



# College of the Canyons Academic Senate

April 14, 2022

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

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/96505453513?pwd=bHJaSlpTK0pqK3lVamFvcHVvbnVWNvZz09>

**Meeting ID:** 965 0545 3513

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## AGENDA

**Notification:** *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

**ADA statement:** If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at [academicsenateinfo@canyons.edu](mailto: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](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda
4. **Immediate Action Item:**
  - **Statement on Finding Facts to Implement Teleconferencing During a Proclaimed State of Emergency No. 2021/22-05**, David Andrus (pg. 9-10)
5. Committee Appointments:
  - SP 22 Selection Committees (pg. 3)
  - Committee on Academic Freedom, Robert Farkas, Adjunct
  - ASCCC IEPI-Partner Resource Team, Linda Beauregard-Vasquez (Adjunct, English)
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
  - Academic Senate Summary, March 24, 2022 (pg. 4-8)
  - [Curriculum Committee Summary](#), March 31, 2022

### B. Reports

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

1. CASL Committee Annual Committee Chair Report, Chris Boltz
2. Academic Senate Presidents Report, David Andrus

### C. Action Items

1. Academic Freedom Textbook Assignments Report, Chris Blakey (pg. 11-16)
2. NEW Distance Learning Addendum, Lisa Hooper (pg. 17-18)
3. Faculty Award Proposal, David Andrus

- a) Faculty Award Policy (pg. 19)
- b) [Faculty Award Descriptions & Criteria](#)
- 4. Day, Time and Duration of Academic Senate Meetings (Fall 2022 to Spring 2014), David Andrus (pg. 20)

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

#### **D. Discussion**

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

- 1. Collegial Celebration, June 2, 2022, David Andrus
- 2. [Academic Senate Program Review](#), David Andrus
- 3. BP 4220 (Standards of Scholarship), Gary Collis (pg. 21-22)
- 4. BP/AP 3725 (Information and Communication Technology Accessibility & Acceptable Use), Gary Collis
  - a. BP 3725 (pg. 23)
  - b. AP 3725 (pg. 24-26)
- 5. Legislative Advocacy, David Andrus
  - a. AB 1705, Wendy Brill-Wynkoop

#### **E. Unfinished Business**

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

#### **F. New Future Business**

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

- 1. Academic Integrity Taskforce
- 2. Department Chair Training Workshops
- 3. Tenure Committee Training Workshops

#### **G. Announcements**

- Next Academic Senate Meeting Spring 2022: April 28<sup>th</sup>, May 12<sup>th</sup> & May 26<sup>th</sup>
- [ASCCC 2022 Career and Noncredit Education Institute, May 12<sup>th</sup>-14<sup>th</sup>, 2022](#)-Hybrid Event \*Subject to change\*
- [ASCCC 2022 Faculty Leadership Institute](#)- June 16<sup>th</sup> – 18<sup>th</sup>, 2022, Hybrid Event \*Subject to change\*
- [ASCCC 2022 Curriculum Institute](#)- July 6<sup>th</sup> – July 9<sup>th</sup>, 2022, Hybrid Event \*Subject to change\*

#### **H. Adjournment**

### Spring 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
David	Martinez	FTF

## Academic Senate Meeting Summary for March 24, 2022

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

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

Guest							
Alisha Kaminsky	X	Dr. Jasmine Ruys	X	Katherine Gamez	X	Nadia Cotti	X
Brandon Ashford	X	James Glapa-Grossklag	X	Kelly Burke	X	Preeta Saxena	X
Christopher Boltz	X	Jennifer Smolos	X	Larry Alvarez	X	Sab Matsumoto	X
Cindy Schwanke	X	Jeremy Patrich	X	Lisa Sawyer	X	SB Tucker	X
Daylene Meuschke	X	Jessie Crowley	X	Maral Markarian	X	Siane Holland	X
Dianne Avery	X	Joy Shoemate	X	Michael Felix	X	Tim Baber	X
Dustin Silva	X	Julie Johnson	X	Michelle LaBrie	X		X
Dr. Edel Alonso	X	Justin Hunt	X	Michelle Razzano	X		X

