



College of the Canyons Academic Senate

December 2, 2021

3:00 p.m. to 4:50 p.m. Via Zoom

Join Zoom Meeting

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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.*

ADA statement: 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 Senate Office at academicsenateinfo@canyons.edu College of the Canyons

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. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. **Immediate Action Item:**
 - **Statement on Finding Facts to Implement Teleconferencing During a Proclaimed State of Emergency**, David Andrus (pg. 10-11)
5. Committee Appointments:
 - FA 21 Selection Committees (pg. 3)
5. Sub-Committee Summaries: Senate Executive Committee meeting summary, October 21, 2021 (pg. 12-16)
6. Approval of the Consent Calendar

Academic Senate Summary, Nov. 4 th , 2021 (pg. 4-9)	Curriculum Committee Summary November 18, 2021
Program Viability Committee Program Proposal: <ul style="list-style-type: none"> • Pharmacy Tech Program Proposal 	

B. Reports

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

1. College Planning Team (CPT) Annual Report, Dr. Claudia Acosta
2. Academic Senate Presidents Report, David Andrus

C. Action Items

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

1. Elections Committee Results Memo, Dustin Silva (pg. 17)
2. AP 4222 (Remedial Coursework), Gary Collis (pg. 18)
3. BP/AP 4025 (Philosophy and Criteria for an Associate Degree), Gary Collis

- I. BP 4025 (pg. 19-20)
- II. AP 4025 (pg. 21-23)
4. Academic Calendar, Dr. Jasmin Ruys
 - I. 2022-2023 Academic Calendar (pg. 24)
 - II. 2023-2024 Academic Calendar (pg. 25)
5. Academic Senate Legislative Endorsements, David Andrus (pg. 26)

D. Discussion

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

1. HyFlex Policy, David Andrus (pg. 27-28)
2. AP 4102 (Career and Technical Education), Gary Collis (pg. 29-30)
3. Educational Consultants Facilities Master Plan, Jim Schrage, Mark Sillings & Albert Miranda

E. Unfinished Business

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

1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
 - a. [CTE Faculty MQ Toolkit](#)

F. New Future Business

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

1. Academic Integrity Taskforce
2. Revision to Senate Summary Process

G. Announcements

- Next Academic Senate Meeting Spring 2022: Feb. 10th, Feb. 24th, March 10th, March 24th, April 14th, April 28th, May 12th & May 26th
- [ASCCC 2022 Part-Time Faculty Institute-Virtual Event](#), Feb. 10th – 11th, 2022
- [ASCCC 2022 Accreditation Institute](#), Feb. 25th -26th, 2022-Hybrid Event *Subject to change*
- [ASCCC 2022 Spring Plenary Session](#), April 7th -9th, 2022-Hybrid Event
- [ASCCC 2022 Career and Noncredit Education Institute, May 12th-14th, 2022](#)-Hybrid Event *Subject to change*
- [ASCCC 2022 Faculty Leadership Institute](#)- June 16th – 18th, 2022, Hybrid Event *Subject to change*
- [ASCCC 2022 Curriculum Institute](#)- July 6th – July 9th, 2022, Hybrid Event *Subject to change*

H. Adjournment

Fall 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
Diane	Solomon	FTF
Juan	Buriel	FTF
Larry	Alvarez	FTF

Academic Senate Meeting Summary for Nov. 4, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	X	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mike Harutunian	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	VACANT	A
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Dr. Paul Wickline	A
Marilyn Jimenez	X	Nicole Faudree (COCF A President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (Collin Shneour)	A

Guest							
Alfonso Ramirez	X	Dr. Jasmine Ruys	X	Kelly Burke	X	Rebecca Solomon	X
Arshia Malek	X	Jason Burgdorfer	X	Leslie Carr	X	Sab Matsumoto	X
Cardinal Sanker	X	Jennifer Smolos	X	Lisa Sawyer	X	Siane Holland	X
James Glapa-Grossklag	X	Jim Schrage	X	Mark Sillings	X	Wendy Brill-Wynkoop	X
Dr. Jasmine Ruys	X	Kathy Kubo	X	Nicole LaFontaine	X		

A. Routine Matters

1. Call to order: 3:01 pm
2. Public Comment: none
3. Approval of the Agenda
 - I. Motion to adopt the agenda by Tammera Rice, seconded Rebecca Shepherd. Unanimous. Approved.

4. Committee Appointments:
 - I. Claudenice McCalister (Adjunct Faculty), Program Review/CASL
 - II. CTE Toolkit Ad-Hoc Committee List (pg. 3)
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
 - I. Motion to adopt the consent calendar by Lisa Hooper, seconded by Gary Quire. Unanimous. Approved.

Academic Senate Summary, Oct. 21, 2021 (pg. 4-11)	Curriculum Committee Summary October 28, 2021
<p>Program Viability Committee Permanent Programs, Garrett Rieck</p> <ol style="list-style-type: none"> 1. Cooperative Work Experience (CWE) – Nicole Faudree 10/7/21 2. Human Resources Academy (Noncredit) – Christina Chung 10/7/21 3. Career Skills Program (Noncredit) – Garrett Rieck 10/7/21 <p>Approved for Program Modification</p> <ol style="list-style-type: none"> 1. Program Modification – Noncredit ESL – Heather Maclean 10/21/21 	

B. Reports

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

1. 2021 International Forum on Youth (IFY), Nov. 15th, 2021 to Nov. 18th, 2021, Sab Matsumoto & Brent Riffle
 - I. The 3rd week of Nov. is Worldwide International Week and when the 2021 (IFY) event will be held. The related website includes event information and a 1-pg. flyer. This is a grant supported program and this year the focus is on transitions. Last year’s event was virtual and people participated from all over the world. There will be 3 sessions every day with speakers from all over the world. The opening session will include Dr. Dianne G. Van Hook as a key note speaker. The session will discuss the challenges that youth are facing today. The 2:00pm event will be a student panel discussion and at 5:00 pm there will be different topics. There will also be a “Migrant Kitchen” event which will discuss ethnic food from all over the world. The Friday event will be a special session about Internationalization. COC is planning to make the campus more international and global for students. For additional information please contact Sab Matsumoto and Brent Riffle.
2. Program Review Committee Annual Report, Jason Burgdorfer
 - II. This committee is co-chaired by Jason Burgdorfer and by Dr. Rebecca Eikey. The committee meets on the 2nd Wednesday of every month. The Program Review (PR) committee is responsible for developing the PR process, creating prompts and putting together a timeline of events. PR is an important process for faculty and is completed every year in the fall. The common conception is that PR is just a request for funds. However, PR is a means for collecting data, SLO, and enrollment information etc. Once those prompts are created they are reviewed. This is year 1 of a 3-year cycle and each year thereafter is an update. Everything rolls over year to year. Beginning with Year 1, all prompts are updated and for Year 3 prompts for data are updated. This process has been developed inhouse with COC programs. Program Review training is now open. If anyone needs deadline extensions, the Deans can be contacted. There are two trainings coming up; one is on Friday, Nov. 12th from 9:00am – 10:30 and the other is for Tuesday, Nov. 16th, 1:00 – 2:30pm. There will be

