



# College of the Canyons Academic Senate

February 9, 2023

3:00 p.m. to 5:00 p.m.

Hybrid Format, via Zoom & in-person in Mentry-343

## Join Zoom Meeting

<https://canyonsonline.zoom.us/j/86345767680?pwd=aU96SFRzWC9BMXIHcnlQSWlxK2J6QT09>

**Meeting ID:** 863 4576 7680; **Passcode:** 990821

One tap mobile +16694449171 US; +12532050468, US

## 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. Committee & Other Appointments:
  - Selection Committee Appointments (pg. 3)
  - Business Department Chair, Gary Quire
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
  - Academic Senate Summary, December 8, 2022 (pg. 4-6)

### B. Reports

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

1. [CETL Committee Annual Chair Video Report](#), Julie Johnson & Robert Wonser (pg. 7-8)
2. Academic Senate Presidents Report, David Andrus

### C. Action Items

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

1. Fall 2022 MQE Part-Time Faculty (Academic Senate) Part 4 Final (pg. 9-10)
2. Spring 2023 MQE Part-Time Faculty (Academic Senate) Part 1 Final (pg. 11-13)
3. Academic Senate Standing Policy-Approved Modalities, David Andrus (pg. 14-17)
4. Academic Senate Standing Policy on Faculty Awards (Proposed Revisions), David Andrus (pg. 18-19)
5. Kinesiology/PE/Athletics Senator Vacancy Declaration ([Article V, Section 4](#))

### D. Discussion

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

1. Evacuation Drill discussion, Jim Temple
2. Academic Freedom and Textbook Choice Report, Chris Blakey (pg. 20-23)
3. BP/AP 4106 (Nursing Programs), Gary Collis
  - a. BP 4106 (NEW) (pg. 24-25)
  - b. BP 4106 (Current Version) (pg. 26)
  - c. AP 4106 (pg. 27)
4. MOU for Student Services offices at CCC A&R Bldg., Dr. Jasmine Ruys & David Andrus (pg. 28-31)

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

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

1. Academic Integrity Taskforce
2. CTE Toolkit Rubrics

#### **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. Department Chair Training Workshops
2. Tenure Committee Training Workshops
3. Senate Budget Report & Survey Results

#### **G. Announcements**

- Next Academic Senate Meeting Spring 2023: Feb. 23<sup>rd</sup>, March 9<sup>th</sup>, March 23<sup>rd</sup>, April 13<sup>th</sup>, April 27<sup>th</sup>, May 11<sup>th</sup> & May 25<sup>th</sup>
- 2023 ASCCC Curriculum Institute-Hybrid Event: July 12<sup>th</sup> – 15<sup>th</sup>, 2023, Riverside Convention Center in Riverside.
- 2023 ASCCC Faculty Leadership Institute: June 15<sup>th</sup>-17<sup>th</sup>, 2023, Westin San Francisco Airport Hotel.
- 2023 ASCCC Spring Plenary Sessions: April 20<sup>th</sup> -22<sup>nd</sup>, 2023, Double Tree by Hilton Hotel Anaheim, Orange County

#### **H. Adjournment**

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The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/97917495774?pwd=SExPY3UvbUZpUXVCS3F4aEU2VjIjPUT09>

**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

1. Canyon Country Campus, Don Takeda Science Center, located at 17200 Sierra Highway, Santa Clarita CA. Office #CCLV-336

### Spring 2023 Selection Committee list

First Name	Last Name	FTF/Adjunct
Aivee	Ortega	FTF
Angela	Harris	FTF
Anh	Nguyen	FTF
Anna Jane	Almeda	FTF
April	Reardon	FTF
Bob	Maxwell	FTF
Boo	Su	FTF
Dilek	Sanver-Wang	FTF
Erik	Altenbernd	FTF
Gary	Quire	FTF
Gary	Sornborger	FTF
Holly	Hitt-Zuniga	FTF
Jason	Oliver	FTF
Jason	Burgdorfer	FTF
Jeannie	Chari	FTF
Jeremy	Goodman	FTF
Jonathan	Ng	FTF
Juan	Buriel	FTF
Justin	Hunt	FTF
Lori	Young	FTF
Lucia	Pozo-Gravatt	FTF
Marco	Llaguno	FTF
Marlene	Demerjian	FTF
Mike	Sherry	FTF
Miriam	Golbert	FTF
Patricia	Garcia	FTF
Regina	Blasberg	FTF
Ricardo	Rosales	FTF
Sara	Breshears	FTF
Shannon	Doronio	FTF
Tony	Law	FTF

