College of the Canyons Academic Senate
February 18, 2021
3:00 p.m. to 4:50 p.m. Via Zoom

Meeting can be join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/91488707650
Or iPhone one-tap (US Toll): +1-669-900-6833 or +1-253-215-8782, Member ID: 91488707650#

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. Committee Appointments: Angeli Francois (Adjunct Faculty, English), Equal Employment Opportunity (EEO) Committee
5. Sub-Committee Summaries:
     - Senate Executive Committee Summary, Nov. 12, 2020 (pg. 12-15)
6. Approval of the Consent Calendar

Academic Senate meeting, Dec. 3, 2020 Summary (pg. 3- 11)	Program Viability Committee Summary, Nov. 19, 2020 (pg. 16-20)

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. PAC-B Committee Annual Report, Jason Burgdorfer
2. Career Education Committee Annual Report, Gary Quire (pg. 21-25)
3. Academic Senate Presidents Report, David Andrus
4. Academic Senate Vice President Report, Lisa Hooper

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Part-Time Faculty, MQE for Winter 2021, (pg. 26)
2. Dr. Terri Goldstein, Discipline Assignment memo (pg. 27)
3. Scale of Adoption Assessment (SOAA) 2020 Review, Paul Wickline, Jasmine Ruys & Garrett Rieck

- [Scale of Adoption Assessment (SOAA)](#)
- [SOAA Summary](#)
- [SOAA FAQ Sheet](#)
- [SOAA Academic Senate Presentation 2.18.21](#)
4. Resolution to Support Students during COVID-19 Crisis, David Andrus (pg. 28-29)

E. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. BP 7210 Academic Employees, Gary Collis (pg. 30)
2. BP/AP 5010 Dual/Concurrent Enrollment, David Andrus
   - BP 5010 (pg. 31-33)
   - AP 5010 (pg. 34-36)
3. Add Code Enrollment Procedures, David Andrus

F. Unfinished Business

Below is a list of items that can be discussed for a future date.
1. Mission Statement, David Andrus
2. Summer/Fall 2021 Online Instructor Certification Determination, James Glapa-Grossklag & Dr. Omar Torres

G. 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. Anti-Racism (Call to Action) Resolution(s)

H. Announcements
- Next Academic Senate Meetings Spring 2021: March 4, March 18, April 1, April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

I. Adjournment

Academic Senate Summary for December 3, 2020

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	Mary Corbett	A
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	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	*Rebecca Shepherd proxy for* Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Dr. Wilding	A
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	X

Guest							
Andy McCutcheon	X	Elizabeth Shaker	X	Kelly Burke	X	Patti Haley	X
Ann Hamilton	X	Jasmine Ruys	X	Larry Alvarez	X	Paul Wickline	X
Claudia Acosta	X	Jennifer Smolos	X	Lori Marie Rios	X	Sebastian Cezares	X
Daylene Meuschke	X	Katherine Hernandez	X	Maral Markarian	X	Stephen Burns	X
Dilek Sanver-Wang	X	Kathy Bakhit	X	Michelle LaBrie	X	Teresa Ciardi	X
Edel Alonso	X	Kathy Flynn	X	Miriam Golbert	X		

A. Routine Matters

1. Call to order: 3:01 pm
2. Public Comment:

- There is a Board of Trustees special meeting scheduled during the same time as the Academic Senate meeting. This removed the ability for some faculty to attend the Board meeting. Scheduling both meetings at the same time is difficulty for people to maintain their schedules.
3. Approval of the Agenda
   - Motion to approve the agenda by Ambika Silva, seconded by Lisa Hooper. Votes collected using the Zoom participant's window. One yes proxy vote by Rebecca Sheperd for Tammera Rice. One abstention vote by Garrett Hooper. Approved.
4. Committee Appointments: (pg. 3)
   - There are two ASCCC statewide committee appointments. These positions will be tracked going forward.
     David will meet with committee designees to ensure everyone serving on these committees is liaising between the local work being done at the college and statewide. This will ensure utilization of the statewide appointments is being as useful as possible.
5. Approval of the Consent Calendar
   - The Program Viability Committee Summary from October 22, 2020 was tabled at the last meeting for some technical changes. The summary has now been updated.
   - A request was made for more information regarding the Correspondence Education noted on the Curriculum Committee Summary Special Meeting from Nov. 30, 2020.
     - The Chancellors Office allowed the college to have a Blanket Addendum for all forms of remote delivery. This included all of the DE and correspondence education. There was work done to create a provisional DLA. There were also some disagreements regarding whether or not to have a separate correspondence. COC choose to apply an individual addendum. This was also as a result of wanting to specifically state the COC correspondence courses are really only to be offered to currently incarcerated students. The addendum provides some guidance for faculty members so they know how many intervals they're supposed to engage with their students. This is based on the contract hours of the course outline of record. There were around 25 to 40 classes that had been requested by various correctional facilities for the winter and spring terms. The correspondence attendance had to be applied to those courses as the Curriculum Committee would not meet again until February. Currently, the only courses which have correspondence agenda applied are the courses slated to be scheduled in winter and spring. A correspondence addendum can be added in the future if additional courses want to be offered to correctional facilities. The intention is to be back to face to face instruction at Pitches as soon as circumstance permit.
   - Motion to approve the consent calendar by Lisa Hooper, seconded by Peter Hepburn. Votes collected using the Zoom participant's window. One yes proxy vote by Rebecca Sheperd for Tammera Rice. Unanimous. Approved.

Academic Senate meeting, Nov. 12, 2020 Summary (pg. 4-11)	Curriculum Committee Summary Nov. 19, 2020
Curriculum Committee Summary Special Meeting Nov. 30, 2020	Program Viability Committee Summary, October 22, 2020 (pg. 12-15)

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

1. College Planning Team (CPT) Committee Annual Report, Claudia Acosta
   - There were three meetings held during fall 2020 on the third Monday of each month. CPT is a Collegial Consultation committee. This committee draws in membership from all employees groups, administrator's faculty, classified as well as student representation. Faculty members are appointed by the Academic Senate representing an academic school or a program.
   - **Background:** The CPT committee was formed in 1989 and began as a comprehensive planning taskforce, referred to as the College Planning Team Force (CPTF). This committee was a planning, envisioning and coordination group until the late 1990's. At the time there was a not a separate budget, technology committee or facilities master plan taskforce. These committees were all sub-committees of the CPTF. In the 1990's the college doubled in size. As the college grew it was determined that it was time to separate as subcommittees of the CPTF task force and have them function separately. CPT oversees the planning efforts of the college and works to identify the issues, trends that will impact what the college does for who and how it should be done. The committee also evaluates the college effectiveness, fosters coordination, integration of the college data into planning process across campus.
   - **Summary of CPT work for fall 2020:** The agendas for CPT have been updated in that they now include a context, objectives and an outcomes section. CPT has had several important discussions which include:
     - Canyons Complete Guided Pathways: CPT discussed efforts to help with coordination and opportunities to further align and maximize student benefits in the impact of institutional goals. There was a progress outcomes and how these efforts are aligned with the COC plan and goals and the CCCO vision for successful in core commitments. There will be more discussion regarding how to promote deeper engagement between committees in Guided Pathways efforts to ensure that committees continue to actively assess opportunities to improve. A review of committee surveys will be done as well.
     - Call to Action documents: An examination of the many activities is already underway through employee, student, Equity Minded Practitioners, Human Resources and IE2.
     - Enrollment Management: CPT reviewed the accomplishment of the 2019 Enrollment Management Plan and discussed the strategies plan to expand student learning while supporting social and economic mobility.
     - Employee Wellness Program: A new initiative was reviewed and examined in October.
     - District Mission Statement: This is part of the Accreditation Standard. CPT reviewed in October and November. There was discussion regarding the future work in the state, nation and the implications for COC and how the college is responding. There was also a second review of the mission statement after some changes were proposed during the Town Hall in November 12th and 13th. CPT confirmed the process for the review of the mission statement in fall 2020.
     - Assessment for Prior Learning (Credit for Prior Learning): CPT also reviewed and proposed changes to BP and AP 4235.
     - Diversity & Overview of LatinX Heritage: CPT participated collaboratively in the Hispanic Culture Festival with other department. These departments included Modern Languages, Culinary Arts Departments, ASG, Office of Diversity & Inclusion, Community Partners and the Honor Society.