two budget presentations and the second hour will include break out rooms. Career Ed addendum questions will be addressed as well.

3. PAC-B Committee Annual Report, Jason Burgdorfer
 - I. PAC-B is an advisory committee and includes representatives from all over campus, including Deans, Administrators, Dept. Chairs, faculty and Classified staff. The committee meets on the 2nd Monday of every month from 3:30pm -5:00pm. The committee follows the college's budget calendar which begins in October. In October the committee looks at the budget parameters. PAC-B discusses how budgeting should occur. Much of the budgeting is tied up with salaries and benefits and most of this can be negotiated. January through March focuses on education and reviewing. The May review and budget legislation takes place in June. The committee is tasked with reviewing the one-time requests such as special projects, new equipment items etc... that are all ranked by the Dean. A tentative budget is produced in June and this is presented to the BOT. The committee developed [AP 6200 \(Budget Development & Administration\)](#) for augmenting budgets. There is now a process for reducing budgets this is communicated. There are now 5 categories of forced costs which includes critical, external and institutionalization. When there is a Program Viability request it goes to PV or to Enrollment Management for discussion. There is a need for additional representatives to serve for both Program Review and PAC-B.
4. Academic Senate Presidents Report, David Andrus
 - I. This item was tabled.

C. Action Items

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

1. SP 22 Program Viability Committee Meeting/Agenda Items Deadline Calendar, Garrett Rieck (pg. 12)
 - a. The PV committee calendar was created so that the committee can function as efficiently as possible. This calendar will help to avoid late document submissions as this does not allow much time for review. The deadline will be the Friday of the week prior to the meeting. This agenda will go out on Mondays, per the Brown Act. The AP does not outline how presenters are to submit agenda items. There may be some changes made to the PV AP in the coming months.
 - b. Motion to adopt the calendar by Eric Seubert, seconded by Mike Harutunian. Unanimous. Approved.
2. BP/AP 2750 (Honorary Degrees), Gary Collis
 - I. BP 2750 (pg. 13-14)
 - a. There are no changes to this document.
 - II. AP 2750 (pg. 15-20)
 - a. There are no changes to this document. The second "of" will be removed.
 - b. Motion to approve BP 2750/AP 2750 by Gary Quire, seconded by Regina Blasberg. Unanimous. Approved.
3. AP 4105 (Distance Education), Gary Collis (pg. 21-23)
 - a. There are no changes to the document and legal language taken from law. Per this AP if a student submits work from a private email it would not be graded. There may be times when a student is having issues with their COC email and they need to submit their homework. In these circumstances' faculty could

- allow students to use their personal email. James GG will work with IT on how to resolve students COC email account technical issues.
- b. Motion to adopt AP 4105 Distance Education by Lisa Hooper, seconded by Jennifer Paris. Unanimous. Approved.
4. 2021 Annual Curriculum Certification for Local Control, Dr. Omar Torres (pg. 24-27)
 - a. This document is required to be signed annually and allows for continuous local control of curriculum. There are some areas where local control is not allowed such as Career Ed. and ADT programs. Local vocational non-credit curriculum needs to be vetted by the Chancellors office. Once this document is approved it will be sent out for signatures.
 - b. Motion to adopt the document by Tammera Rice, seconded by Mike Harutunian. 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. Update – Expiration of Provisional Online Certification (Dec. 31st, 2021), David Andrus
 - i. [Online & OnlineLIVE Requirements for SU and FA 21 & 22 & Subsequent Semesters- Senate Adopted 4.1.21 \(Information only\)](#)
 - a. There are 90 or so provisionally only trained faculty, there remains 87 who have not been trained, approximately 10 of which are FT and the remainder are PT. Those who are IOI trained can teach OnlineLIVE and Online per that certification, and face-to-face as well. On December 31, 2021 the provisional training will expire. The deadline will not be pushed further. All who are IOI trained are grandfathered in to enable OnlineLIVE instruction, until fall, 2022. Beginning fall, 2022 anyone that wants to teach OnlineLIVE must be certified by the OnlineLIVE training. At that time, IOI will no longer allow for OnlineLIVE certification. At that time, IOI will only allow for 100% Online certification/authorization. There have been 4 CETL training classes for OnlineLIVE certification. The 4th training class for OnlineLIVE will be the final session for this fall, 2021 semester. The training takes three weeks to complete. If a faculty member is scheduled to teach OnlineLIVE in winter 2022, they must complete either OnlineLIVE training or IOI training prior to the start of winter instruction. David, Dr. Torres and Paul met to discuss rolling out a list of various modalities and DLA requirements. This list is separate from what a faculty member can teach. This list will be sent out to the Deans. There will be some minor disruption if faculty aren't trained. It would be helpful to have Deans send out reminders of due dates. An idea was proposed to help reduce the friction and to allow for more compassion. The idea is to identify what barriers are preventing faculty from completing the training. Perhaps a more equitable approach could be used as this past year has been difficult with the pandemic and many adjuncts are teaching at multiple campuses.
2. AP 4222 (Remedial Coursework), Gary Collis (pg. 28)
 - a. This AP is new and is important to the institution from an accreditation point of view. Much of the language is legal and it tailored for compliance with AB 705.
 - b. According to the CA Acceleration project, most districts are not following AB 705 and many feel that remedial education should not take place at CCC's. After meeting with various senate education consultants and system advisors, there

will be legislation proposed which asks for no more remedial classes. Legislators do not understand why colleges are being paid to teach classes that are not college level. This pending legislation is expected to emerge in January 2022.