### A. Routine Matters

1. Call to order: 3:03 pm
2. Public Comment

- The BOT passed a revised mask mandate resolution yesterday. This resolution does not impact the provision of the current Academic Senate Emergency Resolution for Teleconferencing. The idea of mandating the wearing of the mask is not tied to the governor's state of emergency. There is also a possibility of a larger room on campus to hold in person Senate meetings in the future. David is looking in to this.
3. Approval of the Agenda
    - Action item # 3 will be tabled as this report will need to first go to ASG as a professional courtesy.
    - Motion to adopt the agenda with the stipulation that action item #3 will be tabled by Lisa Hooper, seconded by Tamera Rice. (1 verbal yes vote from Ben Riviera) Unanimous. Approved.
  4. Committee Appointments, (pg. 3)
    - SP 22 Selection Committees
    - Academic Integrity Taskforce
    - Tenure Track/Tenured Committees
  7. Sub-Committee Summaries:
    - [Senate Executive Committee meeting summary](#), November 18, 2021
  8. Approval of the Consent Calendar
    - Academic Senate Summary, March 10, 2022 (pg. 4-8)
    - [Curriculum Committee Summary](#), March 17, 2022
    - Motion to approve the consent calendar by Regina Blasberg, seconded by Mike Harutunian. Unanimous. Approved.

## B. Reports

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

2. [CELT Committee Chair Annual Video Report](#), Julie Johnson & Robert Wonser
  - a. CETL Senate Update 2022 (pg. 9-10)
  - b. Teaching foundations Certs 2022 (pg. 11)
  - c. As a reminder Julie and Robert submitted a video report and will not be presenting their report in person.
3. Academic Senate Presidents Report, David Andrus
  - a. Senate Elections: Reminder that the Dept Chairs and the Academic Senate School/Division and Adjunct position nominations are due Tomorrow, March 25<sup>th</sup> by 5pm. The nomination period for Dept Chair may be changed in the future to include a two week nomination period. Language changes will be submitted to Rebecca Shepherd, chair of the Const. & By-laws committee.
  - b. ASCCC Area C Meeting update: The final ASCCC resolution packet has been published and will be shared with everyone. Each campus is allowed one vote at the plenary session.
  - c. FACCC Legislative Update: at the recent Area C meeting Wendy Brill, FACCC President, shared a presentation on AB 1705 regarding the change in both English and Math courses and the move towards non-credit. David will work on creating more advocacy on behalf of the Senate. Wendy will provide a legislative report to Senate.
  - d. Return to Campus Coalition: BOT revised their resolution, and the mask mandate is still in place, but only for indoor instructional and student service

areas. The vaccine and testing requirements are still in place. There is a RCCC meeting tomorrow.

- e. Commencement/Grad Fair: Nicole and David attended the Commencement meeting. The idea is to have a commencement ceremony and Grad Walk. The Grad Walk will be on Thursday and Commencement on Friday at 9am.

### C. Action Items

- 5. CASL Recommendation to Senate Spring 2022, Chris Boltz & Jeff Baker (pg. 12)
  - a. The document was revised and # 3 and 4 were separated.
  - b. Motion to approve the CASL Recommendation by Tamera Rice, seconded by Mike Haratunian. Unanimous. Approved.
- 6. Annual Scale of Adoption Assessment (SOAA), Daylene Meuschke
  - a. [Annual Scale of Adoption Assessment \(SOAA\)](#)
  - b. [CCCCO Guided Pathways SOAA FAQ's](#)

Daylene provided a presentation at the last Senate meeting. This item has also gone through Classified Senate. The next step will be to update the Canyons Completes Action plan. Congratulations to Daylene for earning her Leadership award for all her work with the IEP group.

  - 1. Motion to adopt the SOAA by Gary Quire, seconded by Garrett Rieck. Unanimous. Approved.
- 7. Academic Freedom Textbook Assignments Report, Chris Blakey (pg. 13-19)
  - a. This item was tabled.
- 8. Discipline Memos
  - Patricia Foley, Engineering Revised Discipline Memo (pg. 20)
  - Sarah Cox, Educational Administrator Discipline Memo (pg. 21)
  - 1. Motion to adopt the discipline memos by Erica Seubert, seconded by Ambika Silva. Unanimous. Approved.
- 9. BP/AP 4010 (Academic Calendar), Gary Collis
  - a. BP 4010 (pg. 22)
  - b. AP 4010 (pg. 23-24)
    - 1. The proposed changes provide more structure to the existing Academic Calendar Committee and set parameters in terms of the submission of proposed calendars. It was clarified that there are 175 days inclusive of instruction and FLEX.
    - 2. Motion to adopt BP/AP 4010 by Lisa Hooper, seconded by Tamera Rice. Unanimous. Approved.