## Academic Senate Retreat Meeting Summary for December 8, 2022

Voting Members					
Senate President	David Andrus	X	Business Senator	Gary Quire	X
Vice President	Lisa Hooper	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	At Large Senator	Ambika Silva	X
AT Senator	Regina Blasberg	X	At Large Senator	Jennifer Paris	X
MSHP-MSE Senator	Shane Ramey via zoom	X	At Large Senator	Erica Seubert	X
MSHP-HPPS Senator	Tammy Bathke via zoom	X	At Large Senator	Rebecca Shepherd	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Arshia Malekzadeh	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Jesse Vera	X
Kinesiology/Athletics Senator	Phil Marcellin	A	Adjunct Senator	Mireya Milian	X
SBS Senator	Tammera Rice via Zoom	X	X= Present	A= Absent	

Non-voting Members			
Dr. Omar Torres	X	Jeff Gregor via zoom	X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	A
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative	A

Guest					
Alexandra Mokh	X	Dr. Jasmine Ruys	X	Jessica Small	X
Ana Palmer	X	Jennifer Paris	X	Leora Gabay	X
Dr. Edel Alonso	X	Jennifer Smolos Steele	X	Michael Felix	X

### A. Routine Matters

1. Call to order: 3:06 pm
2. Public Comment:
  - i. Dr. Omar Torres & Dr. Edel Alonso gave special thanks to faculty for their continuous student support and wished everyone a happy holiday season.
  - ii. Reminder from Vice President Lisa Hooper, that the student athletes missing class form has not been brought to fruition.
3. Approval of the Agenda:
  - i. Motion to approve the agenda by Arshia Malekzadeh, seconded by Rebecca Shepherd. Gary Collis proxy for Tricia George (yes, vote), Erica Seubert proxy for Jennifer Paris (yes, vote), Lisa Hooper proxy for Garrett Rieck (yes, vote.) Unanimous. Approved.
4. Committee Appointments: none
5. Sub-Committee Summaries: none
  - i. Several committee appointments will come forward in spring 23.
6. Approval of the Consent Calendar

- i. Motion by Erica Seubert, seconded by Gary Quire. Gary Collis proxy for Tricia George (yes, vote), Erica Seubert proxy for Jennifer Paris (yes, vote), Lisa Hooper proxy for Garrett Rieck (yes, vote.) Unanimous. Approved.

Academic Senate Summary, November 17, 2022 (pg. 3-7)	<a href="#">Curriculum Committee Summary, December 1, 2022</a>
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## B. Reports

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

1. Academic Senate Presidents Report, David Andrus
  - i. CPT Annual Committee Chair Report: This report was re-scheduled for spring 23.
  - ii. Scholarly Presentation Committee Update: Faculty Member Dr. Michael Habib from the Biology Dept gave a presentation on bird flight and the Giant Pterosaurs dinosaur.
  - iii. BOT Update: Michael Berger will be retiring soon. Chuck Lyon will be sworn in.
  - iv. AFT Strike Update: There was a reminder that the strike is in regards to work conditions. The Academic Senate is there to promote academic standards of instruction throughout the duration of the strike.
  - v. Post IAC meeting with Dept Chairs: David called a meeting to find out if there is a need for resources.
  - vi. Academic Freedom Conditional Report on Textbooks: This report will outline how dept chairs conduct themselves and the ordering of textbooks and what the academic freedom rights are of all faculty and departments related to textbook adoption. This will be a conditional report, initially, and can be amended.
  - vii. COVID Transmission rates are on the rise: Currently LA County is at 10,000 COVID cases. There is also flu and RSV cases. A request to reconvene the Return to Campus Coalition may be made if there are county mandates. Senate members asked that the district provide better quality masks.

## C. Action Items

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

1. Academic Calendar
  - i. 2024-25 Academic Calendar draft (pg. 8)
  - ii. 2025-26 Academic Calendar draft (pg. 9)
  - iii. As a reminder the calendar will need to be approved by the Board of Trustees.
  - iv. Motion to adopt both calendars by Tamera Rice, seconded by Ambika Silva. Gary Collis proxy for Tricia George (yes, vote), Erica Seubert proxy for Jennifer Paris (yes, vote), Lisa Hooper proxy for Garrett Rieck (yes, vote.) Unanimous. Approved.
2. Life Long Learning CALGETC Resolution (pg. 10)
  - i. The 1<sup>st</sup> “resolved” language urges CSU’s to take preservation action to lifelong learning as a graduation requirement. The 2<sup>nd</sup> “resolved” calls upon the BOT to urge the CSU to change the lifelong learning area to serve as a graduation requirement. 1st phase of this issue is advocacy from now until end of May. The 2nd phase is implementation and working with curriculum.
  - ii. Motion by Michael Harutunian, seconded by Rebecca Shepherd. Gary Collis proxy for Tricia George (yes, vote), Erica Seubert proxy for Jennifer Paris (yes, vote), Lisa Hooper proxy for Garrett Rieck (yes, vote.) Unanimous. Approved.
3. AP 4022 (Course Approval), Gary Collis (pg. 11-13)
  - i. Course archiving is not new but there is a new tech review piece. Archiving doesn’t mean deleting a course; it is just removed from the catalog and can be brought back.
  - ii. Motion to approve Rebecca Shepherd, seconded by Garrett Hooper. Gary Collis proxy for Tricia George (yes, vote), Erica Seubert proxy for Jennifer Paris (yes, vote), Lisa Hooper proxy for Garrett Rieck (yes, vote.) Unanimous. Approved.