- c. The Chancellor's office is hoping to have a bill presented which includes cleaned up language to preserve some remedial coursework. Another area being worked on is to move the remedial classes to non-credit. Those schools which did what they were supposed to under AB 705 will be penalized if this legislation is adopted. There is a CA Acceleration Project report which states that Sierra college and Pasadena have implemented AB 705 with fidelity. Those courses which were below transfer levels were counted and CCC's were placed on a black list, however COC has done much work. Wendy Brill Wynkoop, FACC President, has reached out to Dr. Diane Van Hook and informed her of these circumstances. Not all students are being placed in lower levels. A resolution from ASCCC outlines additional options for Math and English below transfer level courses. David will be voting at ASCCC. David sent out the packet of resolutions and has asked for feedback. Wendy will be asked to return to the Senate as the legislative liaison and provide a full report.
3. BP/AP 4025 (Philosophy and Criteria for an Associate Degree), Gary Collis
 - I. BP 4025 (pg. 29-30)
 - II. AP 4025 (pg. 31-33)
 - a. This policy came from Dr. Torres office. The Policy Review Committee (PRC) made some changes to the language in consultation with the Counseling Department. Some of the key changes ensure there are references to DEI principles and having a global and DEI view. The last review was on June 11, 2016. The document is written in a broad and philosophical sense and individual disciplines are not listed. If there is a course that is proposed for a GE category it will be submitted for consideration. Emotional intelligence is being taught via Counseling 150 and in some psychology and health courses. The idea is that general educational should foster the emotional intelligence. Emotional intelligence can be built upon and there are various degrees and components to it. In theory, by taking GE courses and obtaining an Associates degree the student has learned some elements of emotional intelligence. Employers are more interested in hiring those with higher emotional intelligence as they are more trainable. In section 4025.3 it should include Humanities and Fine Arts. This item will return as an action item.
 4. Academic Calendar, Dr. Jasmin Ruys
 - I. 2022-2023 Academic Calendar (pg. 34)
 - II. 2023-2024 Academic Calendar (pg. 35)
 - a. The senate regularly adopts these calendars. There are no substantial changes. January 2nd and January 3rd are both listed as Monday, this will be corrected. This past fall, the committee created operating procedures which include agreed upon set of guidelines when building the calendar. These include adding federal holidays and the alignment of local calendars with the high schools. As a result of changing registration dates the building of calendars should be adopted 18 months prior. Special thanks to the PRC for outlining and developing the operating procedures. This document will be advanced soon.
 - b. This item will return as an action item.
 5. [ISER for Accreditation- Standard IV](#), Dr. Omar Torres

- a. This item was tabled until Dec. 2nd.
6. Educational Consultants Facilities Plan Update, Jim Schrage & Mark Sillings
 - a. The first stages of the Facilities Master Plan are being embarked upon. This week a group of faculty leaders got together and met with Mark Shillings (MIG) the consultant hired by the District to advise on our Ed.& Fac. Master Plan. Faculty provided feedback on a series of prompts. Jim and Mark will return for the December Senate meeting. The #5th and #6th prompts focus on what has happened in the past and what the future of education is likely to be. There will be a more diverse course modality profile going forward. Some areas that need to be addressed are those physical areas where students can congregate in between classes. The Student Center needs to be improved to be more student centered, focused and friendly. There is a need to prioritize building spaces, and repurpose existing building spaces. COC needs to think about all the technology that supports instruction in various formats including HyFLEX. Could new classrooms have new entry points due to Covid and security reasons? The idea is to also reconfigure existing office spaces to allow for social distancing and making them ADA compliant. While the TLC does have testing places it would be great to have additional testing places to accommodate the increase in online classes. There is also a need to have additional offices spaces for adjuncts. There are currently only 8 spaces for over 500 adjuncts. There was a request to have adjunct senators join in on the smaller discussions that might be scheduled in the near future. There are some classrooms that are entirely made of glass. If there are PowerPoint slides the sun hitting the glass can make this difficult to see. There are also concerns with the recent Saugus High School shooting and having glass walls. There needs to be more wall space for dry erase boards. There will be more opportunity during the spring semester for faculty to engage and discuss. There is also a request for better cell service and WIFI at the CCC campus. Mark can return at a future meeting.

E. Unfinished Business

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

1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
 - a. CTE Toolkit
2. Academic Senate Legislative Endorsement Policy, David Andrus

F. New Future Business

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

1. HyFlex Policy, David Andrus

G. Announcements

- Next Academic Senate Meeting **Fall 2021:** Dec. 2nd; **Spring 2022:** Feb. 10th, Feb. 24th, March 10th, March 24th, April 14th, April 28th, May 12th & May 26th
- [ASCCC Fall 2021 Plenary Session – Hybrid Event](#), Nov. 4th- Nov. 6th, 2021
- Call for Applications for 2022 Scholarly Presentation, deadline November 12, 2021
- 2021 International Forum on Youth (IFY), Nov. 15th, 2021 to Nov. 18th, 2021
- [ASCCC Part-Time Faculty Institute-Virtual Event](#), Feb. 10th – 11th, 2022

H. Adjournment: 5:03 pm



THE COLLEGE OF THE CANYONS ACADEMIC SENATE
RESOLUTION
No. 2021/22-02

**RESOLUTION TO IMPLEMENT TELECONFERENCING REQUIREMENTS
DURING A PROCLAIMED STATE OF EMERGENCY**

WHEREAS, the Ralph M. Brown Act requires that all meetings of a legislative body of a local agency be open and public, and that any person may attend and participate in such meetings;

WHEREAS, the Brown Act allows for legislative bodies to hold meetings by teleconference, but imposes specific requirements for doing so;

WHEREAS, on March 17, 2020, in order to address the need for public meetings during the present public health emergency, Governor Newsom issued Executive Order No. N-29-20, suspending the Act's teleconferencing requirements; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order No. N-8-21, continuing the suspension of the Brown Act's teleconferencing requirements through September 30, 2021; and

WHEREAS, these Executive Orders allowed legislative bodies to meet virtually as long as certain notice and accessibility requirements were met; and

WHEREAS, the State Legislature amended the Brown Act through Assembly Bill No. 361 (AB 361) on September 16, 2021; and

WHEREAS, AB 361 amended the Brown Act so that a local agency may use teleconferencing without complying with the regular teleconferencing requirements of the Act, where the legislative body holds a meeting during a proclaimed state of emergency and makes certain findings; and

WHEREAS, Government Code section 54953 requires that the legislative body make additional findings every 30 days in order to continue such teleconferencing.