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

### D. Discussion

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

- 1. COC CTE Toolkit Equivalency (Report out from workgroup), Gary Quire (pg. 25-28)
  - a. [CTE Faculty MQ Toolkit \(Information only\)](#)
    - I. There is already option #1 and #2 at COC and #3 is the proposal. This is an opt in and out option as this may not pertain to all departments/disciplines. There are also some departments that could use it but choose to opt out.

- II. If an applicant chooses to use option #3 an HR generalist will email the chair of the MQE Committee within 3 days. The MQE rep cannot be one of the CE committee members which represent the CTE. An ad-hoc committee would then be formed. The process will ensure those using this option are reviewed by Search Committee along with all other applicants. If this process is approved, it may move to the state level. Contractually how will faculty who have no college student experience be evaluated? A sample [EMT portfolio](#) was shared. There is a need to be sensitive to the appearance of favoritism. David will discuss with the group regarding how to bring this item back.
2. NEW Distance Learning Addendum, Lisa Hooper (pg. 29-30)
  - a. Since no provisional DLA was enacted for spring 22 provisional DLA's have remained in place. There have been many requests received for permanent DLA's. Instructional materials need to be vetted for accessibility and may be part of a new policy. HyFlex can now be captured in the new DLA. The proposed DLA will be an option in eLumen. Any current DLA applied to a course will continue until a new DLA is adopted.
3. Day, Time and Duration of Academic Senate Meetings (Fall 2022 to Spring 2014), David Andrus (pg. 31)
  - a) The Senate agreed unanimously with ending all future meetings to 5:00pm. Meetings will continue to be held on Thursdays. This item will return as an action item after spring break.
4. Faculty Award Proposal, David Andrus
  - a. Proposed Senate Standing Policy-Faculty Awards (pg. 32)
  - b. [Faculty Awards Descriptions & Criteria](#)
  - c. The Exec. Committee developed 6 award proposals. The first three awards mimic the ASCCC awards. Whoever is a recipient locally will then move forward as a nominee for a correlating statewide award. The last three awards were created by the COC Academic Senate Executive Committee. The Committee will be tasked with administering these awards. This item will return for a vote.
5. [Academic Senate Program Review](#), David Andrus
  - a. This item was tabled.

#### **E. Unfinished Business**

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

1. Senate Constitution & By-Laws revisions

#### **F. New Future Business**

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

1. Faculty Offices/Furniture Policy
2. Department Chair Training Workshops
3. Tenure Track & Tenured Evaluation Forms (Joint Taskforce)
4. Tenure Committee Training Workshops

#### **G. Announcements**

- Next Academic Senate Meeting Spring 2022: April 14<sup>th</sup>, April 28<sup>th</sup>, May 12<sup>th</sup> & May 26<sup>th</sup>
- [ASCCC 2022 Spring Plenary Session](#), April 7<sup>th</sup>-9<sup>th</sup>, 2022-Hybrid Event

- [ASCCC 2022 Career and Noncredit Education Institute, May 12<sup>th</sup>-14<sup>th</sup>, 2022](#)-Hybrid Event \*Subject to change\*
- [ASCCC 2022 Faculty Leadership Institute](#)- June 16<sup>th</sup> – 18<sup>th</sup>, 2022, Hybrid Event \*Subject to change\*
- [ASCCC 2022 Curriculum Institute](#)- July 6<sup>th</sup> – July 9<sup>th</sup>, 2022, Hybrid Event \*Subject to change\*

**H. Adjournment: 5:01 pm**





## THE COLLEGE OF THE CANYONS ACADEMIC SENATE

### RESOLUTION No. 2021/22-05

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

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

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

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

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

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

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

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

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

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

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

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

AND either:

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

OR

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

*Adopted, Academic*

**Committee on Academic Freedom  
Conditional Report:**

**What are the Instructor's Rights Regarding Textbook Choice if the Instructor has been  
Reassigned to a Section for Which a Text has Already Been Chosen and Advertised?**

Feb. 23, 2022

Chris Blakey  
Chair

Kelly Burke  
Member

Tricia George  
Member

Karyl Kicenski  
Member

Lauren Rome  
Member

Prepared for College of the Canyons Academic Senate

## **What are the instructor's rights regarding textbook choice if the instructor has been reassigned to a section for which a text has already been chosen and advertised?**

### **I. Introduction and Context**

As the Committee on Academic Freedom began to consider this question, it became clear to the Committee that obstacles to academic freedom in textbook choice have arisen in recent decades that have no clear historical precedent. These obstacles have come in the form of legal requirements of textbook information disclosure, and also in the form of well-meaning expectations on the part of students, College administrators and even some faculty committees. These latter include various subtle and not-so-subtle pressures for instructors to use OER texts or zero cost textbooks. This Conditional Report will attempt to lay out the rights of faculty on the above question while also keeping in mind many other legitimate concerns relating to how students are affected by such matters. These student concerns are primarily economic in nature.

