



College of the Canyons Academic Senate

April 11, 2024

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

Hybrid Format, via Zoom & in-person in BONH 330

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/89672861130?pwd=rM5ST4atUVbKaEEyrnbUYCAAYRVLBB.1>

Meeting ID: 896 7286 1130; Passcode: 424965

One tap mobile +16694449171, 89672861130# US; +12532050468, 89672861130# US

Additional Teleconferencing locations can be found on page 2 of this agenda.

AGENDA

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

ADA statement: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
 - Jason Gurtovoy, Web Committee & Honors Committee
 - Selection Committee list (pg. 3)
 - Stephanie Meredith, CETL Committee
5. Sub-Committee Summaries/Information:
 - Senate Executive Committee meeting summary, Oct. 19, 2023 (pg. 7-8)
6. Approval of the Consent Calendar

Academic Senate Summary, March 21, 2024 (pg. 4-6)	<u>Senate Elections/Nomination Results:</u> <ul style="list-style-type: none"> • Department Chair Elections Results 2-year Terms (2024-2026) (pg. 9-11) • Academic Senate School Division Senators (2024-2026) (pg. 12) • Curriculum Committee Representatives (2024-2026) (pg. 13)
Curriculum Committee Summary, March 28, 2024	

B. Reports

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

1. CASL Committee Annual Chair Report, Mary Powell & Sab Matsumoto (pg. 14-19)

2. Academic Senate Presidents Report, David Andrus
3. Vice Presidents Report, Lisa Hooper

C. Action Items

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

1. At-Large Senator Vacancy (Jennifer Paris effective Fall 2024), David Andrus
2. Request to Appoint At-Large Senator Vacancy, David Andrus
3. Faculty Office Procedures, David Andrus
 - Academic Senate Procedures for Full-time Faculty Office Assignment (pg. 20-28)
 - Business Services Desk Procedure (*information only*) (pg. 29-32)

D. Discussion

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

1. Web Design/Server Update, Hsiawen Hull & David Andrus (pg. 33)
2. Climate Survey Q&A, David Andrus
3. Academic Calendar for the 2026/27, David Andrus & Dr. Jasmine Ruys
 - Traditional – No Fall Break 2026/27 Academic Calendar (pg. 34-35)
 - Early Start Fall Break 2026/27 Academic Calendar (pg. 36-37)
 - Fall Break Consideration for Academic Senate (pg. 38-39)
4. Proctoring: COR & Academic Freedom Discussion, David Andrus (pg. 40-41)
5. [ASCCC Spring 2024 Plenary Resolutions](#), David Andrus (link)

E. Unfinished Business

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

1. CTE Toolkit
2. Senate Policy on Web Enhancement
3. Academic Senate/COCEFA Joint Task Force on Full-Time Evaluations
4. IRC Discussion - Automated Book Adoptions
5. DEIA Faculty Evaluations Taskforce

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. Tenure Committee Training Workshops
2. Staff Training for Classified Absences
3. Artificial Intelligence Resolution and/or Policy
4. Election Committee Processes Update

G. Announcements

1. [Next Academic Senate Meeting Dates Spring 2024](#): April 25th; May 9th; May 23rd
2. [2024 ASCCC Spring Plenary Session](#): April 18th – 20th, San Jose Marriot, San Jose, CA.
3. [Local Faculty Award Nomination Deadline](#): April 28th by 5:00 pm.
4. [2024 ASCCC CTE Regional Consortium](#): May 3rd, Los Angeles, CA. area
5. [2024 ASCCC Faculty Leadership Institute](#): June 20th – 22nd, Location TBD
6. [2024 ASCCC Curriculum Institute \(Theme: Curriculum Unmasked: Revitalize, Revamp and Reignite!\)](#): July 10th – July 13th, Pasadena Convention Center, Pasadena CA.

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/89672861130?pwd=rM5ST4atUVbKaEEYrnbUYCAAYRVLBB.1> Please
note:

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27323 Linden Lane, Valencia, CA, 91354.

Selection Committee Appointments

First Name	Last Name	Full-Time or Part-Time
Aivee	Ortega	Full-Time
Ann	Marchesan	Full-Time
Jennifer	Thompson	Full-Time
Justin	Lundin	Full-Time
Justin	Hunt	Full-Time
Lisa	Hooper	Full-Time
Samir	Hamawe	Full-Time

Academic Senate Meeting Summary for March 21, 2024

Voting Members					
Senate President	David Andrus	X	Business Senator	Gary Quire	X
Vice President	Lisa Hooper <i>via Zoom</i>	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	<i>Erica Seubert proxy for Sab Matsumoto</i>	X
AT Senator	Regina Blasberg	X	At Large Senator	Shane Ramey	X
MSHP-MSE Senator	Erica Seubert	X	At Large Senator	Jennifer Paris	X
MSHP-HPPS Senator	David Pevsner	X	At Large Senator	Rebecca Shepherd	X
VAPA Senator	David Brill	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Arshia Malekzadeh <i>via Zoom</i>	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Victoria Leonard	X	X= Present	A= Absent	

Non-voting Members				
Dr. Omar Torres	A	Paul Wickline		X
Marilyn Jimenez	X	Jason Burgdorfer (COCA President)		X
Dan Portillo (Warren Heaton AFT Rep) <i>via Zoom</i>	A	ASG Student Representative- Hestia Sartika <i>via zoom</i>		X

Guest							
Alexa Dimakos	X	Dianne Avery	X	Jennifer Brezina	X	Michelle LaBrie	X
Anzhela Grigoryan	X	Dilek Sanver-Wang	X	Jessica Edmond	X	Dr. Patty Robinson	X
Dr. Claudia Acosta	X	Dr. Edel Alonso	X	Dr. Julie Johnson	X	Robert Wonser	X
Deanna Riveria	X	Dustin Silva	X	Maral Markarian	X	Ruth Rassool	X

I. Routine Matters

1. Call to order: 3:08pm
2. Public Comment:
 - There are concerns with comments which may be discriminatory towards older full-time faculty that could be considered "ageist". Faculty need to be aware of contributions to the college made by older faculty.
 - There are some buildings with doors that never received locks. The doors allow access from classroom to classroom. A follow up will be made with Facilities. These are often referred to as "pass through" doors.
3. Approval of the Agenda
 - The first discussion item #1 "IRC Discussion - Automated Book Adoptions" was moved to accommodate the presenters' schedules.
 - Motion to approve the agenda with the above stated modification by David Pevsner, seconded by

- Mike Harutunian. Erica Seubert proxy for Sab Matsumoto (yes, vote). Unanimous. Approved.
4. Committee Appointments: none
 5. Sub-Committee Summaries/Information:
 - Senate Executive Committee summary October 9, 2023 (pg. 9-10)
 - An edit will be made to make corrections to pages 9 and 10. The corrected summary will return on the next agenda.
 6. Approval of the Consent Calendar
 - Academic Senate Summary, March 7, 2024 (pg. 5-8)
 - [Curriculum Committee Summary](#), March 14, 2024
 - Motion to approve the consent calendar by Gary Quire, seconded by Mike Haratunian, Erica Seubert proxy for Sab Matsumoto (yes, vote). Unanimous. Approved.

J. Reports

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

1. [College Planning Team \(CPT\) Committee](#), Dr. Claudia Acosta
 - Dr. Acosta provided an overview of CPT, its committee composition, responsibilities, and focus. This includes ASCCC President, Sonia Christensen Vision 2030 which focuses on areas such as Dual Enrollment and Justice-involved students. David is the only faculty serving on CPT. There may an opportunity to appoint more faculty in the fall.
2. [Civic and Community Engagement Steering Committee](#), Dr. Patty Robinson & Jessica Edmond
 - Patty Robinson provided an overview of the work of the committee such as their partnerships with the Golden Z Club, BANC, AAC& U Teams, PLACE Project, CLDA Coalition, “Brining Theory to Practice”, Deep Dive, Engage the Vote, “Who is Gen Z” textbook and the Carnegie Foundation. If anyone wants to get involved reach out Patty Robinson.
3. Academic Senate Presidents Report, David Andrus
 - Climate Survey: The Board of Trustees requested an independent climate survey be conducted by an independent third party consultant. The Chancellor convened a work group which approved the RP Group as that consulting group. Next meeting is for Monday and the work group will be approving the final instrument. The “Happiness Survey” sent out by Rian Medlin from HR is not the climate survey. Senators are encouraged to inform their Schools/Divisions of the survey and to urge all faculty to complete it.
 - BONH 330 Renovations: There are still some final pieces that need to be completed. Senate leadership is working on that.
 - Elections Committee: Dept. Chair and Senate seats elections will run until a week from tomorrow.
 - Faculty awards: The nomination period is 4-5 weeks.
 - MQE Committee: Implementation of the CTE toolkit is on hold. The toolkit was to be piloted with adjuncts first. But the District cannot restrict adjuncts hired by the tool kit to eventually apply for fulltime jobs (per the AFT Contract) because adjuncts are hired with the same MQ’s as FT and must be treated the same. There is a need for more guidance. Implementation of the tool kit is problematic legally without greater uniform guidance from the CCCC. DVH spoke with state chancellor regarding using the title, “Visiting Lecturer.” MQE committee will work with our Senate to possibly provide a resolution to ASCCC for consideration in the fall, 2024 semester.
4. Vice Presidents Report, Lisa Hooper
 - none