- **CPT Orientation**: CPT will be hosting a CPT orientation for new members. A review will be provided of the work of CPT such as reviewing college goals, propose innovative solutions in institutional effectives strategies, building bridges programs and departments. CPT agendas are posted on the COC Intranet site. Faculty can also communicate with their school or program representative at CPT for more information on agenda items. Faculty can also contact Claudia Acosta, chair.

2. Academic Senate Presidents Report, David Andrus
   - **ASCCC Exemplary Program Award**: Special Congratulations for Garett Rieck's Non-Credit Program being nominated for this award. Garrett is being asked to attend the Board of Governors meeting in January. There has been a substantial expansion in Non-Credit, from 26 courses to over 140. This has been a campus wide collaborative effort of breaking down silos in order to create more free class opportunities for community members and students. Garrett thanked faculty and administration for their support in building the program. There are now classes in Spanish for HealthCare workers, Career Skills (which is interdisciplinary), English, Math, Land Surveying, Business, etc. The focus of this award was equitable practices in a virtual education environment. Online non-credit was launched early and there was a seamless support in transition due to the support of enrollment services staff, non-credit and campus-wide.
   - **2021 Stanback-Stroud Diversity Award**: The deadline for this award is February 8, 2021. ASCCC recently sent out the information to Academic Senate Presidents so they can then send out this information to faculty. David will be forwarding this information soon. An earlier deadline was imposed to allow sufficient time for the David to review and prepare the informational packet.
   - **Follow up on Elections Committee Report:** The elections for the Clerk and Treasurer positions have not been held. There was a concern at that the Academic Senate may be out of compliance with the Constitution. The elections for these positions, adopted, would be held during odd years of the fall semester. This will allow more time for both David and Rebecca Shepherd (Chair, Constitution & By-laws Committee) to discuss an idea to modify the definitions of these positions to be more specific. Anyone who is interested in these discussion can contact either David or Rebecca. The idea is to also have these positions be as factional and effective as possible. For example, there has been some discussion regarding how to bring the Parliamentarian position into a greater role. In Executive Committee meetings of the Senate there are many subcommittees and chairs that have a lot of things going on with their own budgets and which may be in need of clerk support. There could be a way to provide greater detail to those position definitions. The elections for these positions may be held in the fall. These positions will be re-assessed to provide more specific.
   - **Return to Campus Coalition:** This coalition was formed to address concerns regarding how to transition back to campus. COVID-19 cases are currently high but there is hope with a possible vaccine. There is a need to have faculty and staff be heard in terms of their concerns, perspectives and ideas. There are many work conditions issues that will need to be negotiated with various bargaining units. There are other issues which are more academic and instructional. The first meeting was held this week and the next meeting will be held next week. The approach is to not have a large committee like the Return to Campus Taskforce which has 80 people. The idea is to keep the membership of this coalition to about 20 or so people and to ensure there is representation from all groups. There is another list of staff that the coalition would like to

invite in for various agenda items. This is so that the group does not stay permanently large but is actively rotating in and out. The idea is to have a framework in which to prepare for the summer in the fall. The idea is to bring everyone back in the safest most effective way possible.

C. Action Items

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

1. Faculty Professional Development Procedures, Teresa Ciardi (pg. 16-22)
   - An overview of changes was presented during the last meeting.
   - Motion to adopt the new Faculty Professional Development Procedures by Carly Perl, seconded by Lauren Rome. Votes collected using the Zoom participant's window. One yes proxy vote by Rebecca Sheperd for Tammera Rice. Unanimous. Approved.
2. [Faculty receiving Emeriti Status December 2020](#) (pg. 23)
     - In the last year Academic Senate starting a new tradition of acknowledging faculty members who receive Tenure. There has always been acknowledgement of Emeriti faculty but there was a Special Recognition Celebration meeting that was held last spring 2020. Unfortunately, there was not enough time this semester to host this type of meeting. However, Emeriti faculty will still be recognized. For many faculty it is poignant moment in their lives when their ending their professional career and a brief moment of recognition doesn't do it justice. It has proven challenging to honor someone entire career in one afternoon via zoom.
   - Dr. Danielle Butts, Counseling/Education
     - Danielle severed as the first every Transfer Center Direction at COC and was hired in 1999 by Dr. Van Hook. Danielle was instrumental in bringing the first transfer admissions agreements to campus. Congratulations to Dr. Danielle Butts for her retirement.
     - Motion to award Emeriti status to Dr. Danielle Butts by Garrett Hooper, seconded by Rebecca Eikey. Votes collected using the Zoom participant's window. One yes proxy vote by Rebecca Shepherd for Tammera Rice. Unanimous. Approved.
   - Dr. Kathy Flynn, Chemistry
     - Prior to starting her career at COC, Kathy worked as a research assistant for a group of oceanographers at Naval Ocean System Center in Point Loma, California. Kathy has also had an interest in environmental concerns and has used her Chemistry background to improve the environment. Kathy will be missed in the Chemistry department many of the things done in Chemistry to make the program green and more environmentally friendly has been drive by Kathy's passion. Congratulations to Kathy on her retirement.
     - Motion to award Emerit status to Dr. Kathy Flynn by Rebecca Eikey, seconded by Regina Blasberg. Votes collected using the Zoom participant's window. One yes proxy vote by Rebecca Shepherd for Tammera Rice. Unanimous. Approved.
   - Dr. Jane Feuerhelm, Counseling/Education
     - Before joining College of the Canyons, Jane worked at the Hart District for 15 years. Jane was hired by Dr. Van Hook in August of 1995 as a Learning Disability Specialist. After two semester Jane became the direct of DSPNS. Congratulations to Jane on her retirement.
     - Motion to award Emeriti status to Dr. Jane Feuerhelm by Garrett Hooper, seconded by Erica Seubert. Votes collected using the Zoom participant's window. One yes proxy vote by Rebecca Shepherd for Tammera Rice. Unanimous. Approved.

- James Anderson, Chemistry
    - Mr. James Anderson was a former high school Chemistry teacher who is best known as Mr. Organic Chemistry at College of the Canyons. Congratulations to James Anderson on his retirement.
    - Motion to award Emeriti status to Jim Anderson by Rebecca Eikey, seconded by Shane Ramey. Votes collected using the Zoom participant's window. One yes proxy vote by Rebecca Sheperd for Tammera Rice. Unanimous. Approved.

D. Special Recognition
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Faculty receiving Tenure for spring 2020
    - Dr. Tara Williams, Chemistry
        - Tara is receiving Tenure status for spring 2020. Tara was not mentioned during the spring 2020 semester due to some bookkeeping issues. Academic Senate has recently begun recognizing faculty which have received Tenure. While faculty were being recognized during graduation it was not being done in Academic Senate. This is a big accomplishment as it a validation from a faculty members colleagues. Tara has been co-chairing the Chemistry department with Dr. Consuelo Beecher. Tara is also one of the faculty who are teaching at Pitches and in helping getting the department involved in the incarcerated education. Tara has also served as the Guided Pathways Liaison. Tara has demonstrated a commitment to the college. Congratulations to Dr. Tara Williams for receiving Tenure.
        - Special thanks from board member Dr. Edel Alonso to all Emeriti and Tenure faculty. Special Thanks to Dr. Kathy Flynn for all her many years of inspiring STEM students.

E. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. PDF Accessibility, Stephen Burns & David Andrus
    - David has concluded his first semester as Co-Chair of the Web Committee. At the Web Committee there has been a discussion with a continual issue of accessibility related to PDFs. It's important for web content and PDF's to be accessible for accreditation or non-accreditation purposes. There is a program that is being used by Stephen and his colleagues to make PDF's accessible but it is laborious. Every time a certain amount of PDFs are fixed more documents get uploaded to the website which are not accessible. This is a campus wide issue across the board. The report which was shared demonstrated that there are about 714 PDF's with issues out of over 3,000. This puts COC not in compliance with the website. In addition, this makes content not accessible for students and community members. There are 42 PDF that were remediated and 44 new PDF's with errors where then uploaded.
    - There is a software called, Site Improve which scans the website for inaccessible PDF's. The main way to ensure a PDF is accessible is though Adobe Acrobat. Scott McAfee has been doing the trainings on site and privacy. Anyone can look at the content to see where there are broken links or misspellings. If anyone needs a higher tier of support they can contact Stephen Burns. There is another software that is being used for larger documents such as catalogs which are over 300 pages. This is a state program that is being paid by the state and there are limited licenses. Emails also need to be PDF accessible.

- In academia PDF's are preferred as they help keep information intact so they are not easily edited. There are many faculty who work over winter break, off contract, and build up their content either on the website or in CANVAS. CANVAS has the ability to flag PDF's and Word documents for not being accessible. There are some pages that are created in CANVAS which can become accessible automatically.
- It is also recommended to have Senators report out this issue at school meeting, school deans, content managers and department chairs. Robin will also need to be trained in Adobe accessibility. There is a CE contractor who has been working on the websites. This contractor would need access to the license to the Site Improve software.
- There are concerns that if for content managers who do not maintain the website often that this content can be cumbersome to maintain. Stephen will return in spring 2021 to discuss calendar issues.

2. [Scale of Adoption Assessment (SOAA) 2020 Review,](#) Paul Wickline, Jasmine Ruys & Garrett Rieck
    - This item was discussed back in March of 2020 and was adopted back in spring and used for certification. The document was certified in NOVA by the then Academic Senate President Rebecca Eikey after both the Academic Senate and the BOT reviewed. There has not been much feedback received from the state as to what was submitted last year. Thus partly due to the COVID-19 and social justice efforts such as the Call to Action taking precedence.
    - The Scale of Adoption Assessment is now due on March 1, 2021 and an extension has been received for March 10th. A group has been working on the SOAAA which includes Garrett Rieck, Liz Shaker (Two Guided Pathways liaisons), Michael Monsour (Classified Senate President), Jasmine Ruys, Daylene Meuschke, and Paul Wickline. In addition, Gary Quire, Patty Robinson and Harriet Happel have been asked to participate.
    - This document will require review and a signature from the Academic Senate President and CEO. This item can return for a second discussion in spring 2021 if needed. The presentation highlighted the importance of how both approval ensures effective participation and collegial consultation. The SOAAA document is really the [California Community Colleges](#) Assessment of Progress in the Implementation of Guided Pathways. This framework is based on the [Community College Research Center (CCRC)](#) and the book [Redesigning America's Community Colleges Clear Path to Success](#).
    - This is the second version of the statewide Guided Pathways assessment planning tool used by the California Community Colleges. This is an assessment tool used by the Community College Center (CCRC) from Columbia University Teachers College. This group has been instrumental in doing research around Guided Pathways. This is designed to help colleges assess how far along they are in adopting those essential Guided Pathways practices. An outline was shared regarding Guided Pathways Essential Practices, Scale of Adoption at Our College, Progress to Date Implementing Practices and Next Steps. These categories align with the four pillars of Guided Pathways. This process is also similar to program review in that is it a self-study accreditation, serves as a communication tool which documents completed efforts an intended next steps. This also opens up an opportunity for robust discussions. The first document that Academic Senate certified, a few years ago, was the locally developed 14-element Guided Pathways Self-Assessment Tool. The CCCO changed the assessment tool to include equity. The group will be working in January on aligning the work more effectively with equity efforts. The intent is to also

share this information not only with the CCC System partners but also across the nation. The CCCO wants to re-inforce that they will pull information from each college. After March 1, 2021 a Guided Pathways Legislative report will be composed to show what efforts are underway to legislators. This will have an impact on what funding may or may not be available for summer 2022. A list of FAQ was also shared. It was also clarified that there's no negative consequences to missing a timeline or goal that's been outlined in the college's document.

- A timeline was shared regarding who has reviewed the document such as the Steering Committee, Guided Pathways liaisons and IE2 Design Team. The Classified Senate will be reviewing this document in January and IE2 will review a final draft in February. The target date is to present the final document to the BOT on March 10, 2021. Academic Senate can also take "Action" on February 18, 2021 or March 4th and still be in line in the March 10th BOT meeting. The "Progress to Date," "Next Steps," and "Support needed" will be sections that will be updated in January 2021. The idea is also to bring Guided Pathways into the faculty word and into the classrooms and instruction in a more tangible way. There may be more Equity Minded & Guided Pathways presentation made to Senate in spring 2021.

3. Mission Statement, David Andrus (pg. 24-25)
    - There was a call out by Mike Wilding and the CPT team to invite everyone to two different collaborative meetings. These were not CPT meetings but more so generated by CPT to be dedicated solely to a collaborative process of working on a revised mission's statement. There is no immediate urgency to move forward with proposed changes in spring 2021. CPT worked in breakout rooms and came up with about three or four different iterations of missions statements. Those statements where used in dedicated session that Mike Wilding put out a fall for participation in each of those meeting. There were 15 to 20 people who attended which included faculty. One group had a more granular approach and felt the existing mission statement was good and just needed to be tweaked. The second group felt the mission statement could be broader and shorter. CPT discussed both of these approaches. Keeping in mind the philosophy and the vision statement it was made clear that accreditation is ok with a granular detail and not just a value based statement. The idea is to capture the essence of COC and allow the details to exist somewhere else.
    - In the proposed recommended draft from November 16t, 2020 from the CPT meeting there was a suggestion to add "academic" after "institution." Another suggestion to call out who we are at COC for example, "We are comprised of, faculty, staff and administration." As we are all committed to these goal and promoting access, fostering engagement and furthering the success of all of our students. It is also not clear, in the proposed language, what is a "highly supportive institution?" As there is no mention of education in the first sentence. There are also concerns with attempting to call out the various groups and some may feel left out. It is also recommended that if the mission statement is being revised to all revise the vision statement. It is also recommended to have the vision statement be larger than the mission statement. It is also recommended to have mission statements read with no more than 3 sentences. As the vision is what you're about and the mission is what you want to accomplish.
    - In terms of required accreditation standards, the mission statement does require five fundamental components that need to be addressed through the mission. These include, educational purpose, intended student population, degrees and other credentials offered, commitment to student learning and student achievement. It is recommended to bring the

missions statement back to CPT and then to Academic Senate. There is not rush but it would be ideal to have something in place before spring 2022.

F. Unfinished Business

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

- This area will be populated with possible agenda items for spring 2021.

G. 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.

- This area will be populated with possible agenda items for spring 2021.

H. Announcements

- o Next Academic Senate Meetings Spring 2021: Feb. 18, March 4, March 18, April 1, April 22, May 6 & May 20
- o ASCCC 2021 Part-Time Faculty Institute, Feb. 18-Feb. 19, 2021, Virtual Event
    - There is no charge to attend this meeting.
- o ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, TBD
    - The intent is to form a team to attend spring plenary.
- o 2021 Career Noncredit Education Institute, April 30-May 2, 2021, TBD
- o ASCCC 2021 Hayward Award, Application Deadline: December 11, 2020
- o ASCCC 2021 Stanback-Stroud Diversity Award Deadline: February 8, 2021

I. Adjournment: 5:06 pm

- Special thanks to David, Lisa and Gary and all the Senators for their commitment to the Academic Senate and for all of their hard work. Special thanks from ASG, Dr. Omar Torres and Dr. Edel Alonso to all faculty and Academic Senate for all that has been accomplished during the fall 2020 semester for students and the college community as 2020 has not been an easy year. It is still not clear what the future will look like. There was a reminder that there is a COCFA end of the semester celebration meeting at 6:30pm.