### **II. Do faculty have the right to select which textbook to use in their classes, even in the case where faculty have been reassigned to a section for which a text has been previously selected and advertised to students?**

- A. The individual faculty member who is ultimately assigned to the teach the section has the right, protected under the principles of academic freedom, to choose the materials for the course, including the textbook(s).
- B. The American Association of University Professors (AAUP) states: "The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments and assess student academic performance in teaching activities for which faculty members are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer."<sup>1</sup>
- C. Also, from AAUP: "In a course for which you are the only instructor, you have the right, under principles of academic freedom, to determine the texts (and other materials) the students will be required to read. Your right in this regard is not absolute, however. The texts should be related to the subject of the course and practical concerns about availability and cost should be considered. Still, the principle is clear that the faculty member who is solely responsible for the course has the freedom to select readings for it."<sup>2</sup>

### **III. Why does the question of textbook choice matter?**

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<sup>1</sup> "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

<sup>2</sup> American Association of University Professors Website, <https://www.aaup.org/i-need-help/workplace-issues/contours-academic-freedom#c2>.

- A. Faculty members in higher education typically pursue studies in their respective disciplines because of their interest in that particular field of study. Faculty often hold the view that the subject matter of their discipline is significant for students' growth, development in knowledge and general understanding of the world, and, in some sense, faculty believe pursuit of such knowledge contributes to the common good. With such value attributed to their fields of study, faculty members often have deeply held, (and well-considered), views about how to approach their subject, and have correlative views about which texts are best to accomplish these pedagogical goals. The freedom faculty have in determining their approach to the subject matter in their courses is fundamental to academic freedom.<sup>3</sup> This approach will often be closely tied to the selected textbook(s).
- B. Not only is text choice central in how a subject matter is approached, but it is also closely tied to how faculty craft assignments and how faculty assess student understanding, both of which are clearly protected under academic freedom, according to the American Association of University Professors (AAUP).<sup>4</sup> In this vein, former President of the AAUP, Cary Nelson notes,

Academic freedom establishes a faculty member's right to remain true to his or her pedagogical philosophy and intellectual commitment. It preserves the intellectual integrity of our educational system and thus serves the public good.<sup>5</sup>

If faculty prerogative is undermined in these matters due to concerns about what students think about the cost of a text (when students likely have little to no other criteria for judging the text prior to the start of the class), then fundamental features of academic freedom are undermined.

- C. There is often significant variation within a department regarding what textbooks faculty prefer to use, and in how instructors choose to utilize these textbooks in their courses.<sup>6</sup> Some of this variation is due to differences in subject matter, some is due to teaching style, and surely to many other factors. Variation and diversity in approach to a subject matter are highly valued in the academy. It would be problematic to encourage uniformity in teaching, content, and approach to academic subjects, as this would conflict with the fundamental principles of academic freedom. Definitively limiting textbook choice in any way (beyond the limits imposed by the relevant course outline of record) *would* undermine academic freedom.<sup>7</sup>

#### **IV. But doesn't academic freedom conflict with the Higher Education Opportunity Act's (Public Law 110-315) requirement of educational institutions to disclose on the institution's Internet site the ISBN and price of textbooks in order to increase student access to textbook information by which they can make educational decisions?**

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<sup>3</sup> "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

<sup>4</sup> "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

<sup>5</sup> "Defining Academic Freedom," *Inside Higher Education*, Dec. 21, 2010.

<https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom>

<sup>6</sup> It is acknowledged that some disciplines may have much more uniformity in textbook content due to the nature of the subject matter, and thus will have much less concern over textbook differences. Generally, textbooks in the hard sciences will likely be more uniform than those in the humanities, though it is possible that the orientation of a textbook even in the hard sciences may matter to some faculty. And no doubt the manner in which the content in a textbook is arranged and presented may have significant pedagogical value to faculty, and this may vary significantly.

<sup>7</sup> One exception to this is when departments have democratically chosen a particular text to be used in a multisection course taught by multiple instructors. See section V below.