## D. Discussion

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

1. Academic Senate Standing Policy-Approved Modalities, David Andrus (pg. 14-17)
  - i. Faculty need to have clarity to understand course modalities so there is consistency. Several

suggestions were presented to help students identify different course modalities such as using emojis and color codes. Need to evaluate universal principles. Technically if a class is advertised a hybrid, it is important to preserve this as much as possible. Request to come up with a FAQ sheet for faculty syllabi. More discussion will take place in spring.

2. Academic Senate Standing Policy on Faculty Awards (Proposed Revisions), David Andrus (pg. 18-19)
  - i. The Senate Executive Committee members feel that it is important to instill as much trust, objectivity, and validity to the award process. Therefore, allowing faculty to nominate themselves was removed. Other minor revisions were included.
3. Academic Senate Planning, David Andrus
  - i. [Academic Senate Survey Results](#)
    1. David will continue to work on the survey results.
  - ii. [Budget Report](#)
    1. An additional budget request will be included in program review for awards and the end of the year faculty collegial celebration, etc. The faculty award process will initiate soon and a call for nominations will go out in late Feb of the spring 2023 semester.
  - iii. [Program Planning & Review](#)
    1. This document will be submitted to Dr. Torres soon along with the additional budget request.

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#### **H. Adjournment: 5:08 pm**

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2. 6405 SW Puppy Place, Bentonville, AR.

# The Center for Excellence in Teaching and Learning Update: Senate Update 2023

Prepared by Robert Wonser and Julie Johnson

In 2022 The Center for Excellence in Teaching and Learning (CETL) provided training in multiple modalities. CETL continues to offer many of our courses in Non-Credit for The School of Personal and Professional Learning. Currently, the only two CETL courses that exist outside of Non-Credit are OnlinLIVE and Synergy.

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

- 1) **OnlineLIVE Updates** - 426 trained faculty - As part of our goals from last year, we successfully added **HyFLEX** modality training to OnlineLIVE
- 2) **CETL Non Credit** - Since Fall 2021 CETL trained more than 75 faculty and offered more than 375 hours of teacher training as part of the Non-credit certificate called *Teaching Foundations Certificate* that is relevant for teacher preparation. This certificate includes a combination of offerings like Teaching Strategies, Introduction to Online Instruction (IOI), Culturally Responsive Teaching, Critical Thinking, Reading Strategies, and Assessment Strategies. [See page 2 for a list of CETL Non-Credit EDUC courses offered this year with upcoming sections.]

CETL Non-credit will 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.

- 3) **Synergy**: 2022/23: Synergy topics include: Intrinsic Motivation and Student Success, Designing a Learner Centered Syllabus & Increasing Accessibility with A Liquid Syllabus, presented by Dr Kelly Cude High Impact Teaching Practices: and Interdisciplinary Projects and Reading Apprenticeship
- 4) **New Faculty Orientations**
  - a. Fall 2022 - 9 new hire attendees
  - b. Spring 2023 - 1 new hire
- 5) **Updated CETL Website**: [www.canyons.edu/cetl](http://www.canyons.edu/cetl) Includes a calendar of classes, links to My Learning Plan, CETL Faculty bios and forms for new faculty interest.
  - a. ProTip Emails continue to be well received. Last Pro Tip - Fall 2022  
[https://www.canyons.edu/administration/cetl/cetl\\_pro-tips.php](https://www.canyons.edu/administration/cetl/cetl_pro-tips.php)
- 6) **Evaluation Training for Tenure Committees** - CETL is working with the Joint Academic Senate and COCFA Task Force on Faculty Evaluations to develop training for faculty evaluators and tenure committees.
- 7) **Partnerships** -
  - a. Online Education - CETL continues to have a robust partnership with Online Education over HyFlex training, IOI certification and Open Pedagogy speakers series. Potential MIT collaboration.
  - b. ePortfolios
  - c. Project Based Learning