COLLEGE OF THE CANYONS

ACADEMIC SENATE

EXECUTIVE COMMITTEE MEETING SUMMARY

November 12, 2020
11:00 a.m. to 12:00 p.m. via Zoom

Meeting can be joined from PC, Mac, Linux, iOS or Android:

https://cccconfer.zoom.us/j/99967545046

Or iPhone one-tap (US Toll): +1-669-900-6833 or +1-253-215-8782, 99967545046#

AGENDA

Attendees: Claudia Acosta, David Andrus, Wendy Brill, Jason Burgdorfer, Teresa Ciardi, Gary Collis, Nicole Faudree, Miriam Golbert, Gary Quire, Lisa Hooper, Garrett Rieck, Dustin Silva, Julianne Johnson, Alisha Kaminsky, Patty Robinson, Robert Wonser

A. Routine Matters
1. Call to order: 11:03 am
2. Public Comment:
   - none
3. Approval of the Agenda
   - Motion to approve the agenda by Nicole Faudree, seconded by Wendy Brill. Votes counted using the participant's window in Zoom. Unanimous. Approved.

B. Reports:
1. ASCCC Area C Meeting report out, David Andrus
   - **ASCCC Fall 2020 Plenary:** David and Lisa attended the three day conference. There were more attendees than normal due to the conferences being statewide. Special thanks was given to ASCCC President Dolores Davidson on running the voting component of the resolutions. When attending these conference it is better to have more people attend due to them many workshops. Many of the workshops can sometimes overlap in time. The cost of the virtual conference is less than in person attendance. Many chairs of this committee would also benefit from attending the conference. The ASCCC Spring 2021 Plenary will be held from April 15th to the 17th.
   - **ASCCC Anti-Black Racism Discussion:** The major theme at the plenary session was on Anti-Black Racism and on equity, diversity and combating racism. There are many resources out there that will be shared soon. However, as much as there are local efforts on the Call to Action and on Anti-Racism it is not clear if the college has all the resources needed. There is much human capital needed on campus to be able to address this issue. In particular, there were 6 to 8

faculty members, who are Black/African American colleges who had drafted an article for the Senate Rostrum and they were asked to present at a general session. This presentation as very powerful and there is interest to invite them to campus to present.

- **ASCCC Resolutions:** The final list of adopted resolutions will be shared with the Senate Executive Committee. David is encouraging committee members to consider attending plenary as there was a strong resolution on Academic Freedom. There is also a resolution on Academic Senate Statewide Mission, Diversity and Equity in all areas of Curriculum. For example, ethnic studies as enforcing the GE requirement as a separate graduation requirement.
- **ASCCC Award Process:** ASCCC offers awards annually. There was one applicant, Garrett Rieck in the Non-Credit program for which an application was sent in for the ASCCC Exemplary Award program. This application was due last Monday. The Hayward Award is due in a month. There have been multiple inquiries as far as whether or not the award has to be within the confines of how we define an educational program per AP and BP Program Viability. It was clarified that the definition does not need to be an education program that leads to a Certificate or a degree for transfer. It can be a broad interpretation of a program.

C. Action:
1. Adoption of September 15, 2020 Ex. Comm. Summary (pg. 2-5)
   - Motion to adopt the summary by Gary Quire, seconded by Lisa Hooper. Votes counted using the participant's window in Zoom. Unanimous. Approved.
2. Senate Report Template and Options (pg. 6)
   - **New Voting Roster List:** The updated voting member roster sheet was shared. The list includes all voting members as listed in the Academic Senate Bylaws. The other list is that of proposed new voting members. These are those who have been attending the meetings. This Action item is to motion to include the new committee voting members listed under the title of "New Proposed Voting Members." This will expand the members to allow for a more cohesive and broader approach at disseminating information to committee chairs of the Senate. This will now include all committee chairs of the Academic Senate sub-committees. If there is anyone who is not included that person can be added to the list and the list can return for action on the next agenda.
   - **Committee Chair Voting Right?** If there are two committee chairs such as a chair and co-chair is it one vote per committee? The committee will have one vote and that can be the committee chair or committee designee. If this is agreed upon, should those individuals be asked to decide who the voting person will be? There is also a question regarding having on faculty member chairs two committees, does this individual vote twice? The suggestion is yes, this chair would get two votes as they are representing two committees. As the role in terms of shared governance is further refined there may be a better understanding of how necessary one vote per committee is. If there is a chair who is voting for two committee it needs to be clear if for example, those votes are being counted using the participants window or verbally? It was clarified that those members of Academic Senate who serve in two roles are allowed only one vote.
   - There was a request to ensure there is a AFT representation on sub-committees as some committees discuss issues and complexities related to the AFT contract. David and Dr. Torres have created an Advisory Council which is similar to the Instructional Advisory Council meeting

that is held once a month. These meetings are meant to provide another forum for coordination between instruction and the Senate, adjunct compensation issues and concerns. This item can return for more discussion regarding the structure of voting.

- A correction will be made to the roster sheet. Garrett Rieck is not the CE liaison but it is actually Gary Quire.
- Motion to expand the Executive Committee membership to include those listed in the proposed new voting member list and co-chairs are allowed to vote but each person is allowed one vote maximum regardless of the number of committee they represent by Gary Quire, seconded by Lisa Hooper. Votes counted using the participant's window in Zoom. One abstention from Teresa Ciardi. Unanimous. Approved.

D. Discussion

1. ASCCC Fall Plenary Resolutions, David Andrus
- This item was discuss in the report section.
2. Consideration of ASCCC Resolutions Process
    - Anyone on campus can write a resolution and bring to ASCCC Area C meetings and then up to plenary. ASCCC wants people to propose resolutions that are meaningful which speak to a need and have a broad interest and not necessarily a self-interest. ASCCC also does not want any duplication. There was a strong Academic Freedom reinforcement resolution that was adopted. Chris Blakey is now heading the Academic Freedom standing committee. There was also another resolution just passed on strengthening and revisiting the need to strengthen Academic Freedom and awareness. The deadline to submit resolutions is March 22, 2021.
- There was an idea proposed for a resolution stating what Academic Senate would like to see as a possible waiver for returning to campus. These could be similar as the K-12 waivers. David will send out a ASCCC resolution template to all committee chairs.
3. ASCCC Exemplary Program Award?
    - There are there awards, the Exemplary Award, Hayward Award (which has to do with outstanding full-time and part-time faculty), and the Diversity Award which is already listed on the Senates website.
4. Local Recognition Award Process?
    - An idea was presented regarding adopting a local recognition award process. The question is should the award process mirror the statewide awards? There are rubrics which the state uses for each one of these awards. Should there be one full-time award and part-time award? Should these be awarded annual or per semester? Should they be program awards? Awards also need to equitable.
    - Should there also be a recognition from the Senate in terms of what faculty want for awards and processes? Should students also be involved in the award process as students should have a vote or a voice? Also who would be allowed to nominate, should it be peers or students? Awards should also be merit and not popularity based. Would this be recognition for a faculty member or program?
    - David will bring back at the next meeting a template for a local award replicated process for these three ASCCC awards. In addition, an approach to how this could be implement for spring or the beginning of fall 2021. This will also serve as a discussion item regarding who is allowed to nominate student peers, faculty administrators, etc.

Return to Work Update:

- There are many faculty who are concerned about "What if's?" How do a faculty respond when a student expresses they don't feel well? This could be a student who is part of an essential infrastructure program on campus. What would be the on campus protocols? There are no faculty who are part of the Return to Work Taskforce. This concern has been discussed with Dr. Diane Fiero. There is discussion regarding creating a new work group. This workgroup will have representation from AFT and COCFA and Senate. There was a request to include CE faculty or the CE Committee Chair.