K. Action Items

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

1. none

L. Discussion

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

1. [IRC Discussion - Automated Book Adoptions](#), Jennifer Paris & Jennifer Brezina

- There is a new proposal, for summer, to automate textbook adoptions and roll over previous adoptions for courses being taught by the same instructor. Roll overs will not occur with courses not assigned to faculty. Ensuring textbooks being equitable and accessible for students was discussed. There was a request to bring back to Senate a document outlining the new automated process and guidelines.
2. Academic Calendar for the 2026/27, David Andrus
 - Traditional – No Fall Break 2026/27 Academic Calendar (pg. 11-12)
 - Early Start Fall Break 2026/27 Academic Calendar (pg. 13-14)
 - Fall Break Consideration for Academic Senate (pg. 15-16)
 - The calendar committee has advanced 2 options for 2026/27 year, the first option does not have a fall break, the second one does. The only change is that the semester starts one week earlier in August. The Calendar committee voted, 3 in favor, 2 against and 2 abstentions. While some like the fall break others feel it is disruptive. There may be a need to do a vote or a survey among faculty and staff. This item will be agendized as a continued discussion.
 3. Faculty Office Procedures, David Andrus
 - Academic Senate Procedures for Full-time Faculty Office Assignment (pg. 17-24)
 - Business Services Desk Procedure (pg. 25-28)
 - There may be a shift to move away from triple offices. The ability for faculty to not accept an office roommate should be eliminated. Displaced faculty may not be able to go back to their old office if the space is restricted due to instructional design changes to the building and space. The office lottery will run for 2 rounds. The third round will include offices that will be assigned; however, those will be temporary. There was a request to keep the square footage requirement. Any request to move furniture will need to be submitted to April Marin. This item will return as discussion.

M. Unfinished Business

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

1. CTE Toolkit
2. Senate Policy on Web Enhancement
3. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations

N. New Future Business

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O. Announcements

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3. 2024 ASCCC CTE Regional Consortium: May 3rd, Los Angeles, CA. area
4. 2024 ASCCC Faculty Leadership Institute: June 20th – 22nd, Location TBD
5. 2024 ASCCC Curriculum Institute (Theme: Curriculum Unmasked: Revitalize, Revamp and Reignite!): July 10th – July 13th, Pasadena Convention Center, Pasadena CA.

P. Adjournment: 5:17pm

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Please note:

This meeting will be broadcasted at the following locations via zoom

none



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING
October 19, 2023
10:00 a.m. to 11:00 a.m.

SUMMARY

Attendees: Alisha Kaminsky, David Andrus, Erika Torgeson, Garrett Rieck, Gary Collis, Jason Burgdorfer, Lisa Hooper, Marilyn Jimenez and Tricia George.

Note: Quorum was not met.

A. Routine Matters

1. Call to order: 10:07 am
2. Public Comment: none
3. Approval of the Agenda
 - a. Quorum was not met therefore voting did not take place.

B. Consent Calendar

1. Adoption of May 1, 2023 Ex. Comm. Summary (pg. 3-4)
 - a. Quorum was not met therefore voting did not take place.

C. Reports:

1. Academic Senate Presidents Report
 - a. Web committee update: The District is looking into a new web server.

D. Action:

1. None

E. Discussion

1. Committee and Liaison Succession Planning
2. Faculty Awards Debrief and Planning
 - a. **Local Faculty Awards:** It is important to create a process that is deliberate and which has meaning. A meeting will be scheduled after spring break to discuss awards.
 - b. **State Faculty Awards:** There was no local Exemplary Award nominee last semester. The state is currently accepting nominations for the Exemplary Award. This award is to recognize faculty who are working in the area of Ethnic Studies. The Ex. Comm. will not submit any nominations to ASCCC. If someone is

nominated for a local award in spring the local Senate will not know until the fall what the state award qualifications will be.

- c. **Food Service at CCC:** Food and wrap around services are currently being discussed college wide.
- d. **Ethnic Studies Course:** Ethnic studies course was approved. It will next go to Academic Staffing, then PV and last to Curriculum Committee. There are several faculty champions who will be attending the committee meetings. They include: Katie Coleman, Jesse Vera, Graciela Martinez, Dora Lozano, and Garret Rieck. The State prefers that Ethnic Studies professors hired meet the specific MQ's for their respective courses they will be teaching, such as Chicano/Chicana Studies or African American Studies.
- e. Spring will be the last semester where students can take the Political Science Ethnic Studies course (Political Science 290).

E. Unfinished Business

F. Announcements

- Next Academic Senate Meeting Dates Fall 2023: Oct. 19th; Nov. 2nd; Nov. 16th; Dec. 7th.
 - [2023 ASCCC Fall Plenary Session](#): Nov. 16th – 18th, Westin South Coast Plaza, Costa Mesa, CA.
 - [2024 ASCCC Curriculum Institute](#): July 10th – 13th, 2024, Pasadena Convention Center
 - [2024 Faculty Leadership Institute](#): June 20th – 22nd, 2024, More information coming soon!
 - [2024 ASCCC Spring Plenary Session](#): April 18th-20th, 2024, San Jose Marriot
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G. Adjournment: 11:00am

ACADEMIC SENATE
Senate Elections Committee

The nominations and elections for Department Chairs, Senators (School & Adjunct), Curriculum (School/Division, At-Large, & Adjunct), and Program Coordinators (Humanities & Recreation Management) have closed. Please see below for the list of nominations received.

Department Chairs

2-year term to be held 7/1/24-6/30/26

Schools	Academic Departments	2022-2024 Department Chairs
School of Applied Technologies	Architecture and Interior Design	Jason Oliver, Chair
	Automotive Technology	Kimberly Night, Chair
	Construction Management & Construction Technologies	Regina Blasberg, Chair
	Electronic System Technology	Justin Hunt, Chair
	Land Surveying	Regina Blasberg, Chair
	Manufacturing Technology	Tim Baber, Chair
	Network Technology	Justin Hunt, Chair
	Water Systems Technology	Regina Blasberg, Chair
	Welding	Tim Baber, Chair
School of Business	Business	Gary Quire, Chair
	Computer Applications & Web Tech (CAWT)	Melanie Lipman, Chair
	Culinary Arts, Hospitality Management & Wine Studies	Cindy Schwanke, Chair
	Economics	Jason Gurtovoy, Chair
	Paralegal Studies	Nicole Faudree, Chair
	Real Estate	Ali Naddafpour, Chair
	CWEE	Nicole Faudree, Chair
School of Humanities	American Sign Language	Brittany Applen, Chair
	Cinema	Max Keller, Chair
	English	Erin Delaney, Chair
	English as a Second Language	Heather Maclean, Chair

	Modern Languages	Claudia Acosta, Chair
	Philosophy	Andrew Jones-Cathcart, Chair
School of Kinesiology, Health & Wellness, Fitness & Athletics (KHWFA)	Kinesiology/Physical Education	Ted Iacenda, Chair
School of Math, Sciences and Engineering (MSE)	Biological Sciences	Kelly Cude, Chair
	Chemistry	Gretchen Stanton, Chair
	Computer Science	Benjamin Riviera, Chair
	Earth & Space Sciences	Jeremy Patrich, Chair
	Engineering	Tricia Foley, Chair
	Physics	David Michaels, Chair
	Mathematics	Anzhela Grigoryan, Chair
School of Health Professions (HP)	Medical Laboratory Tech (MLT)	Hencelyn Chu, Faculty Director & Chair
	Nursing	Adina Carrillo, Chair
School of Public Safety (PS)	Administration of Justice	Larry Alvarez, Chair
	Fire Technology	Keith Kawamoto, Chair
	Health Science	Kelly Bronco, Chair
School of Non-Credit	Non-Credit	Garrett Rieck, Chair
Social & Behavioral Sciences	Anthropology	Lisa Malley, Chair
	Communication Studies	Adam Kaminsky, Chair
	Early Childhood Education	Jennifer Paris, Chair
	History	Sherrill Pennington, Chair
	Political Science	David Andrus, Chair
	Psychology	Deanna Riviera, Chair
	Sociology	Katie Coleman, Chair
Visual & Performing Arts	Art	Michael McCaffery, Chair
	Dance	Diana Stanich, Chair
	Graphic & Multimedia Design	Mark Daybell, Chair
	Media Entertainment Art	David Brill, Chair
	Music	William Macpherson, Chair
	Photography	Wendy Brill, Chair
	Theatre	David Stears, Chair