Plans underway and upcoming for 2022-2023 include:

- 1) **Develop** a working UDL/Open Pedagogy checklist for the campus - Steering Committee
- 2) **Write** more CETL curriculum into Non-Credit and offer another certificate option
  - a. OnlineLIVE with HyFlex
  - b. IOI 2.0
  - c. Faculty Self Care and Wellness
- 3) **Create** a Zoom video with CETL Steering Committee members explaining CETLs offerings, distinguishing modalities, and explaining the new Teaching Foundations Certificate
- 4) **Find** expertise in website design - student collaboration with Graphic design Dept?
- 5) **Develop** peer review program
- 6) **Project FIT**: Collaborations are still ongoing to bring FIT into the CETL Non-Credit course listings. Collaborators include HR, CETL, FIT coordinators, and the School of Personal and Professional Learning

# Non-Credit 2022/2023 Schedule/Enrollment

Course	Nickname	Semester	Specific Dates	Instructor	Enrollment
NC.EDUC-105-595 60	Introduction to Online Instruction (IOI)	Fall	9/13/2021 - 10/15/2021	Michelle LaBrie	7
NC.EDUC-104-618 31	Culturally Responsive Teaching (CRT)	Fall	Fall 2021	Robert Wonser	9
NC.EDUC-105-647 77	IOI	Winter	1/3/2022 - 2/5/2022	Katie Coleman	9
NC.EDUC-104-618 15	CRT	Spring	2/28/2022 - 4/2/2022	Katie Coleman	3
NC.EDUC-102-652 40	Assessment	Spring	3/7/2022 - 3/25/2022	Julie Johnson	10
NC.EDUC-103-652 38	Critical Thinking	Spring	2/25/2022 - 3/25/2022	Chris Blakey	10
NC.EDUC-105-652 39	IOI	Spring	2/28/2022 - 4/2/2022	Michelle LaBrie	3
	CRT	Summer		Robert Wonser	
	Teaching Strategies	Summer		Victoria Leonard	
NC.EDUC-105-690 73	IOI	Fall	10/3/2022 - 11/5/2022	Michelle LaBrie	12
NC.EDUC-105-720 23	IOI	Winter	1/3/2023 - 2/4/2023	Katie Coleman	2
NC.EDUC-100-700 96	Teaching Strategies	Winter	1/3/2023 - 2/4/2023	Victoria Leonard	12
TBD	Critical Thinking	Spring	TBD	Chris Blakey	
TBD	Reading Strategies	Spring	Feb 27 - March 19, 2023	Cindy Stephens	enrolling
TBD	Assessment Strategies	Spring	TBD	Julie Johnson	
	CRT	Spring		Katie Coleman	
				Totals	77



Adjunct Faculty Fall 2022 - Part 4

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
Troost, Laura	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 AND Master’s in business, business administration, business education, economics, taxation, finance. OR Bachelor’s degree in accountancy or business administration with accounting concentration AND a CPA license.	BS Accounting from CSU San Bernardino and an active CPA license.
Brown-Hardnett, Donna	Adjunct – Business Law	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.	JD from Cardozo School of Law, Yeshiva University and BS in Business from CSU Northridge
Kim, Hui Sun	Adjunct – Chemistry	Chemistry	Master’s in chemistry OR Bachelor’s in chemistry or biochemistry AND Master’s in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR the equivalent	Doctorate in Macromolecular and Cellular Structure and Chemistry from Skaggs Graduate School of Chemical and Biological Sciences

Yorke, Aquil	Adjunct – English	English	<p>Master’s in English, literature, comparative literature, or composition</p> <p>OR</p> <p>Bachelor’s in any of the above AND Master’s in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism</p>	MA English from CSU Northridge
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# Adjunct Faculty Spring 2023 – Part 1

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
Aguayo / Ruben	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 from Pepperdine University
Whiten er, Ricky	Adjunct – Chemistry	Chemistry	Master's degree in chemistry. OR - Any bachelor's degree in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry	Doctorate in Chemical Engineering from Auburn University. Adjunct meets minimum qualifications with equivalencies.
Sanchez, Christina	Adjunct – Counseling	Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling,	Master's in Educational Counseling from University Southern California
Corlew, Mark	Adjunct – Network Technology / Cybersecurity	Computer Information Systems	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.	MS in Engineering from UC Los Angeles and 15 years of full-time equivalent professional experience directly related to the faculty member's teaching assignment.
Ibarra-Ramos, Martin	Adjunct - Cinema	Film Studies	Master's degree in Film/Cinema and Media Studies,	MA in Film & Television from UC Los Angeles