Senate Executive Committee Meetings for spring 2021:

- There is a proposal for one last Senate Executive Committee meeting for Dec. 3rd 11:00am to 12:00pm meeting. If there are multiple submission for the Hayward Award the idea is to use this meeting to review for those awards. The remaining meeting for the spring 2021 semester will be for Thursday from 11:00am to 12:00pm or 12:00pm to 1:00pm if needed.

E. Adjournment: 12:05 pm

Program Viability Committee Summary

November 19, 2020, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor) & Erik Altenbernd (Humanities, filling in for Julie Hovden)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Kathy Bakhit (Dean, HPPS), Garrett Hooper *(Student Services, Counselor & proxy for Albert Loiaza)* & Hency Chu (Medical Lab Technician, Allied Health)

I. **Routine Matters**
1. Call to order: 10:02 am
   - Request for copies of the Credit for Prior Leaning Policy can be made to Dr. Jamine Ruys.
2. Approval of 10/22 meeting minutes
   - The summary from 10/22 has been updated. The original version was pulled from the Academic Senate agenda by Regina Blasberg. A few edits and clarifications were made.
   - There was a request to make a correction to the Music Program section. When there is mention about Veterans it should state that it is for the degree or certification to be "Transcripted" and not transcript ID.
   - Motion to approve the meeting minutes with the suggested edits by Chris Blotz, seconded by Nicole Faudree. Votes collected using the zoom participant's window. One abstention from Garrett Hooper (proxy for Albert Loiaza). Unanimous. Approved.
3. Approval of the Agenda
   - Motion to approve the agenda by Nicole Faudree, seconded by Jesse Vera. Votes collected using the zoom participant's window. Unanimous. Approved.

II. **Reports**
1. Year Two Status Report: Digital Media – Wendy Brill and Garrett Rieck
   - **Background:** The non-credit digital media program was developed in 2017-2018. In 2018-2019 the Curriculum writing and development began. There is some confusion regarding where this program is in the pilot process. This program was due for a one year status report. The report was not formally completed as there was not much to report on. It is not clear if this should be year 1 or year 2? There were many reports postponed in the spring due to the pandemic.
   - **Review of AP for Program Viability:** Garrett is going to meet with David to review the AP for Program Viability as the procedures state that programs are to start at year 1, 2 and then 3. However, this may not be a great parameter for where programs are in the process. The years may be changed to phases. The new criteria would require program leads to meet in order to move from phase one to the next. There has been some discussion regarding having either the chair of PV or whomever represents the program to provide an annual update. It is also recommended to have an annual tracking mechanism.
   - **Photoshop Certification Training Program:**
     - **Older Adult PHOTO Courses:** These has been approved.
     - **Photoshop Certification Training:** This training was approved in fall but has not been offered due to the pandemic. It was not clear what would be the best way

to deliver the content. Instead the content will be offered in spring 2021. There is also a faculty member available to teach. These courses have been listed under NC.VOC instead of NC.PHOTO. The reason for this is that these courses can be taught by both CWT and by PHOTO departments.

- o **PHOTO Independent Project Courses:** Photo mirrored courses are being offered as an independent projects in Photography. These courses were approved in the summer catalog and offered in summer and fall.
- o The remaining courses have not been offered. There are also certificates associated with each that may be offered in spring. It is not clear if Wendy will wait until fall 2021 to offer these courses once it is safe to return to campus.

- ▪ **Advisory Board:** The advisory Board has meet twice and the board is supportive of the courses.
- ▪ **Challenges:** Wendy has lost a full time faculty member after the approval of the new curriculum. This faculty member was not replaced. The lack of human resources has hindered the ability to offer some of these classes. The hope is to find an adjunct with a specialization in Photoshop.
- ▪ **Recommendations to the Academic Staffing Committee (ASC):** These position was recommended for replacement to the Academic Staffing Committee. The position was listed as "Urgent for Replacement" for 2019 (*Memo from ASC Recommendations to the Chancellor, Nov. 15, 2019)* but there has been no action in over two years. It is not clear what supportive documentation was presented to ASC.
  - o In spring 2019 there were 6 retirements or resignations, 4 were replaced in Cinema, Nursing, Mathematics and Communications. Political Science was replaced a year later. All of these position were listed as "Urgent" but Counseling and Photo were not replaced.
- ▪ The need to create programs with adequate resources has also been brought up to the Chancellor. There is going to be a big overlap between the ASC and the PV Committee in the coming year. There has been some discussion made to not replace single department positions.
- ▪ **Need more state funds to hire full-time faculty**: One of the goals of PV is to make sure that there is human resources in the facilities needed for programs. PV can also make a formal statement to the board. There is a concern with having multiple adjuncts in a program as opposed to a full-time faculty member. This may be seen as a state sponsored abuse. The need to higher more full-time faculty members may be part of a larger conversation in terms of the state allocating more funds for full-time faculty positions. It is recommended that faculty work with administration to make the lobbying effort to request more resources be allocated for full-time faculty hiring. There will be more engagement and learning when there is a full-time faculty member on board.
- ▪ **Next Steps:** The committee can take a vote to recommend directly to the Academic Senate that the Senate then recommend to the Chancellor those recommendations given by the ASC for serious consideration. There are opportunities to make comments to the Academic Senate during the public comment portion for any items that are not on the agenda. This recommendation has not been asked of Academic Senate in the past. More supportive context data will need to be collected before a formal recommendation can be made. It will be important to articulate the impact of not having a full time faculty member. If some positons were approved for hiring and others were not what was the rationale for that? It is also important for program chairs to have a conversations with the school Dean so that the Dean can advocate for a program to

the district.

- ▪ The main concern is that this recommendation was submitted to ASC and the hiring of a FTF PHOTO instructor has been ignored. Garrett will collect supportive data to present to the committee in spring so that the PV Committee can review and then vote on a recommendation to the Academic Senate. There was reminder that programs are not voted on until they reach year 3 status.
- ▪ It is concerning if full-time faculty retire in a program and there is no faculty member left. There was a recommendation to add the agenda for the first meeting in spring a discussion regarding single person departments. There will be close to 20 full-time faculty retirements. Some of the single full-time faculty programs include Electrical Systems, Hotel & Restaurant Management and Photoshop. The deadline to submit for the SERP Retirements will be Friday.

III. Discussion
1. Program Initiation: Pharmacy Technician – Hency Chu
   - **Background:** This program was presented back in the spring semester.
   - **Pharmacy Tech Advisory Board October 22nd update:** Several individuals from various sectors from pharmacy tech presented, including retail and an instructor from another Pharmacy. A well-received discussion took place and goals were in line with what was expected for Pharmacy Tech in terms of preparing them for entry level employment. A board member from Henry Mayo, shared an update on the positions that are available in Pharmacy Tech. There are three positions, as the hospital has a staff roster of 25 to 30 Pharmacy Techs. The hospital hires about 5 to 10 in a given year.
   - **Curriculum Updates:** Board members requested that the Pharmacy Tech program be well rounded for students to be able to work in acute care as well as in retail. The proposed curriculum didn't have components of both. One model which the board members wanted to see was the ASHP model curriculum for Pharm Tech Education.
   - The Curriculum Proposal list of course was shared. There following course request where made:
     1. Add a *Basic Level Math* course
        a. In other schools a Medical Math Course has been used by several of the Pre-Med departments. This course was written in such a way that it could be taught by several people.
     2. Add a *Computer Skills* course.
        a. Chemistry is often a course that Science uses to guide the computation aspect for their work. Would someone with a Pharmacology background be most qualified to teach a Computations class? Would courses be assigned from another program?
        b. There is currently a Pharmacology course in the Nursing Program. Dr. Kathy Bakhit will review the Curriculum for this course to determine how much of the content covers computations. If this content is covered then someone with those MQ's for the Nursing Program would be able to teach this course. Would a licensed Ph.D. Pharmacist be able to teach all these classes? Is there a link between that degree and our current list of MQ's in the handbook?
     3. Remove *Anatomy* and *Physiology* from the proposal as the idea is to compartmentalize some of the courses.
        a. Removing these courses would be more in line with a Basic Skills, entry

level program. The idea is to not have all the rigorous prerequisites and have a shorter program in which students will be able to find employment quickly.