RESOLVED, the College of the Canyons Academic Senate finds, determines, declares, and orders the following:

1. That the foregoing recitals are true and correct and the Academic Senate incorporates them by this reference.
2. The Academic Senate finds, by a 2/3 majority vote, the following:

- a. That there exists a proclaimed state of emergency;

AND either:

- i. The Academic Senate is meeting to determine one of the following, or more than 30 days have passed since the Academic Senate met and determined one of the following and the Academic Senate now re-determines one of the following:
 - a) State or local officials have imposed or recommended measures to promote social distancing; OR
 - b) As a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

OR

- ii. The Academic Senate has made the determination set forth in subdivision (i), above within the last 30 days and now makes the following determination:
 - a) The Academic Senate has reconsidered the circumstances of the state of emergency; AND
 - b) Any of the following circumstances exist:
 1. The state of emergency continues to directly impact the ability of the members to meet safely in person.
 2. State or local officials continue to impose or recommend measures to promote social distancing.
3. The Academic Senate President is authorized to take all steps and perform all actions necessary to execute and implement this Resolution in compliance with Government Code section 54953.
4. That this Resolution shall take effect immediately upon its adoption.

Adopted, Academic Senate, xxxxxxxxxxxx



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

October 21, 2021
11:30 a.m. to 12:30 p.m.

SUMMARY

Attendees: Alisha Kaminsky, Christopher Blakey, Claudia Acosta, David Andrus, Dustin Silva, Garrett Rieck, Gary Collis, Gary Quire, Jason Burgdorfer, Julie Johnson, Lisa Hooper, Marilyn Jimenez, Miriam Golbert, Nicole Faudree, Rebecca Shepherd, Robert Wonser and Teresa Ciardi.

A. Routine Matters:

1. Call to order: 11:34 am
2. Public Comment:
 - I. New! Ad-Hoc CE Committee: Gary Quire shared that the CE Committee has created a sub-committee to discuss Option #3 with the CTE Toolkit. The first meeting will be scheduled for next Thursday. There will be representatives from the MQE and CE. David may be part of this group as well. A report out on this ad-hoc committee will also be shared at the Academic Senate meeting also scheduled for Nov. 4th.
 - II. Online Live Training update: There was a question regarding if there is a process for department chairs being notified of who has completed the Online/Live courses. This will be important as this will determine who can teach Online/Live. David will follow up with Paul Wickline, Dr. Omar Torres and James Glapa-Grossklag. Joy has provided an update to David and sated there are about 72 faculty who have completed the training. The majority of these faculty may be those who were provisionally trained and their provisional certification will be ending at the end of the calendar year. This certification would be need by those faculty in order to continue to reach Online/Live. Anyone who is IOI certified can reach Online/Live up until fall.
3. Approval of the Agenda:
 - I. Motion to approve the agenda by Miriam Golbert, seconded by Garrett Rieck. (1 abstention from Jason Burgdorfer) (1 “yes” proxy vote for Wendy Brill) (1 verbal “yes” vote from Miriam Golbert). Approved.

B. Action:

1. Resolution to Implement Teleconferencing Requirements During a Proclaimed State of Emergency (Executive Committee) (pg. 2-3)
 - I. The Executive Committee must approve resolution before they go the Academic Senate. The customary practice is to have two years, however exigent circumstances allow for one read. This resolution has come about after further interpretation of AB 361 which was essentially signed into law by the CA Gov.

Newsome a few weeks ago. This bill extends in some manner the previous Executive Orders regarding the Brown Act that Gov. Newsome had established at the outset of the pandemic. There are some changes regarding the new executive order the previous emergency order. The new law allows for the continuation of remote meetings as a Senate, as a Curriculum Committee and as an Executive Committee. If there is a determination that there is a public health emergency which requires distancing from others this law extends the possibility of meeting remotely all the way to January 2024. This would only be allowed if there is continued declared state of emergency that is also contingent on local establishing that there is a need to so. Academic Senate does have the autonomy to decide if there is a current emergency situation. It was clarified that if this resolution is not adopted then meetings will need to take place in person and/or teleconference in the manner that is original to the original Brown Act language.

- II. The BOT passed their own resolution that was similar to the one that is included in this agenda. The law states that there has to be an initial finding that there is an emergency situation, in this case a public health situation, that required social distancing. This resolution needs to be adopted and needs to do every 30 days to continue meeting in a teleconferencing environment.
- III. Hybrid Rooms: Jim Temple attend a recent Executive Committee meeting and discussed Hybrid rooms. There was discussion about being on campus and hosting Senate meetings in a hybrid room. There would also be the option to have people teleconference in. This is no longer valid.
- IV. David was told by Eileen O'Hare, who is the Council for the District, that this resolution is an all or nothing proposition. Once the Senate and the Senate Executive Committed declares that there is a public health emergency which requires social distancing then that needs to take place. This would apply to voting members as they cannot meet at the same location however they can be in their office on campus. Given so much uncertainty with the current public health crisis, county orders and the current situation on campus, it would unattainable to return back to the original Brown Act language. Legal language was included in the resolution that the board used and which was advised by the attorneys if the district is to declare an initial state of emergency.
- V. There is some question regarding this AB for example, what do extended periods mean? What happens if a group does not re-declare in 30 days? David will get some answers for these questions. The second resolution is to be adopted by the Senate. By having the Executive Committee adopt this resolution it will then apply to all Academic Senate sub-committees. The next meeting will be set for less than 30 days from now.
- VI. There were representatives from the ASCCC Area C who did not have much information on this law and advised to have local senates rely on their own district council. David did suggest to Area C that it would of benefit to have a point person who can serve as a quasi-general counsel for everyone. The Curriculum Committee has requested additional guidance as to what the 30-day window will look like if Curriculum committee meets prior to Academic Senate. It may be possible that Curriculum Committee will need to adopt a resolution first. There is possibility that Administration may ask the Policy committee to meet over the winter break to review policy. David will obtain additional

information.