Enrollment Services, Counseling, & Student Services	Counseling	Aivee Ortega, Chair
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Program Coordinators

Program Coordinator	Nominees
Humanities Program	Alene Alena Terzian-Zeitonian, Program Coordinator
Recreation Management Program	Brittany Applen, Program Coordinator

Academic Senate
School/Division Senator Positions

Two-Year term to be held from 7/1/24 – 6/30/26

School Senator Nomination/Election Results:

Nominees	School/Division
Regina Blasberg	Applied Technologies
Gary Quire	Business
Mike Harutunian	Humanities
Leora Gabay	Kinesiology, Health & Wellness, Fitness & Athletics (KHWFA)
Jennifer Thompson	Learning Resources
Thomas Gisel	Mathematics, Sciences, and Engineering (MSE)
Garrett Rieck	Personal and Professional Learning
Lak Dhillon	Public Health
<i>VACANT</i>	Public Safety
Jennifer Paris	Social and Behavioral Sciences
Jesse Vera	Student Services
Dave Brill	VAPA

**Academic Senate
Curriculum Committee Positions**

Two-Year term to be held from 7/1/24 – 6/30/26

Curriculum Committee Nomination Results:

School/Division	Nominees
Applied Technologies	Holly Hitt-Zuniga
Business	Lori Young
Humanities	Mike Harutunian
Kinesiology, Health & Wellness, Fitness & Athletics (KHWFA)	Leora Gabay
Learning Resources	Erin Barnthouse
Mathematics, Sciences, and Engineering (MSE)	Jeremy Patrich
Personal and Professional Learning	Garrett Rieck
Health Professions	Kristi Miura
Public Safety	Kelly Bronco
Social and Behavioral Sciences	Sarah Etheridge
Student Services	Julie Hovden
VAPA	Jennifer Overdevest
At-Large (6 positions)	Nominees
At-Large seat #1	Carly Gott
At-Large seat #2	Christopher Boltz
At-Large seat #4	Cindy Leung
At-Large seat #5	Jesse Vera
At-Large seat #3	Susan Ling
At-Large seat #6	VACANT
Adjunct (3 positions)	Nominees
Adjunct Seat #1	Linda Beauregard-Vasquez
Adjunct Seat #2	Nazanin Naraghi
Adjunct Seat #3	Ruth Rassool

If you have any questions, please contact both
Senate_Elections@canyons.edu and Marilyn.Jimenez@canyons.edu.

*The results were shared via email to Full-Time Faculty, Adjunct Faculty, and Instructional Deans.

COC Senate Elections Committee
Dustin Silva
Karyl Kicenski

CASL Committee Report to the Academic Senate
8 April 2024

A. The Committee for Assessing Student Learning meets on the 2nd & 4th Wednesdays of the month from 1:30–2:50pm.

B. Committee Membership Composition List

Leadership	Role/School
Mary Powell	CASL Faculty Chair/ School of Humanities
Sab Matsumoto	CASL Faculty Co-Chair/ School of Mathematics Sciences & Engineering
Erika Torgeson	Program Review Chair/ Academic Counseling
Brittany Applen	ePortfolio Faculty Coordinator/Kinesiology, Physical Education& Athletics/ Recreation
Alexa Dimakos	ePortfolio Faculty Coordinator/ School Humanities
Faculty Appointments	Position/School
Jeff Baker	Voting Member/ School of Visual and Performing Arts
Howard Fisher	Voting Member/School of Kinesiology, Physical Education and Athletics
Violeta Kovacev-Nikolic	Voting Member/ School of Mathematics Sciences & Engineering
Claudenice McCalister	Voting Member/ School of Applied Technologies
Cindy Stephens	Voting Member/ School of Social & Behavioral Sciences
Anh Vo	Voting Member/ School of Health Professions
James Jeffrey	Voting Member/Adjunct/School of Visual and Performing Arts
VACANT	Business
VACANT	Learning Resources
VACANT	Student Services
Other Members	Position
Jennifer Brezina	Executive Dean, Instruction
Andy McCutcheon	Dean, School of Humanities, Social Behavioral Studies
Daylene Meuschke	Associate Vice President, Institutional Research, Planning & Effectiveness
Omar Torres	Assistant Superintendent/ Vice President of Instruction
Paul Wickline	Associate Vice President, Instruction

C. Report Prepared by Mary Powell on 3 April 2024

D. Committee background/purpose objectives or goals

The CASL’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course to certificates and degrees with specific emphasis on student success. The Committee works with faculty to ensure the methods of assessment for course SLOs and program SLOs are aligned and consistent across the college.

The CASL Committee reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committee.

Committee responsibilities:

- Guide and facilitate faculty and staff in implementing outcome and assessment processes.
- Support faculty and staff in institutional, program, degree/certificate, course level SLOs, and the processes and timing for establishing and assessing these SLOs.
- Provide colleagues with guidance, training, tools, rubrics, models, and other resources to assist in SLO alignment, development, and assessment.
- Assist faculty and staff in analyzing the results of assessment to improve learning and services.
- Maintain open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department chairs, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Instruction, and College Planning Team.

E. A summary of what the committee has worked on, worked toward and accomplished since its last annual report to the senate, and over the course of the last academic year.

- IAC Presentation on Assessment and SLO Mapping (2023-05-06): We gave a presentation to chairs at IAC where we provided basic training on assessment processes as well as SLO mapping. At this meeting, we rolled out the Assessment Reminder List (a document similar to Curriculum's 5 year Course Revision List) as a resource to departments. It allows departments to see which courses are in need of assessment and provides a suggested schedule for the next 3 years of assessment.
- Curricular & Assessment Coordinator Training (2023-05-19): We participated in the training of new curriculum and assessment coordinators. We provided basic training on assessment best practices and eLumen processes.
- Department Chair Training: We participated in planning sessions for the Academic Senate's new Department Chair Training series. We presented as part of the Department Chair Training session on 2024-10-20 where we provided basic training on SLO assessment and SLO mapping.
- Non-Credit Assessment and Training: We worked with Garret Rieck to simplify assessment practices for non-mirrored non-credit courses. Since there are so many non-credit courses offered, we were looking for solutions to make non-credit assessment more possible. We participated in an SLO Assessment training for non-credit faculty on 2024-11-28 where faculty were walked through the process of assessment capture in eLumen.
- Program Review Training (2023-10-25 & 27): We provided training during the breakout sessions of the two Program Review Training sessions. This provides another opportunity for SLO and assessment training.

- FLEX Week Professional Development Session (“eLumen Dashboard UI Changes”) (2023-08-15): We offered a FLEX session on the new eLumen User Interface introduced in Fall 2023. The 29 attendees were trained in the changes to the eLumen dashboard as well as basic eLumen functions.
- Modality Disaggregation: As part of the accreditation team, we were tasked with finding a way to break down SLO success by course modality. In the last year, coordinated with IT, EA, and Enrollment in order to make this possible in eLumen. While there are still isolated instances (Justice Impacted courses, for example) where course modality information is not being populated, the majority of course assessments can now be disaggregated by course modality. We want to thank IT, EA, and Enrollment for their amazing work on this project.
- On-Demand Assessment Training: Because previous assessment open labs were poorly attended, we have opted to offer on-demand training for assessment so that we can accommodate individual instructors’ schedules. FLEX credit is secured for these individual trainings. We have provided ~20 individualized training sessions over the last year for assessment training alone.
- Pilot SLO Mapping Curriculum Workflow: We worked with the Curriculum Committee to pilot a new workflow for new courses; as part of this workflow, when a new course is proposed, course creators are asked to meet with us in order to complete SLO mapping before the course is then reviewed by curriculum. Previously, SLO mapping was not being completed on new courses; this new process allows for SLO mapping to happen as part of the new course curriculum workflow. The pilot is going very well. In addition to ensuring mapping is completed on new courses, the mapping meetings provide an opportunity to train faculty on SLO Mapping; this should make future mapping revision and creation much easier. In addition to mapping new courses, mapping is also being reviewed and completed now for new cross-listing of courses as well as program revisions. Since the pilot began in Fall 2023, we have worked with faculty to map ~75 new courses.
- Simplified ISLO Mapping/IAC Presentation: This year we worked on a project to simplify the SLO Mapping for Institutional SLOs. Past mapping included 4-5 rubric lines for each of the 9 ISLOs. We explored the possibility of removing these rubric lines with the committee, who shared the idea with their schools for feedback. Evis Wilson explored the technical possibilities in eLumen, and it was established that it was possible to make this simplification without losing past data. Feedback from schools was positive. We gave a presentation at IAC on 2024-02-09 to explain our new simplified version of ISLO mapping, answer questions, and receive feedback. Chairs unanimously voted to move forward with the simplified ISLO mapping. Evis Wilson was able to make the changes necessary in eLumen over the following weeks, and we began piloting the new ISLO mapping document on 2024-03-21. Previously, 48 individual elements were required to be mapped when ISLO mapping was performed; the new simplified version includes only 9 mapping elements. This should reduce the complexity of future SLO mapping and the time necessary to create mapping for new courses as well as review and revise previous mapping during course revision.