4. Split the *Overview of the Pharm Tech. Profession* 4 unit course into two.
   a. This is so that a *Calculations* course that was previously embedded in the *Overview Profession Course* could be added.
5. Add a *Body Systems* course
   a. There is concern with the request to remove *Anatomy* and *Physiology* and keep *Body Systems. As Body Systems* seems a lot like *Physiology*. Faculty with a *Biology* background with an emphasis in *Physiology* would be the most qualified to teach this course.
6. Lower the units for the *Sterile Compounding* course.
7. The high school graduation requirement will be changed as a requirement to graduate and not as a prerequisite.
8. Request to add 1 unit courses instead of 4 unit for *Pharm Tech. 7 & 8.*

- **MQ&E's:** There is a need for more guidance as to what the minimum qualifications are going to be as the courses are going to be tailored to a very specific audience.
- **Course Sequencing:** The courses are not sequenced in any particular order as students will be able to take courses in any order. How will the quality of experience be determined or how is this going to be consistent across all of the different practical environments? One way to standardize training is through the ASHP curriculum guideline. This curriculum would provide competencies that could be followed. Acute care training facilities will also have more equipment than retail.
- There was also a request for a map of all course involved in this program with notes indicating the human and physical resources that would be needed for each to teach the course. Including which courses need to be supervised both onsite and offsite.
- **Pharmacy Tech. Lab:** The board also advocated for a lab to be added on campus with a suggestion for necessary computer counting tools such as cylinders. The lab would be very important for the training component for students before they actually go into their clinical or practical experience. Pharmacy Technicians will be required to work under the supervision of a licensed pharmacist. The physical space is really demanding.
- It would be ideal to have on-the-job training available but it is not required. It may be better to have a student train on site as it is important for student to familiarize themselves with pharmacy software. Different hospitals also have different computer systems. Site visits would also be performed as the lab sites would be guided by an instructor on campus. This would be set up in the form of weekly seminars to keep track of the students. There was also a suggestion to have student do rotations so they could train in different iterations of pharmacy technology.
- **Clinical Site Agreements:** Hency has worked at establishing agreements throughout the region to have MLT student go out and train in existing laboratory spaces in hospitals and other clinical environments. There is also the possibility of having online lectures and online labs where the labs can be broadcasted. As long as students have the basic tool they could follow along. There is no need to have students do on campus lab prior to doing hours at a clinical site. There is a letter of commitment from Henry Mayo. There was also discussion for Henry Mayo to donate a hazardous drug glovebox hood and a horizontal workbench as a vertical flow hood as they no longer need it. It would also be helpful to have all the clinical site agreements in place.
- **Training Internship Clinical Hours:** There is a change in the required training hours from

242 to 400 clinical hours. This will need to be changed in the initiation form. There was also a suggestion to look into the California Apprenticeship Initiative to see if the college could quality for an apprenticeship. This would take care of all labs as they would be done with the employer. This could be a cohort model. However, student can't be earning as they won't qualify for Financial Aid.

- **New state reporting guidelines for using SWF**: There is a new category which has been added into NOVA. Partnership agreements are now required for any appeals for the grant funding to support a program along with statistical data such as, "Is this a bilingual site?" More than likely this requirement will also be applied to Perkins funding. Formal paperwork will be ready by December 15th.
- **Similar program at other Colleges**: Cerritos College has a similar program which does not require Anatomy and Physiology. They are calling it an Introduction to Anatomy and Physiology. This is a combined 4 unit version. This is more of condensed shortened version. The other option is to take the Terminology course instead.
- There is still a need to follow the Vision for Success model. If a requirement is not necessary in terms of skill attainment for a student to get a job then it that pathway should not have curriculum.
- Will some of the labs be delivered through Artificial Intelligence or Virtual Reality software? If this option is being considered then a demonstration of this delivery method will be needed in Curriculum.
- **Distance Education**: The ASHP accreditation standards allow for some distance education non-credit component. About 20% of the curriculum that exist in Pharmacy Tech exist in non-credit, including an entire program at North Orange Continuing Education. This program looks very similar to Cerritos. A non-credit component is something to consider. In particular, if students are planning to take these courses to obtain employment and not to continue their education afterwards as they do not need the units. A mirroring option may also be possible. If a non-credit program is set over 600 hours student do quality for Financial Aid. This may also be attractive to the partnership as they would be getting around 400 hours of students working for them.

IV. **Adjournment:** 11:32 pm

- Several dates for the spring 2021 PV Committee meeting have been shared. The meetings for spring will be scheduled from 10:00am and 11:30am and there will be a total of 5 meetings.

Report Details:

<u>Chair, CE Committee</u> – The CE Committee has been meeting on a regular basis, one to two times per month as needed. The CE Committee meets on specific Mondays from 1:00 – 2:00pm via Confer Zoom. The dates, agendas, meeting minutes, and supporting documents are all posted on the CE Committee Academic Senate website. Spring 2021 dates have been established and the first meetingis scheduled for February 18, 2021. (insert the link)

<u>SWP Update</u>

- SWP funding remains consistent, but the regional consortium is going under a complete reorganization wewill know more end of Spring 2021. Attached is a copy ofthe most recent local and regional budgets for Round 5 (2020/2021). (See Appendix B)

<u>Projects</u>:

- **<u>Career Connects powered by Job Speaker LinkedInLearning</u>**

  - This is an SCCRC project that is engaging employers across the region to sign up on the Job Speaker portal for internships and employment. All students have access to the platform to create a profile for the purpose of building an employment portfolio that is skills based from the first day of class at COC. Embedded in Job Speaker is 100% access to LinkedIn Learning and in phase two will beaccess to build a LinkedIn Profile.

  - **<u>Websites</u>**: The web designer contract with Robin Spurs was renewed for 2020/2021. All of the CE websites have Career Trees added to the site as wellas interactive links that connect to ONet.com.

  - **<u>Videos</u>**: The contract for video services was renewedfor 2020/2021. Videos will resume when we have progressive reopening.

CE Faculty Training by the Association of College and Marketing:
Besides the Interactive Career Trees we are limiteduntil
progressive reopening. We have the funding and in the process of
hiring a Social Media Marketing Consultant who willexpand our
presence on Social Media.

Sort Term Certificate for Employment:
- Project Management for Non-Project Managers
- Facilities Management
- Certified Production Technician
- Milling and Tooling Pathway

CE Faculty Training by the Association of College and University Educators (ACUE):

- Through CARES Act funding and SWP 2 ACUE cohorts
  are beingoffered to 60 faculty this semester:

Cohort 1:
Creating an Inclusive and Supportive Online Learning Environment while learning
how to engage underprepared students, embrace diversity in yourclassroom,
provide useful feedback in a face to face and in the
online learning environment.

This course is foundational in teaching your practices that enable you tocreate
an optimal environment to support learning;
including how to increase student engagement, embrace diversity andhelp
students persist in meeting academic challenges.
- Welcoming Students to Online Learning
- Promoting Civil Online Learning Environments
- Engaging Underprepared Students in Online Learning
- Helping Students Persist in Online Learning
- Embracing Diversity in Online Learning
- Checking for Student Understanding in Online Learning
- Providing Useful Feedback for Online Learning

Cohort 2:

Promoting Active Learning Online and gain proven active learning techniques to engage students, plan and facilitate discussions, and more—in the online learning environment. More students than ever are learning online, and faculty need more thanthe technical basics being fully prepared to use pedagogical approaches that enhance students' online experience.

- Developing Effective Modules and Microlectures
- Teaching Powerful Note-Taking Online
- Using Groups to Ensure Active Online Learning
- Using the Active Learning Cycle in Online Courses
- Planning Effective Online Discussions
- Facilitating Engaging Online Discussions

Other CTE Liaison Committee Participation:

SCCRC Meetings	Chancellors Taskforce on Workforce Development
Personal and Professional Learning Committee	ACUE Cohort/Facilitator Meetings
Guided Pathways	Mark Perna Work Group Meetings
Perkins	Academic Senate Meetings
CE Committee Meetings	Senate Executive Committee Meetings
IEPI PRT Meetings	Regular meetings with Harriet
Meetings with Omar	IE2

Videos in Progress (2020/2021 Contract): These videos cannot continue until the progressivereopening begins.

1. MEA Sound Arts
2. ARCHT / ID Home Staging
3. School of Personal and Professional Learning - Vocational Programs
4. (2) Automotive Video

2020/21 SWP RD5 TOTAL Budget	
Base	$ 1,423,722.00
Incentive	$ 290,779.00
ALLOCATION AMOUNT	**$ 1,714,501.00**
	BUDGET
Salaries and Benefits	
Technical Theatre Instructor - 95% (Fall 16 Hire) C. Boltz	$ 150,498.00
Construction Management Instructor - 80% (Fall 16 Hire) E. Arnold	$ 98,788.00
Nursing Instructor - 95% (Fall 16 hire) - S. Duncan	$ 150,067.00
Culinary Arts Instructor - 80% (Spring 17 hire) - M. Bustillos	$ 130,868.00
Business/Accounting (Fall 18 hire) - A. Naddafpour	$ 133,005.00
Release Time - CTE Liaison - G. Quire	$ 56,782.00
Career Counselor A. Kaminsky	$ 142,040.00
Web Developer - S Burns	$ 71,095.00
Career Coaches (aka COC Reps)	$ 285,636.00
Makerspace	$ 99,402.00
Supplementary Services	$ 9,548.00
Subtotal	**$ 1,327,729.00**
Consultants: Marketing, Websites, and Videos	$ 259,281.00
CTE Professional Development	$ 52,000.00
Equipment	$ 75,491.00
Subtotal	**$ 386,772.00**
TOTAL	**$ 1,714,501.00**
2020/21 RD 5 SWP REGIONAL TOTAL Budget	
Base	$742,265.00
Incentive	$174,967.00
ALLOCATION AMOUNT	**$917,232.00**
Job Speaker/LinkedIn Platform	$ 62,467.00
Advanced Technology Center	$ 110,261.00
Commercial Music	$ 376,233.00
MEA	$ 151,298.00
Film Production Intersect Lab	$ 49,464.00
Sustainable Architecture/Interior Design	$ 167,509.00
TOTAL	**$ 917,232.00**

Adjunct Faculty Winter 2021

Name	Position Title	Discipline Assignment	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Martin, John	Adjunct – Automotive Technology	Automotive Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; or Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA degree in Welding and 6 years of professional experience directly related to the assignment.
Clark, Kristin	Adjunct – Chemistry Networking	Chemistry	Master's degree in chemistry OR Any bachelor's degree in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR – Equivalent.	MS Chemistry, California State University, Long Beach
Arnett, Melissa	Adjunct – Communication Studies	Communication Studies (Speech Communication)	Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication, or English OR Equivalent.	MA Speech Communication, Ball State University

HUMAN RESOURCES OFFICE

Date: February 3, 2021

To: David Andrus
               President, Academic Senate

From: Linda Clark
               Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Recruitment and Employee Services
               Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Terri Goldstein

Name: Terri Goldstein

Position: Director, Academic Accommodations

Discipline Assignment: **Educational Administrator**

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a master's degree; and
- ✓ One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Terri Goldstein meets minimum qualifications with:
- Master in Rehabilitation Counseling, San Diego State University
- 13.66 years of leadership experience as a Director

Discipline Assignment: **Interdisciplinary Noncredit Basic Skills**

The minimum qualifications for the discipline of Interdisciplinary Noncredit Basic Skills:
- Bachelor's degree in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.

Terri Goldstein meets minimum qualifications with:
- Bachelor in Deaf Studies, California State University, Northridge

Santa Clarita Community College District
COLLEGE OF THE CANYONS

<h1 style="text-align:center">The College of the Canyons Academic Senate</h1>

Resolution to Support Students during COVID19 Crisis: Pass/No Pass and Local Degree/Certificate Requirements

WHEREAS, due to the Governor's declaration of a state of emergency on March 4, 2020, caused by the COVID19 pandemic, and the California Community Colleges Board of Governor's promulgation of Title 5 Section 52020 conferring emergency powers on the Chancellor of the California Community Colleges to temporarily suspend regulations that serve as a barrier to the continuity of the educational services, the Chancellor issued Executive Order 2020-02[1] temporarily suspending Title 5 Section 55022(a)(2), the requirement that students elect to be evaluated in a course on a pass/no pass basis either upon enrollment or no later than the end of the first 30 percent of the term, and Section 55022(c), the requirement that units attempted on a pass/no pass basis and for which the symbol "NP" is recorded be considered in probation and dismissal procedures; and local board policies, including those of the Santa Clarita Community College District, that conflict with those suspensions, for the purpose of limiting the adverse educational impact of the pandemic on students; and

WHEREAS, Executive Order 2020-02 specifically referenced the Spring, 2020 semester as the focus of the suspension of Title 5 Sections 55022(a)(2) and 55022(c), and

WHEREAS, Executive Order 2020-12[2] extended the provisions of Executive Order 2020-02 to December 31, 2020 only,

WHEREAS, the Chancellor has now issued Executive Order 2021-01 extending the suspension of Title 5 Sections 55022(a)(2) and 55022(c) through the remainder of the 2021 calendar year, and

WHEREAS, The University of California eased their transfer requirements by temporarily suspending the letter grade requirement for A-G courses completed in winter/spring/summer 2020 for both prospective and admitted students and has relaxed the cap on Pass/No Pass courses eligible for transfer to enter UC as a junior[3]; and

WHEREAS, The California State University eased their transfer requirements to accept "Credit" or "Pass" for transferable college courses completed in winter/spring/summer 2020 taken to satisfy the "Golden Four" (English language [A2], oral communication [A1], critical thinking [A3],

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[1] CCCCO Executive Order 2020-02, dated March 27, 2020
[2] CCCCO Executive Order 2020-12, dated September 23, 2020
[3] UC's News Release to Temporarily ease admissions requirement
  - UC's Press Release to Temporarily adjust admissions requirements
  - UC's Adjusted admission requirements FAQs

and mathematics/quantitative reasoning [B4]), all other General Education courses, and major prerequisite courses[4]; and

WHEREAS, Modifying the District's existing policies governing pass/no pass grading through the District's regular decision-making process would greatly reduce, or eliminate, the time period available for students to make informed decisions regarding their grading options and their impact on their education goals, including by meeting with Counselors;

RESOLVED, That the College of the Canyons Academic Senate recommends that the Board of Trustees temporarily suspend, during the **winter, spring, summer, and fall 2021** semesters, (a) Board Policy 4100.1e to enable students to earn a "P" grading in any courses taken during those semesters without reducing the maximum of 18 semester units of coursework with the "P" grade that students may use towards the 60 degree applicable units required for a degree or certificate; (b) the last sentence of Board Policy 4100.2 to lift the prohibition on students satisfying their major requirements or area of emphasis for an Associate Degree by earning a "P" grade on courses taken during those semesters; and (c) Board Policy 4100.11c to enable students to elect the pass/no pass grading option in courses taken during these semesters toward UC-IGETC and CSU-IGETC Certificates of Achievement without reducing the maximum of 14 units otherwise permitted for this purpose.

RESOLVED, That the College of the Canyons Academic Senate recommends that the Board of Trustees temporarily suspend, during the winter, spring, summer, and fall 2021 semesters, any provisions of Board Policy Section 4230.2 that conflict with Executive Order 2021-01 from the Chancellor's Office and implement the Pass/No Pass grading option in a manner as prescribed by and consistent with that order.