- I. Motion to adopt the Resolution to Implement Teleconferencing Requirements During a Proclaimed State of Emergency (Executive Committee) by Chris Blakey, seconded by Rebecca Shepherd. (1 “yes” proxy vote for Wendy Brill), (3 abstentions from Teresa Ciardi, Dustin Silva & Teresa Ciardi) Approved.
2. Resolution to Implement Teleconferencing Requirements During a Proclaimed State of Emergency (Academic Senate) (pg. 4-5)
 - I. This resolution include Academic Senate language rather than the Executive Committee language.
 - II. Motion to adopt the Resolution to Implement Teleconferencing Requirements During a Proclaimed State of Emergency (Academic Senate) by Rebecca Shepherd, seconded by Gary Quire. (1 “yes” proxy vote for Wendy Brill), (2 abstentions from Teresa Ciardi & Dustin Silva) Approved.
 3. Adoption of September 16, 2021 Ex. Comm. Summary (pg. 6-10)
 - I. Motion to adopt the September 16, 2021 Ex. Comm. Summary by Alisha Kaminsky, seconded by Gary Collis. (1 “yes” proxy vote for Wendy Brill & Nicole Faudree), (2 abstentions from Dustin Silva) Approved.

C. Reports:

1. Academic Senate President Report

- I. Ribbon cutting Ceremony in Honor of Don Takeda: There is a tentative date of Wednesday, December 1st at 11am. The details are being worked out and David has reached out to Miriam Golbert in Biology and Nicole Faudree about faculty involvement. There will be more details soon.
- II. COCFA/Senate Townhalls: There are tow more townhalls scheduled. The first meeting took place last Monday and there were about 60 people present. There is one meeting scheduled for Friday from 10:00am – 11:30am and there is second meeting scheduled for Friday, Oct. 28th from 3:30-5:00pm. These meetings are to provide a space for faculty to talk about how they see the COC academic and workplace environment moving forward, post Covid. There are different opinions and viewpoints about being back on campus and not being in Online/Live as this can have different limitations and benefits. What are the impacts and changes in the classroom, on campus, with students and with faculty. There is still much uncertainty and anxiety.

D. Discussion:

1. [Fall, 2021 ASCCC Resolution Packet](#), David Andrus

- I. The resolution packet was discussed during the ASCCC Area C meeting on Saturday. There is now an updated packet that will be send out soon for everyone to review. In previous years there have been attempts to review all the resolution however, this is not feasible. There are only two more Academic Senate meeting left in the semester due to the Thanksgiving Holiday. The Senate Executive committee represents many areas through liaisons and as committee chairs of the Senate that is important for the group to beware of the packet of resolutions. If there are any resolutions in the packet that any committee members have strong opinions please contact David before the deadline. Any non-controversial resolution may be listed on the consent calendar; however, this is not always the case and resolutions can be pulled form consent.

- Resolution #7.02 F21 HyFLEX Modality Accounting and Apportionment: This resolution has been forwarded to Regina Blasberg as the college is currently working towards defining HyFLEX. There is no current Title 5 definition or understanding. This has been discussed at Area C and amongst other colleges. This resolution asks the Senate to work with the chancellor's office to adopt a definition. Teaching via HyFLEX can increase workload and there are concerns with students who are learning via a HyFLEX modality. There is also a recognition that this can also include asynchronous modality. At the Regional Curriculum Committee meeting there was concern regarding recording synchronous lectures and if there will be a reason for student to show up to a live class. There may be some language suggested for synchronous instruction regarding not allowing recording. There is a work group being formed on campus and there is a draft policy that was included in this resolution by David for review. If the BOG adopts changes to Title 5 then the college will need to adjust as there may be an articulation issues.
- Resolution #17.01 F21 Local Senate Policies Regarding Textbook Adoption: Chris Blakey's Committee on Academic Freedom is currently working on some of the issues with textbook adoptions. Victoria Leonard who is chairing the Instructional Resources Committee will also have some opinions regarding this resolution.

2. ASCCC Awards

- I. Stanback-Stroud Diversity Award
- II. Hayward Award (focuses on Excellence & Teaching)
- III. Exemplary Program Award
- IV. There was a suggested at the last meeting by Gary Choir to have break out rooms. This will be done at a future meeting and the meeting may be scheduled for more than an hour and will focus solely on awards. Both the Hayward and the Exemplary Award are out and David will be circulating this information to the campus for anyone who wants to nominate someone for these awards. The practice statewide is to selected one person to forward to the ASCCC for consideration. Last year there was discussion regarding having the Senate Executive Committee serve as overseers of this process if there are multiple nominations received. The deadlines for some of these awards may not allow for review but David will report out the status to everyone via email.

3. COC Academic Senate Local Awards and Processes

- I. Proposed Local Awards: There are three section on this document. The suggestion is to create a *Diversity Award* which would mirror the statewide awards. This would include one F/T award and two for P/T faculty given the number of adjuncts. The suggestion is for a *Teaching and Excellence award* which would include one F/T award and two for P/T. Does the Senate Executive Committee want to create a local award for *Outstanding Program*? There is also the possibly of having an *International Education Award* through COC Global/E-Tech. There is also a suggestion to have a *Governance Award* which would include one F/T award and one P/T award. There are many people who are part of this group and which serve in governance not just through Senate subcommittee but through Collegial Consultation Committees.
- II. Proposed Award Timelines: Once a list of awards is established nomination call outs can begin in the beginning of the spring. The Senate Executive Committee

would have the final say regarding winners. Sub-committees can be created and break out rooms can be set up. The local award recipients would be honored at the year end celebration which used to be a regular occurrence on campus. David is in the process of reconstituting this event. Emeriti faculty will also be honored at this celebration. The local award recipients would move forward for statewide consideration as well. The only determination would be if these would be full-time or part-time awards as many times only two people can be advanced.