- Support for Departments: One priority of the committee is to do all we can to ensure that all courses are assessed and to reduce the number of un-assessed courses in eLumen by providing support and training. One way we worked on this in the last year is by reaching out to individual department chairs and/or coordinators in order to work with them on assessment. We worked with them to help plan assessments, prepare department assessment schedules, and follow up on assessments and perform loop closing and complete eLumen action plans. We have reached out to ~20 departments and worked with ~12 of them to begin and follow up with assessment processes. Those departments completed ~25 new assessments in Fall 2023, and we are working with them on the loop closing for those courses. In addition, another 35 new assessments have been planned so far for spring 2024. While progress is modest in the first semester and a half of implementing this system, we are finding that this individual approach is resulting in better assessment follow through, and we hope to continue to expand these efforts each semester.
- AAC&U Conference on Diversity, Equity, and Student Success (2024-03-21-23): One of the CASL co-coordinators Sab Matsumoto attended this conference. The over-arching theme of the conference was data-driven strategies for diversity and equity. It was pointed out, repeatedly by various groups and presenters, that any effort to improve student learning and close equity gaps must be data-driven. The conference also focused on the importance of "closing the loop" after data is analyzed. Disaggregation and faculty-led loop-closing can be eye-opening. Another key theme was to provide a "sense of belonging" to each student ("each" instead of "all"). This requires intentional, culturally responsive pedagogy. The conference also emphasized equity-minded instructional design that is intentional. Many campuses have an instructional designer who spearheads faculty efforts to address inclusion and equity in the classroom.
- In addition to the CASL coordinators work, the ePortfolio coordinators Alexa Dimakos and Brittany Applen have worked on several projects: they worked with SLO Coordinators re: using ePortfolios to increase faculty participation and remove barriers to engagement created by current assessment software (3/26/24); they collaborated with Online Education re: ePortfolio and PebblePad support for faculty and students, including adding PebblePad support links on the Online Education website (3/21/24); they worked with Ambika Silva re: integrating PebblePad in Math courses (3/19/24); they continue to work with Hency Chu regarding Medical Lab Technician courses and documenting and assessing competencies (8/8/23 & 3/19/24); they worked w/Carol Stevenson to build templates and workbook for dual enrollment class on self-awareness in School of Personal and Professional Learning (3/12/24); they attended PebblePad's Coast2Coast webinar "Reflection on Reflections: Developing Assignments that Deepen ePortfolio Learning" (2/23/24); they worked w/IT to sustain engagement by formalizing IT support and account management (1/12/24); they participate in weekly meeting with PebblePad Implementation Specialist to improve functionality ePortfolio tools; they presented at Medical Laboratory Technician Advisory Board Meeting (10/30/23); they hosted a workshop for faculty and staff: "PebblePad: Pages, ePortfolios, Workbooks, & More" (6/7/23); they hosted a workshop for faculty and staff: "Learn How to Use ePortfolios" (5/5/23)

F. Committee main objectives, goals or projects for the current semester and academic year

- Mapping Update: Ideally, we would like for SLO mapping to be reviewed on all revised courses in addition to the mapping we are doing with the new course system we are piloting. This would allow for dynamic updates to SLO mapping and would eliminate the need for periodic mapping updates. Mapping updates would instead become part of the course revision workflow. However, we still need to find ways to make this process feasible as there are hundreds of courses revised every year and the CASL co-chairs do not currently have the capacity to accommodate that volume of work. In addition, the ongoing project of mapping new courses takes a significant amount of time and effort from the CASL coordinators each week.
- Modality Disaggregation: While the majority of this project is working, there are still individual instances in which modalities are not populating and reporting properly. We are continuing work with the help of EA, IT, and eLumen to make this project 100% successful.
- Ongoing Individualized Assessment Training: We continue to work with department and coordinators to close the gap on missing assessment. See above.
- Spring Coordinator Training: We will be participating in New Curricular & Assessment Coordinator training in May.
- Resource Materials: We continue to build new and update older resources to help faculty with assessment.
- CASL Canvas Page: We are working to create a repository of documentation that will be useful as support for the Accreditation Midterm Report.
- Faculty Survey: We are hoping to begin a faculty survey project that will help provide essential info from faculty about what they need from us as well as how we can support their assessment efforts. This project is only in pre-planning stages.
- Sample PSLO Assessments: One long term goal of the committee is to ensure that ILSO and PSLO assessments are conducted. We will be piloting 2 PSLO assessments this semester, one for Math and one for English since these departments have a strong body of CSLO assessment from which to draw for an indirect PSLO assessment. One reason CSLO assessment is so urgent is that without CSLO data from all departments, PSLO and ISLO assessments are not possible.

G. Describe any challenges the committee has faced.

There still appears to be a concern among some faculty that assessment will be used punitively to cut back on courses that show low assessment scores. We want to continuously reassure faculty that assessment data is a tool for faculty to have conversations within their department about improving student learning. It has never been used to assess whether a course should be offered. Assessment data is being

reviewed by department faculty only in order to have meaningful discussions about student learning among faculty.

As with any complex software system, eLumen can present challenges and bugs. We continue to work with eLumen on any issues. Data reports are quite messy, and Evis Wilson spends a good bit of time generating data reports and cleaning them up to make them more usable for faculty.

H. Do you need the Academic Senate, its Executive Committee, the Office of Instruction or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

Now that we have established new processes to ensure that mapping is done for new courses and are working with departments to close the gap on missing assessments, the workload for the CASL coordinators continues to expand. It is becoming increasingly difficult to move new projects forward and maintain current workflows on the allotted release time. Originally, CASL coordinators received 100% release time, but current release time is a total of 8 TLUs while responsibilities and projects continue to increase. Current workload is already exceeding release time, and as the Accreditation Midterm Report approaches it will be impossible for CASL coordinators to maintain their current processes without additional release time.

I. Upcoming Senate Agenda Items or New Future Senate business from this Committee?

N/A

COLLEGE OF THE CANYONS
Academic Senate Procedures
for
Full-time Faculty Office Assignment

ROLE OF THE ACADEMIC SENATE

The Academic Senate is responsible **for the assignment of offices to full-time faculty as well as** the general process of office assignments. ~~of existing office spaces.~~ However, questions of faculty offices touch upon negotiable issues of working conditions. As such the Senate should work collegially with the Faculty Associations as well as the District Administration.

~~The Senate's primary responsibility is to oversee office assignments. Any questions regarding maintenance and/or repair to faculty offices (including the ordering of office furniture, as needed) should be directed through the standard college work order process, and not processed through the Academic Senate.~~

The assignment of faculty offices requires Senate leadership to coordinate with the offices of Business Services, Facilities, and Information Technology to ensure proper preparation and installation of office furniture and equipment necessary for each faculty work station. To achieve these outcomes, the Academic Senate adheres to the mutually agreed upon Business Services "Faculty Office Furniture Desktop Procedure" that is an appendix to these procedures.

GENERAL GUIDELINES FOR FULL-TIME FACULTY OFFICES

As a working condition, specifics for office guidelines are subject to the COCFA contract. The COCFA ~~Negotiated Agreement~~ **collective bargaining agreement** ~~Negotiated Agreement~~ will have precedence in case there is a conflict between that document and these policies **procedures**.

Every full-time faculty member in the Santa Clarita Community College District is entitled to one "primary" office that serves as their permanently assigned office. As a minimum, every full-time faculty member should have an office that is equipped with:

- A. District-Provided Furniture:
 - Desk
 - Bookcase
 - File cabinet
 - Desk chair
 - "Visitor" chair
- B. District-Provided Technology
 - Campus phone
 - Computer (Desktop Or laptop)
 - Office printer, or access to a nearby common printer
- C. In addition, each office should be furnished with a functioning, lockable door.

Prior to a faculty member moving (or transferring) into a new office, the College District ~~should~~ **will** inspect the office to ensure that it is in good working condition.

- The office should be repainted as necessary;
- Carpeting, if present, should be replaced if there are holes or other obvious signs of wear or conditions that could cause a potential trip-hazard for students or faculty members;
- Any furniture that is broken or missing should be repaired or replaced.

CATEGORIZATION OF FACULTY OFFICES

The Academic Senate will maintain a list of all rooms that are designated as faculty offices, including the official square footage assigned to each office and whether the office is a general office or a restricted office.

Restricted Offices

An office is considered restricted if an individual must travel through a **instructionally related** teaching area or specific service area to access their **assigned** office or if it is determined restricting an office for the exclusive use of a particular academic discipline holds a unique instructional or logistical purpose (e.g., Welding office, Counseling office, Band Director office). Such determinations will be made in collaboration by the Academic Senate President and CIO. **Such determinations may supersede the provisions addressing displaced faculty, subsequently herein.** An appendix to these procedures shall be adopted by the Academic Senate, and thereafter revised as necessary, listing all restricted offices. The appendix will be developed in collaboration by the Academic Senate President and CIO.

