



College of the Canyons Academic Senate

March 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: none
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, March 4, 2021 (pg. 3-10)	Curriculum Committee Summary, March 11, 2021
Program Viability Committee Recommendations: <ol style="list-style-type: none">a) Public Health AST (New Program Proposal) (pg. 11-12)b) Technical Theater (New Program Proposal) (pg. 13-14)	

B. Reports

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

1. [CETL Committee Annual Video Report](#) & CETL Committee Update, Julie Johnson & Robert Wonser (pg. 15)
2. Academic Senate Presidents Report, David Andrus

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 Spring 2021 (pg. 16-22)
2. ISA MQ list for Spring 2021 (pg. 23)
3. Mission Statement, Lisa Hooper (pg. 24)
4. Anti-Racism (Call to Action) Resolution, David Andrus (pg. 25)

5. Truth in Academia Resolution, 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. Curriculum Cultural Competency Checklist-Implementation & Use, Katie Coleman, David Andrus & Lisa Hooper (pg. 27)
2. BP/AP 5010 Dual/Concurrent Enrollment, David Andrus & Gary Collis
 - a. Impact of Proposed Changes to Concurrent Enrollment Policy for 9th and 10th Graders (pg. 28-29)
 - b. BP 5010 (pg. 30-32)
 - c. AP 5010 (pg. 33-36)
3. Summer/Fall 2021 OnlineLIVE training certification proposal, David Andrus (pg. 37-38)

E. Unfinished Business

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

1. Add Code Enrollment Procedures

F. New Future Business

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

G. Announcements

- Next Academic Senate Meetings Spring 2021: 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](#)

H. Adjournment

Academic Senate Summary for March 4, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	<i>Garret Rieck proxy</i> Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	A	At Large Senator	Ambika Silva	X
Curriculum Chair	<i>Garret Rieck proxy</i> 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	A
MSHP Senator	Shane Ramey	X	At Large Senator	<i>Regina Blasberg proxy</i> Mary Corbett	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	<i>Erika Torgeson</i> <i>proxy for</i> Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	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	X
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	A

Guest							
Andy McCutcheon	X	Dr. Dianne Van Hook	X	Jennifer Smolos	X	Maral Markarian	X
Ashley Murphy	X	Dilek Sanver-Wang	X	Joy Shoemate	X	Michelle LaBrie	X
Bianca Philippi	X	Dr. Kathy Bakhit	X	Julie Johnson	X	Miriam Golbert	X
Chad Peters	X	Dr. Edel Alonso	X	Kelly Burke	X	Robert Wonser	X
Charles Johnson	X	James Glapa- Grossklag	X	Kelly Cude	X	Dr. Shane Ramey	X
Dr. Diane Fiero	X	Dr. Jasmine Ruys	X	Kim Bonfiglio	X		

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment:
 - Last meeting there was a problem with the “yes” or “no” function. The votes only stayed up for 10 seconds. Jim Temple looked in the software and confirmed most will need to do a software 5.5 version upgrade. A software update email notification was sent out to all Senators. The software’s update allows for the “yes” and “no” reaction feature to stay up on the screen. The other issues is that Marilyn cannot clear the votes in the participant’s window so participants will need to do so on their end. At the last meeting the “raise your hand feature” was being used to count votes. A quick test run was done to make sure everyone has the updated software installed. David confirmed that if anyone does not have the latest software installed to go ahead and use the raise your hand feature. All proxy votes will be counted verbally.
 - Reports are now towards the end of the agenda and David has submitted a video report. The video report will be captures in the minutes. The written transcripts can be used.
3. Approval of the Agenda:
 - Motion to approve the agenda by Tamera Rice, seconded by Benjamin Riviera. Verbal proxy votes collected: Erika Torgeson proxy for Garrett Hooper (yes), Garrett Rieck proxy for Lisa Hooper (yes), Regina Blasberg proxy for Mary Corbett (yes). All other votes collected using the zoom participant’s window. Unanimous. Approved.
4. Committee Appointments:
 - Consuelo Beecher, Chair of Gretchen Stanton’s Tenure Committee
 - Selection Committee Appointments (pg. 3)
5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, Feb. 25, 2020 (pg. 11-14)
6. Approval of the Consent Calendar
 - Motion to approve the consent calendar by Peter Hepburn, seconded by Gary Quire. Verbal proxy votes collected: Erika Torgeson proxy for Garrett Hooper (yes), Garrett Rieck proxy for Lisa Hooper (yes), Regina Blasberg proxy for Mary Corbett (yes). All other votes collected using the zoom participant’s window. Unanimous. Approved.

Academic Senate Summary, Feb. 18, 2021 (pg. 4-10)	Curriculum Committee Summary, February 11, 2020
Program Viability Committee Summary, Feb. 18, 2021 (pg. 15-17)	Curriculum Committee Summary, February 25, 2020

B. Action Items

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

1. BP 7210 Academic Employees, Gary Collis (pg. 18)
 - There was a question at the last meeting regarding why the language is different in terms of faculty evaluations for COCFA and AFT. The language was modified to read as “adjunct faculty or part-time faculty will be evaluated, based on their collective bargaining agreement.” In section 7210.4 both part-time faculty and temporary faculty are listed together as equivalent terms. Temporary faculty can be full-time and part-time. In Ed Code there is the possibility of hiring temporary full-time faculty and this is distinct from part-time faculty. COCFA allows for the evaluation of temporary faculty.

- Motion to adopt BP 7210 by Erica Seubert, seconded by Lauren Rome. Verbal proxy votes collected: Erika Torgeson proxy for Garrett Hooper (yes), Garrett Rieck proxy for Lisa Hooper (yes), Regina Blasberg proxy for Mary Corbett (yes). All other votes collected using the zoom participant's window. Unanimous. Approved.