- A. The intent of the Higher Education Opportunity Act (HEOA) is to maximize transparency in textbook and supplemental materials costs for students in order assist them in their educational plans and decisions.
  - B. However, the language of HEOA contains the following: “Rule of Construction. -- Nothing in this section shall be construed to supersede the institutional autonomy or academic freedom of instructors involved in the selection of college textbooks, supplemental materials, and other classroom materials.”<sup>8</sup>
  - C. Further, the language of HEOA, in several places, clearly indicates that colleges must disclose textbook information on their Internet sites “to the maximum extent practicable”. This is a clear acknowledgement that various circumstances may arise that make the disclosure of textbook information more complicated than it may seem at first glance, including last minute changes in faculty assignments.
- V. What about cases in which a faculty member is reassigned to a section for which a departmental policy is in place regarding the textbook to be used in the course?**
- A. In such cases, the textbook decision has already been made, and so immediate questions about textbook choice are not relevant.
  - B. The AAUP comments: “In a multisection course taught by several faculty members, responsibility is often shared among the instructors for identifying the texts to be assigned to students.”<sup>9</sup>
  - C. Regarding such multisection courses: “The shared responsibility bespeaks a shared freedom, which trumps the freedom of an individual faculty member to assigning a textbook that he or she alone considers satisfactory. The individual’s freedom in other respects, however, remains undiluted.”<sup>10</sup>
- VI. What about textbook issues in the case where a change of instructor occurs, for whatever reason, later in the semester?**
- A. Such a case will be exceedingly rare, and will be the exception.
  - B. The longer a course has been running, the more reason there is to continue with the original text. The expectations and rhythms of the course, along with classroom learning environments become established with time.
  - C. In cases where a textbook has been already introduced for use in real class time, once a course has passed the two-week mark (in a semester length course), it seems appropriate for initially chosen texts to remain in place in the case of mid-semester change of instructor.

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<sup>8</sup> Higher Education Opportunity Act, Public Law (110-315), Section 112, Textbook Information.

<sup>9</sup> “The Freedom to Teach,” *AAUP, Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

<sup>10</sup> “The Freedom to Teach,” *AAUP, Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

## VII. Challenges/Considerations/Qualifications

- A. Changes in course textbooks can have adverse economic consequences for students.
1. The substituted textbook may be higher priced than the initial text. This includes the possibility that the course was initially advertised as OER or zero-cost text, and the reassigned instructor utilizes a text that is neither.
  2. It may be more difficult or impossible for the student to return a text if not purchased from the College of the Canyons Bookstore.
  3. Some texts may include software that requires an access code. If a student logs in prior to the text change, they cannot return the initially assigned text with the access code.
  4. EOPS vouchers can expire, and if this occurs it would pose an economic challenge for the student.
- B. A related concern includes the *unique role of the community college* in the state of California.<sup>11</sup>
1. The California community college (CCC) system was built to democratize higher education, to ensure that all students have equal and equitable opportunities to take full advantage of a quality education. Education outcomes ought to be the result of students' abilities, will and effort, rather than their personal circumstances.
    - a. Therefore, CCCs function to ameliorate "opportunity gaps."<sup>12</sup>
  2. Three concerns may animate the role of a community college in relationship to the academic freedom of an instructor.
    - a. CCCs emphasize access for students. Access refers to "the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs."<sup>13</sup>
    - b. CCCs emphasize fairness for students. Fairness refers to the goal of removing obstacles to the full development of talent that stem from economic and social circumstances over which individual students have no control. If students' achievements are more likely to result from their abilities and factors that students themselves can influence, such as their will or effort, educational systems are fairer. Such systems are

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<sup>11</sup> "Academic Freedom and Faculty Authored Textbooks," Committee on Academic Freedom Conditional Report, (2021). Section VII.B is taken directly from this earlier report.

<sup>12</sup> This term refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. (*LSU Libraries: Diversity, Equity, & Inclusion (DEI) Resources*. <https://guides.lib.lsu.edu/c.php?g=1052777&p=7644571>)

<sup>13</sup> Ibid

less fair the more they are conditioned by contextual characteristics or “circumstances” that students cannot influence.<sup>14</sup>

c. CCCs emphasize inclusion for students. Inclusion refers to the objective of ensuring that all students, particularly those from disadvantaged backgrounds or traditionally marginalized groups, have access to high-quality education and reach a baseline level of skills.<sup>15</sup>

- C. In light of the above, it is reasonable that faculty who require a different text upon reassignment do their best to minimize potential adverse economic repercussions for students.
- D. When faculty are reassigned to a course and they make the decision to utilize a different text, it is understood that students may experience a short delay in obtaining this new text. However, choosing to supplement course materials for a couple of weeks rather than use an entirely unfamiliar text for the entire semester may be preferred by some faculty.