Any restricted offices remaining vacant after an annual office allocation process will be assigned as determined by the Academic Senate Executive Cabinet. If such restricted offices are then assigned to any faculty not related to the original rationale or discipline for restricting such office, that office, once subsequently vacated will again be prioritized as a restricted office for the relevant and related academic discipline. Offices may be restricted to an Academic Department housing multiple academic programs. In such cases, priority of office assignments will then first be determined by relevance of the instructional space to particular program faculty. Seniority within programs and departments will be the secondary determining factor of final assignment, as determined by the Academic Senate leadership.

The provisions of these procedures apply to all full-time faculty, including Counselors. However, the offices assigned to general and office specific counselors are not included in the annual allocation lottery. They are restricted as a whole and are assigned in collaboration with the Department of Counseling.

~~Square footage of rooms is determined by the District's "Certification of Space Inventory".¹ Any challenge to the accuracy of that inventory will be resolved by a measurement of the office conducted by a member of the Senate **Executive Cabinet or**~~

¹ This is a document that each District is required to submit to the California Community Colleges Chancellor's Office. It details every room on campus, including square footage.

~~the Administrative Assistant of the Academic Senate and~~ along with a representative of the Facilities department. Any correction made must be included in the next submission of the Certification of Space Inventory, and a notation of the revised square footage shall be amended in the official Senate list of faculty offices.

Based on the State Architect's guidelines used when designing campus buildings, each faculty office shall contain a minimum of 72 square feet per person.

New Future Faculty Offices

The square footage of faculty offices is determined locally in consultation with standards developed by the Vice Presidents of Facilities, Business Services, Instruction and the Academic Senate President. Standards shall enable ADA compliance, and should ensure functionality of the professional demands of the faculty member. While the square footage of offices may vary by instructional assignment, discipline, or building, most offices will maintain similar size throughout the District.

Existing Offices

Existing faculty offices maintain square footage that ranges from 72 square feet up to potentially 288 square feet. Those offices serve as single, double and sometimes triple offices. All existing offices must meet ADA standards. Those offices posing challenges to professional functionality should be addressed at the time of future remodel projects and should be identified within the District's Educational Facilities Master Plan. **At present, the smallest space assigned for a current single office stands at 72 square feet. However, any remodeled or new permanent faculty offices should maintain or strive to achieve a standard of 100 square feet per single work station.**

- ~~A. A single office shall contain 72–143 square feet.~~
- ~~B. A double office shall contain 144–215 square feet.~~
- ~~C. A triple office shall contain 216–288 square feet.²~~
- ~~D. For multiple-person offices, there shall be a minimum of 72 square feet person.~~

Enacting Revisions Grandfather Clause

Grandfather Clause: Any future revisions to these guidelines that would increase the capacity of an office (e.g., a 1-person office becomes a 2-person office) will not take effect until the current occupant vacates that office. However, this grandfather clause only applies to changes in the guidelines regarding square footage, not to extended office vacancies in a multi-person office that is not filled.³

² According to the 2017 plans of the new science building at Canyon Country, the drawings indicate a two-person office with 217 square feet.

³ For example: if a faculty member is a single person in a two-person office that office does not become a one-person office simply because the second space has never been filled by another individual. The designation is based on square footage, not on actual occupancy.

DISPLACED FACULTY

Unless otherwise indicated below, faculty members may not lose their office assignment without their consent. A faculty member may be considered displaced as a result of one of the following:

- An office space is temporarily or permanently lost due to remodeling;
- An office space is lost as the result of a documented health hazard;
- A faculty member has their full load changed from one campus to another campus by the District.

Displaced faculty members may choose any available office space with the exception of ~~otherwise~~ restricted offices. Displaced faculty members will have priority over any other faculty member, with more senior displaced faculty having priority over less senior displaced faculty members.

Faculty displaced due to remodeling also have subsequent priority over any other faculty member for the completed remodeled offices from the same building in which the displaced faculty member's original office was located and caused the initial displacement, with the following exception:

Offices that are remodeled in a manner that subsequently renders them "restricted" as previously defined in these procedures, will cause the originally displaced faculty member to be determined "permanently displaced." Such faculty will have precedence in the very next spring allocation of anticipated and domino vacancies.

Restricted offices notwithstanding, seniority will dictate office assignments within any cohort of displaced faculty with the exception that remodeled buildings leaving any original and specific office locations and size categorization unchanged, will be first offered to the original occupant, regardless of seniority.

Faculty members who initiate a request to have their primary teaching load on a different campus *are not considered* displaced.⁴ If a faculty member would like their primary office on another campus they must relinquish their current office and choose any available offices based on the assignment policies for that campus.

PROVISIONAL OFFICES NOT ON CAMPUS OF PRIMARY ASSIGNMENT

Every full time faculty member is guaranteed a primary office on one of the two main campuses. However, there are times when a full-time faculty member will be teaching a partial- or full-load at a secondary campus. To provide office space for these circumstances, The District should identify a "Visiting Professor" office space on each campus.⁵

⁴ This does not apply to faculty members who would like to teach a course on another campus, or even teach a full load on another campus. They would retain their current office on their primary campus, and not be eligible for a permanent office on the secondary campus. To obtain a permanent office on the second campus they would have to relinquish their permanent office on the first campus. If they did not wish to relinquish their current office, they would be eligible for access to a "Visiting Professor" office on the second campus.

⁵ It should be noted that while an Academic Senate Procedure might call for the establishment of Visiting Professor Offices, the actual designation of such rooms cannot be created by Academic Senate alone; it will require cooperation and agreement with the District Administration, COCFA

Visiting Professor Offices are not designed for exclusive use of one faculty member, and must be shared among those faculty members while they are not teaching on their regularly assigned campus.

Each Visiting Professor Office should ~~contain~~ **consist of a work station that contains** a computer, table/work surface, **and** chairs, ~~and secure storage for each instructor who will be using the space.~~ If the Visiting Professor Offices are multi-person offices there should be arrangement for spaces to conduct student conferences with enough privacy to satisfy FERPA concerns.

PRIMARY OFFICE VACANCIES

A. Announcement of Vacancies/Domino Effect⁶

To expedite the assignment of faculty offices, vacant offices are divided into two categories:

- Anticipated Vacancies - are the result of a known vacancy arising from a faculty member who is scheduled to retire or otherwise vacate their office; and
- "Domino" Vacancies - are vacancies that arise as a result of individuals moving into anticipated vacancies.

~~When office vacancies are anticipated,~~ **Every spring semester** a memo will be sent to each ~~all~~ full-time faculty member, asking who is interested in changing offices **informing them of the available, specific anticipated vacancies.** ~~This memo will list all Anticipated Vacancies, and~~ **with a reminder that subsequent Domino Vacancies may be announced** ~~occur.~~

Faculty members interested in changing offices will have a week to indicate their priority interest in any Anticipated Vacancy.

In order to ensure all full-time faculty, especially newly hired full-time faculty, have a complete, functional office, as outlined by these procedures, by the beginning of the fall semester, there will only be two rounds of office allocation during the spring semester.

B. ~~Vacancies in single offices~~

~~Assignments to single offices will be determined by faculty preferences in seniority order.~~

C. ~~Vacancies in multiple person offices~~

~~When there is a vacancy in a multiple person office, the remaining faculty member who is in the multiple person office shall be invited to choose an office partner~~

and AFT.

⁶ This is not new; it is articulation of existing practice.

~~from any current or newly-hired full-time faculty member, without regard to seniority.~~

~~If vacancies in multiple-person offices must be filled to ensure that every faculty member will have a designated office space, vacancies will be filled in reverse seniority of the faculty members who occupy multiple-person offices with vacancies.~~

~~If a faculty member in a multiple-person office with a vacancy is unable or refuses to choose an office partner, the Academic Senate President will assign a faculty member to the office if the space is needed.~~

D. Vacancies – newly hired faculty members⁷

After all current full-time faculty members have been given an opportunity to transfer to any offices that become available at the end of a semester, the Department Chairs (or designee) for any department that has a newly hired faculty member will meet with the Academic Senate President (or designee) to determine office assignments for newly hired full-time faculty members. **Such assignments shall be temporary for a one year basis.**

When assigning offices to newly hired full-time faculty members the goal should be assigning offices that are in proximity to primary teaching areas and/or other members of their departments. However, this may not always be possible since the only available offices may not be near teaching areas/other department members.

E. Vacating Office Requirements

All faculty that have declared their intent to vacate their primary office must do so within **6 4** weeks of the relevant notification date. The date of notification is categorically defined as follows:

- Retirement - last day of full-time faculty service
- Resignation – last day of full-time faculty service
- Reassignment to New Primary Office – date of official notification by Academic Senate that the newly assigned primary office is vacant and available to be occupied.