C. Discussion

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

1. Add Code Enrollment Procedures, David Andrus (pg. 19)
 - **Background:** It was clarified that the "Approved 5/14/2018" is part of the previous document. There is concern with how students are added and enrolled at the start of the semester. This is a pedagogical issues for many. If a class is maxed out and goes to wait list the faculty members controls the waitlist. However, if the class has not gone to capacity instructors can administer add codes for students on the waitlist. If a class has not met capacity students can still add a class without the instructor knowing it. This can have consequences as classes can go beyond the cap number, many times students don't attend class for the 1st week and will fall behind on the work. The request is for Academic Senate and district to consider making enrollment solely the prevue of the instructors. This will allows instructors to have pedagogical control. There are consequences with removing the open enrollment in My Canyons.
 - **Opposition to allowing students to add themselves:** Some faculty will drop students if they do not show up. Then they will add students on the waitlist and the concern is that then students who are not on the waitlist add themselves. Should students have the right to add on their own? Allowing students to add without the instructors knowledge sets themselves up for possible failure. Should faculty be trained to consistently check their emails for students who want to add?
 - For short term 8 weeks classes very few students notify their instructors that they enrolled late. These are accelerated format classes and allowing students to add late is not beneficial. It would be ok if students petitioned for an add code. Data need to be collected to determine student success rates for those who add late as this could be an equity issue. This issue also applies for winter and summer sessions.
 - **In favor of allowing students to add themselves** In Applied Tech. it is a benefit to allow students to enroll later as many register later, many are on Online Live and can't access CANVAS until they enroll. Many adjunct teach in these programs. If a student emails an adjunct they may not access their emails for 24 hours and now the student can't add the class. There is concern with putting this control on instructors. In some programs such as Business there may courses that are under enrolled with 3-5 students waitlisted. If students are not allowed to enroll the courses will be cancelled.
 - **My Canyons Registration System:** In order to program the system it is an all or nothing as the system cannot be programmed for only a particular set of classes. A date can be chosen for when classes are closed. The dates are as follows:
 - When a class reaches its max
 - The second Monday of the semester
 - At the add deadline for short term classes
 - Faculty could select to close classes on the:
 - 1st Wednesday of the term. There needs to just be some consistency.
 1. For add deadline and census classes it is at 20%.
 2. For full term classes the census date is the 3rd Monday. COC closes full semester classes on the 2nd Monday of the semester to allow and capture weekend classes.

- Add codes can be distributed from the day that class starts. If a class is open it is only open for a week in the 2nd week even if there is still space. It was also clarified that if a class is maxed out and a student drops the waitlist is activated. If a class reaches the max but there is still a waitlist student will still need an add code. The class will not re-open but will remain with a wait list.
- **Possible Solution:** Could students be allowed to add only on the 1st or 2nd day of a short term class and then the system closes? This would allow faculty to administer the add codes through the end of the 1st week. Could full term 16 week classes be left open until the 2nd week of the semester? It may be possible to program the system based on the census type of the course as this is currently being done. This would prevent closing classes that meets later in the week such as a Friday. David will meet with Dr. Ruys to come up with some possible scenarios as options and these can be brought back for discussion.

2. Senate Standing Policy on Online Live Standards, David Andrus (pg. 20-21)

- David met with James Glapa-Grossklag to discuss what can be done in regards to the remaining faculty who possess only provisional certification. The provisional certification roll over expires on June 6, 2021. This is the Sunday before the 1st day of the summer 2021 session.
- **Workgroup Update:** A workgroup was formed which met and consisted of James Glapa-Grossklag, Michele LaBrie, Katie Coleman, Julie Johnson, Robert Wonser, David, and Dr. Torres. Online Live, Synchronous Instruction or zoom instruction has been established as an emerging learning modality. Other institutions have already instituted new training programs that are distinct from online instruction. The method will most likely live past the pandemic. This is a different modality than online teaching and the IOI Training. The group realized that and advocated a new certification training program for synchronous instruction. The range of training will be 10-20 hours. Between now and fall 2021 a training can be developed. There are about less than 100 faculty members which are provisionally trained, ½ are FTF and the rest are adjunct. Almost all of these faculty have online sections. There are 97 (19%) faculty who are teaching this spring who are provisionally certified. The majority of fully or IOI certified instructors are teaching a lot of online live sections.
- **The recommendation from the group:**
 - i. Roll over the provisional training for the 100 faculty to the end of fall 2021.
 - ii. The remaining faculty can sign up for IOI training for the traditional courses by the end of the calendar year. Faculty can take the NEW Online Live Training that is yet to be developed if anyone wants to continue to teach online in the Online Live Synchronous modality.
- Adjuncts can transfer training competencies from another college and those will be reviewed. It was suggested to survey students to collect feedback on what type of training they feel their instructors need.
- **2022 what will the deadline for everyone else be?** It may be too disruptive to have everyone that is 100% online certified get the new training at the same time. Therefore:
 - i. Anyone who wants to teach Online Live will need to do this training for spring 2022.
 - ii. Anyone who is IOI certified can teach Online and Online Live for fall 2021 and spring 2022. After spring 2022 all IOI trained faculty will need to get training in the new delivery system. online live
- **What will the NEW Online LIVE Training look like?** Will the 508 component carry over for those who receive the provisional training? In the future there may not be a need to have the 508 component as part of the training. Faculty will also not be asked to repeat any of the trainings which they have already done. As technology evolves the new training will reflect the new state of practice. If there is any part of the 508 compliance training that needs to be enhanced that may be considered.

- There is concern with having non-credit instructors who are hesitant to do any additional training. There may be a need to have a conversation to discuss a possible extension for this group of faculty. The new training will need to be applicable to different interactions.
- **Concerns:** There is now a new hiring order and there may be another tier added and this will be difficult in determining how to staff for courses when some departments have 14-15 adjuncts. The bargaining contract issues with AFT have not been discounted. It is understood that what happened with contracts impacts academic standards and there is a need to reconcile this. There is also concern that those instructors who have completed the 36 hour IOI training may fall of the radar in terms of ranking. This may be due to those who have provisional training, obtaining new training and then added to a new tier.
- **Faculty workshops for summer and fall:** CETL will work on developing these workshop. The number of training hours has not been determined just yet. There was a request to not just develop a new training but also a refresher training courses.
- There was a request to split this item into two to allow the extension of provisional training through the fall to return as an action item. However, the provisional training needs to expire and in doing so there is a need to have a simultaneous agreement as to what this will mean academically.

3. Anti-Racism (Call to Action) Resolution, David Andrus (pg. 22)

- David drafted this document and ran it by the Senate Planning Team and the Senate Executive Committee per the By-laws and there was a general consensus from the group that it should be adopted. Also per the ASCCC State Senate bylaws only 4 whereas and 4 resolves are allowed. This document serves as the institutional commitment to anti-racism in instructional both in and out of the classroom. There are other resolutions being worked on that are related to anti-racism.
- In regards to intercultural interaction there has been a discussion in terms of can European Americans be recipients of racism? Many feel that yes this is possible. There are some concerns with the 4th whereas stating “nonwhite racial and ethnic identities.” Some teach that “white” is a color and not a racial group and that anyone can have acts of racism placed upon them. It is important to protect all people. If there is a need to point out certain ethnic groups or racial groups it may not be a good idea to segregate or separate groups of people.
- All people can suffer prejudice and discrimination in this country. Racism is inflicted from the white establishment as there needs to be a systemic predominant kind of culture and institutionalize control of one race that is predominate and within sociological studies. Racism is not something that is universally applied to everybody as anybody can suffer prejudice and discrimination. However, not everyone in this country, given the history of this county and the supremacy of white people in all institutions of government and corporate life as stated in academic literature, believes racism is universal. This is the academic distinction that is being made. There is also the act of discrimination and prejudice against race which then becomes a racist act. This can be another academic and disciplinary conversation. For many the idea of racism is more so centered on the power and imbalance of power. If someone is not in a position of power which white people are you can’t be racist against someone else you can also be a victim of racism if you’re also in a position of power privilege.
- It is important to push this document forward. If anyone would like to further discuss any of the language on the resolution it is recommended they get in touch with David.