			Film, Television, and Media Studies, Drama/Theater, Mass Communication OR Bachelor's degree in any of the above AND Master's degree in Visual Studies, Media Studies, English, or Communication	
Harris, Joe	Adjunct – Parks and Outdoor Recreation	Forestry / Natural Resources	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 in Recreation from CSUN and 3.4 years of full-time equivalent professional experience directly related to the faculty member's teaching assignment.
Nosco, Erin	Noncredit – Career Skills (Short Term Vocational)	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 in Neuroscience from UC Los Angeles and 2.83 years of occupational experience related to the subject of the course taught.
McGill-Gartner, Katie	Adjunct – Psychology	Psychology	Masters in psychology. OR - Bachelor's in psychology AND Master's degree in counseling, sociology, statistics, neuroscience, or social work.	MS in Behavioral Psychology from Pepperdine
Farrell, Jeremiah	Adjunct – Land Surveying	Engineering Support	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;	MA in History from Liberty University and 7 years of full-time equivalent professional experience directly related to the faculty

			<b>OR</b> - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	member's teaching assignment or the equivalent
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## Academic Senate for College of the Canyons

### STANDING POLICY

### APPROVED INSTRUCTIONAL MODALITIES

The intent of this policy is to formally recognize the instructional modalities authorized and approved by the Academic Senate for use at College of the Canyons. The Office of Instruction should allow instructional delivery only by the modalities approved herein. Additional instructional modalities may be recognized by action of the Academic Senate, subsequent to this policy.

Existing instructional modalities have been established and defined by previous Academic Senate and Curriculum Committee action. The modalities listed below include references to related defining documents. The Distance Learning Addendum (DLA) approved by the Curriculum Committee, and affixed as an appendix, provides the nuanced categorization of these instructional modalities for Course Outlines of Record. This policy seeks to integrate those categories with uniformity between the DLA, previously established Academic Senate policy, and the student facing schedule of class terminology as developed by the Office of Instruction.

RECOGNIZED MODALITIES (Student Facing) (Schedule of Classes Designation)	SENATE REFERENCE DOCUMENT	DLA CATEGORY (Course Outline of Record DLA Designation)
Face to Face (F2F) In-Person	All contact hours in person.	
Online	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Fully Online Asynchronous (FOA)
Hybrid	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Partially Online Asynchronous (POA)
OnlineLIVE	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Fully Online Synchronous (FOS)
Online&OnlineLIVE	Online-OnlineLIVE Modality (Adopted Fall, 2022)	Fully Online Combination (FOC)
HyFLEX	Standing Policy on HyFLEX Modality (Adopted Spring, 2022)	Partially Online Synchronous (POS)
OnlineLIVE&In-Person	Course Nomenclature Standing Policy (Adopted Fall, 2020) Course Nomenclature Statement of Rational and Interpretation (Adopted Fall, 2020)	Partially Online Synchronous (POS)
Correspondence Courses		Correspondence Courses are not considered distanced education, per Title 5 CCR

### Policy/Distance Education Context

As of October 5, 2022, the Office of Administrative Law chaptered revisions to *Section 55200 of Title 5 of the California Code of Regulations (CCR)*, which now defines distance education as, “education that uses one or more...technologies...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.” Prior to the onset of

the Covid-19 pandemic in spring 2020, distance education existed *primarily* through the customary modalities of 100% Asynchronous "Online" or "Hybrid" instruction. Since spring 2020, educational institutions and systems throughout the state of California and the United States evolved to adopt new instructional delivery modalities. College of the Canyons followed suit.

Within the context of the Curriculum Committee DLA and this policy, the word "online" now manifests in various instructional titles and curriculum coding that represents both synchronous and asynchronous instructional delivery. As developed and recognized by the DLA, the notion of "Online" being synonymous solely with "100% asynchronous" instruction is now limiting and becoming anachronistic. "Online" is now subcategorized to reflect the various distance education modalities. For DLA purposes, 100% asynchronous instruction is subcategorized as Fully Online Asynchronous (FOA). For purposes of publication in the student facing schedule of classes, as referenced in the preceding chart, "Online" will continued to be considered 100% asynchronous. All recognized instructional modalities herein have correlating DLA coding/categories, as aligned by the preceding chart and the DLA subcategories.

For all instructional modalities, faculty should be cognizant of the nuances in the Distance Education/DLA coding categories AND the correlating student facing modality categories published in the schedule of classes.