If special accommodations or assistance are necessary to assist in vacating an office, the Academic Senate President must be informed no later than one week after the date of notification. Faculty reassigned to a new primary office that fail to properly vacate by the **6 4** week deadline may have their new primary office assignment revoked.

Any personal property remaining in a vacated office after the 4 week deadline will be

⁷ A major procedural flaw in the existing policy is assigning office space to newly hired faculty. The seniority lottery for newly hired faculty members may not occur until a few days until the semester starts (or in some cases after the semester starts). Since the new faculty members have not established their seniority numbers, they cannot choose an office. This would help allow newly-hired faculty members to better prepare to begin their professional responsibilities at COC by having office assignments made before they reach the campus.

collected by the District and stored until a final, proper determination can be made regarding its disposal or transfer of possession. Faculty are required to surrender any and all keys to their vacated office by the 4 week deadline. Enforcement of personal property collection and office access are the responsibility and purview of the Office of Human Resources.

Vacating offices in a timely manner is essential to the proper implementation of these faculty office procedures. Failure to do so will result in unnecessary disruptions to the work of faculty colleagues and District functions.

F. Canyon Country Campus

Office Vacancies at CCC will be handled in the same manner as Valencia campus **and will be included in the District wide lists of anticipated or domino vacancies.** However, the Academic Senate may consider the merits of developing a different paradigm for assigning offices on the Canyon Country Campus.

G. Aspirational Long Term Goal and Vision

The Senate may consider the viability and feasibility of introducing a non-seniority based system on the Valencia and Canyon Country campuses. However, any modification to the office assignment procedures will not impact the current primary office assignment of any full-time faculty member on the Valencia or Canyon Country campuses.

It is the aspirational long term goal and vision of the Academic Senate that disciplinary faculty cluster their offices for the betterment of students and curricular coordination. Doing so shall not be mandated. But, through attrition. i.e., resignations and retirements, as well as individual volition and the continued development of dedicated academic and disciplinary buildings it is possible to eventually and organically develop disciplinary hubs throughout the campus infrastructure. Such disciplinary hubs might best be clustered with other hubs that are from the same academic School or Division thereby eventually rendering certain buildings *defacto* dedicated academic and disciplinary buildings.

DEDICATED ACADEMIC AND DISCIPLINARY BUILDINGS⁸

If the District authorizes and constructs new or existing buildings to have dedicated instructional resources, purpose or name to a particular academic discipline(s), Division(s) or School(s), faculty members from those particular instructional cohorts have priority in office assignments in those new buildings.

A. Newly Constructed Dedicated Buildings

The newly constructed offices will be reserved to the faculty cohort associated with the new dedicated building. All faculty cohort members will be given the opportunity to request a permanent relocation of their primary office to the new building. All office assignments for those faculty cohort members will be determined by seniority with more senior faculty having priority over less senior faculty members. If vacant

⁸ Declaring a District building to be “Dedicated” is not to be confused with *BP & AP 6620 – Naming of District Facilities and Properties*. For purposes of this procedure, “Dedicated” refers to a mutual agreement between the CIO and the Academic Senate to instructionally dedicate buildings as explained in this procedure.

offices remain after soliciting faculty cohort interest in permanent relocation, those offices will be assigned as otherwise determined by these procedures. Subsequent to the initial assignment and allocation of faculty offices, all future **annual** vacancies in the new building will first be offered to members of the particular faculty cohort by seniority and then to all other faculty as otherwise determined by these procedures.

The Academic Senate reserves the right to utilize any newly constructed offices as “Visiting Professor Offices” or for the purposes of housing “Instructional Support Staff”. Such utilization shall not be interpreted to be permanent nor an abdication of those offices to the District by the Academic Senate.

An appendix to these procedures shall be adopted by the Academic Senate for all newly constructed dedicated buildings detailing the intended initial allocation and categorization of faculty offices. The appendix will be developed in collaboration by the Academic Senate President and CIO.

B. Existing Newly Dedicated Buildings

The offices for existing, newly instructionally dedicated buildings will be reserved to the faculty cohort associated and aligned with the new dedicated focus. As office vacancies occur, all faculty cohort members will be given the opportunity to request a permanent relocation of their primary office to the existing building that has been newly dedicated. If the instructional dedication of the existing building is the result of a remodel, the displacement provision of this procedure will have precedence prior to any cohort faculty being prioritized.

The Academic Senate reserves the right to utilize any offices that are part of an existing newly dedicated building as “Visiting Professor Offices” or for the purposes of housing instructional support staff. Such utilization shall not be interpreted to be permanent nor an abdication of those offices to the District by the Academic Senate. **Such offices may be determined "restricted" per these procedures.**

An appendix to these procedures shall be adopted by the Academic Senate for all existing newly dedicated buildings detailing the intended initial allocation and categorization of faculty offices. The appendix will be developed in collaboration by the Academic Senate President and CIO.

EXEMPTIONS TO THE OFFICE ASSIGNMENT PROCEDURES

A. Health and Safety Exemptions

In order to ensure compliance with Americans with Disabilities Act regulations, exemptions made be made to the office assignment procedures meet the needs of any special health or physical requirements (e.g. wheelchair accessibility.)

Full-time faculty members shall not be displaced from their current offices without their specific consent. The Displaced Faculty ~~procedures~~ **provision** will apply to a full-time faculty member who agrees to relinquish their current office assignment to meet the special health or physical needs of **another** faculty member.

If there are no offices available to meet special health or physical requirements the District will need re-assign/remodel an existing non-faculty office room so as to meet those needs.

B. Exemptions NOT based on health/physical requirements.

To ensure equity in office assignments, the Academic Senate President will appoint a small ad hoc committee of at least three senators to consider any request for exemptions to the office assignment procedures that are not based on health or physical requirements.

In no case may an exemption be made to increase the square footage allowed for any individual faculty member for reasons other than health or safety.

Approved by the Academic Senate, April 20, 2017

Revised & Approved by the Academic Senate, May 20, 2021

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References:

Board Policy 6800 - Safety

COCFA Collective Bargaining Agreement - Article 14

Section A - End of Service and Rehire of a Faculty Member:

- 1) **Human Resources** notifies Academic Senate, Instruction, Business Services, IT, Facilities, and Student Services (for non-instructional faculty) within five (5) business days when they receive a notice of a faculty retirement or otherwise ending service. Notice should be provided well before the Board agenda is posted. The End-of-Service Checklist will be sent to the Dean and faculty member. If there is any change in end date of service, all departments should be notified within five (5) business days.
- 2) **Human Resources** will notify the faculty that they have a maximum of thirty (30) calendar days in advance of their last day of District assignment (unless otherwise informed), or by their last business day as an active employee, whichever is sooner ("End Date"), to clean out and permanently vacate their office and take possession of their personal property. Instruction and Academic Senate will be copied on the notification. Academic Senate will coordinate with Facilities as soon as notified by HR to schedule an "audit" of the office as soon as possible.
- 3) **Facilities** will "audit" the office to determine if any of the following are needed and ensure these actions are completed before the office is occupied again:
 - a. Confirm office is cleared out by faculty by their End Date. If not, it will be subsequently cleared out for them by Facilities under the direction of Human Resources, in coordination with Instruction as needed.
 - i. Human Resources will notify the faculty that they have ten (10) business days to pick up their personal property. After ten (10) business days, said property shall be deemed abandoned and will legally transfer to the District. District may keep the property without any compensation to the faculty and may remove and/or dispose of the property as District deems proper. Any confidential District items, including student exams, shall be either maintained for the maximum record retention period of two (2) years or destroyed if older than two (2) years as determined by the relevant administrative vice-presidents or their designees.
 - b. Determine if Furniture/Equipment/Items need to be removed if damaged or obsolete.
 - c. Determine if new paint, new carpet, and/or cleaning are necessary.
 - d. Confirm telephone is in working order.
 - e. Evaluate type and placement of furniture is compliant with ergonomic standards.
 - f. Immediately notify Purchasing and the Academic Senate of any items requiring replacement.

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- 4) **Purchasing** will confirm such need and process requests to be in place in time for incoming faculty.
 - a. New Furniture Purchase/Installation Timeline: Typically, three to four (3-4) months from the date of audit.
 - b. All faculty offices will be furnished with standardized office furniture to ensure ergonomic and ADA compliance (see layouts and rendering below).
 - c. If possible, the District will offer two or three furniture layout options, based on office configuration.
 - d. If new furniture does not arrive before incoming faculty are scheduled to occupy the office, temporary furniture will be made available in the interim.

- 5) **Information Technology** will determine if a new computer or any other technology is needed, and will coordinate installation and purchasing needs with the incoming faculty member, Academic Senate, and Facilities via the “COC-Movers” email group for technology removal and installation.

- 6) **CIO**, and **CSSO** for non-instructional faculty, will be copied on all communication and has authority to make recommendations and/or changes throughout the process.