#### **VIII. Suggestions to Help Mitigate Adverse Consequences for Students**

- A. Deans should do everything they can to stay on top of enrollment numbers, and when possible, to make reassignments early enough to allow for timely changes in texts if needed.
- B. Require all orientation letters (in relevant cases) to include a clear notice that students should not login using their access code until the semester begins and the textbook is finalized.
- C. Require the bookstore to work with students in such cases to allow easy returns of textbooks. This should include any edition of a text the bookstore has sold to a student for the semester in view. (It is reported the bookstore does not accept returns of older editions sold to students.)
- D. Make sure the bookstore’s electronic text ordering apparatus is up and running in order for textbook changes to be enacted quickly and easily. If the change is made at, or before, the beginning of the semester, there should be no problem with EOPS vouchers expiring.
- E. Instructors should have multiple copies of the textbook at the reserve desk in the library.

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<sup>14</sup>For example, gender, race or ethnicity, socio-economic status, immigrant background, family structure or place of residence.  
PISA 2015 Results (Volume I): Excellence and Equity in Education © OECD 2016

<sup>15</sup>Ibid



# COLLEGE OF THE CANYONS

## DISTANCE LEARNING ADDENDUM

A. Mode(s) of distance education (DE) delivery (check all that apply):

- **FULLY ONLINE (FO)**
  - Asynchronous (FOA) - Online
  - Synchronous (FOS) - OnlineLIVE
  - Combination (FOC) - Online + OnlineLIVE
- **PARTIALLY ONLINE (PO)**
  - Asynchronous (POA) – InPerson + Online
  - Synchronous (POS) – InPerson + OnlineLIVE
- **FULLY ONLINE WITH FLEXIBLE INPERSON ASSESSMENT – (THIS SHOULD ALLOW STUDENTS TO TAKE CLASSES OUTSIDE OF OUR SERVICE AREA; APPROVED PROCTORING LOCATIONS WOULD BE IDENTIFIED; THIS MAY REQUIRE A SENATE/DISTRICT POLICY; UNTIL SUCH TIME AS A LOCAL PROCESS IS CREATED, FACULTY WISHING TO HAVE EXAMS PROCTORED ON CAMPUS SHOULD SELECT A PARTIALLY ONLINE MODALITY)**
- **FULLY ONLINE THROUGH MUTUAL AGREEMENT (FOMA)** – enacted, through mutual agreement, during emergent conditions preventing the continuation of InPerson instruction; applies to those sections/hours scheduled InPerson

B. Title 5 Section 55200: "Distance education" means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conference; or

(4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

The definition of "distance education" does not include correspondence courses.

C. Courses delivered through distance education modalities will use the district's adopted learning management system (LMS) for authentication of students. Courses delivered via distance education will cover the content and learning objectives for the number of student contact hours listed the Course Outline of Record.

- D. Courses delivered through distance education modalities will maintain regular and substantive interaction between instructor and students and amongst students. Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion including:
- a. Providing direct instruction;
  - b. Discussing or providing feedback on a student's coursework;
  - c. Explaining information or responding to questions about the content of a course or competency
  - d. Facilitating a group discussion, or other group assignment, content of a course or competency. A sample discussion prompt for this course is:
  - e. Other instructional activities approved by the institution's or program's accrediting agency.
- E. Provide at least one example of how student learning will be assessed, or evaluated, in this course:
- F. All distance education course materials will be accessible to students with disabilities (Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d). This will include but not be limited to use of properly captioned video, video transcripts, alternative text for images, and formatting of materials consistent with text-reading software. Instructional materials selected to supplement and deliver online instruction shall be vetted for accessibility by the office of Online Instruction.
- G. Disclosures regarding technology or application requirements unique to this course will be included in the schedule of classes.



## **ACADEMIC SENATE FOR COLLEGE OF THE CANYONS**

### **STANDING POLICY**

#### **Faculty Awards**

The Academic Senate at College of the Canyons hereby formally establishes the following annual faculty awards:

1. Academic Senate Excellence in Education Award\*
2. Academic Senate Diversity Award\*
3. Academic Senate Exemplary Program Award\*
4. Academic Senate International Education Award
5. Academic Senate Governance Award
6. Academic Senate Collegiality and Campus Citizenship Award

#### **Academic Senate Executive Committee Authority**

The award descriptions, criteria and application guidelines shall be established and approved by the Academic Senate in appendices to this policy. The awards are to be administered and determined solely by the Executive Committee of the Academic Senate on behalf of the Academic Senate. The Executive Committee will publicly report out to the Academic Senate and the campus community its annual determination of award recipients. The Executive Committee shall follow all established award guidelines and rubrics when making its recipient determinations. The Executive Committee shall have the authority to organize its deliberative process in the manner it prescribes. All COC award recipient determinations shall require majority votes from a quorum of the Executive Committee. All awards shall be administered and determined annually during the spring semester of the academic year.