Academic Senate  
Approved Instructional Modalities Policy  
REFERENCE APPENDIX

COLLEGE OF THE CANYONS DISTANCE LEARNING  
ADDENDUM

Course:

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

- **OTHER**

Fully Online With Flexible InPerson Assessment (FOIA)

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, regarding the 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.
- 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 closely modeled after the ASCCC annual statewide awards. The recipients of those three designated awards ~~shall~~ may 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.

ASCCC awards often have thematic criteria that changes annually. If the ASCCC award differs significantly from the COC award criteria, or if no COC honoree aligns with the ASCCC award theme and standards, the Executive Committee may decide not to submit any COC local award honoree for consideration of the statewide award. In such cases, the Executive Committee may nominate any qualifying COC candidate for the ASCCC award, even if such candidate has not been locally honored.

#### Nominating Criteria

The nominating criteria for each award shall be listed in each individual award announcement publicized annually to the campus community. Faculty may not self-nominate for any award. Any member of the Academic Senate Executive Committee that is nominated for an award must recuse themselves from the deliberation for the award in which they have been nominated.

*Adopted by the Academic Senate, April 14, 2022*

**Committee on Academic Freedom  
Conditional Report:**

**Academic Freedom and Textbook Choice**

November, 2022

Chris Blakey  
Chair

Tricia George  
Member

Urvashi Juneja  
Member

Karyl Kicenski  
Member

Deanna Riveira  
Member

Lauren Rome  
Member

Prepared for College of the Canyons Academic Senate

## Academic Freedom and Textbook Choice

- I. What are the general parameters of academic freedom regarding textbook choice?
  - A. The individual faculty member assigned to teach a particular course has the right, protected under the principles of academic freedom, to choose the materials for the course, including the textbook(s).
  - B. College of the Canyons Board Policy BP 4030 states that “academic freedom is the freedom to teach, both in and outside the classroom,” citing the American Association of University Professors (AAUP) *1940 Statement of Principles on Academic Freedom and Tenure* in support. The AAUP defines *the freedom to teach* as follows: “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. Further, the principles of academic freedom apply equally to tenured, full-time untenured, and part-time faculty members.<sup>2</sup>
  - D. Though there may be good reasons for faculty to use Open Educational Resources or a Zero Cost Textbook, the principles of academic freedom preclude any kind of administrative mandate, either official or unofficial, that instructors use such materials in their courses.
  - E. The Higher Education Opportunity Act (Public Law 110-315) which requires educational institutions to disclose on the institution’s Internet site the ISBN and price of textbooks does not preclude instructors who have been reassigned to a course for which a text has been chosen and advertised from choosing their own

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

text.<sup>3</sup> Of course, in all these situations, quality and cost should also be taken into consideration.<sup>4</sup>

II. Are there cases that override an individual instructor's independent textbook choice?

- A. There are certain cases or situations where academic departments may decide to limit individual choice of textbooks, but these cases must meet certain criteria. For example, those courses that have multiple sections and are taught by more than one instructor. In such cases, teaching duties and responsibilities are in some sense shared, and therefore may require an element of coordination, consistency, or structure between the relevant faculty members.<sup>5</sup> Such courses, "require a significant amount of coordination and the imposition of a certain degree of structure, often involving a need for agreement on such matters as general course contact, syllabi, and examinations."<sup>6</sup> In such cases, departments may choose a common text or list of acceptable texts for the course (though they are not required to do so).
- B. According to the AAUP, "In a multi-section course taught by faculty members, responsibility is often shared among the instructors for identifying the texts to be assigned to students ...The shared responsibility bespeaks a shared freedom, which trumps the freedom of an individual faculty member to assign a textbook that he or she alone considers satisfactory."<sup>7</sup> In cases where departments choose a common textbook or list of acceptable texts, the process utilized must be clearly defined. *While this report cannot hope to outline any definitive process for all departments, there are several features of one that may be ideal.*
1. The process ought to be democratic. Stakeholders who bear responsibility for teaching the course ought to have a voice in the choice of shared teaching materials. This applies equally to tenured, nontenured, and those faculty who are adjunct instructors of the course. Furthermore, instructors should have the

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<sup>3</sup> 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." Higher Education Opportunity Act, Public Law (110-315), Section 112, Textbook Information.