4. Truth in Academia Resolution, David Andrus (pg. 23)

- This resolution is a recognition of what is happening in the United States as it relates to standards of truth and intellection honesty. This document was also brought forth to the Senate Planning Team and the Senate Executive Committee for review.
- This document is born out of the fact that every day in this country and on the news there is a pervasive sense that people are stating facts that are not true. There is a difference between debating the interpretation of facts versus the facts. What is being seen as objective truths and what can be proven through science? Not everything that is being taught is provable as it is a matter of how this is being dialogued. There is concern with regard to the foundation of truth and intellectual honesty that this institution and all higher education rest upon. The foundation of Western civilized higher education and learning and knowledge and the idea that we have incredibly brilliant minds, not only on this campus but thought out the country who are being told they are wrong. There are many who are ignoring facts. This is just not in reference to sciences but to occurrences that are before our eyes. This is very concerning and this resolution is a call for reaffirmation of what needs to be done. The discipline of Political Science is very sensitive to changes of bias given the narrative of different disciplines possibly having inherent biases. For faculty it is important to communicate to students that they can believe whatever they want but it is the job of faculty to teach students based on what can be proven and pointed to. For those areas that faculty may not know, what are the tools and the skill set used to help student gain truth and knowledge as opposed to ignoring it?
- There was a suggestion to include language which states that while it is important to teach students that they can have their own opinions it's important for them to be educationally honest about how they arrive at their opinions. Faculty need to encourage students that supportive information to their opinion is important.
- There was a request that is faculty where to endorse these types' resolutions, if there could be more training for faculty so they can learn these skill sets. Could this training be offered through CETL?
- The document also states that we are to liaise with the community and be the leader. Many of the students feel safe on campus but don't off campus. . Is enough being done on campus? There is always room for growth.

D. Reports

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

1. [Continuing & Non-Credit Education Annual Report, Garrett Rieck](#)

- The Non-Credit program is part of the School of Personal & Professional Learning which is sometimes referred to as Continuing Education or tuition free classes. As of fall 2020 there have been over 7000 enrollments in classes. There has been a growth of 29 new credit courses and 10 new certificate in the last year. This brings the total now to 145 noncredit courses and 40 certificates. 3 years ago there were 26 courses and now there are 140, this has been a substantial growth. Since spring 2020 there have been 522 certificates earned. There have been 275 certificates earners in the fall compared to the spring. There has been an increase during the pandemic. There has also been an expansion into non-credit classes at pitches detention center, Canyons Promise and public safety. There were laptops provided to non-credit students and the early alert system was also being used. There are many non-credit courses which have been offered to the community and much collaboration has taken place across campus. There are partnerships with local business, non-profit organizations, sheriff's department and correctional facilities. Many courses for local business are taught at their locations. Marketing and outreach was done and the class scheduled was mailed out to many residents in the Santa Clarita Valley. There have also been marketing flyers

created for various programs along with emails and social media marketing. There were various Emeritus courses offered online for older adult students. Positive feedback has been received from students in this program.

2. [Academic Senate Presidents Video Report, David Andrus](#)

- [Academic Senate Survey](#): Various Senate sub-committees will be surveying themselves. There will also be a link to a survey monkey that will be going out soon from David and Marilyn in which Senate will have the opportunity to survey itself in the next couple of weeks. This need is part of a larger discussion as many collegial consultation committees have surveyed themselves over the past year. This is an accreditation matter as there are 6-7 accreditation standards which relate to campus functions and ask that an internal reflection and a process of review is established. This allows for an opportunity to evaluate areas of improvement. This item has been brought forth to the Executive Committee of the Senate at the February 25th meeting. All committee chairs have been asked to administer their surveys and have been invited to work with the office of Institutional Research and Development to determine if there is a need to customize those surveys.
- [Return to Campus Coalition \(R2CC\) Update](#): On Monday March 1 the R2CC met. This group is comprised of 20 to 22 people which includes administrators, classified and faculty members. The committee discussed the Return to Campus plan for fall and spring 2022. The Instructional plan was also discussed. At the IAC meeting Dr. Torres presented to department chairs the idea that there is need to hear from every department to see what their interest is in terms of teaching on campus face to face. The hard to convert courses are being prioritized such as lab sciences, math placement, athletics, arts and performing arts. Debarments chairs were asked to consider any necessary lecture classes. It will be difficult to know what will happen in the future, however many are optimistic due to the vaccines and working towards herd immunity over the next months. The campus is waiting to see what the new LA County Health guidelines will be. The group is looking to prioritize and collaborate with the office of Instruction in prioritizing where the greatest need is. Logistical capabilities also need to be looked at in terms of classified and administrative support. There will continue to be an overwhelmingly large Online and Online Live presence.
- [Call to Action Resolutions](#): There are two resolutions listed on this agenda which were brought forth to the Senate Executive Committee. The idea is to have well thought out and collaborative resolutions. If anyone has any ideas for other types of resolutions reach out to David.
 - i. [DEI](#):
 - ii. [Civic Engagement](#): More discussion will take place with Patti Robinson on another possible Resolution.
- [ASCCC Spring 2020 Plenary Session](#): David is planning to attend the ASCCC Spring 2020 Plenary session. Colleges are being asked to advance resolutions for consideration for adoption statewide. This does not mean that resolutions need to be adopted locally first. There are one or two which may be advancing statewide. ASCCC also does not want resolutions submitted which replicate existing resolutions. The Senate Executive committee is looking to develop a process for streamlining the creation of statewide resolutions.
- [AS Program Review](#): This item will come forward as a discussion item on the March 18th agenda. Last semester the Academic Senate was in support of using some of the unspent funds on a new dedicated laptop for Marilyn's position. This item has been purchased and will be delivered soon.
- Anyone who is interested in attending the plenary session please let Marilyn know. There may be some areas covered which overlap with areas on campus. Many colleges bring a group of faculty to plenary as there are many workshops presented. There are no travel costs it is just the registration fee of about \$275 per person. There are still unspent funds which for various people to attend.

