taskforce in shaping the direction of future events.

SOAA SUMMARY DOCUMENT

March 2020 Submission

The Scale of Adoption Assessment was created by the CCCCO as a way for each college to document progress towards the Guided Pathways framework. This is the 3rd SOAA College of the Canyons has completed.

Area 1 – Mapping Pathways to Student Success

Prompt	Scale of Adoption	Progress to Date	Next Steps	Challenges/Barriers	Needs
a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors".	Planning to Scale	• Meta-majors • Program maps • Website	• Build Program Maps • Assess course offerings	• Changes to framework of the college and culture	• On-going funding
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	Planning to Scale	• Program Points and Career Trees • Program Review • The Hub	• Complete Program Points and Career Trees • Combine Hub and Counseling	• Speed of industry changing	
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	Planning to Scale	• CE Websites • Labor Market Visualizations	• Continue the work on the website • Build Program Mapper	• Labor intensive • Knowledge base of building a website	• On-going personnel • Help with building a website
d. Programs are clearly mapped out for students. Students know which courses they should take	Planning to Scale	• Program Maps	• Continue to build maps	• Migration of old website to new	• Having a professional and students review our

and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.		• Concentric Sky- Program Mapper	• Build in Program Mapper	• Knowledge base of building a website	website and give feedback.
e. Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2)	Scaling in Progress	• Development of multiple pathways in math aligned with majors • Part of onboarding process	• Meetings between Counseling and Math • Conducting surveys to faculty/staff and students	• Math and Counseling philosophical differences	

Area 2: Helping Students Choose and Enter a Program Pathway

Prompt	Scale of Adoption	Progress to Date	Next Steps	Challenges/Barriers	Needs
a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	Planning to Scale	• Promise Program • MAP • New Onboarding • AB705 implementation • Career Trees and Program Maps • Welcome Day	• Plan Welcome Day 2020 • Summer Bridge – Promise • Marketing MAP • Complete Career Trees and Program Maps	• On-going funding for classified and faculty.	• Best Practices Forums
b. Special supports are provided to help academically underprepared students	Not Systematic	• TLC • Library • OER/ZTC • Promise	• Canyons Connects full launch	• Adoption of Canyons Connects	• CCCCO include professional development

	to succeed in the "gateway" courses for the college's major program areas.		• CETL • Research • Canyons Connects	• Equity Minded Practitioners - data coaches • TLC – workshops	throughout all faculty/staff	on-going money
c.	Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)	Scaling in Progress	• TLC • Math support courses • Math 100 • Collaboration between math and counseling	• Review feedback and data from support classes • Meeting between math and counseling		• Math professional development • Support for TLC services
d.	Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)	Planning to Scale	• English 101 placement • Supplemental instruction in TLC • Library workshops • TLC workshops	• Explore tutoring and noncredit options		• English professional development • Support for TLC services
e.	Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	Planning to Scale	• See c and d above • TLC at both campuses	• Review data and additional dialogue		• Analytics for identification of students in need.

f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	Scaling in Progress	• Relationship with the Hart District • Concurrent and Dual Enrollment • Math Consortium • Onboarding/outreach	• Secure ongoing funding for outreach events • Ongoing dialogue of concurrent and dual enrollment		• Additional funding for outreach activities

Area 3: Keeping Students on the Path

Prompt	Scale of Adoption	Progress to Date	Next Steps	Challenges/Barriers	Needs
a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	Not Systematic	• Advisors and counselors onboarding • The Hub • Special Populations	• Continue to promote MAP • Explore student success teams		• Coordinate a forum to share ideas
b. Students can easily see how far they have come and what they need to do to complete their program.	Scaling in Progress	• MAP • Counseling • Peer advisors	• Marketing MAP • Develop videos on how to use	• Not all students use the MAP	
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	Not Systematic	• IE2 • Canyons Connects • Probation • BaNC	• Student Success Teams • Use of Canyons Connects	• DI	• High support requires more people
d. Assistance is provided to students who are unlikely	Planning to Scale	• Petition	• Section selection		

to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career		• Remediation plan in Nursing • Canyons Promise	• Workshops and symposiums • Alternate pathways		
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	Planning to Scale	• Year-long schedules • Schedule at a Glance • Short term classes • MAP information	• Engage with students on waitlist or that drop • Increase use of MAP	• Institutionalize professional development – need funding. Support ACUE training for all	• In-depth support of professional development in the budget

Area 4: Ensuring that Students are learning

Prompt	Scale of Adoption	Progress to Date	Next Steps	Challenges/Barriers	Needs
a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	Not Systematic	• All courses have SLO. • Reviewing PLO • CE align curriculum • OER/ZTC	• Project Based Learning • Skill Development • Best Practices	• Funding for OER/ZTC	• Participate in clinics and professional development
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically,	Not Systematic	• Mapped institutional outcomes • Intro courses with applied learning	• CETL		• Professional Development

solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)		• Experiential Learning Workgroup • CETL			
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	Scaling in Progress	• Internships tied to programs • Civic Engagements • Job Development	• Learning outcomes to industry standards • CETL – project-based learning		
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	Planning to Scale	• SLO assessment • Program coordinators	• ePortfolios • Data coaches		
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	Planning to Scale	• Closing the loop on SLO • CETL trainings • Workshops	• Accreditation Taskforce	• Cross-discipline communication	• Classified support for the implementation.

f.	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	Planning to Scale	• ePortfolios • Job Developer • Student Development Transcript	• Launch ePortfolios	• Launching ePortfolios	• Assistance with launching ePortfolios
g.	The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	Not Systematic	• Developed videos based on SENSE survey • Meta-analysis by Research	• Data Highlights • Review results of surveys		

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, 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.

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.

A student may petition up to two times for academic renewal, not to ever exceed the maximum total of 24 semester units or 45 quarter units of coursework.

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 coursework 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

Add Procedures, Considerations for Student Success and Adherence to NOW SHOW policies; "When should open classes close?"

Background

Add Procedures:

Definitions taken from the 2019-20 College of the Canyons Catalog

Open Classes: Classes that have not met their maximum seat capacity will remain open during the first week of the fall or spring semesters. Students may use online registration to enroll in these courses. Proof of enrollment must be presented to the instructor at the next class meeting.

Closed Classes: Classes that have met their maximum seat capacity and/or have students on a waitlist are considered closed and require instructor permission to enroll. The instructor will issue an add code to students allowed to enroll in the course. The add code must be processed using the online registration system. Add codes and add forms are no longer valid after the add deadline.

This means that for full semester length classes, the classes are open for students to add, without an add code, until the class reaches its max or until the second Monday of the semester. For short term classes, the class remains open to students to add, without an add code until the class reaches its max or until the add deadline.

Relevant Board Policies

https://www.canyons.edu/_resources/documents/administration/board/bp-ap/5000studentservices/BP5907.pdf

https://www.canyons.edu/_resources/documents/administration/board/bp-ap/5000studentservices/BP5903.pdf

https://www.canyons.edu/_resources/documents/administration/board/bp-ap/4000academicaffairs/AP4233.pdf#search=no%20show

https://www.canyons.edu/_resources/documents/administration/board/bp-ap/4000academicaffairs/BP4233.pdf