<sup>4</sup> See 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?*

<sup>5</sup> "The Freedom to Teach," in AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

<sup>6</sup> Ibid

<sup>7</sup> "The Freedom to Teach," in AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28. The authors note that an administrator, dept. chair, or coordinator cannot (by *fiat*) require a certain book be used.

freedom to adopt supplementary materials to address topics they believe are “inadequately treated” in the departmentally adopted text.<sup>8</sup>

2. The texts chosen through this process should also remain faithful to the Course Outline of Record. In short, the original approved curriculum in the COR is the document guiding any selection of learning materials for a given course.
3. The process should be transparent to department members, aligned with standards of fairness and allow for substantial reflection and discussion.
4. The process ought to weigh such considerations “as quality, cost, availability, and the need for coordination with other instructors or courses,”<sup>9</sup> and should be revisited on a consistent periodic basis. Further, the selection process may be subject to review by the Academic Senate.<sup>10</sup>

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<sup>8</sup>“The Freedom to Teach,” in AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

<sup>9</sup> “On Professors Assigning Their Own Texts to Students,” AAUP: *Association's Committee on Professional Ethics in November 2004*. < <https://www.aaup.org/report/professors-assigning-their-own-texts-students>>

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



## **AP 4106 Nursing Programs**

### References:

Education Code Sections 66055.8, 66055.9, 70101-70107, 70120, 78260, 78261, 78261.3, 78261.5, 87482, 89267, 89267.3, and 92645;  
CCR, Title 5 Sections 55060 et seq. and 55521;  
Health and Safety Code Section 128050

1. The Nursing Department shall adopt necessary policies pertaining to the nursing program, its students and applicants, as applicable, including, but not limited to, those concerning student applications, program eligibility and admissions, program requirements, and attendance expectations, to ensure compliance with pertinent College of the Canyons' policies, and applicable rules and procedures required by the Board of Registered Nursing, the National League for Nursing – Commission for Nursing Education Accreditation, the California Department of Public Health, any applicable legislative criteria, and the nursing program's clinical partners.
2. The Nursing Department shall publish its policies in a College of the Canyons Nursing Program Handbook ("Handbook") and make that Handbook available on the Nursing Department website. The Nursing Department shall review and revise the content of the Handbook regularly to ensure it satisfies all applicable requirements of the entities and organizations delineated in Paragraph 1. At a minimum, the Nursing Department shall publish an updated Handbook every three years.
3. The Nursing Director shall initiate the process of revising the Handbook and work in concert on the Handbook's content with the chair of the Nursing Department, Dean of the School in which the Nursing Department is located, the Vice President of Instruction (or designee), and the Vice President of Student Services (or designee). The revised Handbook shall be presented to the Nursing Department faculty for ratification before it will be deemed operational and before the Nursing Department posts it on the Nursing Department website.



4. The Nursing Department may adopt policies that are consistent with the District's generally-applicable policies and procedures unless those tasked with creating the Handbook determine, in good faith, that inconsistent policies are necessary under law (statutory or regulatory), contract, or an accreditation standard. Whenever the Handbook's policies conflict with the District's generally-applicable policies and procedures, the Handbook's policies shall prevail.

Approved XX/XX/XX



## **BP 4106 Nursing Programs**

### References:

Education Code Sections 66055.8, 66055.9, 70101-70107, 70120, 78260, 78261, 78261.3, 78261.5, 87482, 89267, 89267.3, and 92645;  
CCR, Title 5 Sections 55060 et seq. and 55521;  
Health and Safety Code Section 128050

1. Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse.
2. The District shall establish procedures for the screening of applicants to the nursing program.
3. The District shall consider the following when screening applicants to the nursing program:
  - Academic degrees or diplomas, or relevant certificates, held by the applicant;
  - Grade point average in relevant coursework;
  - Life experiences or special circumstances of an applicant;
  - Any relevant work or volunteer experience;
  - Proficiency or advanced level coursework in languages other than English; and
  - TEAS exam

Reviewed by Academic Senate xx/xx/2022

Reviewed by CPC XX/XX/2022

Approved XX/XX/XX

## **BP 4106 Nursing Programs**

### **References:**

Education Code Sections 66055.8, 66055.9, 70101-70107, 70120, 70124, 70125, 70128.5, 78260, 78261, 78261.3, 78261.5, 87482, 89267, 89267.3, and 92645; CCR, Title 5 Sections 55060 et seq. and 55521; Health and Safety Code Section 128050

4106.1 Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse.

4106.2 The District shall establish procedures for the screening of nursing students.

**See Administrative Procedure AP 4106**

**Approved 04/16/14**

## MEMORANDUM OF UNDERSTANDING

College of the Canyons Office of Student Services  
College of the Canyons Academic Senate

### CCC SSLRC Faculty Offices

January 31, 2023

This document was put together by Jasmine Ruys, VP student services, after discussion with David Andrus, Academic Senate President as an understanding of the office space within the first floor of the SSLRC building at the Canyon Country Campus. The purpose of this document is to codify the agreement of office allocation for faculty.

#### Background

The first floor of the SSLRC at the Canyon Country campus houses the employment center, general counseling, Academic Accommodations Center, EOPS, and CalWorks. At the time the SSLRC was originally designed, the following offices were designated for the five programs sharing the space.