- III. Award Names: The awards will honor both current and retired faculty. A naming convention for awards can be determined. David will share this document with the committee. A recommendation was made to keep the award names generic and revisit renaming awards at a later date.
- IV. CETL Committee Awards: CETL has been asked to develop some sort of Excellence in Teaching Awards. CETL is in full support of developing a local award process. Another suggestion was made to perhaps to consult with CETL on determining winners. It is important to have some consistency over who is being honored locally and who is being moved forward for a statewide nomination. CETL has a meeting on Nov. 16th and will bring back information regarding their award criteria to the Senate Executive Committee.
- V. The next meeting can be scheduled for 75 minutes, from 11:00am – 12:15pm and set up break out rooms. The prompts for the breakout rooms can be developed in advance. Any with idea can also send an email to David. An agreed upon list of awards can be confirmed. Breakout rooms can be assigned based on the awards themselves and have groups work on the criteria for the awards. David can also set up a poll to determine who would want to be in each break room.
- VI. There was a suggestion for a Good Citizen Award or a Community Builder Award as many have become distant from each other and there are some who are working on connecting people together, being ambassadors on campus. Another name could be the Collegial Citizenship Award. This will be explored as a possible award option. The statewide award criteria will be shared with all committee members for review prior to the next meeting. The Academic Senate will also have an opportunity to vote on the new awards, process and on having Senate Executive Committee have the final word.

4. Committee Needs? Future Business?

- I. The next Senate Executive Committee meeting is scheduled for **Thursday, Nov. 18th, 2021 from 11:00am – 12:15pm.**

E. Unfinished Business

F. Announcements:

- Next Academic Senate Meeting Fall 2021: Oct. 21st, Nov. 4th, Dec. 6th
- [ASCCC Fall 2021 Academic Academy – Virtual Event](#), Oct. 7th – Oct. 9th, 2021.
- [ASCCC Fall 2021 Plenary Session – Hybrid](#), Nov. 4th- Nov. 6th.
- Fall Meeting Dates TBD – Likely Thursdays 11am to Noon.

G. Adjournment: 12:30 pm

Elections Results – Fall 2021

The Elections Committee held nominations and elections per the Constitution and as needed for vacant positions. Below is a summary of the results.

1. The following positions had no nominations and remain vacant:
 - a. KPEA School Senator
 - b. HPPS School Senator

2. The following positions had one nomination and resulted in no election needing to be held. Here are the results:
 - a. Academic Senate President – David Andrus
 - b. Academic Senate Vice President – Lisa Hooper

3. The following positions had multiple nominations where an election was held. Here are the results:
 - a. Curriculum Committee Adjunct Representative – Jesse Vera

Voting results: <https://www.surveymonkey.com/results/SM-6H8FLDB29/>

ANSWER CHOICES	RESPONSES	
Jesse Vera	68.18%	30
Joan Washington	31.82%	14
TOTAL		44

- b. Academic Senate Adjunct Senator – Jesse Vera

Voting results: <https://www.surveymonkey.com/results/SM-JMY9JDB29/>

ANSWER CHOICES	RESPONSES	
Jesse Vera	44.12%	30
Ruth Rassool	26.47%	18
Joan Washington	11.76%	8
Anne Powell	10.29%	7
Anthony Clayton	7.35%	5
TOTAL		68



AP 4222 Remedial Coursework

References:

Education Code Section 78213,
Title 5 Section 55035,
ACCJC Standard II.A.4

1. Remedial coursework consists of non-degree-applicable basic skills courses.
2. A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.
3. Students shall not receive more than 30 semester units for remedial coursework. The Vice President of Student Services or designee shall refer a student who exhausts this unit limitation for further remedial work to appropriate adult noncredit education services.
 - a. Students enrolled in one or more courses of English as a Second Language and students identified by the Vice President of Student Services (or designee) as having a learning disability are exempt from the 30-semester unit limitation of this procedure.
4. No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer-level English or mathematics course, but only if discipline faculty determine the support will increase their likelihood of passing the transfer-level English or mathematics course. The discipline faculty shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.
5. A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.
6. District catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.



BP 4025- Philosophy and Criteria for Associate Degree and General Education

Reference:

References:

Title 5 Section 55061;

ACCJC Accreditation Standard II.A

College of the Canyons is dedicated to the philosophy that all students will receive the highest quality education possible. Doing so should ensure learning experiences that will enhance students' academic and career opportunities as well as develop a sense of diversity, equity, inclusion, civic awareness, and personal/global responsibility. Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

1. The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to strengthen the capacity for self-awareness, emotional intelligence, and leadership.
2. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to prepare to enter the workforce while promoting an interest in lifelong learning.
3. Central to an Associate Degree, General Educationgeneral education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and ethics, and the society in which they live, and the society in which they live, applying the skills developed through general education curriculum to navigate the world of work. Most

importantly, general education should lead to a better understanding of work in a multicultural and increasingly technological world.

4. In establishing or modifying a general education program, the District shall create coherent and integrated educational requirements through contextualized learning opportunities such as project-based learning, internships, and apprenticeships as well as inter, multi-, and cross-disciplinary approaches as appropriate. General education programs should involve active examination of proposed solutions to world problems.

5. The CEO of the Santa Clarita Community College District shall establish procedures to assure that courses used to meet general education and ~~associate degree~~Associate Degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement._

See Administrative Procedure AP 4025

Approved 06/11/14XX/XX/XX



AP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

1. The programs of the District shall be consistent with its institutional mission and purpose, and its community's demographics and economics, while developing a sense of diversity, equity, inclusion, civic awareness, and global responsibility.
2. Students receiving an Associate Degree must satisfactorily complete the requirements in general education selected from the following areas indicated below. A given course may only meet the requirement for a given general education area, with the exception of the Diversity Requirement. Courses meeting the Diversity Requirement and another general education area may be accepted to meet both areas. The requirements are:
 - **4025.1 Natural Sciences** (minimum 3 semester units) - Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.
 - **4025.2 Social and Behavioral Sciences** (minimum 3 semester units) - Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

- **4025.3 Humanities and Fine Arts (minimum 3 semester units)** - Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

- **4025.4 Language and Rationality (minimum 6 semester units)** - Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

(a) English Composition (minimum 3 semester units) - Courses fulfilling the written composition requirement should include both expository and argumentative writing.

(b) Communication and Analytical Thinking (minimum 3 semester units) - Courses fulfilling the communication and analytical thinking requirements include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines.