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[4] CSU Undergraduate Admissions COVID-19

BP 7210 Academic Employees

Reference: Education Code Sections 87400 et seq; 87419.1; 87600 et seq.; 87482.8; *Title 5, Section 51025*

7210.1 Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges.

7210.2 Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management by the ~~e~~Education ~~e~~Code or ~~the~~ a collective bargaining agreement. Faculty employees include, but are not limited to, instructors, librarians, counselors, faculty directors, and professionals in health services, DSPS, and EOPS.

7210.3 Tenured (regular) and n~~N~~on-tenured (contract/probationary/temporary) full-time faculty shall be evaluated pursuant to the ~~current~~ COCFA collective bargaining a~~A~~greement in effect at the time of the
evaluation and in accordance with the requirements of the Education Code. The Board reserves the right to determine whether a faculty member shall be granted tenure. ~~Tenured (regular) faculty shall be evaluated pursuant to the current COCFA Agreement.~~

7210.4 The District may employ temporary faculty ~~from time to time~~ as required by the interests of the District. Temporary faculty may be employed full time or part time. The Board delegates authority to the CEO to determine the extent of the District's needs for temporary faculty. ~~Adjunct faculty~~ Part-time faculty shall be evaluated pursuant to the procedures stated in their collective bargaining agreement.

7210.5 Notwithstanding this policy, the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty. ~~to be employed by it and for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.~~

Approved 05/14/08

BP 5010 Admissions and Concurrent Enrollment

Reference:
Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;
Labor Code Section 3077

Definitions

A. Advanced scholastic or vocational work is identified as College of the Canyons degree applicable coursework.

B. Special part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.

C. Special full-time student is identified as a concurrent high school student that has been released by the high school to attend college full-time and enroll in 12.0 units or more.

D. Highly gifted student would be a student in K- 10 who has a score of 150 or higher on the most current version of the WISC intelligence test.

E. Dual enrollment is identified as a high school student enrolled in college courses during the school day on the high school campus.

5010.1 Any person applying for admission to the college may be accepted to the college if the person is:

A. A graduate of high school, passed the California High School Proficiency Test, have a GED, or have a Certificate of Completion from high school; or

B. 18 years of age or over and be capable of profiting from the instruction offered; or

C. A special admit student pursuant to Sections 48800, 48800.5, 48802, 76001, 76002, and 76004 of the California Education Code.

    1. Pursuant to California Education Code Section 48800 (a) students must be approved by their high school principal or designee for "advanced scholastic or vocational work," and identified as a special part-time or full-time student.

    2. Pursuant to California Education Code Section 48800 (b), a student maybe admitted from K- 10 if identified as "highly gifted".

    3. Pursuant to California Education Code Section 76002 (a) and (b)(3), a special admit student is defined as:

        a) A student enrolled in a class open to the general public, and

        b) The student is currently enrolled in grades 11 – 12. Exceptions

may be made for some special programs and course work, and

 c) The student has demonstrated eligibility for instruction by completing orientation.

4. Pursuant to California Education Code Section 76004, a class section would be deemed a dual enrollment course if:

 a) The class section is offered on the high school campus; and

 b) The class section is offered during the high school day; and

 c) The class section is closed to the public; and

 d) The class section is only available to the high school student.

 e) Is part of the agreement between the high school district and the Santa Clarita Community College District.

5010.2 Students enrolled in grades 11-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admit form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary. Home school programs for grades 11–12 must meet state guidelines for special admit students to apply for admission.

A. Pursuant to California Education Code Section 76001 (d), specially admitted part- time students may not enroll in more than 11.0 units per semester.

B. Pursuant to California Education Code Section 76004, dual enrollment students may not enroll in more than 15.0 units per semester.

C. If a special part time student also takes a dual enrollment course, the total units may not exceed 11.0 units per semester.

D. Pursuant to California Education Code Section 76300 (f) specially admitted part- time students enrolled under Section 5010.3 above may be exempt from payment of the enrollment fees, and if appropriate, nonresident tuition, per special action of the Board. All other appropriate fees shall be assessed.

E. Special Admit students released from their high school to attend College of the Canyons, full-time, must pay the enrollment fee and all other appropriate fees as assessed.

F. The College may restrict specially admitted student's admission in some courses and programs.

5010.3 Claims for state apportionment submitted by the district based on enrollment of specially admitted part time students enrolled shall satisfy the criteria established by statue and any applicable regulations of the Board of Governors.

See Administrative Procedures AP 5010

Board Approved: February

13, 2019 Next Review

Date: Spring, 2025

AP 5010   Admissions and Concurrent Enrollment

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;

Labor Code Section 3077

1. After meeting the admission criteria in Board Policy 5010.2 (A) and (B), prospective students, 18 years of age or older, must submit an application for admission prior to the semester/term for which they wish to enroll in classes.

    a. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-submit an application for admission to meet California residency requirements.

2. To meet criteria in Board Policy 5010.2 (C) part-time and full-time high school students must complete the following procedures to be admitted to College of the Canyons.

    a. Be currently enrolled in grades 11- 12 at a public or private high school in California.

    b. After meeting all requirements that apply to students enrolled in grades 11-12, students applying for admission from grades K- 10 must also submit a score of 150 or higher on the current version of the WISC intelligence test to qualify as "highly gifted" and be admitted.

    c. Home school programs must meet state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.

    d. All prospective high school students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.

    e. Prior to the first semester/term of enrollment, all prospective students must complete an orientation.

3. Admissions personnel will determine which students will be eligible for admission to College of the Canyons.

4. Once approved for admission, all eligible specially admitted students must be recommended for each class they plan to enroll by the appropriate high school principal or designee. This information must be presented at the time

of registration.

   a. Each potential student must submit a complete special admit form with appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or designees.

   b. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.

   c. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.

   d. Students currently in grades 11-12 will register using a priority system, which is published each semester.

   e. Specially admitted students are restricted from taking the following courses:

       i. HRMGT 226 - Food and Wine;

       ii. HLHSCI 151 - Emergency Medical Technician 1

       iii. Physical Education and Recreation courses (except AOC students, Castaic high school students, and high school students registering for on or off season Intercollegiate Athletics courses)

       iv. Any course requiring the filing of a contract and/or waiver of liability also requires departmental consent for specially admitted students to enroll.

   f. Students, in any grade level, participating in the Symphony of the Canyons program must follow the same requirements as other specially admitted students, except the district waives the grade level requirement for students taking the music classes in this program.

   g. Students participating in the Academy of the Canyons or Castaic High School programs will attend an orientation conducted COC. AOC students will take the assessment tests prior to their junior year of high school. Academy of the Canyons and Castaic High School students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.

       i. Students enrolled in Academy of the Canyons or Castaic High School may enroll in special admit courses while in the 9-12

grades.

    h. The Academic Senate will approve future program and/or course restrictions and exceptions.

5. Specially admitted part-time students may not be enrolled in more than 11.0 units per semester/term.

    a. Specially admitted full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school releasing them to attend College of the Canyons full-time instead of attending their respective high school.

6. Dual Enrollment students may not enroll in more than 15.0 units per semester.

    a. Special admitted part time students who enroll in dual enrollment courses cannot take more than 11.0 units per semester.

7. Once registered in classes, specially admitted part-time students are waived from nonresident and enrollment fees. Specially admitted part –time and dual enrollment students must pay all other appropriate fees each semester/term.

8. Pursuant to AB 2364 and effective January 1, 2017, a district must exempt all qualifying nonresident special part-time students from the nonresident tuition fee.
    a. The District is able to report special admit nonresident attendance as resident FTES for apportionment purposes.
    b. Nonresident fees may be waived for specially admitted part- time students who would qualify for the AB 540, nonresident tuition exemption, at the time of graduation from high school.

    c. The District cannot claim apportionment for students who have their nonresident tuition waived under this section of Board Policy.

    d. Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including the enrollment fee and nonresident fee, if appropriate.

Last Board Review: February 13, 2019