- Adjunct Advisory Council: This council was developed by both Dr. Torres and David last semester as a way maintain and create greater dialogue and communication between adjunct faculty, the Office of Administration and the Academic Senate President. David will be reaching out to those who participated in this group to schedule a future meeting.
- Academic Senate Newsletter: Lisa Hooper mentioned the need to continue on with the Senate Newsletter. In the past both Marilyn and past President Rebecca Eikey were involved in the development of the newsletter. An update on the newsletter will be provided soon.
- BP&AP 5010 Dual and Concurrent Enrollment Update: There was a discussion at the last meeting regarding the idea of expanding availability of enrollment to 9th and 10th graders. Currently only 11th and 12th graders are allowed to enroll at COC through the Dual and Concurrent enrollment programs. There were many request for what should be the process for a structured framework moving forward. There was discussion regarding the consideration of changes to the current policy. There is a degree of autonomy involved in this matter. This item will return on a future agenda as a second discussion item.
- It is possible that more Presidents video reports will be created if the agendas continue to large with discussion and action items.

E. Unfinished Business

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

1. Mission Statement, David Andrus
2. Call to Action Resolutions
3. BP/AP 5010 Dual/Concurrent Enrollment

F. New Future Business

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

G. Announcements

- Next Academic Senate Meetings Spring 2021: March 18, April 1, April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
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- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

H. Adjournment: 4:54 pm.

Year Three Status Report Template

Name of Pilot Program: Technical Theatre AA/Certificate

Name of Persons Submitting this Proposal: Chris Boltz

Date of Proposal Submission: Feb 17

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T) AA, Credit Certificate

Program Description:

Please provide a short overview of the program, its purpose, and goals:

The Technical theatre program is designed to provide basic academic and practical training in technical theatre at the entry level for resident and touring theatres, theme parks, television and motion picture students. Students may work on theatrical carpentry, lighting, costume construction etc.

Status Update

1. Describe the success for the program to date. What evidence supports this? (Success could be in the form of development of curriculum or formation of advisory committee or hiring of staff/faculty. There may be other ways to describe success specific to the program to date.)

The program was originally built with existing C-ID curriculum and added to Catalog in the Fall addendum 2018

AWARDS:

2018/2019: 2

2019/2020: 3

2. Describe the challenges for the program in its third year.

COVID restrictions resulted in several students Spring 2020 dropping out of program classes waiting for hand-on instruction to return. For those students who remained we were able to complete the semester using alternative projects. For Fall 2020 and Spring 2021 we canceled our THEATR 120 Stagecraft sections because we do not feel we can adequately complete the lab objectives to the levels our educational partners can (and should) expect from us.

On the other hand we were able to have some successes during COVID. THEATR 130 was able to loan sewing machine's to students so that they could learn sewing on Zoom. Thanks to technology we were able to teach the lighting class virtually, including having students program moving lights at home, and then uploading their programming into the system in STCN 130. (Two videos of students moving light programming:

<https://www.dropbox.com/s/i1xcmb98nffz10v/LaurenVideo.mov?dl=0>

<https://www.dropbox.com/s/acsmns8harlh48z/Malaya.mov?dl=0>

3. How has the program grown over the last three years?

Interest in the program and classes has grown slowly over the past 3 years. I have concerns that we have a set back due to COVID. Anecdotally, 2 of our tech theatre students who anticipate graduating in June had interviews with CAL ARTS during our first week of instructions and hope to study technical theatre there. One of our completers finished her BA in technical theatre at CSUN in December.

4. Are any additional resources needed from the college to improve the program?

At the moment the program is in good shape. Although there will be a general need for updated equipment in the future (as current equipment ages), the program is in excellent shape at the moment. The advisory committee continues to support the idea that it is important for students to learn how to learn about equipment, not learn specific equipment.

5. FOR CTE Programs: What feedback from CTE Advisory Committees has been received to date with respect to the program?

The advisory committee is suggesting two things:

- 1) The creation of a color & design class. After examining several different models from other institutions, the committee suggested developing a course based on CSUN's THEATR 155. This has been submitted to the curriculum committee for statement of need
- 2) The creation of a non-credit sequence in Entertainment Drafting focusing on AutoCAD and Vectorworks software applications. Chris has met with Jason Oliver, and gotten some great advice based on some draft curriculum. He has also received feedback from the committee members. The committee is now thinking it will be a four course set of non-credit courses with 2 or three certificates. This will require coming to Program Viability.

Please attach appendices of supporting data and information here:

Year Three Status Report Template

Name of Pilot Program: Public Health AS-T degree

Name of Persons Submitting this Proposal: The update is submitted by Department Chair, Patti Haley

The proposal was submitted by Patti Haley, Dr. Young and Dr. Torres

Date of Proposal Submission: Originally submitted in August 2015.

Please see prior October 2018 Program Viability Report – Public Health AS-T degree

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

AS-T degree

Program Description:

The Health Science Department initiated a Public Health AS-T degree. The Healthcare field is one of the fastest growing career fields. With recent changes in the Health care industry, including implantation of the Affordable Care Act coupled with the demographic changes within our population i.e. the aging of the population, the increase in homelessness including families, even the daily threat of terrorism, has increased both the urgency and need for a variety Public Health workers. Public Health workers may be found in brick and mortar clinics, mobile clinics and outreach, community paramedicine, managing tuberculosis and other contagious diseases, and inspecting dwellings and businesses.

The Public Health degree offers our pre-nursing and other pre-healthcare students an additional degree option, to pursue the foundation of starting their healthcare education pathway. Additionally, if pre-nursing students determine that the nursing education pathway is not to their liking or does not fit into the educational timeline, they will have a stepping-stone to many other careers within Health Science or other Allied Health fields.

Students are afforded the opportunity to find their "niche" in Public Health. As noted above there are many options for Public Health workers - a student may find a career in the field of statistics, education, epidemiology, environmental health, occupational health, government, disaster management, contact tracing, or COVID officer.

As the role of preventative health care and outreach grows, so will the need for more public health workers.

Students have the opportunity to not only complete an AS-T degree, but may choose to further their educations and complete a four-year public health degree, or Master's degree.

Status Update

6. Describe the success for the program to date. What evidence supports this? (Success could be in the form of development of curriculum or formation of advisory committee or hiring of staff/faculty. There may be other ways to describe success specific to the program to date.)