- **4025.5 American Institutions Requirement (minimum 3 semester units; must cover categories a and b, below)** - Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State.

(a) United States History

(b) U.S. Constitution, State and Local Government

- **4025.6 Physical Education and Wellness (minimum 2 semester units)** - Courses in physical education and wellness are those which develop the knowledge and skills to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

(a) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the physical education requirements threaded throughout the

curriculum as a requirement of national standards within that discipline, to include healthy living instruction, and required physical activity in the clinical component of the program, among other things.

- **4025.7** Diversity Requirement (minimum 3 semester units) - Courses in Diversity examine general issues of diversity, equity, ethnocentricity, and/or ethnicity; and relationships to problems facing contemporary society, especially those resulting from prejudice, discrimination, and cultural conflict. Attention is paid to critical thinking skills which allow students to address cultural, racial, and/or gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.

(a) The course used to satisfy this area may also be used to satisfy another area of General Education, if applicable.

(b) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the cultural competency emphasis threaded throughout the curriculum as a requirement of national standards within that discipline.

(c) The Curriculum Committee will approve a list of qualifying courses and review any new course developed in the future for diversity content.

- **4025.8** Transfer Degree Exemptions – Associate in Arts for Transfer (AA-T) degrees and Associate in Science for Transfer (AS-T) degrees are exempt from the following local requirements:
 - American Institution requirement
 - Physical Education and Wellness requirement
 - Diversity requirement

as listed in sections 4025.5, 4025.6 and 4025.7 of this procedure, respectively.

Revised xx/xx/xx

Approved xx/xx/xx

College of the Canyons
Academic Calendar – 2022/23
DRAFT

Fall 2022

Month	Event	Date
August	Professional Development Week (FLEX, Employees Only)	August 12-18 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 19 (Friday)
	First Day of Fall 2022	August 22 (Monday)
September	Labor Day Holiday	September 5 (Monday)
November	Veterans Day Holiday	November 11 (Friday)
	Thanksgiving Day Holidays	November 24-27 (Thursday – Sunday)
December	Last Day of Fall Semester Campus Closed	December 10 (Saturday) TBD

Winter Intersession 2023

Month	Event	Date
January	New Year’s Holiday Observed	January 2 (Monday)
	First Day of Winter Term	January 3 (Tuesday)
	Martin Luther King Holiday	January 16 (Monday)
February	Professional Development Week (FLEX, Employees Only)	January 31 - February 4 (Monday to Friday)
	Last Day of Winter Term	February 4 (Saturday - 5 weeks)

Spring 2023

Month	Event	Date
February	First Day of Spring Semester	February 6 (Monday)
	Lincoln/Washington Holidays	February 17-20 (Friday to Monday)
April	Spring Break	April 3-9 (Monday – Sunday)
May	Memorial Day	May 29 (Monday)
June	Last Day of Spring Semester	June 1 (Thursday)
	Commencement Ceremony	June 2 (Friday)

Summer 2023

Month	Event	Date
June	Start of Summer session	June 5 (Monday)
	Juneteenth*	June 16 (Third Friday in June – pending negotiations)
July	Independence Day	July 4 (Tuesday)
August	Last possible day of Summer Session	August 19

**College of the Canyons
Academic Calendar – 2023/24**

Fall 2023

Month	Event	Date
August	Professional Development Week (FLEX, Employees Only)	August 11-17 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 18 (Friday)
	First Day of Fall 2023	August 21 (Monday)
September	Labor Day Holiday	September 4 (Monday)
November	Veterans Day Holiday Observed and Actual	November 10-11 (Friday – Saturday)
	Thanksgiving Day Holidays	November 23-26 (Thursday – Sunday)
December	Last Day of Fall Semester Campus Closed	December 9 (Saturday) TBD

Winter Intercession 2024

Month	Event	Date
January	New Year’s Holiday	January 1 (Monday)
	First Day of Winter Term	January 2 (Tuesday)
	Martin Luther King Holiday	January 15 (Monday)
February	Professional Development Week (FLEX, Employees Only)	January 29 - February 2 (Monday to Friday)
	Last Day of Winter Term	February 3 (Saturday - 5 weeks)

Spring 2024

Month	Event	Date
February	First Day of Spring Semester	February 5 (Monday)
	Lincoln/Washington Holidays	February 16-19 (Friday to Monday)
April	Spring Break	April 1-7 (Monday – Sunday)
May	Memorial Day	May 27 (Monday)
	Last Day of Spring Semester	May 30 (Thursday)
	Commencement Ceremony	May 31 (Friday)

Summer 2024

Month	Event	Date
June	Start of Summer session	June 3 (Monday)
	Juneteenth*	June 21 (Third Friday in June – pending negotiations)
July	Independence Day	July 4 (Thursday)
August	Last possible day of Summer Session	August 17



Academic Senate for College of the Canyons STANDING POLICY Legislative Endorsements

The Academic Senate is sometimes asked to formally endorse pending legislation from State, Federal or other governmental bodies. Endorsements of pending legislation can be, at times, fraught with unintended legislative and political consequences. This fact alone should not inhibit the Academic Senate from taking a formal position on such matters, but it should be acknowledged. It should also be noted, the Academic Senate could be asked to take formal action against pending legislation, issues or causes.

Matters directly related to the 10+1 subject matter jurisdiction of the Academic Senate are much easier to advance as discussion topics and eventual action items to be adopted for endorsement, if so determined by the Academic Senate President. However, matters remotely, or tangentially related to the Academic Senate's jurisdiction (regardless of how much universal support the item has) are more difficult scenarios to determine. Nothing in California Education Code, Title 5 regulations, the Academic Senate's Constitution or Bylaws suggests the Academic Senate cannot go beyond its 10+1 parameters to give voice to larger systemic or social matters found in legislation. To do so would purely be a matter and decision for how we as a deliberative body define our customary practices in this and other professional areas. Regardless of context, formal endorsement of legislation, issues or causes sets precedent.

Considering any endorsement without an objective basis for doing so could result in a proliferation of similar requests. And without establishing objective parameters of rationale, the Academic Senate would lack an ability to defend charges of inequitable subjective decision making.