Section B – Existing Faculty Moves to Vacant Office:

- 1) Based on the Academic Senate adopted procedure for existing faculty who have been notified of awarded vacant offices (“Domino” vacancies), Academic Senate will notify the faculty that they have a maximum of thirty (30) calendar days after that award (unless otherwise informed) to clear out their current office and coordinate with Facilities to have their items moved to their new office. Instruction and Human Resources will be copied on the notification.
 - i. Office must be cleared out by faculty within the thirty (30) calendar day allotted timeline.
 - ii. If not, office may be subsequently cleared out by Facilities under the direction of Human Resources, in coordination with Instruction, as needed. Items will be relocated to the new office.

- 2) Academic Senate will coordinate with Facilities as soon as they are provided notice of a faculty member’s intention to move to schedule an “audit” of the old office as soon as possible.

- 3) Steps 3-6 of Section A above will be followed.

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Section C - Furniture and Personal Property:

- 1) **Safety and Compliance:** All faculty offices shall be OSHA, ADA, and Fire Code compliant to include furniture and installation within the office space.
 - a. **ADA Compliance:** Pursuant to 28 CFR § 35.133, all furniture must be maintained so that is readily accessible to and usable by persons with disabilities.
 - b. **Fire Safety:** Pursuant to California Code of Regulations Title 24, Part 9 (California Fire Code):
 - i. All upholstered furniture must be properly treated with flame retardant chemicals and must be equipped with a tag that contains confirmation of compliance.
 - ii. All curtains, drapes, fabric hangings, and other similar combustible decorative materials must be properly treated with flame retardant chemicals and must be equipped with a tag that contains confirmation of compliance.
 - iii. Exits, exit lights, fire alarm stations, fire hose cabinets, and fire extinguisher locations shall not be obstructed, in whole or in part, by any furnishings or decorative material.

- 2) **District Furniture:** Faculty office furniture must be District issued. As of July 1, 2023, faculty members may not bring personal furniture (desks, chairs, bookshelves, etc.) to their campus offices.
 - a. District furniture older than ten (10) years (term of warranty) will be evaluated to determine condition and need for replacement.
 - i. Faculty may initiate a request to have their furniture evaluated by submitting a Facilities Work Order.
 - ii. Facilities will audit the furniture and contact Purchasing if it should be replaced.

- 3) **Personal Furniture:** As of July 1, 2023, existing personal furniture is considered grandfathered in and may be evaluated for compliance.
 - a. Faculty should schedule their evaluation with the Academic Senate.
 - b. Recommendations to remove or relocate furniture must be implemented by the faculty member.
 - c. If new furniture is required, Academic Senate will contact Purchasing.
 - d. If the faculty member shifts offices, grandfathered-in furniture can be moved to a space that is not new or recently modernized if the furniture meets compliance requirements.

- 4) **Personal Property for Authorized Work Use:** The *Personal Property for Authorized Work Use form* must be signed by the respective Dean and Executive Cabinet member for personal property used for District business, e.g. technology items, etc.

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
DESKTOP PROCEDURES

FACULTY OFFICE FURNITURE

PAGE 4 OF
41

- 5) **Personal Items:** Small personal items will be allowed including lamps, desk accessories, pictures, etc., but cannot create an ADA violation or fire hazard.
- Candles, items with an open flame, or items that emit smoke are not permitted and may be removed by the Fire Marshal or District.
 - Portable heaters are not permitted and may be removed by the Fire Marshal or District.
 - Small appliances will be evaluated by Facilities for electrical safety and are not permitted if they can create a fire hazard.

ADA & ERGONOMIC FURNITURE PLACEMENT

SINGLE OFFICE



DOUBLE OFFICE



Each room must be measured and evaluated to ensure that desk positioning is ergonomically correct, and the office is accessible for all (ADA-compliant).

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

COC Web Committee Updates and Planning (Campus CMS and Web Design Changes)

ISSUE/ITEM BACKGROUND:

Over the course of the 2023/24 academic year the Web Committee has been meeting regularly to strategically plan the next contract cycle of the campus CMS. COC is currently using "OU Campus" as its CMS. However, after the committee interviewed three different vendors and subsequently deliberated on the matter, it recommended to the Ed. Tech Committee that COC make a change from OU Campus to a company named, Hanon Hill. The contract/purchase order of that new agreement is being finalized in the next few weeks. The transfer of COC content and overall migration to Hanon Hill will take place throughout the remainder of the 2024 calendar year.

The web committee has been informed by Hsiawen Hull and Stephen Burns that a full web re-design is most appropriate. That process will take place during the 2024/25 academic year.

ISSUE(s) TO BE DISCUSSED and/or ADOPTED:

The Academic Senate will receive a detailed update on both processes listed above. In particular, there will be scheduled meetings of campus work and focus groups regarding what changes to the new COC web site should be considered. All campus stakeholders will be solicited for input. This discussion at the Academic Senate is intended to allow for questions and answers. Senators are expected to report out this information at their School/Divisions as soon as possible. At this time, not pending action items will result from this discussion.

College of the Canyons
Academic Calendar – 2026/27

No fall break

Fall 2026

Month	Event	Date
August	Professional Development Week (FLEX, Employees Only)	August 14-20 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 21 (Friday)
	First Day of Fall Semester	August 24 (Monday)
September	Labor Day Holiday	September 7 (Monday)
November	Veterans Day Holiday Observed and Actual	November 11 (Wednesday) November 26- 29 (Thursday – Sunday)
	December	Last Day of Fall Semester Campus Closed

Winter 2027

Month	Event	Date
January	New Year’s Holiday	January 1 (Friday)
	First Day of Winter Term	January 4 (Monday)
	Martin Luther King Holiday	January 18 (Monday)
February	Professional Development Week (FLEX, Employees Only)	February 1-5 (Monday to Friday)
	Last Day of Winter Term	February 6 (Saturday - 5 weeks)

Spring 2027

Month	Event	Date
February	First Day of Spring Semester	February 8 (Monday)
	Lincoln/Washington Holidays	February 12-15 (Friday to Monday)
April	Spring Break	April 5-11 (Monday – Sunday)
May	Memorial Day	May 31 (Monday)
June	Last Day of Spring Semester	June 3 (Thursday)
	Commencement Ceremony	June 4 (Friday)

Summer 2027

Month	Event	Date
June	Start of Summer Term	June 7 (Monday)
July	Juneteenth	June 18-19 (Friday – Saturday) July 4-5 (Sunday - Monday)
	August	Last possible day of Summer

Academic Calendar



▲ Holiday
■ Important Date

2026

2027

JULY

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July 3-4
Independence

August 14-20
Professional Development
Week (FLEX, Employees
Only)

August 21
Mandatory Opening
Day (Employees Only)

August 24
First Day of Fall Semester

September 7
Labor Day

November 11
Veterans Day Holiday
Observed
November 26-29
Thanksgiving Day Holidays

December 12
Last Day of Fall Semester
December TBD
Campus Closed for
Holiday Break

*Holiday Dates Pending

January 1
New Year's Holiday
January 4
First Day of Winter Term
January 18
Martin Luther King

February 1-5
Professional Development
Week (FLEX Employees Only)

February 6
Last Day of Winter Term

February 8
First Day of Spring Semester

February 12-15
Lincoln/Washington
Holidays

April 5-11
Spring

May 31
Memorial

June 3
Last Day of Spring Semester
June 4
Commencement
Ceremony
June 7
Start of Summer Session
June 18-19

JANUARY

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Next Year Preview:
July 4-5 Independence Day
August 14 Last Day Summer Term

College of the Canyons
Academic Calendar – 2026/27

Early Start Model with Fall Break

Fall 2026

Month	Event	Date
August	Professional Development Week (FLEX, Employees Only)	August 7-13 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 14 (Friday)
	First Day of Fall Semester	August 17 (Monday)
September	Labor Day Holiday	September 7 (Monday)
October	Fall Break	October 12-18 (Monday – Sunday)
November	Veterans Day Holiday Observed and Actual	November 11 (Wednesday)
	Thanksgiving Day Holidays	November 26- 29 (Thursday – Sunday)
December	Last Day of Fall Semester Campus Closed	December 12 (Saturday) TBD

Winter 2027

Month	Event	Date
January	New Year’s Holiday	January 1 (Friday)
	First Day of Winter Term	January 4 (Monday)
	Martin Luther King Holiday	January 18 (Monday)
February	Professional Development Week (FLEX, Employees Only)	February 1-5 (Monday to Friday)
	Last Day of Winter Term	February 6 (Saturday - 5 weeks)

Spring 2027

Month	Event	Date
February	First Day of Spring Semester	February 8 (Monday)
	Lincoln/Washington Holidays	February 12-15 (Friday to Monday)
April	Spring Break	April 5-11 (Monday – Sunday)
May	Memorial Day	May 31 (Monday)
June	Last Day of Spring Semester	June 3 (Thursday)
	Commencement Ceremony	June 4 (Friday)