- The program was promoted within our Health Science classes and the EMT Program in Spring 2019.
- By Fall 2019 there were 210 students with he declared major of Public Health.
- The AS- T degree was finally approved in Spring 2019
- First graduating class – Spring 2019 - 12 students
- Spring 2020 – 33 graduates (total of 5 Summer 2019, 10 Fall 2019, 18 Spring 2020)
- Summer 2020 - 5 graduates
- Fall 2020 - 10 graduates
- We have also hired two additional adjuncts and have expanded our course offerings.

Data was provided from Dr. Daylene Meuschke, Associate Vice President, Institutional Research, Planning and Institutional Effectiveness and Noelia Borcharding, Student Services Technical Analyst

7. Describe the challenges for the program in its third year.

COVID challenges – but all staff are now online certified

8. How has the program grown over the last three years?

Fall 2019 - 210 students who declared the major the semester before it was officially offered as a degree

From Counselling: Current numbers

97 students – declared for 5420 PUBHLT – AS-T

1021 Students declared for 5430 PUBHLT CSU. AS-T

9. Are any additional resources needed from the college to improve the program?

More promotion of the AS-T degree within the college

It took till Spring 2021 to have it placed on the list of degrees for our school.

10. FOR CTE Programs: What feedback from CTE Advisory Committees has been received to date with respect to the program?

Although it is not an official CTE program, we have asked for input from our EMT/Public Health Advisory Board. The members have been very supportive of the program.

Public Health AS-T degree – Three-year update March 2021

The Center for Excellence in Teaching and Learning Update: Senate Update 2021

In 2020/2021 The Center for Excellence in Teaching and Learning (CETL) provided more than 630 hours of sustained faculty training in teaching and learning. For 2021/2022 we are developing our CETL courses in Non-Credit for The School of Personal and Professional Learning. This move will allow CETL to not only uplift best teaching practices across our COC community, but also to collaborate with educators in our Santa Clarita Valley community.

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

- 1) **Introduction to Online Instruction (IOI) COVID Updates** - From Spring 2020 through Winter 2021, CETL's IOI offered 14 sections and enrolled 322 faculty with a completion rate of 87%. For historical perspective, last year 2019/2020, pre-COVID, IOI trained 75 faculty with 4 different section offerings.
- 2) **CETL Non Credit** - CETL has been approved through the Curriculum Committee to offer a Non-credit certificate called *Foundations in Teaching* that is relevant for teacher preparation. This certificate will include a combination of offerings like Teaching Strategies, IOI, Culturally Responsive Teaching, Critical Thinking, Reading Strategies, and Assessment Strategies.

CETL Non-credit will hopefully continue to grow and include current CETL course offerings as well as other teacher preparation courses designed to support current and future faculty as well as educators in the Santa Clarita Valley more broadly. Though CETL is expanding into Non-Credit our core commitment remains the faculty at COC.

- 3) **Skilled Teacher Certificate (STC):** 2020-21: Twenty-five faculty are scheduled to complete the 54-hour OnlineLIVE Skilled Teacher Certificate.
- 4) **New Faculty Orientations**
 - a. Hosted **Synergy** New Faculty Orientation for the incoming faculty class of Fall 2020.
 - b. Hosted New Full-Time Faculty Orientation in Fall 2020
- 5) **Culturally Responsive Teaching:** Currently offering Spring 2021 section with ten faculty enrolled.
- 6) **Updated CETL Website:** www.canyons.edu/cetl Includes a calendar of classes, links to My Learning Plan, CETL Faculty bios and forms for new faculty interest. Interest Form <https://forms.gle/WcsSc98nUK71kJHh8>
- 7) **Convocation Planning and Implementation:** CETL faculty organized and participated in the Fall 2020 and Spring 2021 college convocation planning focused on issues of equity and creating an inclusive classroom environment.
- 8) **CETL ZOOM and CANVAS Training ongoing:** Spring 2020/Fall 2021 CETL collaborated with Distance Education to provide Faculty training in Zoom classrooms. Continued collaboration with Online Ed in planning to support the college's future OnlineLIVE training and return to campus pedagogical standards.

Plans underway and upcoming for 2021-2022 include:

- 1) **Launch CETL - Programs and Certificates with Non-Credit**
- 2) **Skilled Teacher Certificate (STC):** 2021: Continue to revise STC, with Non-Credit options.
- 3) **Project FIT:** Fall 2021: Collaborate to bring FIT into the Non-Credit course listings.
- 4) **New CETL Blog:** Spring 2021 Canvas Commons, ProTip emails
- 5) Collaboration with our instructional Designer

Adjunct Faculty Spring 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
Alizadeh, Ed	Adjunct - Accounting	Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, economics, taxation, finance or the equivalent. (NOTE: A bachelor's degree in accountancy or business administration with accounting concentration, with a CPA license is an alternative qualification for this discipline.)	MS Accountancy, California State University, Fullerton
Friedman, Daniel	Adjunct – Accounting	Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, economics, taxation, finance or the equivalent. (NOTE: A bachelor's degree in accountancy or business administration with accounting concentration, with a CPA license is an alternative qualification for this discipline.)	MS Accountancy, California State University, Northridge

Chahayed Hermatz, Lisa	Adjunct – American Sign Language	Sign Language, American	Any bachelor's degree and two (2) years of full- time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent ; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent .	BA Deaf Studies, California State University, Northridge, 15 years of professional experience
Perez- Debusk, Jared	Adjunct – American Sign Language	Sign Language, American	Any bachelor's degree and two (2) years of full- time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent ; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent .	BA Communication as Performance Studies, University of South Florida, MA Sign Language Education, Gallaudet University, 2.4 years of professional experience
Toyooka Smith, Yuki	Adjunct – Art	Art	Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent. (NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance,	MFA Arts, California State University, Los Angeles

			<i>film, video, photography, creative writing or other nonplastic arts.)</i>	
Habib, Micheal	Adjunct – Biological Sciences	Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science.	MS Biology, University of Virginia
Reonisto, Timothy	Adjunct – Biological Sciences	Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science.	MS Stem Cell Biology and Regenerative Medicine, University of Southern California
Stevens, Joan	Adjunct – Biological Sciences	Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science.	MS Biology, California State University, Fullerton
Grair, Diane	Adjunct – Business	Business	Master's in business, business management, business administration, accountancy, finance, marketing or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.	MBA Business Administration, California State University, Northridge
Brown, Steven	Adjunct – Computer Science	Computer Science	Master's degree in computer science or computer engineering OR - Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR - Bachelor's in engineering AND master's degree in cybernetics, engineering,	BA Computer Science, University of Minnesota, MS Engineering, California State University, Fresno