Room	Program
103	General Counseling
104	General Counseling
105	Employment Center
106	Employment Center
107	Employment Center
109	Academic Accommodations Center (AAC)
110	Academic Accommodations Center (AAC)
111	CalWorks
112	CalWorks
113	EOPS
114	EOPS
116	General Counseling
117	General Counseling

*\*Office usage/assignment for faculty to be determined through collegial consultation between VP of Student Services, Dean of Counseling, Counseling Academic Department Chair(s), and the President of the Academic Senate.*

These spaces are intended for faculty and staff for these departments. Please see full diagram layout of the first floor at the end of this document. In addition to the three designated general counseling offices, at least one office designated to AAC, and one for CalWorks/EOPS, shall remain as "faculty offices" within the purview of the Academic Senate.

#### Intended Use

Within the first-floor departments, there will be classified, faculty, and short-term employees. The offices are intended for counseling faculty and the classified staff that support them. The short-term employees will work at the front counter or in other spaces throughout the office. Full time faculty, whose main office is the Canyon Country campus, will select the office they wish to take in their specific area. The use of the faculty offices will be assigned by the Academic Senate as new faculty are hired for the Canyon Country campus, in consultation with the chair(s) of the Counseling Department.

Any office not assigned in this document will be open for use from any of the services provided in the space. For example, if office 114 is not occupied by a permanent staff member, the office can then be assigned to someone working in the empowerment programs first. If the empowerment programs are not using the offices, they can be assigned to be used by general counseling, AAC, or the employment center. The Dean of Counseling will work with all programs to ensure there are no scheduling conflicts for the employees.

### General Counseling

As of spring, 2023 there will be two full-time counselors assigned offices at the SSLRC. Those faculty, Liz Shaker and Erika Torgeson, will select their offices from the designated general counseling offices. Once they have selected their offices, the CSSO or designee will assign an office to Saideh Behbood, the classified staff member in general counseling. The remaining office(s) in general counseling will be used for adjunct counseling, program advisors and as overflow for the Office of Student Services, per the preceding background chart in this document. Once the offices are selected, the grid below will be completed.

Office	Designated staff or faculty
103	Adjunct/Program Advising
104	Sadeh Behbood
116	Erika Torgeson* (once Erika returns to CCC after her time as Chair are complete)
117	Liz Shaker

### Academic Accommodations Center

The Academic Accommodations Center has two offices. This office will be designated a faculty office and will also be used for the Student Services Technician (classified member).

Office	Designated staff or faculty
109	Classified
110	Faculty

### EOPS and CalWorks

The EOPS and CalWorks shall have four offices, designated for the Empowerment Programs. The programs have one faculty member that rotates through the Canyon Country office. Currently, Graciela Martinez rotates out to CCC one day per week. While she will not be assigned an office at CCC, she would be the one to let us know what office to designate as the faculty office. An office will also be used by a Student Service Technician as designated below.

Office	Designated staff or faculty
111	Rotating counselor/staff
112	Classified staff member
113	Rotating counselor
114	Rotating counselor/staff

### Employment Center

Currently, the employment center does not have any faculty working in the office. However, if the employment center determines there is a need for counselors to work within the office, one of the offices will be utilized by a faculty member for private appointments.

### New hires

As new faculty are hired for counseling services at CCC, the current offices within that program that are not assigned to a full-time faculty member or a classified member may be assigned to the newly hired faculty member, per the faculty office assignment procedures of the Academic Senate.\* The intention of the designating specific offices for programs is to ensure we will provide those services to our students at the CCC. The new faculty member should be able to select an office intended and most appropriate for their program.

\*Any reassignment of counseling faculty may also necessitate a change in office assignment.

### Temporary Swing space

In the spring of 2023, the Valencia counseling office will be renovated. This space will need to be vacated by all counselors and staff. Many of our counselors will be assigned to the Canyon Country campus at that time. We will then need to utilize all faculty offices for general counseling during that time. Any adjuncts or full-time counselors that are not permanently at CCC will be condensed into one office while the renovations are taking place. Utilizing the space for general counseling that is normally housed at the Valencia campus is temporary and is not intended to be a permanent use of the offices of other programs. Once renovations are complete, the general counselors will move back to their assigned offices on the Valencia campus and the offices on the first floor of the SSLRC will be designated back to the original programs, as subsequently detailed in this memorandum of understanding.

### Periodic Review

Through collegial consultation, this memorandum of understanding shall be reviewed every five years, or sooner if necessary, to reassess need and usage of the CCC SSLRC Faculty Offices.