Summer 2027

Month	Event	Date
June	Start of Summer Term	June 7 (Monday)
	Juneteenth	June 18-19 (Friday – Saturday)
July	Independence Day	July 4-5 (Sunday - Monday)
August	Last possible day of Summer Session	August 14 (Saturday)

Academic Calendar

Early Start Option With Fall Break

Holiday
Important Date

July 3-4
Independence

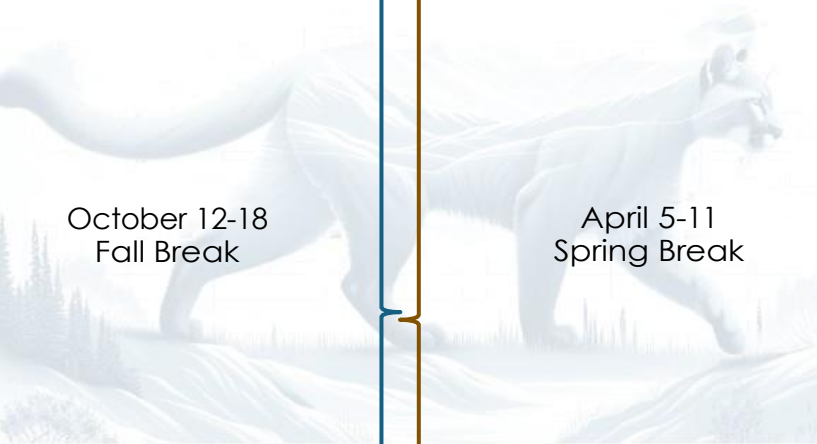
January 1
New Year's Holiday
January 4
First Day of Winter Term
January 18
Martin Luther King

August 7-13
Professional Development
Week (FLEX, Employees
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Day (Employees Only)
August 17
First Day of Fall Semester
September 7
Labor Day

February 1-5
Professional Development
Week (FLEX Employees
Only) February 6
Last Day of Winter Term
February 8
First Day of Spring
Semester February 12-15
Lincoln/Washington
Holidays

October 12-18
Fall Break

April 5-11
Spring Break



November 11
Veterans Day Holiday
Observed
November 26-29

May 31
Memorial Day

December 12
Last Day of Fall Semester
December TBD
Campus Closed for
Holiday Break

June 3
Last Day of Spring Semester
June 4
Commencement Ceremony
June 7
Start of Summer Session
June 18-19
Juneteenth

*Holiday Dates Pending

2026

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2027

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Next Year Preview:
July 4-5 Independence Day
August 14 Last Day Summer Term

Fall Break Academic Calendar

The Calendar Committee is contemplating the introduction of a fall break starting in the 2026- 2027 academic year. This consideration is based on feedback from a Spring 2023 survey distributed to students, faculty, staff, and administrators. To accommodate this proposed break, adjustments to the fall term schedule would be necessary.

Include a Fall Break - Starting the Term Earlier

Flex Week: Scheduled for August 7-13, leading into the term.

Opening Day: Set for August 14

First Day of Fall Term: Begins earlier on August 17, adjusting the calendar forward.

Fall Break: Planned for October 12-18, placed after the eighth week.

End of Term: Remains unchanged and concludes on December 12, allowing about 7-8 business days for processing grades, standings, and issuing transcripts before the winter break.

Key Considerations

The following considerations were brought up by the members of the Academic Calendar Committee.

- The addition of a fall break will extend the fall term to 17 weeks, incorporating a one- week break after the eighth week of classes.
- Concerns for students taking a break in the middle of the semester (like in spring) leads to a loss of momentum and memory of the class prior the break.
- Adding a fall break provides time between two 8-week class sessions, allowing faculty and students to reset between the 8-week class sessions.
- Starting earlier could cause an overlap for some faculty that may be teaching summer classes during the fall flex week. This is done in the winter now for the spring flex.

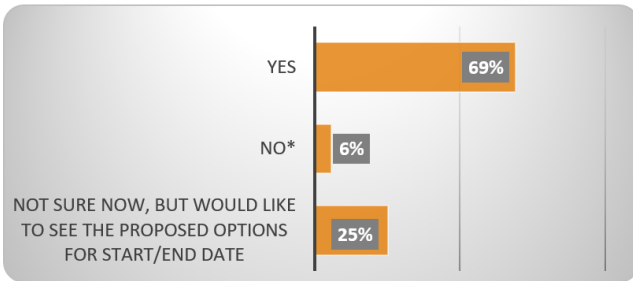
Survey Outcomes from Spring 2023

Of the 1,297 students surveyed, 69% indicated they would like to have a fall break. Of the 69%, most students (48%) wanted to start the fall term earlier to accommodate the fall break.

Of the 504 faculty, staff, and administrators surveyed, 39% indicated they would like to have a fall break. Of the 39%, most faculty, staff, and administrators (37%) wanted to start the fall term earlier to accommodate the fall break.

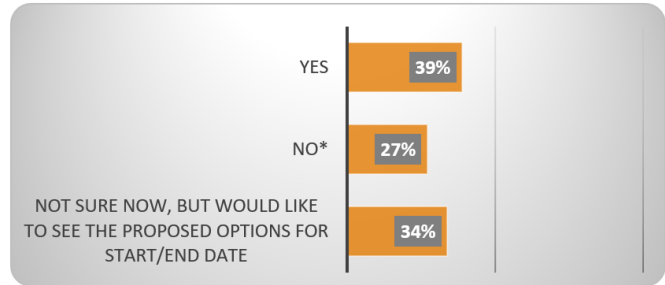
Students

1,297 respondents

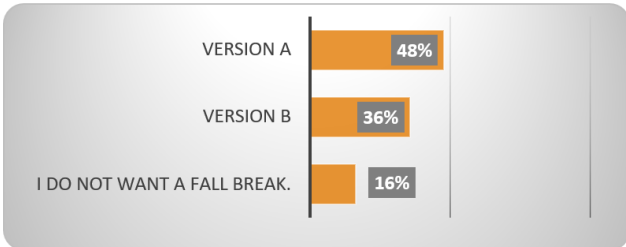


Faculty/ Staff Overall

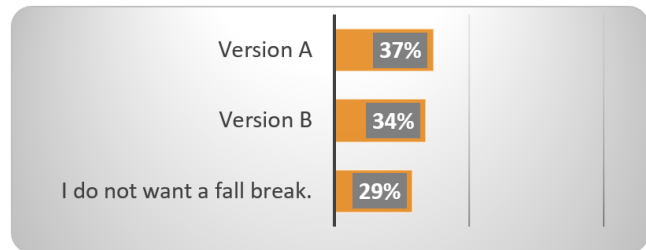
504 respondents



1,090 respondents



337 respondents



*Respondents indicating that they do not want a fall break were not asked the follow-up question regarding which version they prefer.

Version A = Start the term one week earlier to accommodate the fall break.

Version B = End the term one week later to accommodate the fall break.

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

Proctoring: The COR and Academic Freedom

ISSUE/ITEM BACKGROUND:

During the 2023/24 academic year a proposal was discussed and eventually advanced to the curriculum committee from one of the academic departments to emphasize the need, and in fact requirement, of a minimum number of proctored exams for one or more of its courses. This requirement was intended to be listed in specific course outlines of record overseen by that department. The motivation for this initiative was to address growing concerns of academic dishonesty resulting from the online instructional environment.

Beginning in fall, 2023 the department chair began receiving input from the president of the academic senate and the chair of the curriculum committee. A complex set of conversations has taken place throughout the academic year that has included the CIO, an instructional Dean, the chair of the academic freedom committee, as well as the executive cabinet of the Academic Senate. The leadership of the department in question acted with integrity and good faith as they advanced their department's interests. The department chair took considerable direction from campus leaders. There was a departmental majority in favor of this initiative, but not a consensus.

Those departmental members in opposition to the department's proctoring initiative sought counsel from many of the same campus leaders. While the specific details of all related conversations are not necessary for dissemination, what is necessary is a discussion at the Senate regarding this matter. This discussion topic was referred to the Academic Senate by the Curriculum Committee and was requested by the CIO. It is believed that the larger governance issues, coupled with the issue of academic freedom, renders this matter most appropriate for the Academic Senate to address publicly.

ISSUE(s) TO BE DISCUSSED and/or ADOPTED:

1. Proctoring as related to academic freedom.
2. Proctoring as related to Title 5 Section #55002(a)(3)
3. E-proctoring

RELATED MATTERS TO CONSIDER:

-Academic Integrity

ACADEMIC SENATE DISCUSSION ITEM

- Fully Online with Flexible In-Person Assessment (FOIA) - Distance Learning Addendum)
- Future Proctoring Efforts Statewide and Locally

REFERENCES:

[Title 5, CCR Section 55002\(a\)\(3\)](#)

Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

[2017 ASCCC COR Curriculum Reference Guide](#)

[2019 ASCCC Support for New Distance Education Definitions Resolution](#)

[2023 ASCCC Proctoring Network Resolution](#)