			<p>mathematics, or business administration OR - Bachelor's in mathematics AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in any of the above AND master's degree in information science, computer information systems, or information systems OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	
Zartoshty, Bahram	Adjunct – Computer Science	Computer Science	<p>Master's degree in computer science or computer engineering OR Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in engineering AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in mathematics AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in any of the above AND master's degree in information science, computer information systems, or</p>	MS Computer Science, University of Kentucky

			information systems OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Li, Ping	Adjunct – Medical Laboratory Technician	Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)	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 .	BS Biology and Medical Technology, California State University, Northridge, Clinical Lab Scientist, 13.5 years of experience
Crayon, Brent	Adjunct - Music	Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MFA School of Music/Multi-Focus Keyboards, California Institute of the Arts

Brown, Stephen	Adjunct – Nursing	Nursing Science/Clinical Practice	Bachelor's degree in Nursing AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	BS Nursing, University of Providence, 11 years of experience in the discipline as ICU staff nurse, charge Nurse, RRT Nurse, Valid RN license.
Nichols, Lori	Adjunct – Nursing	Nursing Science/Clinical Practice	Bachelor's degree in Nursing AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	MS Nursing, Western Governors University, 9 years of experience as RN in bedside patient care, Valid RN license.
Smith, Jessica	Adjunct - Welding	Welding	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 .	AS Welding, El Camino College, 14.53 years of directly related professional experience
Noceda, Mylene	Noncredit – Career Skills Vocational (Short Term) Business	Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent ; OR- Any associate degree and six (6) years of occupational	BS Environmental and Occupational Health, California State University, Northridge, MA

			experience related to the subject of the course taught or the equivalent ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	Public Administration, California State University, Northridge, 11.07 years of occupational experience
Thun, Michelle	Noncredit – Career Skills Vocational (Short Term) Business	Vocational (Short-term) Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	BS Business Administration, Human Resources Management, California State University, Northridge, 22 years of occupational experience

ISAs for Academic Senate – Spring 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
Elenitsky, Todd	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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.	BS Construction Management, Arizona State University, 17.41 years of professional experience as Field Supervisor Detective
Lee, Billy	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Criminology, University of California, Irvine, 14.16 years of professional experience as a Police Officer

ACADEMIC SENATE ACTION ITEM

ACTION ITEM TOPIC:

College Mission Statement

ISSUE/ITEM BACKGROUND:

The COC Mission Statement has been discussed in various deliberative and constituent forums in consideration of possible revision. In fall, 2020 the College Planning Team discussed the mission statement during multiple meetings. Zoom breakout rooms were utilized to brainstorm any necessary amendments to the existing mission statement. CPT subsequently scheduled two campus wide forums to encourage collaborative input regarding possible changes to the mission statement. Those campus wide open meetings resulted in three different mission statement versions. CPT then reviewed the three mission statement versions and selected one in consideration of adoption. That version was discussed by the Academic Senate at its December 3, 2020 meeting. At that meeting Senators provided input for suggested additional revisions to the CPT proposed statement. The mission statement was also discussed by Classified Senate. The Classified Senate has since proposed its own revised version. Consequently, Dr. Torres presented the updated information in total to CPT at its February 2021 meeting. It was then decided that one last collaborative work group would convene to reconcile the different mission statement versions. That collaborative work group included members from Administration, Classified Senate, and Academic Senate. The group convened on March 2, 2021 and agreed upon a final mission statement version. The proposed statement is found below.

ISSUE/ITEM TO BE ADOPTED:

The following revised COC Mission Statement is being proposed for approval by the Academic Senate:

“College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, credentials, and attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where every student can successfully achieve their educational goals.”



THE COLLEGE OF THE CANYONS ACADEMIC SENATE RESOLUTION

21-01

COMMITMENT TO ANTI-RACISM AT COLLEGE OF THE CANYONS AND WITHIN THE COMMUNITY

WHEREAS, there exists pervasive individual and institutional racism throughout the United States, including within the geographical district represented and served by College of the Canyons;

WHEREAS, racism and institutional racism are unique, damaging sociological structures recognized within academia as reliant upon the inequitable, dehumanizing aspects of supremacy of white power in the United States thus rendering racism and institutional racism forms of subjugation of persons;

WHEREAS, the Santa Clarita Community College District serves a diverse, multicultural student body and employees comprised of a variety of racial and ethnic identities, to include but not limited to Asian, Hispanic, Black/African American, Native American and White Americans that demand equitable representation and protection within curriculum and formal or informal policies and procedures;

WHEREAS, ~~non-white racial and ethnic identities~~ **people of color** have suffered racism, prejudice and discrimination and where Black/African Americans in particular experience a unique, acute form of historical and ongoing racism and institutional racism resulting from overt, intentional and defacto structural violence, inequality and inequity perpetrated against them as a people;

RESOLVED, the Academic Senate at College of the Canyons has a professional, ethical, and moral obligation to identify and strive to eradicate institutional barriers that cause racism, discrimination, and prejudice against students, faculty and employees; and

RESOLVED, the Academic Senate at College of the Canyons has a professional, ethical, and moral obligation to assist the community it serves in identifying and striving toward eradicating racism and institutional racism, discrimination, and prejudice and to lead by example; and

RESOLVED, that the protections of academic freedom are consistent with the obligation of faculty to create a learning environment free of intentional and unintentional hostility toward marginalized populations **and that the Academic Senate and the faculty it represents commit to their own professional development, awareness and self-education as to anti-racism efforts and goals realized through ongoing tangible actions, workshops, trainings and overall institutional growth;** and

RESOLVED, that the Academic Senate at College of the Canyons urges the Board of Trustees and College Administration to join the Academic Senate, collectively as a foundation of proper social development for the community we serve, in regularly and publicly declaring the District's commitment to anti-racism at the College and in the community, realized through action and leadership.