#### **ASCCC Equivalent Awards**

Those awards having an asterisk next to their titles are awards modeled after the ASCCC annual statewide awards. The recipients of those three designated awards shall be forwarded for consideration by the ASCCC of the statewide equivalent award in the subsequent fall/winter semester. If there are multiple COC recipients of any of the equivalent awards, the Executive Committee will convene to determine which award recipient to forward for statewide consideration. Further limitations might apply. Additional information will be included in the individual award descriptions and information sheet. Any determination by the Executive Committee regarding which nominee will be forwarded for statewide award consideration shall require a majority vote from a quorum of the Executive Committee. The Executive Committee will report out to the Academic Senate any such determinations. If any of the statewide award criteria or information changes at any time, the COC equivalent award shall be amended to reflect such changes. Those recipients forwarded for statewide consideration might be required to complete further nominating documentation per ASCCC guidelines.

**ACTION ITEM TOPIC:**

Day, Time and Duration of Academic Senate Meetings (Fall 2022 to Spring 2024)

**ISSUE BACKGROUND:**

Article III(B)(1)(b) of the Academic Senate Bylaws states the following:

"The day, time and duration of regular meetings of the Academic Senate shall be consistent and agreed upon by a majority of the Academic Senate. Such parameters shall be set in the spring semester of even years and shall extend for a two-year period commencing in the subsequent fall semester."

At present, the Academic Senate is conducting its elections for Senators for the next two-year cycle. It is important to make the determination of the day, time and duration of meetings for the next two years in order for all future members of the Senate to be aware of their service obligations.

**PROPOSED ACTION:**

1. Adopt a **Thursday, 3:00pm to 5:00pm** day, time and duration format for 2022/23 and 2023/24 academic years.

*(Academic Senate and Curriculum Committee meeting dates for the 2022/23 academic year will be adopted at a future meeting.)*



## **BP 4220 Standards of Scholarship**

**References:** Education Code Section 70902(b)(3); Title 5 sections 51002, 55020 et seq., 55031 et seq., 55040 et seq., and 55050 et seq.

The CEO shall establish procedures for standards of scholarship consistent with the provisions of Title 5 Sections 51002, 55020 et seq., 55031 et seq., 55040 et seq., 55050 et seq., and Board policy and procedure.

These procedures shall address: grading practices, academic record symbols, grade point average, credit for prior learning, academic and progress probation, academic and progress dismissal, readmission following dismissal, academic renewal, course repetition, limits on remedial coursework, graduation requirements, and grade changes.

The procedures shall be described in the college catalogs.

## **BP 4220     Standards of Scholarship**

### **Reference:**

Education Code Section 70902(b)(3); ~~CCR~~ Title 5 sections 51002, 55020 et seq., 55031 et seq., ~~55030 et seq.~~, and 55040 et seq., and 55050 et seq.

The CEO shall establish procedures ~~for that establish~~ standards of scholarship consistent with the provisions of ~~CCR~~ Title 5 Sections 51002, 55020 et seq., 55031 10 et seq., 55040 et seq., and 55050 et seq., and Board policy and procedure.

These procedures shall address: grading practices, academic record symbols, grade point average, credit for prior learning by examination, academic and progress probation, academic and progress dismissal, readmission following dismissal, academic renewal, course repetition, limits on remedial coursework, graduation requirements, and grade changes.

The procedures shall be described in the college catalogs.

**Approved 02/14/14**



## **BP 3725 Information and Communications Technology Accessibility & Acceptable Use**

### **References:**

Government Code Sections 7405, 11135, and 11546.7;  
Section 504, Rehabilitation Act of 1973 (29 U.S. Code Section 701);  
Section 508, Rehabilitation Act of 1973 (Federal Electronic and Information  
Technology) (29 U.S. Code Section 794d);  
36 Code of Federal Regulations Parts 1194.1 et seq.

The governing board shall ensure equal access to instructional materials and information and communication technology (ICT) for all and particularly for individuals with disabilities, in a timely manner.

As it relates to equally effective alternative access to instructional materials and ICT, timely manner means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability.

The CEO shall establish administrative procedures to comply with the requirements specified in Section 508 of the Rehabilitation Act and its implementing regulations.