Ultimately, it is within the Academic Senate President's discretion to determine the content and items listed on a meeting agenda. However, given the foregoing considerations, the following criteria should be utilized by the Academic Senate President in making a determination whether any legislation warrants placement on an agenda for consideration of endorsement:

1. Is the legislation, issue or cause directly related to the 10+1?
2. If not directly related to the 10+1, how might the matter relate in a manner warranting such consideration of endorsement?
3. How important is the endorsement to the success of the legislation, issue or cause?
4. Have other COC constituent groups taken formal positions on the matter?
5. Will an endorsement or formal position adversely or positively impact the professional influence of the Academic Senate?
6. Have relevant and related discipline faculty been consulted for advisory input and endorsement?
7. Has the California Legislative Analyst's Office (LAO) or United States Congressional Budget Office (CBO) developed analyses regarding legislative impact?

A 2/3 supermajority of the Academic Senate shall be required for endorsement of any piece of legislation.



Academic Senate for College of the Canyons

STANDING POLICY

HyFlex Modality

“HyFlex” instructional delivery has been prevalent in the California State University (CSU) system for many years. Subsequently, some California community colleges embraced the use of HyFlex. College of the Canyons has utilized HyFlex instruction for nearly ten years. The Covid-19 pandemic has resulted in an accelerated use and consideration of HyFlex to meet the instructional challenges the pandemic has wrought. Consequently, it is incumbent upon the Academic Senate to herein establish a formal definition of HyFlex to ensure effective student learning and to uphold regulatory and professional academic standards.

In collaboration with the offices of Instruction, Online Education and the Educational Technology Committee, the Academic Senate hereby establishes the following:

- A. HyFlex is defined collectively by the following criteria:
1. HyFlex is a modality that allows students to choose how they participate in a course, as designed by the instructor. HyFlex is a modality that utilizes remote synchronous technology, face to face (InPERSON) instructional delivery, and supplemented by a learning management system.
 2. HyFlex requires the instructor to provide regular, weekly instruction on a physical campus, in a classroom that can accommodate the entire capacity of enrollment. Instructors will hold class on campus for all contact hours, while students may choose to attend face to face (InPERSON) or utilizing remote synchronous technology.
 3. District approved synchronous platforms must be used to enable any student enrolled in the course to attend class synchronously from outside the physical class meeting room. District approved learning management system(s) must be utilized to enable synchronous remote platforms and to verify regular and substantive student contact.
 4. The synchronous video and audio transmission of instruction must be achieved using particular camera and equipment technology. The nature of this equipment should provide an equitable learning experience to students in both the online and physical classroom environments. The District will provide all required, designated HyFlex equipment for every classroom identified as a HyFlex classroom.
 5. Instructors must not utilize synchronous instructional delivery as a substitute for any weekly required contact hours. HyFlex contact hours must be maintained and may not be replaced by asynchronous instruction.

B. HyFLEX Certification Requirement

1. *Section 55200 of Title 5 of the California Code of Regulations (CCR)* defines distance education as, “instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology.” Accordingly, HyFlex demands some form of distance education training to be completed in order for a faculty member to qualify as a HyFLEX instructor.

To satisfy this regulatory requirement, instructors must successfully complete the following training:

- a. Canvas Certification and Accessibility Training
- b. OnlineLIVE Certification Training

The Office of Online Education should accept, upon review and determination, any equivalent training completed by an instructor.

2. Instructors must also complete a brief technological training session in order to properly utilize and manage the required HyFlex video and audio equipment. Such training should also include a pedagogical emphasis to ensure use of the technology is maximized to the fullest instructional benefit of student learning and the physical and remote classroom environments.

C. Certification Deadline

HyFlex certification requirements should be enforced beginning fall 2022.

D. Policy Rationale

At present, there is no formal definition of the HyFlex instructional modality found in California law or regulation. There exist only customary understandings. The Academic Senate for California Community Colleges recently resolved to collaborate with the California Community Colleges Chancellor's Office to consider proposing a revision to Title 5 of the California Code of Regulations to formally define "HyFlex" instructional delivery. Any possible outcomes resulting from that collaboration could take a protracted amount of time. In the interim, it is the intent of this local COC HyFlex policy to take a conservative approach to its definition, as well as its implementation. A wide spread roll out of a broad HyFlex definition would risk a necessity for subsequent revision to countless hours of individual instructional preparation, if a fundamentally different statewide standard is eventually adopted. HyFlex is not being discouraged. However, the Office of Instruction should be judicious in its approval of requests for HyFlex sections to ensure proper and effective instructional planning.



AP 4102 Career and Technical Education Programs

References:

- Title 5 Section 55600 et seq.;
- 2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);
- 34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
- ACCJC Accreditation Standard II.A.14

The purpose of career and technical education is to:

- provide accessible and equitable quality learning opportunities to students of all ages and provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners;
- respond to industry needs and engage with employers to provide employees for employment in high-skill, high-demand positions with the knowledge and skills needed for success in the global economy; and
- advance the region's and state's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

Students completing career and technical education courses shall be evaluated by the same local criteria as used for all courses.

Advisory Committees

Advisory committees are groups of local employers and community stakeholders who advise educators on the design, development, operation, evaluation, and revision of career and technical education programs. The workplace knowledge and resources provided by committee members help to ensure that all aspects of career and technical education programs reflect the needs and current conditions of the workplace and that program completers are capable of successfully completing the next step whether it be employment or further education.

Recognizing the high cost of career and technical education programs, the state has utilized federal funds (Carl D. Perkins) to support the needs of these programs. Each program receiving Perkins funds during a given academic year shall have an advisory committee comprised of a majority of members from business and industry that meet at a minimum of one time each academic year. Members of the advisory committee are selected by the appropriate department chair in consultation with the related instructional deans, Workforce and Economic Development personnel, and Career Services personnel.

The activities of an advisory committee and/or individual members of an advisory committee, as outlined in the District's Career Education Program Advisory Committee Handbook, may include

providing information or guidance with respect to particular industries, student learning and mentoring, curriculum, facilities, and equipment.

Compliance with United States Department of Education Gainful Employment Requirements

Consistent with federal regulations pertaining to federal financial aid eligibility, the Chief Instructional Officer (CIO) will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The CIO shall ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Approved xx/xx/xx

Reviewed and Endorsed by CPC: xx/xx/xx