THE COLLEGE OF THE CANYONS ACADEMIC SENATE RESOLUTION

21_01

STANDARDS OF TRUTH AND INTELLECTUAL HONESTY IN ACADEMIA

WHEREAS, the foundational purpose and rationalization of institutions of teaching, learning and education are to advance and progress human and global existence based on truth, critical reasoning, empirical evidence, and intellectual honesty;

WHEREAS, College of the Canyons must be, and is, committed to teaching our students the differences between objective truth and subjective belief; it is institutionally charged with the task of preparing logical, critical thinkers not only to enter the work force, but society, and thus has an indispensable and direct role in cultivating the advancement and success of all societal institutions, norms of behavior and importantly, character, integrity and citizenship;

WHEREAS, College of the Canyons is an institution that fosters the balanced study of diverse, complex and multifaceted academic disciplines and is committed to doing so with integrity to enable students to become substantial, whole individuals contributing to the world they live in;

WHEREAS, educators should welcome the opinions of one another and importantly, our students, as **essential** to the pursuit of knowledge and also **instill that informed** opinions **are best and that any opinions** based on obvious misinformation **should be, by duty,** refuted by **faculty accredited and certified objective subject matter knowledge and to teach students to be educationally and intellectually honest about how they arrive at their opinions;**

RESOLVED, the Academic Senate declares the need for College of the Canyons to reemphasize and commit to a robust, quality general education for our students providing the foundation of learning necessary to the creation of social stability and openness of thought and knowledge to enable widespread support of all disciplines for the betterment of human and global development; and

RESOLVED, the Academic Senate and the faculty it represents reaffirm their professional and ethical commitment to the pursuit of truth, accuracy, and honest self-reflection in the practice of teaching and learning, as well as in campus wide collaboration and community outreach; and

RESOLVED, the Academic Senate and the faculty recognize that where truth proves elusive, they will, through honest reflection and consideration of information, provide students with valuable tools and skills to seek answers to yet unknowable aspects of disciplinary knowledge; and

RESOLVED, that all faculty members at College of the Canyons maintain currency in their acquired fields of study and expertise with confidence, but with the humility necessary to model their openness to the life long process of introspection and learning that serves to advance the continued progression of College of the Canyons as an institution of higher education.

CURRICULUM CULTURAL COMPETENCY REVIEW

Please review the Course Outline of Record (COR) using the following prompts. This course, where appropriate:

- Provides relevant examples of significant contributions from persons of diverse backgrounds (age, race, ethnicity, gender, sexuality, religion, ability, and socio-economic status).
- Provides inclusive context to major events and contributions to a discipline/field.
 - In courses with a/an historical, social, and/or cultural focus, significant events are presented and described with attention to diversity and the social and cultural circumstances that produced them.
- Represents the full scope of a given discipline/field.
 - Sub-disciplines, or specialties, are appropriately represented and described.
- Is sensitive to the experiences of marginalized groups.
 - Language, including naming conventions of ethnic groups, is current and appropriate.
- Is adaptable to accommodate the evolution of dynamic disciplines.
 - Objectives are written to allow the course to adapt to changes in the field including new specialties, theories, or practices.
- Texts are culturally-competent.
 - Selected texts are current, include significant contributions from persons of diverse groups, provide social and cultural context where appropriate, and use appropriate language.

Impact of Proposed Changes to Concurrent Enrollment Policy for 9th and 10th Graders

Daylene M. Meuschke, Ed.D. and Barry C. Gribbons, Ph.D.

At the request of the Director of Admissions, Records, and Online Services, the Office of Institutional Development recently conducted an analysis to determine the impact of the proposed changes to the concurrent enrollment policy on enrollment of 9th and 10th grade high school students. This analysis looked at how many students in grades 9 and 10 took classes in Spring 2009 (excluding AOC¹, ECHS², and SCVYO³) and the success rates of these students compared to other COC students (not concurrently enrolled). In addition, the analysis examined how much tuition was waived for all concurrently enrolled students in 2008-09 to inform advocacy efforts. These results are intended to inform the planning and revision of the College's concurrent enrollment policy and other statewide advocacy efforts.

Upon review of the results, the following observations were made:

1. A total of 64 9th and 10th grade students (excluding AOC, ECHS and SCVYO) enrolled in classes at College of the Canyons in Spring 2009. Table 1 shows the courses students enrolled in during the Spring 2009 semester.
2. The success rates of the 64 concurrently enrolled 9th and 10th grade students in Spring 2009 was 85 percent compared to all other COC students at 67 percent (excluding ISAs⁴).
3. Including AOC, ECHS, and SCVYO, the total tuition waived for concurrently enrolled students in 2008-09 (Fall 2008, Winter 2009, Spring 2009 and Summer 2009) was approximately \$362,430. It is important to note that waiving enrollment fees for concurrently enrolled students does not negatively impact the District in that enrollment fees are deducted from the District's apportionment. Education code allows local community college governing boards to waive fees to be for concurrently enrolled students (Education Code §76300). This policy supports the intent of many programs such as the Gates' Initiative, Bridge programs, and middle college high schools like Academy of the Canyons which enable students to attend college. These programs often serve low-income, first-generation students who benefit from the fee waiver. Waiving enrollment fees specifically help ensure that important populations - low income high school students - are not excluded. If the policy were to change, it would undermine the efforts to include low income high school students and further disadvantage them relative to their more affluent peers.

¹ Academy of the Canyons

² Early College High School

³ Santa Clarita Valley Youth Orchestra

⁴ In-service agreements

Table 1. Courses Taken by 9th and 10th Grades Students – Spring 2009
(excludes AOC, ECHS and SCVYO)

Course	Course	Course	Course
ANTHRO-101	DANCE-107	HIST-111	KPEA-195B
ART-111	DANCE-108	HIST-112	MATH-070
ART-124B	DANCE-131	HLHSCI-100	MATH-083
ASTRON-102	DANCE-134	ITAL-102	MUSIC-165
BIOSCI-100	DANCE-161	KPEA-100	PARLGL-101
CHEM-151	DANCE-180	KPEA-103	PHILOS-101
CINEMA-129	ENGL-091	KPEA-105	PHOTO-090L
CIT-101	ENGL-101	KPEA-106	PHOTO-160
CMPSCI-122	FIRETC-101	KPEA-107	PSYCH-101
CMPSCI-132	FRNCH-101	KPEA-121	SIGN-101
COMS-105	GMD-047	KPEA-122	SPAN-101
COMS-190	HIST-102	KPEA-195A	THEATR-126

Methodology:

- Source: CCCCO USX Spring 2009 referential and MIS 320 data files.
- Data excludes In-Service training courses.
- **Course Success** is defined as the percent of students successful in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, CR/P; Denominator = Number of students (duplicated) with A, B, C, D, DR, F, FW, CR/P, NC/NP, W, I. (This analysis uses the RP Group definition, which facilitates statewide comparisons.)
- **Tuition** waived in 2008-09 was calculated by multiplying the total number of units attempted by concurrently enrolled students in Fall 2008, Winter 2009, Spring 2009 and Summer 2009 by \$20. The State increased the per unit rate from \$20 to \$26 effective Fall 2009.

For more detailed information on this research brief, stop by the Institutional Development and Technology office located in LIB-212, or call Daylene Meuschke, Director of Institutional Research at 661.362.5329.

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 admission part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.
- C. Special admission 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 defined as a high school student enrolled in college courses during the high school day on the high school campus.
- F. Concurrent enrollment is defined as a special admission student taking college courses.
- G. College Now is defined as the college courses offered on the high school campus after the high school day.