## **AP 3725 Information and Communications Technology Accessibility & Acceptable Use**

### **References:**

Government Code Sections 7405, 11135, and 11546.7;  
Section 504, Rehabilitation Act of 1973 (29 U.S. Code Section 701);  
Section 508, Rehabilitation Act of 1973 (Federal Electronic and Information  
Technology) (29 U.S. Code Section 794d);  
36 Code of Federal Regulations Parts 1194.1 et seq.

### **Definitions of Key Terms**

**Accessibility Standards:** The Revised 508 Standards are the accessibility standards for Information and Communication Technology (ICT) and Instructional Materials. As of January 2018, the Revised 508 Standards incorporate the internationally accepted Web Content Accessibility Guidelines (WCAG) 2.0 level A and AA into the United States Section 508 of the Rehabilitation Act web accessibility standards.

**Accessible:** Accessible means an Individual with a Disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an Equally Effective and equally integrated manner, with substantially equivalent ease of use.

**Digital Content:** The content and functionality of web pages, electronic documents, desktop and web-based software, and hardware defined as ICT.

**Equally Effective:** Alternative access for Individuals with Disabilities to ICT and Instructional Materials is Equally Effective when it:

- (1) is Timely,
- (2) is accurate in translation,
- (3) is delivered in a manner and medium appropriate to the disability of the individual, and
- (4) affords the Individual with a Disability the opportunity to obtain the



information as fully, equally and independently as a person without a disability with substantially equivalent ease of use.

Equally Effective alternatives are not required to produce the identical result or level of achievement, but must afford Individuals with Disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the person's needs.

Equally Effective alternative formats communicate the same information and allows users to have a comparable experience in as Timely a fashion as does the source. For interactive applications or services, Equally Effective means that the end result (e.g., registration) is accomplished in a comparable time and with comparable effort on the part of the Individual with a Disability.

**Individual with a Disability:** An individual who has one or more physical or mental impairments that substantially limit one or more major life activities.

**Information and Communication Technology (ICT):** Any information technology, and electronic and Digital Content covered by Section 508 of the Rehabilitation Act of 1973, as well as telecommunications products, interconnected Voice over Internet Protocol (VoIP) products, and Customer Premises Equipment (CPE) covered by Section 255 of the Communications Act. ICT includes any electronic or digital services that enable users to access, store, transmit, or manipulate information. Examples of ICT include desktop and web-based software, websites, learning management systems, enterprise software, audio-visual systems, videos, electronic documents, computers, information kiosks and transaction machines, telecommunications equipment, and multifunction office machines.

**Instructional Materials:** Includes Digital Content, such as, syllabi, textbooks, presentations and handouts delivered within a learning management system, via email or via another electronic means for face-to-face classes as well as distance education courses. Instructional materials also includes digital instructional activities such as instructional videos, online collaborative writing, web conferencing, blogging, and any other Digital Content used for instructional purposes as technology evolves.

**Timely:** As it relates to Equally Effective alternative access to ICT and Instructional Materials, Timely means that the Individual with a Disability receives access to ICT or Instructional Materials at the same time as an individual without a disability.

## **ICT and Instructional Material Accessibility Standard Statement**

The District is committed to ensuring equal access to ICT and Instructional Materials for all, and particularly for Individuals with Disabilities, in a Timely manner. In accordance with California Government Code Sections 7405, 11135, and 11546.7, and effective practices, the District will comply with the Accessibility Standards by:

- Developing, purchasing, or acquiring, to the extent feasible, ICT and Instructional Materials that are Accessible to Individuals with Disabilities;
- Using and maintaining Instructional Materials and ICT that is consistent with this Standard Statement; and
- Promoting awareness of this Standard Statement to all relevant parties, particularly those in roles that are responsible for creating, selecting, or maintaining electronic content and applications.

Although District employees are each responsible, when applicable, for ensuring equal access to Equally Effective Instructional Materials and ICT to students, the District shall provide its employees and/or its students, as applicable, all training, equipment, tools, expertise, and other resources reasonably required to effectively comply with their obligations, or exercise their legal rights, under the law and District policy or procedure. To that end, the District Chief Technology Officer (CTO), or their designee, shall serve as liaison to District employees to address questions regarding compliance with this procedure and to provide, in partnership with the Academic Accommodation Center and Online Education department, all training required for its implementation. District employees shall rely upon the guidance and information provided by the CTO with regard to the employees' responsibilities, to the extent consistent with this procedure, under the law and District policy and procedure.