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 admission 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 admission 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 admission 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, as defined in the AP 5010, 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; and
 - 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 Admission 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 admission students to apply for admission.

- A. Pursuant to California Education Code Section 76001 (d), special admission 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 admission 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) special admission 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 Admission 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 a special admission student's admission in some courses and programs.

5010.3 Students enrolled in grades 9-10 in a public or private school district may apply

for admission to the College upon submitting an approved Special Admission form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary.

A. Students enrolled in grades 9-12 are eligible for dual enrollment courses once approved by their high school principal.

B. Students enrolled in grades 9-10 are not eligible to take concurrent enrollment courses unless they meet the standards of “highly gifted” or are part of the exemptions outlined in AP 5010.

5010.4 Claims for state apportionment submitted by the district based on enrollment of specially admitted part time students enrolled shall satisfy the criteria established by statute 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

- 5010.1 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.
- 5010.2 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.
- 5010.3 In order to best support the visa status of international students and their academic success, all students on any kind of study visa and do not have USA residency shall apply to the College through the International Services & Programs office.
- 5010.4 To meet criteria in Board Policy 5010.1 (C) part-time and full-time special admission high school students must complete the following procedures to be admitted to College of the Canyons for concurrent enrollment purposes.
 - 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.

5010.5 To meet criteria in Board Policy 5010.1 (C), part-time and full-time special admission high school students must complete the following procedures to be admitted to College of the Canyons for dual enrollment purposes.

- a. Be currently enrolled in grades 9- 12 at a public or private high school in California.
- b. 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.
- c. Prior to the first semester/term of enrollment, all prospective students must complete an orientation.

5010.6 Admissions personnel will determine which students will be eligible for admission to College of the Canyons.

5010.7 Once approved for admission, all eligible special admission 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.

5010.8 Each potential student must submit a complete concurrent enrollment or dual enrollment 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.

5010.9 Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.

5010.10 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.

5010.11 Students currently in grades 11-12, attending concurrent enrollment courses, will register using a priority system, which is published each semester.



- A. Students attending a dual enrollment course will be enrolled in the course by the Admissions and Records staff.
- 5010.12 Special Admission high school students are restricted from taking the following courses:
 - A. HRMGT 226 - Food and Wine;
 - B. HLHSCI 151 - Emergency Medical Technician 1;
 - C. 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);
 - D. Any course requiring the filing of a contract and/or waiver of liability also requires departmental consent for special admission students to enroll.
- 5010.13 Students, in any grade level, participating in the Symphony of the Canyons program must follow the same requirements as other special admission students, except the district waives the grade level requirement for students taking the music classes in this program.
- 5010.14 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.
- 5010.15 Students enrolled in Academy of the Canyons or Castaic High School may enroll in special admission courses while in the 9-12 grades.
- 5010.16 The Academic Senate will approve future program and/or course restrictions and exceptions.
- 5010.17 Special admission part-time high school students may not be enrolled in more than 11.0 units per semester/term.
 - a. Special admission 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.
 - b. Dual Enrollment students may not enroll in more than 15.0 units per semester.
 - c. Special admission part time high school students who enroll in dual



enrollment courses cannot take more than 11.0 units per semester.

- 5010.18 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.
- 5010.19 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.
- 5010.20 The District is able to report special admission nonresident attendance as resident FTES for apportionment purposes.
- 5010.21 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.
- 5010.22 The District cannot claim apportionment for students who have their nonresident tuition waived under this section of Board Policy.
- 5010.23 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



Academic Senate for College of the Canyons

STANDING POLICY

Online & OnlineLIVE Instructor Certification Requirements

Summer & Fall 2021 and 2022 Semesters

Section 55208(b) of Title 5 of the California Code of Regulations (CCR) holds “Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” Accreditation Standard 3.A.11 of the Accrediting Commission for Community and Junior Colleges (ACCJC) states and requires, “The institution establishes, publishes, and adheres to written personnel policies and procedures.”

At College of the Canyons the Academic Senate establishes distance education (Online) instructor certification standards. In so doing, the Academic Senate regularly collaborates with the Office of Instruction and its Office of Online Education. The state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency resulted in ongoing declared emergency orders by the Chancellor of the Office of California Community Colleges. Therefore, and in recognition of such circumstances, the Academic Senate establishes the following distance education/online instructor certification requirements to be in effect for the summer and fall, 2021 semesters and thereafter:

1. All provisional online certifications originally set to expire on June 6, 2021, as outlined in the adopted standards per Academic Senate action on October 1, 2020, will be honored and extended to December 31, 2021 after which time they will permanently expire.
2. Instructors possessing only provisional online instructor certification should not be assigned nor allowed to teach 100%, asynchronous ONLINE classes during the 2021 summer and fall terms.
3. The Academic Senate, in collaboration with the Office of Instruction, intends to establish a new OnlineLIVE instructor certification standard. All current provisionally certified online instructors must complete this new OnlineLIVE certification training to be assigned and teach synchronous OnlineLIVE classes for all 2022 terms and thereafter.
4. Provisionally certified instructors also have the option to complete the traditional IOI online instructor certification course thereby permitting them to teach OnlineLIVE classes for the Winter and Spring 2022 terms only, and 100% ONLINE classes in 2022 and thereafter.
5. Beginning in Summer 2022 and thereafter, all instructors intending to be assigned and permitted to teach OnlineLIVE synchronous classes must have completed the new OnlineLIVE instructor certification training. Completion of the traditional IOI online instructor

certification course will no longer be recognized as permitting instructors to teach OnlineLIVE synchronous classes for the Summer 2022 terms and thereafter.

The impact of the COVID-19 pandemic on higher education has resulted in a recognition of synchronous virtual instruction as having become a new, unique pedagogical modality. This modality is being institutionalized throughout the California and National systems of higher education, as evidenced by a recently established @One synchronous instruction training course. To maintain academic standards during the continued COVID-19 pandemic, as well as throughout the eventual post-pandemic environment, the Academic Senate is prepared to assist in the development of and endorse a local OnlineLIVE synchronous instruction certification course for the betterment of students, faculty and education. As a consequence of the COVID-19 pandemic we have needed, and will continue for the foreseeable future, to serve our students with OnlineLIVE synchronous instruction. Developing the same care and delivery of this new format as we have done for fully online instruction is an academic and professional matter and responsibility.

CCR Title 5 Section 55204(a) establishes the requirement of regular and effective contact between instructors and students and designates such standard to be an academic and professional matter within the purview of the Academic Senate per Title 5, Section 53200, *et seq.*

This policy is adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld