COLLEGE OF THE CANYONS ACADEMIC SENATE
December 8, 2016 3:00 p.m. to 4:50 p.m. BONH 330

A. Routine Matters
1. Call to Order
2. Public Comment
3. Approval of the Agenda
4. Approval of the Consent Calendar:

Academic Senate Summary for November 10, 2016 (pg.2)	Program Review Committee Summary for November 23, 2016 (pg.20)
Curriculum Committee Summary for November 17, 2016 (pg.15)	CASL Summary for November 11, 2016 and November 23, 2016 (pg.20)
Curriculum Committee Summary for December 1, 2016 (pg.17)	Senate Executive Summary for November 10, 2016 (pg.21)
	Program Viability Committee Summary for December 1, 2016 (pg. 22)

B. Reports
1. Academic Senate President's Report, Rebecca Eikey
2. ED Tech Committee, Rick Howe
3. Policy Review Committee, Michael Dermody
   a) Update Report College Policy Council(pg.23)
   b) Final Exam Policy Memo (pg.24)

C. Action Items
1. Approval of Vice President of Academic Senate Jason Burgdorfer
2. Approval of Emeriti Status for Len Mohney
3. Basic Skills Initiative (BSI) Expenditures, Denee Pescarmona (pg. 27)
4. Year 3 Update of Program Review for the Academic Senate, Rebecca Eikey
   https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?ProgramId=2079&printf lag=1

Administrative Programs	Username	Password
Academic Senate	PRRO-AcaSen	Xcb8wls

5. Pre-Approved Professional Development Activities, Teresa Ciardi (pg.30)
6. Spring FLEX Calendar, Teresa Ciardi (pg.34)
7. Program Viability Report for Culinary Associate Arts Degree, Rebecca Eikey (pg. 39)
8. Zero-Textbook Cost Degree Grant Application, Brian Weston
   https://www.canyons.edu/Offices/AcademicSenate/Documents/Copy%20of%20OER%20ZTD%20budget%2011%2029%2016.pdf
   https://www.canyons.edu/Offices/AcademicSenate/Documents/Workplan%20ZTC%20OER%20Water.pdf

D. Unfinished Business

1. Revisions to BP 4235 (Credit by exam) and AP 4235 (Credit by Exam) Phase II, Michael Dermody
2. Adjunct Discipline List, Aivee Ortega
3. Climate Survey Results

E. Discussion Items

1. Interest in a Resolution to Support Students in an Uncertain Political Climate
2. Faculty Office Allocation Policy Phase 1 (pg.42)
3. Standards and Practices Committee on Syllabi, Ann Lowe
   a) Syllabus Project Student Survey: Fall 2016 (pg.51)
   b) Syllabus Project Final Report (pg.59)
   c) Additional Background information
      https://intranet.canyons.edu/offices/instdev/ResearchBriefs/SyllabusSurveySpring2016_119_09_16. pdf
4. Accreditation Mid-Term Report, Dr. Jerry Buckley
   https://www.dropbox.com/s/ajfegp0cg72czeq/Midterm%20Report%20-%20120216%20Draft.pdf?dl=0
5. Doing What Matters Initiative, Regina Blasberg and Dr. Buckley (pg.83)
   a) Development of Local Plan
   b) SCCRC Regional Plan, Dr. Jerry Buckley

F. New Future Business

1. Full-time Faculty and Adjunct Handbooks
2. CETL Steering Committee Charter
3. Program Viability Committee Procedures/Charter

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact Michael Dermody if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in Bonelli 330.

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
Tracking of policy development	AP 7120 Recruitment and Selection
Credit by Exam, BP 4235 – Phase 2	Drone Policy
College Assistants	

H. Announcements

- Academic Senate for California Community Colleges Board of Governors – Faculty Appointee Nomination application deadline is 5:00 p.m. on Friday, December 16, 2016
- ASCCC Awards http://www.asccc.org/awards
   a) Hayward Award
   b) Stanback-Stroud Diversity Award,
   c) Norbert Bischof Faculty Freedom Award
   d) Exemplary Program Award
- Faculty Hiring Regional Meetings, February 10 - 11, 2017, TBD
- Accreditation Institute February 17 -18, 2017 Napa Valley Marriott
- Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
- Area C Meeting March 17, TBD

- Curriculum and Noncredit Regional Meetings, March 31, -April 1, 2017, TBD
- Spring Plenary April 20 – 22, 2017 TBD
- CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, San Jose
- Faculty Leadership Institute June 15 – 17, 2017 Sheraton, Sacramento
- Curriculum Institute July 12 – 15, Riverside Convention Center **I. Adjourned**

Summary for the Academic Senate Meeting November 10, 2016

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd *Proxy, Anne Marenco*	A
Vice President	VACANT		Business Senator	VACANT	
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jason Burgdorfer	X
Policy Review Chair	Michael Dermody	X	At Large Senator	David Martinez	A
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	A	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Kimberly Bonfiglio	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Mercedes McDonald	X
			Adjunct Senator	Noemi Beck-Wegner	X

Non-voting Members	
Dr. Buckley	X
Lita Wangen	X
Dan Portillo	
Dr. Wilding	
Justin Amin	X

Guests	
Audrey Green	Daylene Meuschke
Brian Weston	Diane Fiero
Denne Pescarmona	

A. Routine Matters

1. Call to order 3:05 p.m.
2. Public Comment
3. Approval of the Consent Calendar: Motion to approve Michael Dermody, seconded Jason Burgdorfer. Unanimous. Approved

Academic Senate Summary for November 10, 2016	Curriculum Summary for November 3, 2016
Faculty Professional Development for October 24, 2016	CASL Summary for October 26, 2016
Program Review for October 26, 2016	Policy Review Committee October 27, 2016
Program Viability Summary for October 20, 2016 and Evaluation rubric for Public Health AS-T Proposal	

B. Reports

1. <u>Academic Senate President's Report, Rebecca Eikey</u>
   - Most of the workshops that I attended at the Statewide Senate Plenary were related to IEPI and Planning, please see Travel Report below.
   - The Incoming Chancellor Eloy Ortiz Oakley of the California Community Colleges was a keynote speaker. There was a break-out session where additional questions could be asked.
   - There were eighteen resolutions that came in on Thursday night. There were many amendments and a lot of them were related to the Doing What Matters Initiative.
   - Dr. Van Hook sent out a memo today asking for faculty to participate in the ACJCC site teams. There was a resolution there passed by the statewide senate encouraging involvement of faulty and more clear criteria as to if you do volunteer how are you going to be selected if you choose to serve.
   - Some of the resolutions were very controversial. One was related to removing the Minimum Qualifications from Title 5 for EOPS, DSPS, and some of those other groups so that the all disciplines are on one list, the Disciplines List. There was a lot of controversy over what that would mean. There may be some misunderstanding. My understanding is that going through the discipline process actually allows for more faculty involvement. On the other hand, to change Title 5 requires Legislative action. This was pulled to go into Referral for the ASCCC Executive Committee.
   - There were concerns from faculty around the state in mathematics and English, who have been involved with the acceleration project, on the resolutions about multiple measures. There were a number of questions, but they ultimately these passed and so that local senates are involved in those decisions.
   - As for the Brown Act, I know there are many questions and concerns. Dr. Buckley stated that Miramar has been following this for several years now where the sub-committees that are under the Senate follow the Brown Act. I asked other Academic Senate presidents at Plenary about this issue. It is common at other colleges to have sub-committees of the Academic Senate follow the Brown Act. These colleges also have Governance Handbooks and Governance Committees. These provide a nice avenue to discuss what the structure should be for committees, who should be on those committees, what is the reporting format is going to look like. This is an Accreditation Standard.

- At the board meeting last night I thanked some particular faculty who are serving the Academic Senate in special roles. Regina Blasberg has been serving as the CTE Liaison, Lisa Hopper as the Noncredit Liaison, Wendy Brill Wynkoop serves on the ASCCC Legislative Committee and Kimberly Bonfiglio serves on the ASCCC Faculty Development Committee. Wendy is one of two faculty members who at serve the with ASCCC Executive members on the Legislative Committee. She did a presentation at Plenary last week and is a contributing author for the Legislative Committee's Newsletter. Wendy has created on a diagram how bills become laws. Kimberly was also included as a presenter for a ASCCC Faculty Development Committee Breakout Session, but the messages got crossed and she unfortunately wasn't there to present.
- For work associated with the Doing What Matters Local Plan Development, Regina Blasberg, Audrey Green, Dr. Buckley, Lisa Hooper, and I have been working and meeting with Daylene Meuschke to evaluate the data for supply and demand.
- For Non-credit Curriculum development, we just started the process of identifying faculty who want to serve in a non-credit taskforce. There is a good number of faculty that are going to be involved.

Travel Report, Rebecca Eikey ASCCC Fall 2016 Plenary, November 3-4, 2016

Break-out session – Curriculum and Strong Workforce Recommendations
25 Recommendations over 7 areas adopted by BOG in 2015

- Result of the system not being able to meet the changing industry needs in a timely manner.

Recommendations #7-12: Curriculum

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

Local Conversations:

1. How does your proves use data to validate new curriculum?
2. How are you training your faculty and staff engaged in curriculum development?
3. What is the role of your program advisory committees in curriculum development? SLOs? - what are the competencies that they want in an employee? Imbed these competencies into the curriculum.
4. What conversations are happening between faculty and feeder institutions?
5. How long does it take for curriculum to go from cradle to catalog?
   How long does it take for curriculum to go from committee to BOT
6. How frequently is curriculum reviewed/approved?
7. What staff are employed to support the curriculum approval process? Is it consistent with your need?
8. What role do faculty play in interacting with the regional consortia? What is the system for submission to the regional consortia?
9. How often do you evaluate the need for your program? Ed Cod 78016: 2-year review for CTE.
10. Does your program review call out CTE for unique evaluation?
11. Do you have a viability/discontinuance process? How do you revitalize waning programs now that there are funds through DWM?

ASCCC Paper: Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

There is a 2-page version on the Curriculum Committee website:
http://asccc.org/sites/default/files/Effective%20Curriculum%20Processes.pdf

Curriculum Portability: idea came from industry

- Plan to use C-ID for CTE courses, degrees, certificates to allow articulation across institutions.
- Recognizing prior learning and work experience (Taskforce at Chancellor's office is working on this, started first for military experience but now has expanded).
- Encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based, and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services.
- Need for regional CTE meetings helps as well.

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Effective Practices

> Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.

- Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance quality of CTE programs. – this hasn't really been tackled yet – "aspirational"
- State Office will no longer require their approval for stand-alone credit, new credit courses for existing programs, etc.: http://extranet.cccco.edu/Divisions/AcademicAffairs/WhatsNew.aspx#Curriculum/ADT

Repeatability

- How have your responded to "repeatability" in CTE courses? Some colleges are using noncredit to build the foundational repeatability skills. Need to be careful as to how we define skill builders, though.
- Have you researched impact on skills builders?
- Are there criteria for the "evolution" of course content?

ASCCC CTE Leadership Committee – have reps from all 10 regions in the state.

CTE Liaisons – have 108 faculty identified so far.

ASCCC – is encouraging each college create a CTE-Doing What Matters Committee of CTE faculty who can direct recommendations about funding and planning.

Issues with Local Plan Development

- Need to recognize what the purpose is of the funding - Plan for the funds to be permanent and not categorical.
- Can use the funds for CTE Dean, faculty, staff. *May need to change our hiring and funding priority process to allow for the plan.*
- Issues with state funding requirements – what about the long term effects on the transfer/GE faculty where they will also see an increase as there are courses in GE that are needed for CTE support (degrees).
- Funding model on FTES may not be sustainable. Nursing – has such significant pre-req to get into the program. This could affect the nursing program "success" – change urged by CEOs. -   Communication to CEOs forthcoming – ASCCC will also try to send these.

Break-out session – Engaging CTE Faculty in Regional Conversations
Recommend an oversight/governance structure
Example
San Diego Mesa College – Region 10's Regional oversight committee – 2 Presidents/Chancellors, 2 VPIs, 2 VPSSs, 2 CTE Deans, 6 CTE faculty, 1 CE faculty

- at least one representative from each of the 10 colleges.
- Is there going to be a rotation of roles? -   Are meetings open?

DSN- resource
San Diego Mesa College – campus committee for DWM that can voice concerns and can be sent to region

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College of the Desert – DWM Taskforce with co-chairs – one CTE Dean; one CTE Faculty and that person reports out to the Senate on a regular basis.

Break Out Session – IEPI Update

Indicators – established in the legislation for IEPI

Student Achievement
- Fiscal Stability
- State & Federal Programmatic Compliance -   Accreditation

Year 4 Possible indicator – BOG to consider the addition of a grading symbol in Title 5 for noncredit: "SP" = satisfactory progress (not an incomplete)

Year 3 Indicator Additions

- Transfer-level math/English completion rate year 1 and year 2 ○ First time students who complete 6 units and attempt any math or English in their first year ○ % complete a transfer-level course in math/English in their first two years
- Number of low-unit certificates ○ certs less than 18 units including non-Chancellor's Office approval
- Median time to degree ○ Median number of years from first enrollment in a CCC until the time they receive AS/AA/ADT -   Number of CDCP Awards
- Noncredit Fill-in-the-Blank ○ Lots of colleges still thinking about how to best use noncredit so they wanted to give options here ○ If they have a goal (one course) then listed?
- CTE Skill Builder ○ Median % change in wages for student who completed higher level CTE coursework and left* system without transferring to a 4-year or completing a degree/certificate
    - ○ *left = no enrollment at any CCC in a year
    - ○ Aligns with the start/stop pattern of the CTE students – allows for the system to show benefits
- Access: District participation rate for 18-24-year-old population ○ % of 18-24 yr old pop within district boundary
- OPEB (Other Post-Employment Benefits) Liability ○ Self-reported % OPER liability that includes retiree benefits and can include funds from either a trust and outside of a trust designated for this liability (GASB)

Break-out session – Integrating the Plans: Leveraging Your Student Equity, Basic Skills, Strong Workforce, Student Success and Support Programs, and Adult Education Block Grant

What is Integrated Planning?

- Convergent student success goals – that identifies what similar goals are between plans
- Develop a matrix of initiatives based on project management principles
- Consider making an accessible tracking system (SharePoint, Google Docs, etc.)
- Meet regularly to assess progress on goals and evaluate effect use of resources
- Talk about your integration with the college community
- Coordinate to avoid duplication of effort

Partnership Resource Team

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- Group of 7-8/minimum of 3 visits/$200,000
- Chancellor's Office had a PRT, Erik Skinner
  - Integrated design work needs to happen at the state-level

- Challenges we face are created by the system itself – fascinating to identify problems local colleges face and what can the state office do to help fix the system – integrated design work
- All three programs (3SP, equity, BSI) have common goals ○ Results of the PRT
  - Creating new framework for 3SP, Equity, BSI – one plan for all 3 – will be released FEB 1, 2017
  - Recommend changes to CCCCO policies, regulations, state law
  - Suspended requirement for colleges to submit Action and Expenditure Plans for 3SP, Equity and BSI
    - Hoping that locally this gives colleges time to reassign their committee structure and planning processes
  - Can't change the funding requirements (requires BOG), but can clarify them with an expenditure rubric that indicates allowable use of funds
  - Review and update CCCCO organizational structure and identify professional development for the CCCCO itself – Chancellor Oakley will be starting Dec
  - Goal to improve sustainability of the initiatives ○ Pam Walker, update – integration happening in the CCCCO
  - Need reduce the barriers between CBOs and Academic Affairs and Student Services
    - CCCCO will improve regional alignment of CIOs and CSSOs groups
  - CCCCO will develop Communities of Practice
  - CCCCO is hiring dedicated staff to support/lead integration efforts

2. <u>Wendy Brill Wynkoop, ASCCC Fall Plenary Report</u>

ASCCC Fall 2016 Plenary
Wendy Brill-Wynkoop
Travel Report

Plenary
- Saturday Plenary debate – process of reviewing and approving resolutions is a great example of respectful discussion and mutual decision making.
- We need more faculty to attend – too many workshops for one or two faculty to attend all. Workshops are important to faculty governance.

Workshop: Professional Development
- ASCCC would like to colleges to host workshops for Areas. Please offer campus as a host location for ASCCC professional development workshops.
- Professional Development survey to be distributed to colleges in the near future. Trying to define and collect information on how different districts offer professional development for faculty.

Workshop: System Curriculum Changes
Local
- ASCCC workshops
- GOAL: Made curriculum process faster 2-3 months
- Create a "local curriculum best practices process" template
- BOT to approve course more often than once a semester
- Catalog rights - will be shorter than a year and have addendum through out the year.

Regional
- Too many deans, more faculty needed
- "Recommend" not approve
- Look at programs not courses
- Data MUST come directly from Center for Excellence

State
- New system, auto approval, streamlined - not looking at everything
- Make sure its clean when input
- Letter to CIO/Chair to auto move things over to new system
- Pilot programs in Feb for moving to new system, everyone else March to April

Workshop: CTE TOP Code Alignment Pilot Project
The Academic Senate for California Community Colleges, working with the Chancellor's Office and CTE Data Unlocked, will be launching a pilot project to support the review of codes that have been assigned to courses and awards. This pilot period will run from October 2016 to February 2017.

What is the purpose of the pilot?
The pilot will test a proposed faculty-led process for examining the reporting codes (TOP, CIP, SOC) that have been assigned to CTE courses and program awards, to ensure that they appropriately match the content of the curriculum. When codes are accurately assigned, colleges are better able to implement degree audit systems, can avoid inconsistencies in federal reporting, and see data that are consistent with similar programs in tools like Salary Surfer, Data Mart, and the LaunchBoard.

What does being part of the pilot require?
1. Approval by the local faculty senate, documented through an email to Julie Adams at ASCCC (julie@asccc.org)

2. Financial support to cover the costs of an ASCCC-appointed Curriculum Approval Expert, who will lead the process ($67/hour plus travel). Colleges can use their $50,000 from CTE Data Unlocked funding to underwrite these costs.

3. A planning meeting with ASCCC leadership, your assigned Curriculum Approval Expert, and your assigned CTE Data Unlocked Expert to determine the scope of the code review and who will be involved in the process

4. Pre-work with your CTE Data Unlocked Expert to document the SOC, CIP, and TOP codes that have already been assigned to the programs under review (through processes like program approval, gainful employment reporting, financial aid, and veterans programs)

5. Participation of discipline faculty in a face-to-face meeting, where they will compare code descriptors to curriculum and target occupations.

6. Institutional support, including substitutes and reassign time, to allow faculty to participate in and complete any work associated with this project.

How will the code review process work?
With support from experts in the curriculum approval process and labor market information, colleges will review whether the codes assigned to courses and awards match the content of the curriculum. The code descriptors that will be reviewed include:
- Standard Occupational Codes (SOC) – federal codes addressing the types of jobs that programs target
- Classification of Instructional Programs (CIP) – federal award and course codes
- Taxonomy of Programs (TOP) – California award and course codes
- SAM Priority – California codes indicating course sequences

Keynote: Dr. Brian Murphy, President, DeAnza College

Mission of California Community Colleges – free college to everyone
Consensus okay - we would agree to progressive tax, political power was mostly white
About class, not race or ethnicity
- UC for wealthy, and CSU for middle class and CC for the rest
- But system was created with a real plan for transfer - outcome fair because the opportunity was real that everyone could go to college

Helping each other but helping all whites, but as California browns it becomes a problem

Then AB 1724 and revision of the California Master Plan
- Idea of education for a multi cultural democracy

AB 1725
- Severing of community colleges from K-12
- Creation of identity
- Definition shared governance
- Peer review for tenure

- Declaration of independence
- Local control in statewide system
- Staff and faculty development

Finance model of AB 1725 was eventually gutted
- State needs to honor the master plan and fund it but what would that mean financially in terms in taxes?
- Prop 13 - misjudged that a new tax system would take its place.
- Underestimated the amount of time it would take to change to a different system.
- Our demographics vs. those in political power
- Misjudged state prison cost - submerged politics and took money from education

Looking to the future:
What is the dominant narrative? "It's all about jobs!"
Jobs: are not solved by market
- Climate change
- Systematic racism

But this isn't our mission
- Need to stand up in defense of: justice, education, critical thinkers, and collaboration

We are living the consequences of civil illiteracy?
- People do nothing but are deeply convinced their personal narrative is correct

Shared governance
- Not a nicety - what defined being higher education
- Curriculum - faculty and staff drive schools missions and goals
- Leads to cultural competency

Politics are not aligned with demography
- rich privileged white still drive legislation
- people of color do not participate in government and politics and are not represented.

Demographics of workforce - worth exploring with industrial partner
- bi-lingual is a strength that is relevant
- change hiring specs
- culturally competent
- multi lingual
- collaboration across culture

Workshop: Legislative Committee
Review of bill becoming law
Legislative update – Two year legislative cycle

<u>New laws that effect Community Colleges</u>

- AB1985 (Williams) AP Credit policies at the system level and at colleges
- SB906 (Beall) Removes sunset for priority enrollment for foster youth, EOPS, DSPS
- SB1359 (Block) ID in the schedule courses with OERs
- AB1995 (Williams) Access to college shower facilities for homeless students
- AB801 (Bloom) Homeless & Foster Youth Liaison in financial aid
- AB1449 (Lopez) Cal Grant entitlement for adults who may not have completed high school
- SB66 (Leyva) Requires Dept. of Consumer Affairs to make licensure information available to the CCCs Chancellor's Office
- AB1690 (Medina) Ensures specific minimum standards for part-time faculty in collective bargaining
- ACR158 (Holden) Post-secondary transfer within and between public systems of higher education

<u>Laws that failed</u>
- AB2017 (McCartey) Mental Health Resources failed due to lack of identified funding
- AB 2494 (Hernandez)Veteran Resource Centers failed due to lack of identified funding

<u>ASCCC Legislative Priorities</u>
- Funding for Veterans Resource Centers
- Funding for Mental Health Services
- Full-Time Faculty and Faculty Diversification
- Permanent C-ID Funding
- Audit Fee Adjustment

Influencing the Legislature
ASCCC – Legislative Day, Sacramento, May 9th
- Create a Legislative Liaison position for your senate.
- Garner support for position from other faculty groups.
- Write letters of support or opposition to legislators.
- Bring resolutions to ASCCC plenary sessions when concerns rise to a statewide level.
- Visit legislator's offices.
- Meetings held at the Capitol or at field offices are the most effective way to establish relationships that may pay short and long-term dividends.
- Goal – influence legislators and build relationships. Incremental progress is still progress!
- Reality – you will likely meet with a staff member.

3. Lisa Hooper, Curriculum Update
   a) Lisa reminded everyone that courses that are on a five-year revision list really need to be submitted through the audit trail this month. They should have been through the audit trail by now, but these courses will be expiring in the spring thus they cannot be offered. If you have faculty in your school that are struggling, send them to the Curriculum Committee. Members of the committee will meet with them. It is really important that the curriculum be advised regularly.
   b) One the things they are trying to do is employ the streamlined curriculum approval process that Wendy eluded too. The workshop Wendy went to at the ASCCC Fall Plenary was focusing primarily with Career Technology Education. Since most people who are pursuing a career in CTE want a degree that they can use for employment immediately. There are other disciplines that you can transfer in order to get a higher level of degree before entering the workforce. Thus the idea that we can expedite the curriculum approval process and approve courses and programs locally and then offer these once it is Board approved is primarily limited to CTE. We are trying to hold the five-year revision to the same standards that we do for new courses. So that our inventory is really quality inventory that reflects the best that we can offer our students and meets the student's needs. That process is evolving. We are taking input from other colleges, leadership and statewide senate. We are open to inviting people to come and look at our process. The Curriculum Committee is struggling to define their role separately from the Program Viability Committee. Approval of new programs or significant modifications of programs were once handled by the Curriculum Committee, but these are now being regulated to the Program Viability Committee. We need to be more critical in our determination of what proposals should go to Curriculum versus Program Viability. As the Program Viability process evolves, the role that the curriculum committee has may also change. With the Doing What Matters Initiative, the focus on improving CTE, and expansion into Non-credit curriculum will cause all of our processes to evolve and change.

C. **Actions Items**
   1. Approval of appointments to the Hiring Committee for: Motion to approved Wendy Brill Wynkoop, seconded Lisa Hooper. Unanimous. **Approved with the understanding of sending AP 7120 Recruitment and Selection to the Policy Review Committee for further review.** There were some questions regarding approving the committees so that hiring can start and there will be delay.

Cinema	English
Political Science	Sociology
ECE	Paralegal
Culinary	Business/Accounting
Mesa Program Director	Business/Business Law
Dean of Enrollment Services	

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2. <u>Online Education initiative MOU</u>. Brian Weston over the document and took questions from the Senators. He did stress that we are not in "Exchange" program. They are looking at the program and if it is a benefit to us then he will let us know. Motion to approve the signature of Senate Present, Regina Blasberg, seconded Erin Barnthouse. Unanimous. Approved.

3. <u>Civic Engagement Procedures</u>. The changes were made to the document that the Senate had asked for. Motion to approved Mary Bates, seconded by Michael Dermody. Unanimous. Approved.

4. <u>Resolution on Civic Center Use</u>: Before the motion was made it was noted that today there was filming in the PE building and this disrupted the class time. It was asked that we put in the resolution that the policies and procedures that are currently in place be followed by the district because of what happened today. Michael Dermody suggested an amendment and adding another resolve that the Academic Senate works with the appropriate campus departments to develop better policies or guidelines. Michael moved requesting adding the resolve, therefore, we urge that the district and administration insures that the board policy is followed and that we meet with the board or appropriate offices to revise and improve the policy. Motion to add the 4th resolve, Michael Dermody, seconded by Wendy Brill Wynkoop. Motion to approved Wendy Brill Wynkoop, seconded by Lisa Hooper. Unanimous. Approved.

5. <u>Resolution on Evaluation of Administrators</u>: Motion to approve Jason Burgdorfer, seconded by Lisa Hooper. Unanimous. Approved.

6. <u>Resolution on Faculty Emeritus Program</u>: Motion to approved Mary Bates, seconded Michael Dermody. Unanimous. Approved.

7. <u>Faculty Emeriti Procedures</u>: Motion to approved Mary Bates, seconded by Kimberly Bonfiglio. Unanimous. Approved.

8. <u>Equivalencies Recommendations</u>: Motion to approve Wendy Brill Wynkoop, seconded by Lisa Hooper. Unanimous. Approved.

D. New Future Business

1. Doing What Matters Local Plan, Regina Blasberg and Dr. Jerry Buckley
2. Accreditation Mid-Term Report, Dr. Jerry Buckley
4. Kimberly Bonfiglio would like for Adjunct Handbook be added to Future Business

E. Unfinished Business

1. Evaluation of Committees (Committee on Committee Survey)
2. Syllabus Survey, Ann Lowe
3. SCCRC Regional Plan, Dr. Jerry Buckley
4. Revisions to BP 4235 and AP 4235 Phase 2
5. Adjunct Discipline List, Aivee Ortega
6. Climate Survey Results **F. In Committee**

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend.

Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330

Faculty Office Allocation	Final Exams
Tracking of policy development	Grant Policy
Credit by Exam	Use of Cameras on Campus

G. Discussion Items

1. <u>(IE) Committee Report as related Canyons Completes and California Pathways</u>

a) Audrey Green and Daylene Meuschke – are asking for the Academic Senate's support for both of these discussion items.

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The California Guided Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear coherent and structured educational experiences, informed by available evidence that guides each student effectively and efficiently from her/his point of entry through to attainment of high quality post-secondary credentials and careers with value in the labor market. Central to the pathways model are clear, educationally coherent program maps- which include specific course sequences, progress milestones, and program Learning Outcomes-that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

b) The Pathways Project. The application materials are designed to enable both the college and the project partners to ascertain the institution's readiness for and commitment to three years of intensive work on institutional change, with primary focus on the work of designing and implementing academic and career pathways at scale for *all* students

2. Basic Skills Initiative (BSI) Expenditures
   The state has not required BSI, Equity, or SSSP Plans to be updated this year, but the expenditure reports are required. This is a brand new expenditure report form from the Chancellors office. The BSI funds are sunsetting in 2017. There are changes to legislation so BSI will be transformed into Student Success for Basic Skills (SSBS). We will have to June 30, 2017 to spend the monies from the sun-setting BSI funds for 2015/16. This is a two-year expenditure report. There will be new rules and guidelines developed from the state Chancellor's office for SSBS. When that becomes finalized, Denee would be happy to come back to Senate and with the new language and new requirements. Fund allocation is based on the number of students currently enrolled in Basic Skills courses. There is a steady decline in the allocation that we get from Basic Skills. This is largely due to the acceleration movements in English and mathematics. Although it is a good thing to have fewer students in Basic Skills courses, the state doesn't financially incentivize this. The sunsetting BSI and develop of SSBS is timely since there are additional initiatives that will help move students through the system, like the Multiple Measures Assessment Project, direct placement and acceleration.

   A question was raised regarding why the report indicates the allocation is for 2014/15, but the expenditures are from 2014 to 2016. The allocations were to be used over a three-year period but they shorten it to two years. So the allocation we got for 15/16 has to be spent by June of 2016. There have been some encumbrances for 15/16, yet it shows up as "0" in this report. The reason is that when the document was produced the expenses had not been encumbered since they had not been processed yet.

   In order to reduce duplication, the Skills for Success Committee was folded into the Institutional Excellence & Inclusive Excellence (IE)[2]. There is not a lot of spending activity this year. We are going to be using this allocation to support the work of (IE)[2]. We are also waiting to fund the new projects that are coming out of (IE)[2]. There will be one more expenditure for BSI then hopefully then hopefully the state level will find a way to integrate the plans for Equity, 3SP and SSBS.

   A question was asked what the BSSOT in the document is referring to. BSSOT stands for Basic Skills Students Outcomes and Transformation Grant which is a competitive 3-year categorical grant that we applied for. We were one of sixty colleges to receive this grant funding. It came out of the work associated with the Basic Skills Symposium held last spring. There are three years to collect data and college must show improvement

in outcomes. With BSSOT, there is more flexibility in so we can support student students in their goals to complete transfer level courses. Motion to Signature the document Lisa Hooper, seconded by Mary Bates. Unanimous. Approved

3. Zero-Textbook Cost Degree Grant Application, Brian Weston

There are two grants, but we do not have to apply for both grants unless we want too. One is for implementation of a degree, $150,000 and the other is a planning grant for $35,000. The planning grants are designed to provide colleges with research to plan for the development of a zero-textbook-cost-degree. This is faculty driven project. Thus, there was an email sent out to faculty inviting participation. These funds are to assist colleges with research, professional development, meetings, coordination and other resources and activities that are required to organize and discuss the components of adapting/creating these degrees and/or certificates. Regina stated she would love if we would support this initiative. She has spoken with James Glapa-Grossklag and they are looking at the possibility of the Water Program being part of the Grant application. It would help with moving things forward with programs that have already started that process. A question if this opportunity be available to adjuncts? Yes, please speak to your department chair.

How is the zero-textbook program going to be selected? The committee is going to meet and decide. This will be coming in more detail for our December agenda.

4. Year 3 Update of Program Review for the Academic Senate

Rebecca went over the Program Review for Academic Senate. There are many conferences that the Senate could send, but we do not have the funds for them. If anyone has something to add please let Rebecca know because this coming back to Senate on 12/8/16 for action. For the Spring Plenary in April, Dr. Buckley said he may have some funds for that. Rebecca asked who would like to attend. Regina Blasberg, Jason Burgdorfer, Kimberly Bonfiglio, Erin Barnthouse, Wendy Brill and Rebecca Eikey will be attending. These names will be submitted to Dr. Buckley.

I. Announcements: N/A

J. Adjourned: Michael Dermody asked to adjourn in memory of Steve Dixon. 5:00 p.m.

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CURRICULUM COMMITTEE SUMMARY

November 17th, 2016   **3:00 pm – 5:00 pm**   **Bonelli Hall 330**

<u>Curriculum Committee Members</u>

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Erin Barnthouse – Learning Resources; David Brill – Visual and Performing Arts; Tricia George – Humanities; Lisa Hooper – Faculty Co-Chair; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Julie Jacobson – Enrollment Services; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Denee Pescarmona (Substitute for Audrey Green – Administrative Co-Chair); Cindy Stephens – At large member; Rebekah Villafana – Adjunct Representative

Members Absent: Mary Bates – Mathematics, Science and Health Professions

NEW COURSE PROPOSALS – DISCUSSION OF NEED
The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outline will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
CMPNET-281	CCNA: Wireless	Rationale: IoT driving market demand for wireless technologies. Adding in new Network Engineering Certificate proposal.	L. Hilliard	TBD
NC.BCSK-110	GED Preparation – Math/Science	Rationale: Students need a more subject-focused class for math/science GED preparation. The current one-room schoolhouse lab style GED Prep class is too general for students' needs.	S. Prier	TBD
NC.BCSK-120	GED Preparation – Language Arts/Social Studies	Rationale: Students need a more subject-focused class for language arts & social studies GED preparation. The current one-room schoolhouse lab style GED Prep class is too general for students' needs.	S. Prier	TBD

-Motion to adopt the need for and conduct a full review of CMPNET-281; Motion by Tricia George, second by Julie Jacobson. All in favor: Unanimous.
-Motion to adopt the need for and conduct a full review of NC.BCSK-110 & NC.BCSK-120; Motion by Cindy Stephens, second by Julie Jacobson. All in favor: Unanimous.

NEW COURSE PROPOSALS – FINAL READ
The need for the following new course proposals were approved at the November 3rd, 2016 curriculum committee meeting. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
ASTRON-101L	Observational Astronomy	1 unit, 54 hours lab, **new SLO**, **new co-requisite of ASTRON-101.**	T. Ciardi	TBD
WELD-112A	Introduction to Gas Tungsten Arc Welding	2.5 units, 27 hours lecture, 54 hours lab, **new SLO's (2).**	T. Baber	TBD
WELD-112B	Intermediate Gas Tungsten Arc Welding	2.5 units, 27 hours lecture, 54 hours lab, **new SLO's (2), new prerequisite of WELD-112A.**	T. Baber	TBD
WELD-112C	Advanced Gas Tungsten Arc Welding	2.5 units, 27 hours lecture, 54 hours lab, **new SLO's (2), new prerequisite of WELD-112B.**	T. Baber	TBD
WELD-113A	Introduction to Pipe Welding	4 units, 36 hours lecture, 108 hours lab, **new SLO's (2), new prerequisite of WELD-101C and co-requisite of WELD-113B.**	T. Baber	TBD
WELD-113B	Pipe Layout and Fabrication	3 units, 36 hours lecture, 54 hours lab, **new SLO's (2), new prerequisite of WELD-101C and co-requisite of WELD-113A.**	T. Baber	TBD
WELD-113C	Intermediate Pipe Welding	4 units, 36 hours lecture, 108 hours lab, **new SLO's (2), new prerequisite of WELD-113A and recommended preparation of WELD-112B**	T. Baber	TBD
WELD-113D	Advanced Pipe Welding	4 units, 36 hours lecture, 108 hours lab, **new SLO's (2), new prerequisite of WELD-113C and recommended preparation of WELD-111B**	T. Baber	TBD

-Motion to approve ASTRON-101L, WELD-112A, WELD-112B, WELD-112C, WELD-113A, WELD-113B, WELD-113C, and WELD-113D; Motion by Julie Jacobson, second by Susan Ling. All in favor: Unanimous with one abstention.

NEW PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposals were approved at the November 3rd, 2016 curriculum committee meeting. These program outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective
Gas Tungsten Arc Welding	Certificate of Specialization	16.5 required units, **new PSLO**.	T. Baber	TBD
Pipe Fabrication/Welding	Certificate of Specialization	15 required units, **new PSLO**.	T. Baber	TBD

-Motion to approve the Gas Tungsten Arc Welding Certificate of Specialization and the Pipe Fabrication/Welding Certificate of Specialization; Motion by David Brill, second by Rhonda Hyatt. All in favor: Unanimous with one abstention.

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in technical review sessions on November 7th, 2016 by the following curriculum committee members: Lisa Hooper and Mary Bates, and on November 10th, 2016 by the following curriculum committee members: Lisa Hooper, Rhonda Hyatt, Julie Jacobson, and Susan Ling. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
CMPNET-133	Data Center	Revised objectives and content, updated textbook.	L Hilliard	Fall 2017
CMPNET-191	Linux/UNIX: Preparation for LPIC-1	Revised objectives and content, updated textbook.	L Hilliard	Fall 2017
PARLGL-106	Legal Analysis and Writing	Revised objectives and content, updated textbook.	N. Faudree	Fall 2017
PARLGL-108	Legal Research	Revised description, objectives and content, updated textbooks.	N. Faudree	Fall 2017
PARLGL-140	Bankruptcy	Revised description, **revised SLO**, revised objectives and content, updated textbooks. **Added DLA.**	N. Faudree	Fall 2017
PARLGL-150	Family Law	**Revised SLO**, revised objectives and content, updated textbooks.	N. Faudree	Fall 2017
PARLGL-180	Estate Planning	**Revised SLO**, revised objectives and content, updated textbooks.	N. Faudree	Fall 2017
PHOTO-155	Photography	**Added DLA.**	W. Brill-Wynkoop	Spring 2017
SOCI-105	Multiculturalism in the United States	Revised objectives and content, updated textbook.	P. Paez	Fall 2017
SOCI-210	Sociology of Deviance, Crime, and Social Control	Revised description, objectives and content, updated textbooks.	P. Paez	Fall 2017

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new prerequisites that were reviewed in a technical review sessions on November 10th, 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new and modified prerequisites are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
ASTRON-101L	Observational Astronomy	New co-requisite of ASTRON-101.	T. Ciardi
WELD-112B	Intermediate Gas Tungsten Arc Welding	New prerequisite of WELD-112A.	T. Baber
WELD-112C	Advanced Gas Tungsten Arc Welding	New prerequisite of WELD-112B.	T. Baber
WELD-113A	Introduction to Pipe Welding	New prerequisite of WELD-101C and co-requisite of WELD-113B.	T. Baber
WELD-113B	Pipe Layout and Fabrication	New prerequisite of WELD-101C and co-requisite of WELD-113A.	T. Baber
WELD-113C	Intermediate Pipe Welding	New prerequisite of WELD-113A and recommended preparation of WELD-112B	T. Baber
WELD-113D	Advanced Pipe Welding	New prerequisite of WELD-113C and recommended preparation of WELD-111B	T. Baber

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in the technical review session on November 7th, 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
PARLGL-140	Bankruptcy	Online/hybrid	N. Faudree
PHOTO-155	Photography	100% Online, Online/hybrid	W. Brill-Wynkoop

-Motion to approve all items on the 11/17/2016 Consent Calendar; Motion by Anne Marenco, second by Rhonda Hyatt. All in favor: Unanimous.

- Chairs Reports
  -The New Course/New Program Form, and Best Practices Checklist and Resources were reviewed by the committee and suggestions were asked for.
  -Credit by Exam discussion with the Policy Committee.
  -CTE Coding Project.
  -Course Modification Guidelines were approved.
  -eLumen transition.
  -Applying new course criteria to course revisions.
- Updated 2016 Five Year Revision List

New Courses - Includes ISA's	8	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	2	New DLA's	2	Deleted Courses	-0-
Modified Courses	10	New SLO's	17	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	3	Proposals Reviewed in Technical Review Session	23
New Non Credit Courses	-0-	New Prerequisites	7	Proposals Returned from Technical Review Session	3

CURRICULUM COMMITTEE SUMMARY

December 1st, 2016   3:00 pm – 5:00 pm   Bonelli Hall 330

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Audrey Green – Administrative Co-Chair; Lisa Hooper – Faculty Co-Chair; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Cindy Stephens – At large member; Rebekah Villafana – Adjunct Representative

Members Absent: Julie Jacobson – Enrollment Services

ASG Student Representative: Justin Amin

NEW COURSE PROPOSALS – DISCUSSION OF NEED				
The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outline will not be reviewed at this meeting.				
Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
ENGR-220	Programming and Problem-Solving in MATLAB	Rationale: MATLAB is an essential problem solving software program at the university level and within the engineering profession. The curriculum matches with the finalized C-ID descriptor for this course established by the state's Chancellor's Office. This course is a lower division requirement for many UC and CSU engineering programs and having this course available allows students to not have to backtrack upon transfer and take additional lower division courses.	D. Martinez	TBD
ENGR-260L	Electrical Circuits I Laboratory	Rationale: ENGR 153 is currently lecture and lab combined. This is the separate lab course that matches with the C-ID descriptor. The course has also been renumbered to match the C-ID descriptor. This is a requisite course for all engineering majors who anticipate transferring to the university level. ENGR-153 has already been approved with the number change to ENGR-260	D. Martinez	TBD

-Motion to adopt the need for and conduct a full review of ENGR-220; Motion by Saburo Matsumoto, second by Anne Marenco. All in favor: Unanimous.
-Motion to adopt the need for and conduct a full review of ENGR-260L; Motion by Mary Bates, second by Anne Marenco. All in favor: Unanimous.

NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at the October 20th, 2016 curriculum committee meeting. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
~~GMD-104~~	~~Graphic Design for Web and Social Media~~	~~3 units, 36 hours, 54 hours lab, **new SLO's (2)**.~~	~~K. Jenkins~~	~~TBD~~
~~GMD-107~~	~~Multimedia for Web and Social Media~~	~~3 units, 36 hours, 54 hours lab, **new SLO's (2)**.~~	~~M. Daybell~~	~~TBD~~

-Additional revisions to GMD-104 & GMD-107 (catalog description, SLO, objectives and content) were suggested and will be sent back to the course author for approval and be brought back for approval on consent at a future Curriculum Committee meeting.

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session on November 21st, 2016 by the following curriculum committee members: Lisa Hooper and David Brill, and Erin Barnthouse. . These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
AUTO-103	Automotive Electrical Systems	Revised description, **Revised SLO's (2)**, revised objectives and content, updated textbooks. **Added DLA.**	G. Sornborger	Fall 2017
AUTO-105	Automatic Transmissions	**Revised SLO**, revised objectives and content, updated textbook.	G. Sornborger	Fall 2017
AUTO-106	Manual Transmissions, Transaxles, and Drivetrains	**Revised SLO**, revised objectives and content, updated textbook.	G. Sornborger	Fall 2017
~~ENGL-096~~	~~Accelerated Preparation for College Reading and Writing~~	~~**Revised SLO's (2)**, revised objectives and content, updated textbook.~~	~~A. Kempler~~	~~Fall 2017~~
PHILOS-110	History of Ancient Philosophy	Revised objectives and content, updated textbook.	A. Jones-Cathcart	Fall 2017
PHILOS-225	Introduction to Philosophy of Religion	Revised objectives and content, updated textbook.	A. Jones-Cathcart	Fall 2017
SIGN-110	American Deaf Culture	Revised objectives and content, updated textbook.	D. Sison	Fall 2017

TECHNICAL CHANGES – CONSENT CALENDAR

The following items are being approved as a technical change and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
BIOSCI-100	General Biology	Adding "field trips may be required" to description.	M. Golbert	Spring 2017
BIOSCI-100H	General Biology - Honors	Adding "field trips may be required" to description.	M. Golbert	Spring 2017

MODIFIED PROGRAM PROPOSALS – CONSENT CALENDAR

The following programs are being modified as a result of the newly approved courses on this agenda. These program modifications will not be reviewed during this committee meeting, and the authors of the following program are not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Graphic & Multimedia Design – Graphic Design	Certificate of Achievement	Adding GMD-104 & GMD-107 to required courses. Total units required increased to 28 (formerly 22 units).	M. Daybell	Fall 2017
Graphic & Multimedia Design – Multimedia	Certificate of Achievement	Adding GMD-104 & GMD-107 to required courses. Total units required increased to 28 (formerly 22 units).	M. Daybell	Fall 2017

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in the technical review session on November 21st, 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
AUTO-103	Automotive Electrical Systems	Online/hybrid	G. Sornborger

-Motion to approve all items on the 12/01/2016 Consent Calendar, with the exception of ENGL-096, the Graphic Design Certificate and the Multimedia Certificate; Motion by Anne Marenco, second by Rhonda Hyatt. All in favor: Unanimous.

Discussion Items:

- Chairs Reports
  -Revisions to the New Course Documentation Form. Would like to try it, with your approval. Should help us, but should also educate our colleagues regarding our processes
  -Policies & Procedures. Dr. Van Hook is applying for a grant through IEPI (Institutional Effectiveness) to bring a team to COC in Spring to advise/guide us regarding Noncredit and Career Technical Education curriculum (as it pertains to Doing What Matters) and have asked for experienced, local curriculum experts with extensive experience in Noncredit.
  -ELumen training is tentatively schedule for Spring FLEX week. May try to move it to the week prior to FLEX week if funding for attending is available. Discourage revisions and/or the creation of curriculum in CurricUNET in the Spring – we MUST be proficient in eLumen. We will host many trainings for faculty, and committee members can help facilitate trainings for FLEX credit.
  -The 2017 Five Year Revision list is Big. We should strategize suggestions for how it could be parceled so some departments start in Spring; who wants to revise all their curriculum in the same year. It would be in the curriculum committees best interest to get some of the course on the 2017 list to "stage 7" before we leave for summer.
  -The committee reviewed the existing IGETC and CSU-GE advising sheets.
- The updated 2016 Five Year Revision List was reviewed and it looks like all the courses on the list will make it to stage 7 by the Friday December 9th deadline.

New Courses - Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	1	Deleted Courses	-0-
Modified Courses	6	New SLO's	-0-	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	4	Proposals Reviewed in Technical Review Session	7
New Non Credit Courses	-0-	New Prerequisites	1	Proposals Returned from Technical Review Session	1

CASL Meeting Summary for November 11, 2016

1. Committee continued some discussion on the utilization of the Activity Form regarding budget requests, which has been modified to address how to approach requests when considering forced costs vs. PR budgeted cost. Dean Omar Torres stated that he has revised the sheet so that now there is a drop-down menu to select strategic goals and program objectives-though this has not been approved and needs further input and review. There was clarification provided by Dr. Barry Gribbons regarding the importance of differentiating between program objectives and department objectives. He further explained the connection and importance of not modifying College Goals –strategic goals and program objectives in Program Review and form.

2. Remainder of the meeting was a working session with eLumen on crafting choices in the SLO and Assessment module. The data load will be completed soon with follow-up mid-late November after data is available. Three consecutive training sessions will follow:

-Data Steward and Course Coordinator training- Early December 2016

-Course-Coordinator training on assessment creation

-Faculty training (workshops and videos)-Early Spring 2017

Academic Senate Summary of Minutes for CASL Committee meeting on November 23, 2016

There wasn't a quorum so we tabled approval of the November 9th minutes until next meeting.

Updates were given on the Friday/Saturday days of assessments. All of the ISLO rubrics were finished by the working groups and will be available for viewing in spring 17. The critical thinking rubric is finished and will be normed in spring 17. The SLO co-coordinators will be putting an email out beginning spring 17 semester for faculty involvement.

Updates and questions regarding the eLumen presentation on November 9th. Discussed a few issues that may arise as we move forward – the myth that assessment may become tied to faculty evaluation, providing context and conversation around issues that may be presented, need of informing adjunct faculty of the process and continuing to keep them in the loop.

The SLO co-coordinators are finishing up Program Review for Student Learning Outcome and sent out the read only link to garner input from committee members.

The CASL bylaws will be presented at the next meeting for a look through by the committee members.

Submitted by Cindy Stephens and Kelly Burke

Program Review Committee Summary for the Meeting on 11/23/16

The program review committee meeting on November 23rd focused on discussing the timeline for implementing program review in the new eLumens system. During the Spring 2017 semester a workgroup will be established for designing the program review modules in eLumens. This is expected to take about 40-50 hours. During Summer 2017 these new program review module designs will be built out in eLumens. This is expected to take another 40-50 hours, but will only require a smaller workgroup. During Fall 2017 several departments will pilot the new eLumens program review modules and if all goes well, all academic programs will be using eLumens for program review by Fall 2018. Discussion items on the peer review process and review of the bylaws were tabled to a later meeting. The last PR meeting of the semester on December 7th will focus on continuing the discussion of implementing PR in eLumens, establishing a workgroup for designing the PR modules in eLumens, reviewing committee bylaws and starting the discussion on a peer review process.

Members Present: Rebecca Eikey, Jason Burgdorfer, Teresa Ciardi, Wendy Brill, Lisa Hooper, Michael Dermody, Michael Sherry, Kimberly Bonfiglio, Mauricio Escobar (Classified Senate Liaison via WebEX), David Andrus, Regina Blasberg

Summary of Discussion:
1. Program Review for Academic Senate and Budget Development
    a. The group discussed goals and priorities for the Academic Senate. This included editing the existing goals in Program Review and generating new ideas, such as creating joint activities with Classified Senate to help build participation in governance; increasing communication with the Board of Trustees; creating an Academic Senate Handbook; increased training related to Brown Act for subcommittees of the Academic Senate; revision of constitution/bylaws; evaluation of the size of the Academic Senate and comparison to other colleges; increasing awareness of the role of the Program Viability Committee; and improved documentation of minimum qualifications/discipline list for faculty; involvement in grants that affect 10+1.

    b. Additional funding priorities were identified – funding for conferences (ASCCC and others); funding for Professional Development for all faculty (other colleges, such as College of the Desert, offer $1000/faculty for discipline specific conference attendance); tracking software for policies; searchable software for Academic Senate documents; additional office supplies for the Admin Assistant; the Curriculum Committee iPads are showing their age – there is a need to replace these.

    c. Can the Academic Senate find other funding sources to support its work?

2. The following Accreditation Standard was discussed and the following Handbooks were evaluated.

    ACCJC Standard IV.A.3.: "Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise."

    Governance Handbook examples:
    a. Mt San Jacinto College
    http://www.msjc.edu/CollegeInformation/Administration/Committees/CollegeCouncil/Documents/Committee%20Training/Shared%20Governance%20Committee%20Handbook.pdf
    b. Miramar College http://www.sdmiramar.edu/webfm_send/15589 or
    http://www.sdmiramar.edu/faculty/governance
    Strength identified here – was the organization and description of the committees

    Academic Senate Handbook examples:
    a. El Camino College
    http://www.elcamino.edu/academics/academicsenate/Senate%20Handbook.pdf
    It was discussed that this one appeared to be a combination of our Decision Making Guide and an Academic Senate handbook.

b.   Mt San Antonio College
     http://www.mtsac.edu/governance/academicsenate/resources/AS_Handbook_15-16.pdf
     The group tended to like the simplicity of this version.

The group decided they needed more time to evaluate these documents and further review of them would be "homework" for the next meeting.

Additional "homework" is to send Rebecca via email other goals or priorities as related to the budget and program review.

Summary PV Committee, December 1, 2016

Members Present: Rebecca Eikey, David Andrus, Ann Lowe, Albert Loaiza, Jerry Buckley, Kimberly Bonfiglio, Audrey Green

Members Absent: Wendy Brill, Lisa Hooper, ASG Student rep

Guests: Cindy Schwanke, Russell Waldon

The following Program Proposal was evaluated/reviewed.

1. **The Program Viability Evaluation Rubric was reviewed for the Culinary Arts AS Degree Proposal**. The Culinary Arts program would like to create an AS degree per direction from their Advisory Board and local employers. This would include adding GE courses to an existing certificate **The committee recommendation**:
   Approval of the proposal as Modification, not Initiation. Furthermore, the committee recommends that Pilot Status is not warranted in this case. Details are provided in the Evaluation Rubric.

Committee Business.

An update of the Committee Procedures/Charter based on the revised AP 4021 was reviewed. It was decided by the committee that all proposals will first undergo a Technical Review using a Program Proposal Checklist and the proposal should be sent at least one week in advance of the Technical Review meeting to the Academic Senate President.

There was discussion related to the need for a system to be in place, similar to curriculum, where the committee will know in advance when proposals are initiated. Rebecca expressed concern that emailing the Academic Senate president the proposal has the potential to be a single point of failure for communication. Dr. Buckley indicated that he is working with the Instructional Deans to generate such a list of potential proposals and will regularly updated the committee on this information.

There was further discussion regarding the proposal categories and distinction between work of the curriculum committee versus this committee. However, in the absence of the Curriculum Chair, the committee did not feel it could come to any further conclusions on this matter and the discussion will continue in spring.

As to how to prioritize the review of proposals, it was decided that proposals will be evaluated on a first in time basis and if more than one proposal is submitted at the same time, the committee reserves the right to determine priority of review. The committee also agrees that if compelling reasons exist, then the committee reserves the right to evaluate any proposals submitted after the deadline of the eighth week of the fall semester (as specified in the AP 4021).

Spring 2017 meeting dates have been set:
The meetings are form 5:00 pm to 6:30 pm on the following dates in Bonelli 330.
*   **Technical Review Meetings**: Feb 2, 2017, Mar 2, 2017, May 4, 2017
*   **Full Committee Meetings**: Feb 16, 2017, March 16, 2017, April 27, 2017, May 18, 2017

Unfinished Business.
Construction Technology Proposal – currently with the author

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Academic Senate Policy Committee
Update Report for December 8, 2016

1. The initial proposal for a review of the Faculty Office Assignment/Seniority process has been forwarded to the Senate for discussion at this meeting.

2. At a recent College Policy Council meeting, some campus wide policies were introduced, including:
   a. A discussion was initiated on procedures to track the development and revision of Board Policies. The goal is to ensure that all Board Policies are reviewed once every five year.

   b. College Assistant Policy. This was sent back for additional review since the policy was developed at a time when there the category of "non-credit" students did not exist. STATUS: Returned for additional review/revision. This is anticipated to come to the Senate Policy Committee in the Spring.

   c. Grants. This policy revision was adopting and writing into our Board Policy the wording required by the federal requirements for all institutions accepting federal funds. Status: Forwarded to the Board for First Reading.

   d. Student Participation in shared Governance. A key aspect of this policy that the Senate should be aware of is how we can assist students so that they can effectively participate in the college governance process. Status: Forwarded to the Board for First Reading.

   e. Repeal of Dress Code. Although the dress code is being recommended for repeal, other sections of Board Policy allow for faculty to mandate specific classroom health-and-safety related issues (e.g., use of protective headgear, eye protection, etc.). Status: Forwarded to the Board for First Reading.

   f. Credit By Exam. This the "first phase" of credit by exam revision, as approved earlier by the Senate. Revisions for the second phase will be discussed in the Senate Policy Committee in the Spring. Status: Forwarded to the Board for First Reading.

   g. Drone Policy. A new policy is being considered to regulate use of drones on campus. The most current proposal is available under separate copy. Status: out for general consultation.

December 5, 2016

TO: Rebecca Eikey,
          Academic Senate President
FROM: Policy Committee
RE: Final Exam Policy

We received the following email that you had forwarded for our observations and recommendations:

> *I am wondering if there is a final exam policy here at COC? I know I have seen emails from various CIOs and/or Deans regarding the responsibilities for administering a final and utilizing the last sessions of classes for such activities, and thought there was direction provided to students if they desired to request a final be given early for "personal reasons" (granted at the discretion of the instructor), but I'll be darned if I can find anything on the website, in the catalog or elsewhere.*

After discussion and review, the Policy Committee's recommendation is that there is no need to develop a final exam policy at this moment in the academic life of the college. At the same time, we think it would be appropriate for our colleagues to have a gentle reminder of our professional obligation to provide the total number of student contact hours required for each course.

1. Quick and easy definitions we used for this discussion:
    Like much in academia, when you attempt to define a word you soon discover a vast galaxy of meanings; there are shadings and nuances for every term, accompanied by a legion of supporters who will argue that "their" definition is the most accurate. While recognizing the importance of such nuances, for the ease of discussion we used the following some simplistic definitions:

    • Final Exam: In addition to a traditional pen-and-paper style exam, this includes assessments such as portfolios, projects, demonstrations, etc. A more accurate term would be Final Assessment, but we will sacrifice clarity and precision for the ease of familiarity.

    • Formative: a tool to evaluate a student's completion and mastery of a portion of a course. When a formative exam is held on the last day of the course, students will usually refer to this as a "Final Exam".

    • Summative: a tool that is designed to evaluate a student's completion and mastery of overall course objectives. Also referred to as cumulative assessments. .[1]

2. What would be the purpose of a "Final Exam Policy"?
    When most colleges and universities develop "final exam" policies, the intent is frequently to facilitate summative assessments. At COC we do not have a campus-wide requirement for campus-wide summative assessment for our courses

    • While many of our colleagues use summative assessments in their courses, at the same time other colleagues believe that such assessments are not pedagogically conducive to student learning in their particular courses.

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[1] Of course, one could argue that the development and implementation of SLOs are, in effect, summative evaluations. However, we do not think that the issue of a final exam policy was concerned with SLOs.

- Development of a policy that mandated a summative assessment for every course would invariable need to address questions that touch on academic freedom and the ability of faculty members to design and conduct their courses in a manner which is most appropriate for the discipline's pedagogical needs as well as to meet the learning styles of their students.

3. What is the genesis of the original question?

Was the questioner concerned with the lack of mandated summative exams, or was there a concern on instructors not meeting with their classes during the final week of classes?

- If the concern was primarily toward class attendance during the final week of instruction, we already have a policy: every course must have a required amount of student contact hours; these hours cannot unilaterally be diminished by individual faculty members.

- Perhaps it would-be appropriate for Instruction Office (perhaps in conjunction with the Senate and/or faculty unions), to remind our colleagues of their professional responsibility to ensure that all of our courses meet the established student-contact hours

4. Are there any advantages to a separate Final Exam Schedule?

In addition to reviewing the pedagogical need for a final exam policy, we also discussed the need for a separate schedule to cover the last week of instruction.

- Many colleges have special "final exam schedules"; these schedules allow for extended blocks of time for every course (eg, instead of meeting for 1½ hours twice a week, during the "final exam" week the course would meet for one 3-hour period.)

- For many years COC had utilized a traditional final exam schedule that provided extended time blocks for each course during the last week of instruction. However, as the college began transitioning to a compressed calendar the formal final exam week schedule was jettisoned in favor of simply continuing the scheduled meeting time for the course through to the end of the semester.

- Creating a final exam schedule where the meeting times for courses differed from the regular semester schedule entailed many difficulties, including:
   *The actual construction of such a schedule was very complex, and could easily give rise to many errors;

   *There were frequent room conflicts caused by overlapping classes competing for the same room;

   *Many students were confused with the change in established times;

   *A separate final exam schedule created difficulties for many of our students, who had to make alternative arrangements for work and/or family care when the "final exam" time moved out of their previously arranged schedules;

   *Any course that deviated from the established time blocks created a cascade of additional conflicts.

   *All of these issues were present for traditional semester-length courses; the complexity and possibility of error and conflict would increase when being applied to short-term, PAL, summer and winter courses, etc.

5. Would some disciplines/departments benefit from longer time blocks during the final week?

We recognize that there are some disciplines that might face challenges to meet the assessment needs of their courses without the single, longer time period afforded by a traditional final exam schedule.

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- Despite the impact that this might have on specific disciplines, we do not know how widespread or how strong is a desire for a traditional final exam schedule We are not
- If there is a desire to reinstating a formal final exam schedule, the proper forum for the Senate to raise this issue would be in conjunction with COCFA and AFT (since calendars are negotiable issues

Instructions

Deadline for submission: October 17, 2016

In a <u>single email</u> addressed to:

enelson@cccco.edu

Please send <u>both</u> of these items:

1) This Excel spreadsheet--(*not a pdf*)
2) PDF scan of signed certification

Thanks!

1. All data should be entered on the "Worksheet" tab.

2. Allocation data must be the correct and final value. If you are in a multi-college district, you may need to ask your district office for this amount. NOTE: Allocation entries will always be ≥ $90,000. If you do not know what your allocation is, see Note 1, below.

3. Expenditure entries must be supported by documentation. You do not need to submit documentation, but should have it on hand. Estimates should not be entered.

4. A value must be entered into each expenditure cell, even if the value entered is $0.

5. Automatic calculations are carried out and reported in summary sections below each report section. These are provided to help illuminate expenditure insufficiencies.

6. Partially completed worksheets will be returned for completion.

7. A signed certification form is provided on the tab called "Certification". These must be signed and scanned into a pdf format.

8. The completed worksheet and signed certification form should be submitted in a single email to:

enelson@cccco.edu

9. Original signed certification forms should be mailed to:

Eric Nelson
Chancellor's Office
1102 Q. Street
Sacramento CA 95811

Note 1: All Fiscal Division allocation data is available online, click on the link below.

http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/Reports/ApportionmentReports.aspx

To locate the specific allocation data you need, do this:

1. Click on the FY for which you need data.

2. For closed FY's, you can find final data on the R1 tab. You may see more than one recalculation; so, check the dates of the files linked there, selection the newest one.

3. For FY's that are not yet closed, you should sequentially search the tabs backwards, starting with R1, then P2, then P1, then AD. When you find a tab that has a calculation or recalculation, select the most recent link and that will take you to the most recent allocation calculation.

Data Category	Explanation of Expense Category
A	Program, curriculum planning, and development
B	Students assessment
C	Advisement and counseling services
D	Supplemental instruction and tutoring
E	Course articulation / alignment of the curriculum
F	Instructional materials and equipment
G.1	Coordination
G.2	Research
G.3	Professional development

The Chancellor's Office, in cooperation with the Basic Skills Advisory Committee created an expenditure guideline that can be retrieved the link below. This document provides specific, micro-level, hands-on examples of permissible and not advised expenditures.

http://bit.ly/29YvouY

An additional information guide that can be retrieved from the link below.   This document provides set of meta-level constraints that can help with decision making.

http://bit.ly/1SbOCOW

Together, these documents provide a complimentary view of basic skills expenditures. Ultimately, colleges must decide on specific potential expenditures. Below are the nine expenditure categories that are permissible for use by the colleges, and which are reportable to the Chancellor's Office:

Data Category	Explanation of Expense Category
A	Program, curriculum planning, and development
B	Students assessment
C	Advisement and counseling services
D	Supplemental instruction and tutoring
E	Course articulation / alignment of the curriculum
F	Instructional materials and equipment
G.1	Coordination
G.2	Research
G.3	Professional development

It is essential to distinguish between disparate interpretations of the word "support" in relation to basic skills activities. BSI funds cannot be used to support the costs of a non-basic skills course; however, they can be used to support basic skills deficiencies for basic skills students, regardless of the course in which these deficiencies manifest.

For example, suppose a student who is one level below in mathematics never the less takes a for-credit, transferrable, degree-applicable algebra course.   Basic Skills funds could not be used to support the cost of a non-basic skills course; however, BSI funds could be used to support tutoring for the basic skills student related to those aspects of the algebra course that correspond to their basic skills deficiency.   These funds could also be used to provide basic skills professional development training for the instructor.

		Please Be Sure To Fill Out All Boxes Including Name Of College And Each Year's Allocation
Name of College	Canyons	
FY 14/15 Allocation	$138,754	
FY 15/16 Allocation	$113,191	
For FY 14/15 Allocation Expenditures July 01, 2014 to June 30, 2016		
Category A	$3,943	
Category B	$0	
Category C	$3,469	
Category D	$11,047	
Category E	$6,702	
Category F	$0	
Category G1	$19,678	
Category G2	$0	
Category G3	$93,915	
	$138,754	<== Expenditures (Calculated Automatically)
	0.0%	<== Percent Not Yet Expended (Calculated Automatically)
For FY 15/16 Allocation Expenditures July 01, 2015 to June 30, 2017		
Category A	$0	
Category B	$0	
Category C	$0	
Category D	$0	
Category E	$0	
Category F	$0	
Category G1	$0	
Category G2	$0	
Category G3	$0	
	$0	<== Expenditures (Calculated Automatically)
	100.0%	<== Percent Not Yet Expended (Calculated Automatically)

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

BRICE W. HARRIS, CHA   R

In submitting this spreadsheet document to the Chancellor's Office, and by our signatures, we the undersigned certify these data reported in this ESL / Basic Skills Allocation spreadsheet are accurate.

_____
Name of college

_____	_____	_____
Signature, Chief Executive Officer	Printed Name	Date signed
_____	_____	_____
Signature, Academic Senate President	Printed Name	Date signed
_____	_____	_____
Signature, Chief Business Officer	Printed Name	Date signed

Pre-Approved Professional Development Activities

The following activities have been approved for professional development. These activities do not require a proposal.

Documented hours will be credited to your mylearningplan shortly after required information has been submitted to both **the Director and the Faculty Chair(s) of Professional Development**.

Simply send an email to us with the information/documentation requested in the chart below.

Director: Leslie Carr
Leslie.Carr@canyons.edu

Faculty Chair: Teresa Ciardi
Teresa.Ciardi@canyons.edu

Professional Development Activity	Information Needed From Organizer/Facilitator	Documentation Needed From Participant
Film Series with Discussion (2 hours per film)	1. Title of Film(s) in Series 2. Facilitator(s) 3. Date(s), Time(s), & Location(s) 4. Sign in sheet with participants (submit after each film)	
Board of Trustees Meeting with Discussion	1. Facilitator(s)	
(3 hours)	2. Sign in sheet with participants (submit after meeting has occurred)	
District Approved Online Trainings (Such as Kognito)		1. Title of Training 2. Certificate of Completion showing number of hours
Training/Orientation for Nursing Staff at Hospital		1. Name of Hospital 2. Participant(s) 3. Date 4. Hours it took for training
Workshops on Curriculum	1. Title of Workshop 2. Facilitator(s) 3. SLO for Workshop Advertising 4. Description for Advertising 5. Date, Time, Location Hours 6. requesting for participants 7. Sign in sheet with participants (submit after workshop has occurred)	
On Campus Speakers	1. Title of Talk 2. Facilitator(s) 3. Date, Time, & Location 4. Sign in sheet with participants (submit after talk has occurred)	

Getty Lectures (2 hours per lecture)		1. Title of Lecture Flyer 2. or e-ticket documenting date and time
Webinars		1. Title of Webinar 2. Registration or Certificate of Completion showing number of hours
SLO Workshops/Trainings	1. Title of Workshop 2. Facilitator(s) 3. SLO for Advertising 4. Description for Advertising 5. Date, Time, Location 6. Hours requesting for participants	

	7. Sign in sheet with participants (submit after workshop has occurred)	
Faculty Evaluations (3 hours per evaluation)		1. Name(s) of faculty evaluated
Mind, Body, Wellness Events on Campus	1. Title of Event 2. Facilitator(s) 3. Date, Time, Location Hours 4. requesting for participants 5. Sign in sheet with participants (submit after workshop has occurred)	
Books & Ideas Workshops	1. Title of Book 2. Facilitator(s) 3. SLO for Advertising 4. Description for Advertising 5. Date, Time, Location Hours 6. requesting for participants 7. Sign in sheet with participants (submit after workshop has occurred)	

Program Review Workshops	1. Title of Workshop for advertising 2. Facilitator(s) 3. SLO for Advertising 4. Description for Advertising 5. Date, Time, Location 6. Hours requesting for participants 7. Sign in sheet with participants (submit after workshop has occurred)	
Civic Engagement Events hosted by COC	1. Title of Event 2. Facilitator(s) 3. Date, Time, Location Hours 4. requesting for participants 5. Sign in sheet with participants (submit after workshop has occurred)	
Honors Program Workshops	1. Title of Workshop for advertising Facilitator(s) 2.	
	3. SLO for Advertising 4. Description for Advertising 5. Date, Time, Location 6. Hours requesting for participants 7. Sign in sheet with participants (submit after workshop has occurred)	
Sociology Lecture Series	1. Title of Talk 2. Facilitator(s) 3. Date, Time, Location Hours 4. requesting for participants 5. Sign in sheet with participants (submit after lecture has occurred)	

Political Science Lecture Series	1. Title of Talk 2. Facilitator(s) 3. Date, Time, Location Hours 4. requesting for participants 5. Sign in sheet with participants (submit after lecure has occurred)	
Cultural Diversity Events	1. Title of Event 2. Facilitator(s) 3. Date, Time, Location Hours 4. requesting for participants 5. Sign in sheet with participants (submit after event has occurred)	
Hazard Safety Training	1. Title of Event 2. Facilitator(s) 3. Date, Time, Location Hours 4. requesting for participants 5. Sign in sheet with participants (submit after training has occurred)	
CCC Star Party	1. Sign in sheet with participants (submit after event has occurred)	

January 30, 2017

Monday

January 2017
SuMo TuWe Th Fr Sa
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

February 2017
SuMo TuWe Th Fr Sa
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12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28

MONDAY

30

8^{AM}				
9	**Welcome Back Breakfast** Teresa Ciardi			
10	**New Faculty Orientation - Part 1 of 2** Ron Dreiling & Brent Riffel (CETL)	**We Are a College That Reads** Sarah Criswell	**Microbes, Microbes Everywhere! Part 1 of 2** Kelly Cude and Kelly Burke	**Using the iWork HK-TA Human Physiology Teaching Kit** Ricardo Rosales
11				
12^{PM}				**Adjunct Involvement** TBD
1		**Emergency Preparedness** Incident Command Team	**Diversifying Curriculum** TBD	**Biomechanics - Where Anatomy and Physics Meet** David Michaels & Ricardo Rosales
2				
3		**Coffee on the Side Presents: The Music and Science of the Beethoven's 5th** David Michaels, Bernardo Feldman, Ricardo Rosales, Sab Matsumoto	**Curriculum Mapping - Making the Most of Your Program** Kelly Burke	**Adds, Drops, and Deadlines, OH MY!** Jasmine Ruys
4				
5				
6				

January 31, 2017

Tuesday

January 2017
SuMo TuWe Th Fr Sa
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February 2017
SuMo TuWe Th Fr Sa
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12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28

TUESDAY

31

CANYON COUNTRY CAMPUS FLEX DAY

8 AM

Open Education at College of the Canyons
UCEN 258   James Glapa-Grossklag, Brian Weston, Nicole Finkbeiner (OpenStax), Una Daly (Open Education Consortium)

9

Four Generations in the Classroom
Gregory Shrout

10

New Faculty Orientation - Part 2 of 2
Ron Dreiling & Brent Riffel (CETL)

10 Myths About Race You and Your Students May Not Know
Pamela Williams-Paez

11

12 PM

1

Mindfulness & Well Being
Farnaz Kadi

Canyon Country Campus Update
Ryan Theule

2

Emergency Preparedness
Incident Command Team

3

4

5

6

38

February 1, 2017

Wednesday

February 2017
SuMo TuWe Th Fr Sa
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12 13 14 15 16 17 18
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26 27 28

March 2017
SuMo TuWe Th Fr Sa
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 5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31

	WEDNESDAY
	1

8 AM				
9	**Microbes, Microbes Everywhere! Part 2 of 2** Kelly Cude and Kelly Burke	**Teaching on the Inside - A Glimpse into Inmate Education** Audrey Green		
10			**What Students Don't Know: Helping Students Understand Their Role** Kimberly Bonfiglio and Susan Lundin	**Using ePortfolios in the Classroom** Alexa Dimakos and Brittany Appl
11	**Snatoms: A New Model of Understanding Covalent Bonding** David Michaels and Rebecca Eikey		**Success Stories: How to Embed Civic Engagement in Your Class** Patty Robinson and Tammera Rice	
12 PM				
1	**2D to 3D** Rebecca Edwards		**Title V Speaker: Cultural Humility as a Path to Equity - Dr. Veronica Neal, Director of Equity, Social Justice, and Multicultural Education at DeAnza College** UCEN 258	
2				
3				
4	**Emergency Preparedness** Incident Command Team		**Online Education Plan and How to Promote Your Program** Jasmine Ruys	
5			**10 Myths About Race You and Your Students May Not Know** Pamela Williams-Paez	
6				

February 2, 2017

Thursday

February 2017
SuMo TuWe Th Fr Sa
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5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
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March 2017
SuMo TuWe Th Fr Sa
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12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31

	THURSDAY
	2

8 AM		
9	**Dr. Van Hook's workshop** UCEN 258	**Grievance vs. Complaint** TBD
10		**Tenure, Non-Tenure and Adjunct Evaluations** TBD
11	**Leadership By and For Faculty** TBD	**Food History and Food Security** Gregory Shrout
12 PM		**Section 508 Technology Compliance** Scott McAfee
1	**Department Retreat**	**Tackling the Un-Discussable: Promoting Diversity Awareness at COC** Dr. Shriver-Dreussi (Kimberly Bonfiglio)
2		
3		
4	**Board of Trustees Workshop**	
5		
6		

40

February 3, 2017

Friday

February 2017	March 2017
SuMo TuWe Th Fr Sa	SuMo TuWe Th Fr Sa
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5 6 7 8 9 10 11	5 6 7 8 9 10 11
12 13 14 15 16 17 18	12 13 14 15 16 17 18
19 20 21 22 23 24 25	19 20 21 22 23 24 25
26 27 28	26 27 28 29 30 31

FRIDAY

3

8 AM

First Aid/CPR
Chad Peters

9

Canvas: Organization & Content
BONH 106   Chloe McGinley

10

Pop-Up Extravaganza
Erin Delaney

11

Flexibility/Meditation Practices
Lisa Hooper

Equity and Culturally Responsive Content in TLC
Erin Delaney

Student Success in Online Classes: Increasing
Bonfiglio, O'Bryan, Palavecino, W

12 PM

Education is Life Itself: Connecting Classroom with Community through Community-Based Learning
Patty Robinson and Kim Arredondo

Canvas: Communication/Assessment
BONH 106   Chloe McGinley

1

What is FYE? Informational Workshop on the First Year Experience Course
Alexa Dimakos, Chris Blakey, Rebecca Eikey, Garrett Hooper, Graciela

2

3

4

5

BP/AP 4021 Viability Evaluation Rubric: Culinary Arts

Proposal Submitted by: Cindy Swanke **Committee**
Meeting Date: 12/1/16
Committee Members Present: Rebecca Eikey, Jason Burgdorfer, Kimberly Bonfiglio, David Andrus, Ann Lowe, Albert Loaiza, Audrey Green, Jerry Buckley

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Justification	
1. Relevance of the discipline	Proposal is to modify existing certificate program by adding GE to create an associate degree option for students. Graduates of certificate program readily find jobs, and community partners and the advisory committee support the addition of the associate degree option.
2. If CTE, what does the labor market study indicate?	Labor market data indicate strong ongoing demand for students with this skill set.
3. If Transfer, are there local universities with this program to which students can transfer?	Cal Poly San Luis Obispo (Food Science) and Pomona (Food Service Management) both offer 4-year degrees related to this field. Students would need to take additional lower division courses in order to obtain the Bachelor's Degree.
4. Replication of program in surrounding college districts.	Oxnard College and Santa Barbara City College are within COC's region and offer similar programs. However, the distance between these schools is substantial, so there will be no negative impact on any school by the addition of this degree option.
5. Enrollment trends in program discipline(s) – past, present, projected future	Since the opening of the new iCUE facility, enrollment has doubled.
Curriculum and Program Design	
6. Which individual, academic department and school will be responsible for the program? Will AP 4023 (merging/splitting departments) be needed?	The Culinary Arts Department will be responsible for the degree program. No splitting or merging of departments will occur.
7. Quality of program (input from program review, advisory committees, universities, community)	The Advisory Committee minutes indicate strong support for the program.12/1/16 lunch offering had 150 reservations from the community. Students show strong employment, indicating that employers find their skill set appropriate.

| 8. Ability of students to complete program. | 95% retention rate and 75% completion rate in current certificate program. |

9. What is the curriculum status of the courses in the program?	No new courses will be added. The college has sufficient existing GE courses to complete the degree.
10. Ability of program to meet standards of outside agencies/licensing boards.	Program has the required health permit and students complete a Food Safety Management course (industry certificate) before working in the kitchen.
11. Any articulation considerations?	Currently this is not an issue. In the future the department may seek articulation with the 4-year schools offering related programs. There are existing articulation agreements with local high schools offering culinary arts programs.
12. Appropriateness of the projected timeframe for implementation of program.	The program can start immediately with no negative impact on the school or students.
Institutional Support	
13. Are faculty and chairs in the school, department, or proposed program discipline area supportive of this new program?	Yes
14. Are instructional support/academic affairs, other campus offices, and staff (lab technicians, administrative assistants, and program technicians) available to support this program?	An additional instructor will be hired to support the program. A janitor is being hired to maintain the facility at appropriate standards.
15. What will be the program's impact on current staff and faculty?	It is anticipated that students with existing certificates may return to complete the GE requirements for the degree. The addition of the degree may increase enrollment in the Culinary Arts program (see #14 above).
16. Are there facilities available for this program? If not, what is the plan for developing the facilities?	Yes
17. What is the funding source for this program?	Funds 11 & 12
18. Plan for institutionalization (if grant funded).	NA
Alignment	

19. Alignment with the mission of the CCC Chancellor's Office.	This area is identified as part of the "Doing What Matters" initiative.
20. Alignment with the mission, values, and goals of the institution.	This program aligns with 5 of the college's values and strategic goals: Teaching and Learning, Institutional Effectiveness, Technological Advancement, Creativity and Innovation, and Partnership with the Community.
21. Alignment with access and equity goals for students. Is there a potential for disproportionate impact?	The courses are open access. There will be no disproportionate impact.

Summary		
Program Viability Committee Recommendation	_____**Initiate**	_____**Not Initiate**
___**X**__**Modify**	_____**Not Modify**	
_____**Discontinue** **Discontinue**	_____**Not**	

Committee Chair's Signature:
Rebecca C. Eikey

Program Viability Narrative (Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The committee decided that the proposal was a modification to the existing certificate program. Additionally, the committee decided that pilot status for the degree program was not warranted, as there are no new courses or additional facilities needed to support the associate degree program. Students who have already completed the Culinary Arts Certificate will be eligible to obtain the associate degree following the usual process outlined in the college catalog. The Instruction Office will follow up with ACCJC to see if a substantial change memo must be submitted to this accrediting body.

Policy Committee Proposal:
Procedures for Determination of Seniority

BACKGROUND:

Seniority among full-time faculty members is a factor in a variety of different procedures and processes. Although the foundation for determining faculty seniority is established in Ed Code, the specific process and procedures is not detailed in that document.

The process that we adhere to at COC is, to a large extent, based on custom, tradition, and other forms of unwritten "Tribal Lore". The only formal description of how to establish seniority is buried in the Office Allocation procedures.

This document is the result of reviewing Faculty Office Procedures. It was determined that it was best to make Seniority Determination a stand-alone procedure. It was also determined to codify our unwritten traditions.

For ease of reading, changes that are not substantive (i.e., establishment of order, or slight rewording for clarity) are presented in regular type. ***Any substantive changes are indicated by*** ***bold, italicized, underlined font.***

The only "new" procedures proposed:
- ✓ *Creating the ability for newly hired full-time faculty members to designate their chairs to choose their lottery number for them. This will expedite the establishment of seniority determination among new hires.*
- ✓ *Clarification of procedures to address seniority list errors. If adopted, this would necessitate that we request an addition to the list of items that fall under the "Mutual Agreements" with the Board of Trustees.*

The remaining revisions are formal articulation of past practice/Ed Code requirements.
- ✓ *Formalizing who will receive a copy of the lottery results.*
- ✓ *Clarification of tenure and seniority status for administrators who had tenure and then return to the classroom, and for those administrators who choose to retreat to the classroom.*[2] COLLEGE OF THE CANYONS ACADEMIC SENATE

Procedures for Determination of Seniority

CREATION OF THE SENIORITY LIST

Seniority among the full-time faculty is utilized for a variety of different college, Ed Code, and negotiated procedures. As such it is essential to maintain an accurate record of full-time faculty seniority.[3] Procedures to determine seniority are based on Ed Code 87414/87415

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[2] Editorial comment (personal, does not necessarily reflect the view of the policy committee): I realize that Administrator Retreat Rights is the formal description of the process where an administrator "retreats" to the classroom; I personally would prefer another term – perhaps "advances" to the classroom.

[3] Not to open a Pandora's Box but….what about the question of Adjunct seniority? How is it determined? Who, and how, tracks adjunct seniority?

Seniority is based on the official first day of paid service at the start of the probationary contract (Prior service as an adjunct or other temporary employment with the District does not apply to establishing seniority). If more than one person has the start date, a random lottery will be held within 30 days of the first day of service.[4]

A date will be established when all newly hired faculty members are able to participate in the lottery. If a new faculty member is unable to attend, they may designate their Department Chair or another faculty member to select their lottery number.[5]

Once the lottery is completed, the Senate President will report the results of the lottery to the Vice President of Human Resources; copies will also be sent to the Instruction Office as well as each individual participating in the lottery.

The full-time faculty seniority list will be published at the first Senate meeting of every Fall semester. If there are hires made during a Fall semester, the full-time faculty seniority list will be published again at the first Senate meeting of the Spring semester. This list will be ratified annually by a vote of the Academic Senate.

ERRORS IN THE SENIORITY LIST

The annual ratification of the seniority list by the Senate is a formal record that the seniority list has been made
public. The Senate may not change the order of the list. (Ed Code 87415: "The order once determined by lot shall be permanent"

If a faculty member believes that there is a clerical error in the seniority list, they should contact the Vice President of Human Resources and/or the Academic Senate President and provide documentation to support their claim.

The Senate President (or designee), the Vice President of Human Resources, and a third member of the Academic Senate will review the claim of inaccuracy. They will report the findings to the full Academic Senate, who will vote to recommend or not to recommend the claim of inaccuracy.

The recommendation of the Senate will be forwarded to the Board of Trustees, who have the legal responsibility to make any corrections to the seniority list (Ed Code 87415).

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[4] Unfortunately past practice and Ed Code does not appear to allow a newly hired full time faculty member who has prior experience as an adjunct in the college any advantage over a newly hired faculty member who had no prior experience with the college. Throughout Ed Code there is a definite distinction between regular (Tenured); Contract (Probationary/Tenure Track) and Temporary (adjunct) employees. Section 87602 defines a contract faculty member as an individual who is probationary (i.e., tenure-track) and a regular employee is an individual who has faculty tenure (interestingly, Section 87612 allows for part-time tenured faculty members). Section 87485.5 defines adjuncts as "temporary" employees.

[5] Sometimes new faculty members may not be able to arrive in Santa Clarita until a few days prior to the start of instruction. In the past this has created a roadblock by delaying the implementation of the office allocation procedures. This section provides some flexibility to conduct the lottery at an earlier time.

As an "Other Professional or Academic Matter" the Board should try to reach Mutual Agreement with the Senate, in accord with Board Policy 7215.[6]

ADMINISTRATOR PLACEMENT ON THE FACULTY SENIORITY LIST

Individuals who are tenured ("regular") employees before being hired by the college as an administrator retains all of the right as tenured faculty members (Ed Code 87454). [7] Since they have not forfeited their position as a regular employee, they do not forfeit their position on the seniority list and will continue as regular (tenured) employees.[8]

Individuals who have been hired as administrators who have not earned faculty tenure are not considered regular or probationary employees. If they exercise their right to be assigned to the classroom[9], the position on the seniority list is based on the date of their first paid service as a probationary faculty member.

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[6] The Academic Senate cannot unilaterally amend what is or what is not an item for "Mutual Obligation" under Board Policy 7215. If these procedures are accepted by the Senate, we should pass a resolution asking the Board to agree that this is indeed an area of "Mutual Obligation".

[7] Ed Code 87454: A tenured employee, when assigned from a faculty position to an educational administrative position, or assigned any special or other type of work, or given special classification or designation, shall retain his or her status as a tenured faculty member

[8] Ed Code 87414: Every contract [e.g., tenure-track] or regular employee employed after June 30, 1947, shall be deemed to have been employed on the date upon which he or she first rendered paid service in a probationary or contract position

[9] Ed Code 87458: A person employed in an administrative position ….who has not previously acquired tenured status as a faculty member in the same district... shall have the right to become a first-year probationary faculty member….

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Policy Committee Proposal:
Office Assignment Proposal – Phase 1

BACKGROUND

In the dim, misty early years of COC, faculty office assignments were somewhat haphazard, with no formal system in place. Around 20 years ago the Academic Senate assumed responsibility for office assignment. At that time a system based primarily on seniority was devised to help guide office assignments. Although there have been a few minor adjustments, this will be one of the first major review of our office assignment procedures in many years.

These revisions should be viewed as Phase 1 of a three-phase process.
    Phase 1: Clean up the current procedures in time for the arrival of the next batch of new full-time faculty hires, the overwhelming majority whose first offices will be on the Valencia Campus.
    Phase 2: Should the current seniority paradigm apply to new offices for Canyon Country? Should seniority remain the primary determinant of office assignment? If not, what are some alternative paradigms/models that could be developed? Do the benefits of the alternative models outweigh the advantages of the current system?
    Phase 3: If a new method for office assignment at Canyon Country is adopted, would it be desirable or feasible to adopt that newer model on the Valencia Campus?

*Substantive changes and/or additions are indicated in **<u>bold, underline, italicized font</u>**. Minor editorial changes clarifying existing phrases, removal of duplicated portions, and/or changing the grouping are not indicated on this document with any special font.*

The primary changes/revisions included in this proposal include:
- ✓ *Changing the title from Office Allocation to Office Assignment;*
- ✓ *Clarifying the role of the Senate (i.e., what the senate is and what it is not responsible for);*
- ✓ *Clarifying the role of COCFA;*
- ✓ *Requesting the creation of "Visiting Professor" offices for faculty members teaching outside of their primary campus;*
- ✓ *Reducing the guarantee of two permanent assigned offices for all full-time faculty members teaching on two campuses to one permanent office on one campus, and access to "Visiting Professor" office on the second campus;*
- ✓ *Clarifying what should be in each full-time office space;*
- ✓ *Formalizing method of determining office capacity;*
- ✓ *Creating a procedure to assign office spaces to newly hired full-time faculty prior to their arrival on campus;*

This proposal does not address the question of Adjunct Offices; however the Academic Senate would be willing to work with AFT and the Administration if there is any desire to develop such a policy.

COLLEGE OF THE CANYONS

Academic Senate Procedures for Full-time Faculty Office ~~Allocation~~ *Assignment*[10]

ROLE OF THE ACADEMIC SENATE

The Academic Senate is responsible for the general process of assignment 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 should be directed through the standard college work-order process, and not processed through the Academic Senate.

GENERAL GUIDELINES FOR FACULTY OFFICES

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

Every full-time faculty member in the Santa Clarita Community College District is entitled to ~~an~~ *one* office ~~on the~~ ~~main Valencia campus~~.

As a minimum, every full-time faculty member should have an office that is equipped with ✓ *District-Provided Furniture:*
- *Desk*
- *Bookcase*
- *File cabinet*
- *Desk chair*
- *"Visitor" chair*

✓ *District-Provided Technology*
- *Campus phone*
- *Computer (Desktop or laptop)*
- *Office printer, or access to a nearby common printer*

✓ *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 should inspect the office to ensure that it is in good working condition.
- ✓ *The office should be repainted if it has not been repainted in less than 5 years;*
- ✓ *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 will be repaired or replaced.*

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[10] The term "assignment" is more appropriate than allocation. Assignment refers to placing an individual into a specific space; allocation is more appropriate if we were determining the total number of offices that would be available for faculty, classified, and/or administrators.

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.

An office is considered restricted if an individual must travel through a teaching area or specific service area to access the office (e.g., Welding office, Counseling Office, Band director office).

Square footage of rooms is determined by the District's "Certification of Space Inventory".[11] *Any challenge to the accuracy of that inventory will be resolved by a measurement of the office conducted by a member of the Senate 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 should will 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.
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[12]
D. For multiple-person offices, there shall be a minimum of 72 square feet person.

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. [13]

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 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.[14]*

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[11] This is a document that each District is required to submit to the State Chancellor's Office. It details every room on campus, including square footage.

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

[13] For example: if a faculty member is a single person in a two-person office that does not become a one-person office simply because the second space was never filled by another individual. The designation based on. It was

[14] This brings up an important point (another Pandora's Box?). Do we have a formal assignment of faculty members to a particular campus?

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Displaced faculty members may choose any available office space. 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 members who initiate a request to have their primary teaching load on a different campus are not considered displaced[15]. If a faculty member would like their permanent office on another campus they must relinquish their current office and choose any available offices based on the assignment policies for that campus.[16]

PROVISIONAL OFFICES NOT ON CAMPUS OF PRIMARY ASSIGNMENT[17]

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 or a partial load at a sister campus.[18] To provide office space for these circumstances, The District should identify a "Visiting Professor" office space on each campus.[19]

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.[20]

Each Visiting Professor office should contain a separate, locking file cabinet for each instructor who will be using the space.[21] 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.

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[15] 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. However while they would retain their current office on their prime 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.

[16] Another important question/Pandora's box: what if we have enough faculty offices for all of the full-time faculty, but the mix is uneven (e.g., the only way to provide all full-time faculty members with an office space would be to have some full-time faculty members have an office space on one campus with their full-time teaching load on another campus)?

[17] It should be noted that while a Senate procedure might call for the establishment of Visiting Professor Offices, the actual designation of such rooms cannot be created by Senate fiat; it will require cooperation and agreement with the college administration and COCFA.

[18] I am not sure of the proper term for relating to the two campuses in this context. I do not think that we have used the term "sister campus" in any official context. Perhaps there is a better term?

[19] One possibility for Visiting Professor Offices could be larger rooms, similar to the old X-11, or the adjunct offices on the Canyon Country Campus. However, especially for the Valencia Campus, there may be some difficulty in identifying space(s) that could be rededicated as a Visiting Professor Office without taking away from much needed instructional space.

[20] Would these be in addition to adjunct faculty office spaces (which could be seen as "separate but equal" office space) or would these be at the same places as adjunct office space (which could be seen as taking away offices from the adjunct to benefit the full-time faculty)?

[21] Unresolved logistical issue: How do instructors coordinate different schedules? Who would coordinate the assignment of the lockable file cabinets (i.e., who/how would distribute keys to faculty member who start to teach at another campus, and who/how would keys be collected after the Visiting Professor's teaching assignment at the secondary campus has ended?)

VACANCIES – *VALENCIA CAMPUS*

Announcement of Vacancies/Domino Effect:[22]

To expedite the assignment of faculty offices, vacant offices are divded 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, which are vacancies that arise as a result of individuals moving into anticpated vacancies.*

When office vacancies are anticipated, a memo will be sent to each full-time faculty member, asking who is interested in changing offices. This memo will list all anticipated vacancies, and a reminder that Domino vacancies may occur.

Faculty members interested in changing offices will have a week to indicate their priority interst in any anticpated vacancy; they may also indicate if they have any interst in any Domino vacancy that might emerge (e.g., "I am interested in ANY single office that becomes available"; "I am interested in any office in the [xxx] building that becomes available"; "I am interested in any available office with a window", etc.)

Vacancies in single offices

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

Vacancies in multiple-person offices

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

Vacancies – newly hired faculty members[23]

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

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[22] This is not new; it is articulation of existing practice.

[23] A major procedural law 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 newlyhired faculty members to better prepare to begin their professional responsibilities at COC by having office assignments made before they reach the campus.

department that has a newly hired faculty member will meet with the Academic Senate President (or designee) to determine office assignment for newly hired full-time faculty members.

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.

VACANCIES – CANYON COUNTRY CAMPUS

The Senate may consider the merits of developing a different paradigm for assigning offices on the Canyon Country Campus. At that time the Senate will also consider the viability and feasibility of introducing a nonseniority based system on the Valencia campus. However, any modification to the office assignment procedures on the Valencia campus will not impact the current office assignment of any full-time faculty member on the Valencia Campus.

EXEMPTIONS TO THE OFFICE ASSIGNMENT PROCEDURES

Health and Safety Exemptions

In order to assure compliance with ADA 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 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 faculty member.

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

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.

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Memo

To: Rebecca Eikey; Ann Lowe

From: Alicia LeValley

Date: 12/5/2016

Re: Syllabus Project Student Survey: Fall 2016 – Initial
        Results

Per your request, the Office of Institutional Research, Planning and Institutional Effectiveness conducted a survey of students in order to determine the most essential elements of an effective syllabus. The survey was distributed to faculty mailboxes the week of September 5, 2016. Out of the 3,590 students who were invited to participate in the survey, completed surveys were returned from 1,829 students resulting in a response rate of 51 percent. A research brief will follow with a full analysis and recommendations.

Results are as follows:

1. Please indicate what you believe the level of requirement should be for each of the areas in the **<u>introduction</u>** of the syllabus.

	Required	Highly Recommended	Recommended	Optional	Unnecessary
Official Course Title	79%	11%	9%	1%	<1%
Instructor(s) Name	78%	13%	6%	2%	1%
Schedule of class days and location of class meetings	74%	15%	8%	2%	1%
Instructor Contact Information	74%	16%	8%	2%	<1%
Instructor Office Hours and Location	73%	17%	7%	2%	1%
Course Prefix and Course Number	67%	16%	12%	5%	1%
Course Description	65%	21%	11%	3%	1%
Add/Drop Deadlines	62%	22%	10%	4%	1%
Section Number(s)	56%	20%	16%	7%	2%
Units for Course	52%	20%	16%	10%	2%
College Name	51%	10%	17%	14%	9%
Term course is offered	48%	22%	17%	10%	2%
Prerequisites	46%	22%	17%	11%	5%
Instructor Teaching Philosophy	19%	18%	23%	30%	10%
Biography of instructor(s)	12%	11%	18%	41%	17%

2.Please indicate what you believe the level of requirement should be for each of the areas in the **Student Learning Information** section of the syllabus.

	Required	Highly Recommended	Recommended	Optional	Unnecessary
Course Calendar - List of dates of course and relevant homework/assignments	77%	16%	6%	1%	<1%
Required Materials	75%	15%	8%	2%	<1%
Content - List of key topics covered in course	51%	31%	13%	4%	1%

	Required	Highly Recommended	Recommended	Optional	Unnecessary
Course Objectives	48%	30%	17%	4%	1%
SLO(s) - Student learning outcomes	34%	31%	22%	11%	3%
Methods of Instruction - Manner in which the course will be taught	33%	31%	22%	11%	3%

 3.Please indicate what you believe the level of requirement should be for each of the areas in the **Assignments, Assessments, and Evaluations** section of the syllabus:

	Required	Highly Recommended	Recommended	Optional	Unnecessary
Exams - Policies for making up exams or quizzes	70%	20%	8%	2%	1%
Grade Scale to Determine Final Grade – for example A = 90-100	66%	19%	9%	5%	1%
Submission Information - Directions for submitting graded work, including formatting	64%	23%	9%	3%	1%
Late Policy - Policy for accepting and grading work that is turned in after the due date	64%	23%	10%	3%	1%
Key Graded Assignments, Projects, and Exams with Weighted Total toward Final Grade - Graded assignments and their value toward the final grade	61%	21%	11%	6%	1%
Departmental Grading Policy - Some departments have special policies on the passing grade, for example, the Nursing Department specifies that 75% is the passing grade in nursing courses	61%	21%	11%	6%	1%
Revision Policy – An explanation of the revision process, if the course allows or requires graded work to be revised and resubmitted	50%	28%	15%	5%	1%

4. Please indicate what you believe the level of requirement should be for each of the areas in the **Course Policies** section of the syllabus:

	Required	Highly Recommended	Recommended	Optional	Unnecessary
Absence/Tardy Policy – Allowable absences and tardy policy	64%	21%	10%	4%	2%
Academic Integrity - COC Academic Integrity Statement	35%	24%	23%	14%	4%
Classroom Courtesy, Cell Phones – List of classroom rules related to courtesy	38%	25%	22%	11%	4%
Emergency Procedures - Emergency number for campus and evacuation route	45%	21%	19%	11%	4%
Management of Stress and Mental Health - Information from the Health Center and contact number	34%	23%	22%	16%	5%
Notice that the Course Schedule and/or Assignments may be Changed at the Instructor's Discretion	52%	24%	14%	7%	3%

5. Please indicate what you believe the level of requirement should be for having an "Addendum of Services" section which contains a list of student services such as the TLC, Library, Student Health Center, Disabled Students Programs and Services, and Extended Opportunity Programs and Services.

- Required – 40 percent
- Highly Recommended – 27 percent
- Recommended – 17 percent
- Optional – 13 percent
- Unnecessary – 3 percent

6. Are there any items not identified in this survey that you believe should be required on the syllabus? If so, please explain.

The total number of responses was 429. Of the 429 responses, 311 indicated that they did not have any additional items that should be required on the syllabus. Other comments are provided below.

:)

A glossary would be nice.

A map

A quick biography of the professor listing relevant past jobs and degrees.

A smiley face :)

A standarized template (either per dept or for all depts) (including formatting)

6. Are there any items not identified in this survey that you believe should be required on the syllabus? If so, please explain. (*continued)*

A website that the homework posted on

Absences should be more leneant. More student freedom with class.

Additional recommendations from professors continue to improve.

All of this should be online anyway.

An individual assignment sheet for each assignment or project.

Another common sense question

Answers to exams pls

Attendance policy is unnecessary at the collegiate level. If the prof is going to make a change to the syllabus it should be given in writing.

Average grades of people who have taken this course before. To know what to expect/how much work you have to put in to the class.

Average grades of previous classes to know expectations and rigor of course.

Average of students grades from the class, to show the quality of the teacher.

Bookstore coupons! Recommended "other options" where to buy book

Canvas usage

Class success rate according to instructor

College Map

Coupons for bookstores, 1-2 pages only.

Def the instructors biography is very important because I need to know who is going to be my teacher for the semester.

Do not make the syllabus too long to the point where students don't/can't even finish it. Basic information required.

Earthquake/school shooting procedures

-Electronic provided

Exam answers pls

Exam study guides pls.

Expectations. The teachers expectations of students.

Extra credit information

Extra credit opportunities, students are always honors on the first day, if the prof offers, it could ease some stress.

Extra Credit Policy

Follow the syllabus

Food and drinks

Harambe isn't dead

Have all the same courses, follow the same requirements.

How much books cost and the next class you should take

I believe the Professor's syllabus should encompass required material.

I think #5 is a good idea depending on the class.

6. Are there any items not identified in this survey that you believe should be required on the syllabus? If so, please explain. (*continued*)

Response

I would like to know how the teachers are rated and what is the rate of professors

If a teacher requires GLAs to be done they should put it on the syllabus. Also , GLAs are a waste of time + resources.

If the class is short term or not

If there is going to be material not taught in class that will be on an exam such as a midterm or final. This happens a lot and students aren't prepared. If we are allowed to eat or drink in class :)

If we can eat in class

If you can't afford the books offer an alt place to buy the book.

Illustrations :)

Im just here to pass

Incase of instructor missing class, should they email the student.

Inspirational statement

Instructure standards, some instructure have different standards It

is better to state more things, than to leave things out

It would make things easier if all teachers had a similar outline.

Just be motivational, help students be excited about their classes.

Late policy or tardy very important!

Level of enthusiasm or eagerness of Instructor to teach and improve students.

Level of fun to be expected in the course.

List of local restaurants and food services

Make it simple

Make sure classes are smaller please! Super crowded this semester!

Make up work policy

Materials

Must be available somewhere online.

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Not in the syllabus but a clean up would be nice here and there. Classrooms, staircase.

Number of days to miss before being dropped.

Only if teachers actually follow it!!

Opportunities for tutoring and other extra help besides the TLC (such as MESA, outside tutoring companies, etc.)

Parking first come first serve no staff parking

Parking. Each student pays $50.00 and there's not enough parking.

Perhaps a link to videos on the lectures. For those who may need additional explanation.

Phones/technology should always be allowed, unless testing.

Please no more surveys.

6. Are there any items not identified in this survey that you believe should be required on the syllabus? If so, please explain. (*continued)*

Response
Point values for each assignment
Previous class success (maybe from all their previous students)
Pricing or textbook requirements
Professors must also explain in the syllabus how to use canvas, etc. Many professors expect us to know it upon registering.
Program or addition to major. In other words, if a class is for a certain major Put
MORE parking at the Valencia campus!
Rate my professor score and stats.
Reading materials
Recommended courses/rate my professor grade on syllabus
Recommended practices and methods via individual professors.
Required field trips information
Required: the showing of the active shooter and what procedures to take (video) Rubrics/Instructions
for major projects to be assigned.
Rules on eating/drinking.
School App!!!
Sensitive/Mature content in course or course materials
Shorter and organized
Standard calendar format
Student success rate to get an idea of what you're going into.
Syllabus should include as much about the class as possible Table
to track assignment/quiz scores along the way.
Take this with a grain of salt.
Teachers office hours and room.

Textbook IBN? Number Textbook

needed.

The dates of quiz and exams with exams materials listed.

The opportunity for extra credit

The professors preferred contact method. Some professors only respond to my canyons email not personal ones. Email through outlook or canvas?

The requirement for the exams taken in classes.

The right to share {illegible}

The syllabus should be available online, always.

The syllabus should be sent via email as a PDF.

The textbook used/required

The total overall score of the class, grade and individual score on test and HW.

6. Are there any items not identified in this survey that you believe should be required on the syllabus? If so, please explain. (*continued)*

Response

Time management of spliting h/w

Tips and Tricks: People to see and things to buy in order to get a better learning exp. (notice: not required)

TLC/Workshops/GLAs- should be optional/never required. Off topic a bit, but needs to be addressed.

Tutoring hours/days for course!

Warnings of mature and sensitive contents beforehand

We should have better lunch menus

What to do incase of tardy or absence!

Where class materials are going to be, online wise.

Why are we taking this [expletive removed] survey? There are more important things to ask us. Workshops: date/times b/c they're helpful if you're struggling with certain concepts (unless they aren't planned yet.)

Yes, if a hybrid class works for you.

SYLLABUS COMMITTEE

Final Report 11-10-16

Task:

Create syllabi and a system of storage that allows the college to meet accreditation standards.

Accreditation Standards:

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.5 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning out- comes. In every class section students receive a course syllabus.

http://www.accjc.org/wp-content/uploads/2015/01/Accreditation_Standards_Adopted_June_2014_Annotated_with_Policies_and_Regulations_Dec_18_2014.pdf

Actionable Improvement Plan to Address Deficiencies to Standard:

In order to ensure that every student receives clear and accurate information with specific learning outcomes, consistent with the College's officially approved course outline of records, the College will implement a system for reviewing and storing accurate syllabi for every class.

Note: The committee recommends that "review" only represent research to support assertions needed for required reports and/or accreditations. It is not to be construed as relate to examining individual faculty syllabi outside of the normal evaluation process as defined in the COCFA contract.

Purpose of the syllabus:

The syllabus forms the backbone of a course offering. Ideally the syllabus is a description and plan for a course and should facilitate student learning.

The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both student and instructors in the learning and assessment process.

Habanek DV. An examination of the integrity of the syllabus. Col Teach. 2005;53:62–4.

The course outline of record is the official contract for student learning. Therefore, the syllabus should accurately reflect the outcomes, objectives, content, and assignments found in the course outline of record.

http://provost.hamptonu.edu/cte/legally_sound_syllabi.cfm

http://www.thismess.net/2014/03/syllabus-as-contract.html

Recommendations:

The Syllabus Committee has the following recommendations for College of the Canyons course syllabi:

1. Establish the practice of storing syllabi in a manner that makes them easily accessible by individuals collecting data for required reports.
2. Adopt a list of required elements for all syllabi.
3. Establish a neutral to warm tone early in the syllabus outline to engage students fully in the information presented.
4. Eliminate bias in the syllabus, such as indicating that grades may be influenced based on attendance or participation in discussions.
5. Establish a format for syllabi based on common elements found nationally to facilitate data collection for required reports and/or any reviews initiated by chairs and coordinators.
6. Publish a sample format for an addendum of services.

APPENDIX OF RESCOURCES

Elements

Organization

Tone

Student Resources Cell

Phone Use

SYLLABUS ELEMENTS

The following chart indicates common elements found in syllabi nation wide and suggests which should be considered required, recommended, or optional. The suggestions are based on two surveys conducted by Institutional Research: 1) Faculty survey, spring 2016 https://intranet.canyons.edu/offices/instdev/ResearchBriefs/SyllabusSurveySpring2016_119_09_16.pdf, and 2) Student survey, fall 2016 (sent separately).

Required for Accreditation

Item		Guidelines
College Name		*Assists student when they must supply a syllabus to a transfer school. Meets accreditation standard.*
Official Course Title		*From CurricUNET http://www.curricunet.com/canyons/ Correctly identifies course; necessary for accreditation standard.*
Course prefix and number		*From CurricUNET http://www.curricunet.com/canyons/ Correctly identifies course; necessary for accreditation standard.*
Term		*List the term the course is taught. Helps identify course; necessary for accreditation standard.*
Section number(s)		*From schedule of classes. Correctly identifies course; necessary for accreditation standard.*
SLO(s)		*From CurricUNET http://www.curricunet.com/canyons/ Required for accreditation*

Institutional Requirements

Item	Guidelines
Course description	*Use the official description from the course outline of record (COR) in CurricUNET* *http://www.curricunet.com/canyons/*
Units	*Important information for students.*
Add/drop deadlines	*Informs students of important deadlines. Refer to roster available via My Canyons for individual deadlines* *https://my2.canyons.edu/WebAdvisor/WebAdvisor?TYPE=M&PID=COREWBMAIN &TOKENIDX=1988861395*
Schedule and location of class meetings	*Necessary information for students.*
Course objectives	*From CurricUNET http://www.curricunet.com/canyons/* *Title 5 indicates that the grade assignment must be based on how well the student achieved the objectives of the course.*
Required materials	*Necessary information for students. May be purchased or OER materials*
Content outline	*From CurricUNET http://www.curricunet.com/canyons/*
Course calendar	*List dates of class meetings and relevant homework/assignments.*
Graded assignments and learning activities	*List the assignments and any activities for which students receive a grade. Title 5 requires that grades be directly related to the learning objectives.*
Grading matrix	*Explain the value of each graded assignment in relation to the final grade.*
Grade scale to determine final grade	*Define the point breakdown for each possible grade. For example A = 90100*
Instructor(s) name	*Provide the names of all instructors teaching the course.*
Instructor(s) contact information	*Telephone & email; indicate the usual speed with which calls or emails will be answered and the preferred method of contact. If students must use a college email address, be clear about this requirement.*
Office hours and location	*List days, room, and hours you are available for office hours. Required by contract.*
Late policy for assignments	*List policy for accepting and grading work that is turned in after the due date.*
Missed exams	*List policy for making up exams or quizzes*
Submission information	*Directions for submitting graded work, including formatting.*
Absence/tardy policy	*Explain allowable absences and tardy policy. Refer to Board of Trustees Board Policy BP 4233 on the BOT website* *http://www.canyons.edu/offices/bot/Pages/default.aspx*

Academic integrity	*COC Academic Integrity Statement is available on the Academic Senate website http://www.canyons.edu/Offices/AcademicSenate/Pages/Documents.aspx*
Schedule change policy	*Communicate the prerogative of the instructor to change the course schedule and assignments at his/her discretion.*

Recommended

Item	Guidelines
Prerequisites	*List required prerequisites and/or recommended preparation.*
Departmental grading policies	*Some departments have special policies for passing grades. Students need to be aware of these policies.*
Revision policy	*Explanation of the revision process if a course allows or requires graded work to be revised and resubmitted*
Classroom courtesy, cell phone policy	*List classroom rules. Instructors individually define cell phone/electronic device policy. Policy should be one that the instructor is comfortable enforcing consistently.*

Optional

Item	Guidelines
Instructor biography	*Instructor background.*
Teaching philosophy	*Instructor approach to teaching.*
Methods of instruction	*Manner in which the course will be taught.*
Placement of course within program sequence of courses	*Explain where in the program the course is placed, i.e. capstone course.*

Supplemental Information Posted Electronically

Item	Guidelines
Management of stress and mental health issues	*Insert statement from Student Health and Wellness Center. Contact information: http://www.canyons.edu/offices/health/Pages/default.aspx, telephone:* 661-362-3259
Emergency procedures	*List emergency number for campus and evacuation route.*
Addendum of college services	*It may be helpful to students to create a separate addendum to the syllabus that contains a list of student services such as the TLC, Library, Student Health and Wellness Center, DSPS.*

ORGANIZATION OF SYLLABUS

Introduction

Item	Explanation
College Name	*Assists students when they must supply a syllabus to a transfer school*
Official Course Title	*From catalog or schedule of classes*
Course prefix and number	*From catalog or schedule of classes*
Term	*List the term the course is offered.*
Section number(s)	*From schedule of classes*
Course Description	*Use official description from course outline of record (COR) in CurricUNET http://www.curricunet.com/canyons/*
Units for course	*Refer to catalog or course outline of record*
Prerequisites	*List required prerequisites and/or recommended preparation.*
Schedule and location	*Days of the week the course meets, room, and hours*
Add/drop deadlines	*Informs students of important deadlines*

Instructor Information

Item	Explanation
Instructor(s) name	*Provide the names of all instructors teaching the course*
Biography	*Instructor background*
Teaching philosophy	*Instructor approach to teaching*
Contact information	*Telephone & email; indicate the usual speed with which calls or email will be answered and the preferred method of contact. If students must use college email address for emails, be clear about this requirement.*
Office hours and location	*List days, room, and hours you are available for office hours. Required by contract.*

Student Learning Information

Item	Explanation
SLO(s)	*Copy the student learning outcomes from the COR.*
Course objectives	*Copy the course objectives from the COR.*
Required materials	*Books, calculators, or any other materials needed to be successful in the course.*
Content	*List of key topics covered in course – must match those listed in COR.*
Methods of instruction	*Manner in which the course will be taught.*
Course calendar	*List of dates of course and relevant homework/assignments.*

Assignments, Assessments, and Evaluations

Item	Explanation
Key graded assignments, projects, and exams with weighted total toward final grade	*List the assignments and any activities for which students will receive a grade. Explain the value of each graded assignment in relation to the final grade.*
Grade scale to determine final grade	*Define the point breakdown for each possible grade. For example A = 90-100.*
Submission information	*Directions for submitting graded work, including formatting.*
Late policy	*Policy for accepting and grading work that is turned in after the due date.*
Revision policy	*If the course allows or requires graded work to be revised and turned resubmitted, that process should be explained.*
Exams policy	*Policy for making up exams or quizzes.*
Departmental grading policies	*Some departments have special policies on the passing grade. For example the Nursing Department specifies that 75% is the passing grade in nursing courses.*

Course Policies

Item	Explanation
Absence/tardy policy	*Explain allowable absences and tardy policy. Refer to Board Of Trustees policy #4233 at the BOT website.*
Academic integrity	*COC Academic Integrity Statement is available on the Academic Senate Website.*
Classroom courtesy, cell phones.	*List classroom rules related to courtesy.*
Emergency Procedures	*List emergency number for campus and evacuation route.*
Management of stress and mental health.	*Statement from Health Center and contact number.*
Statement informing students that the course schedule and/or assignments may be changed at the instructor's discretion	*Communicate the prerogative of the faculty member to change the course schedule and assignments at his or her discretion.*
Addendum of services	*List of student services such as the TLC, Student Health, DSPS…*

Characteristics of a Warm Syllabus

Characteristics

A. Introduction

☐Try beginning your syllabus with an introduction which invites students to your class. For example:

	Cold	Neutral	Warm
Introduction	This is College 101. Please refer below to the rules and my expectations of you in this class.	Welcome to College 101. Please refer below to the rules and my expectations of you in this class. Being familiar with the syllabus will help you succeed in this class.	Hello and welcome to College 101. I'm looking forward to our time together this semester. I hope your experience in this class will be a positive one and that you will succeed in this class.

B. *Self-Disclosure*
- One way a syllabus can facilitate a warm and inviting classroom environment is through the sharing of personal experiences.
- What do you want your students to know about you? Your background? Your interests inside and outside of your discipline?

C. *Positive or Friendly Language*
- Use positive, friendly language so students feel comfortable and welcome. Positive or friendly language should be used throughout the syllabus. For example:

|	Cold	Neutral	Warm
Office Hours	Office Hours: MW 8:30 – 9:30am ateacher@canyons.edu Office: BLD 123	Office Hours: MW 8:30 – 9:30am ateacher@canyons.edu My office is in BLD 123. If you need to contact me, you may email me or call my office line and leave a message. I will return your email or call when I am able to.	Office Hours: MW 8:30 – 9:30am ateacher@canyons.edu Individual assistance is always available by appointment. I look forward to seeing you during student hours. Stop in, my office is in BLD 123. You're welcome to come by to chat, work on HW, or ask questions.

D. *Compassion*
- Compassion can be shown in the attendance policy, when acknowledging unexpected life events.
- Instructors should strongly encourage students to attend class while also acknowledging that unforeseen events may occasionally prevent perfect attendance. In such cases, where the student is experiencing illnesses, death in the family or other traumatic events, a supportive word may be needed.
- Providing a limit on the number of missed classes is acceptable, with the syllabus noting that when students surpass the allotted excused absences, they are overextended and it may not be the best semester in which to take the course.

Some examples:

	Cold	Neutral	Warm
Attendance Policy	I will keep attendance records. The current school policy is to drop students who have missed more than 10% of the course.	I will keep attendance records. Any student failing to attend class for ____ days, without an approved excuse from their instructor, may be dropped from the course.	You should attend every class. I understand that sometimes circumstances arise that can make this difficult, but please let me know before class if you cannot attend. If you are unable to attend this class with less than ___ classes missed, you may have overextended yourself and you should consider dropping the class.
Learning Resources	If you need help with this course, please refer to following website that will give you a list of resources on campus:	If you need help with the course, please see me during office hours. If you cannot make office hours, please contact me to set up an appointment. There is also the following resources on campus:	We've all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, lectures and assignments, please set up an appointment with me. You might also find the following resources on campus helpful:

E. *Humor*
- Humor or not taking oneself so seriously can help with tone, but humor can be tricky and requires tact.
- Try finding a cartoon, joke or anecdote about the course topic matter.
- Humor shows an instructor's enthusiasm for his/her discipline.
- Humor can also grab a student's attention to important details in the syllabus and increase motivation for learning the course material.
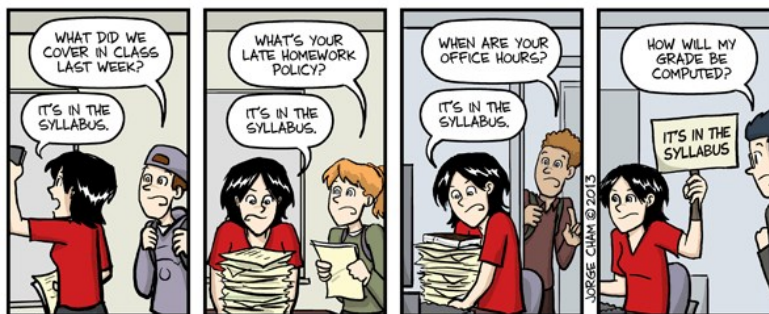
IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

F. *Enthusiasm*

- Use the syllabus as an opportunity to show your students your passion for teaching and for your subject matter.
- Enthusiasm has been found to foster active learning and student engagement.

For example:

	Cold	Neutral	Warm
In Class Activities	Your active participation in class activities is expected in this course.	Your active participation in class activities is expected in this course. I expect you to actively participate by helping to summarize key learnings from the lecture and class discussion. Your comments, thoughts, questions and engagement in the in-class demonstrations will count toward your final grade. Please be advised that I may call on students or make comments that are intended to make the lectures a little more lively and interesting.	I hope you actively participate in class activities in this course. I say this because I found it is the best way to engage you in learning the material (and it makes the lectures more fun). I welcome your comments, thoughts, questions, and hope you take an active role in the in-class demonstrations. If the class is too quiet, I may call on a student to share his or her thoughts. Please note that if I do so, I am not "picking" on that student. I'm hoping to make the lecture a little more lively and interesting.

Resource:

Creating the Foundation for a Warm Classroom Climate; Best Practices in Syllabus Tone By **Richard J. Harnish, Rory O'Brien McElwee, Jeanne M. Slattery, Sue Frantz, Michelle R. Haney, Cecilia M. Shore, Julie Penley**

http://www.psychologicalscience.org/index.php/publications/observer/2011/january-11/creatingthe-foundation-for-a-warm-classroom-climate.html

Syllabus Addendum

Classmates

Name:_____ Contact Info:_____

Name:_____ Contact Info:_____

Name:_____ Contact Info:_____

TLC *The Learning Center*	A <u>student ID card is required</u> to receive tutoring support, use a computer, or complete a workshop/guided learning activity. Student ID cards may be obtained in Quad 1C (Admissions and Records) at Canyon Country or in STCN-102 at Valencia. If you only need to take an exam in the TLC, you may use a photo ID to receive your exam, but you do not need your student ID. Some other notes about taking exams in the TLC: Have your scratch paper stamped by a TLC employee, to not leave the testing room in the middle of the exam unless you are willing to turn in your exam as completed at that time, to leave your backpack/purse and electronic devices with the information desk, and to arrive more than 1 hour before the TLC closes in order to be given your exam. http://www.canyons.edu/offices/TLC/Pages/default.aspx
Library	http://www.canyons.edu/offices/library/Pages/default.aspx
ASG Computer Lounge	Free to students who pay their student support fee. At Canyon Country: CCC-204 At Valencia: Student Center 124 http://www.canyons.edu/Offices/StudentDevelopment/Pages/ASG-Computer-Lab.aspx
Campus Maps	http://www.canyons.edu/Offices/PIO/Pages/CampusMaps.aspx
Transportation	Bus #5 stops at CCC. Bus #4 stops at the Valencia Campus. There are several other buses, local and commuter, that drop off near the Valencia Campus. http://www.santaclaritatransit.com/routes-schedules/

Counseling Department	Please see a counselor to create an Education (Ed) Plan. The Counseling Department provides workshops, classes, consultations at the drop-in-desk, and answering questions by a program advisor at the counter. At CCC, go to Quad 1A. http://www.canyons.edu/offices/Counseling/Pages/default.aspx
CTE	CTE stands for Career Technical Education and includes vocational programs. http://www.canyons.edu/offices/CTE/Pages/default.aspx
Career Services	The Career Center provides resume workshops, job fairs, interview preparation, job search strategies, and more. http://www3.canyons.edu/offices/careercenter/
Transfer Center	http://www.canyons.edu/offices/transfercenter/Pages/default.aspx You should also view the webpage http://www.assist.org/ for which classes articulate between COC and other colleges for different majors.
Health Center	The health center provides clinical services, health education, referrals, and assistance in getting health insurance. http://www.canyons.edu/offices/Health/Pages/default.aspx
Financial Aid	At CCC, go to Quad 1A. http://www.canyons.edu/offices/FinancialAid/Pages/default.aspx
Early Childhood Education	The Canyon Country and Valencia campuses have a preschool that operate Monday through Friday if you have young children. http://www.canyons.edu/Departments/ECE/Pages/default.aspx

VLL *Virtual Learning Lab*	The Virtual Learning Lab provides practical strategies to anyone interested in becoming an expert learner. Eight lessons help students prepare for thoughtful study, acquire essential learning skills, and cultivate determination and persistence. http://www3.canyons.edu/offices/matric/vll

Disabled Students Programs and Services	You may qualify for extra time on exams and other resources if you have any of the following: an identified learning disability or a history of difficulties in school, memory problems, recent stroke or head trauma, hearing impairment, visual impairment, identified psychological disorders, attention deficit disorder (ADD or ADHD), communication disorders, other physical disabilities. http://www.canyons.edu/offices/dsps/Pages/default.aspx
Extended Opportunity Programs & Service	EOPS is a state funded program, which provides support services to eligible students attending College of the Canyons. The program's aim is to serve and encourage students to continue their education on the community college level. The specific responsibility of EOPS is to develop and provide programs, services, techniques and activities that support students in addition to the support received through traditional college program. http://www.canyons.edu/offices/eops/Pages/default.aspx
MESA *Math, Engineering, Science Achievement*	MESA serves to enrich the experience of students majoring in math, science and engineering at College of the Canyons. MESA supports financially disadvantaged and/or historically underrepresented students by providing a variety of services including academic advisement, discipline specific enrichment and community building opportunities. Their primary goal is to equip MESA students with the skills and attitudes necessary for their successful transfer to university. http://www.canyons.edu/offices/mesa/Pages/default.aspx
Veterans and Adult Reentry	At CCC, go to Quad 1B. http://www.canyons.edu/offices/VA/Pages/default.aspx http://www.canyons.edu/offices/AdultReentry/Pages/default.aspx
Internship Opportunities	Did you know that students with internship experience earn more money and find jobs faster than classmates without internship experience? http://www.canyons.edu/offices/cwee/Pages/default.aspx

Program Course Sequence (MATH example)	Since the math placement chart does not show the calculus path, I wrote a few notes below. When it comes to the calculus path, follow the sequence: Math 211 – 212 – 213 Calculus I, II, and III (same book) Math 214 Linear Algebra (may take after 212, but I recommend after 213) Math 215 Differential Equations (take after 213 or concurrently with 213)
Associate Degree Options (MATH example)	AS degree in Mathematics Math 211, 212, 213, and one from: Math 140, 214, 215, Physics 220, or CompSci 111 AS-Transfer degree in Mathematics (Intended for students who will transfer as a math major to CSUN or possibly Cal State Channel Islands. Please see a counselor for more details.) Math 211, 212, 213; one from Math 214, 215; one from Math 140/H, 214, 215, CompSci 235, 236, 111&111L

Research on Cell Phones & Devices in the Classroom

Table of Contents

I. Overview:

1. **<u>Purpose:</u>** The purpose of this document is to provide an overview of landmark research on the impact of cell phones, laptops, and other devises in the classroom. As these devices are becoming more common and as there are many different viewpoints on best practices, the following research was compiled to help faculty (and possibly students) to make informed decisions about their classroom policies.

2. **<u>Summary:</u>** The research indicates that the best approach overall is for faculty to set a policy about digital devices that they are consistent in enforcing, whether this is developed with the help of the students or not. Second, while many researchers embrace utilizing these devices as educational tools to some extent in the classroom, they still acknowledge that such practices only go so far in curtailing the distracting nature of the devices. Particularly problematic is that students themselves greatly underestimate how much they are distracted by the devices and how poorly they perform when multitasking.

3. **<u>Recommendations:</u>**

   a. **Create policies** that you are willing to fairly consistently enforce (see Zhu on p.3).
      i. A lack of a policy is more problematic than any other avenue.
      ii. Consider creating a device-free zone in class for students easily distracted.
      iii. If devices are used as educational tools, it can be more effective to carefully delineate when devices are allowed in class rather than simply ask students to always have them.
   b. **Educate students** on the impact of devices.
      i. Show them highlights from the research in the following pages, such as the Kraushaar study (p. 3) which demonstrates that students tend to underestimate how much time they spend on devices and the Kuznekoff study (p.5) showing that students using devices more tend to get lower grades and retain much less.
      ii. Show students relevant segments of "Digital Nation: Life on the Virtual Frontier." Recommended is the 3-minute "Study of Multitaskers" segment, which demonstrates how poorly students actually perform when multitasking. (This video is available on the Films on Demand database): http://ezproxy.canyons.edu:2346/p_ViewVideo.aspx?xtid=55996&tScript=0.
   c. **Discuss students' views** on cell phones and other devices in the classroom.
      i. Help facilitate a discussion on pros and cons.
      ii. Help students consider the impact on those around them.

d. If it fits your teaching style, embrace the use of cell phones and other technologies as a resource in the classroom, but be aware that simply embracing their use doesn't mitigate all potential problems with these devices.

II. Highlights from the Research:

1. Zhu, Erping et al. "Use of Laptops in the Classroom: Research and Best Practices." University of Michigan, Center for Research on Learning and Teaching, 2011. http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no30.pdf

Introduction

Across campus, laptops and other mobile devices, such as iPads and smartphones, are appearing in greater numbers in the classroom. In a CTools survey of 1,415 U-M students conducted in Winter 2010, over 50% of respondents reported bringing their laptops to class at least once per week (USE Lab, Digital Media Commons, 2010). Many faculty see this trend as an opportunity for more innovative teaching, and they are exploring ways to leverage this technology to increase student engagement during lecture. However, other faculty worry about potential distractions that mobile devices could introduce into their classrooms. In this Occasional Paper, we present the results of a CRLT research study that examined student perceptions of how laptops affect attentiveness, engagement, and learning, and we suggest guidelines for using laptops and other mobile devices effectively in the classroom. As we discuss below, laptops can be an effective tool for promoting student learning if faculty plan carefully for how and when they will ask students to use their laptops, rather than simply allowing students to bring them to class.

Recommended Policies:

➢ Set a laptop policy and communicate it to students.
➢ Identify a laptop-free zone in class.
➢ Determine how well the classroom infrastructure supports active laptop use.

Recommended Practices:

➢ Full integration of laptops into the classroom structure using LectureTools.
➢ [Suggested] Other ways laptops can support communicative interactions.
➢ Laptops as tools for reflection and idea generation.

2. Doyle, Terry and Todd Zakrajsek. *The New Science of Learning: How to Learn in Harmony with Your Brain*. VA: Stylus, 2013.

Overview

Almost daily, neuroscience, biology and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. This [text] will discuss many of these new research findings and suggest ways to apply them in a higher education setting. Topics will include preparing the brain to learn, findings on movement and exercise, sleep, memory formation and recall, attention enhancers, multisensory learning and teaching and the role of patterns in teaching and learning.

3. Kraushaar, James M. and David Novak. "Examining the Effects of Student Multitasking with Laptops during the Lecture." *Journal of Information Systems Education* 21.2 (July 2010): 241-51.

Abstract

This paper examines undergraduate student use of laptop computers during a lecture-style class that includes substantial problem-solving activities and graphic-based content. The study includes both a self-reported use component collected from student surveys as well as a monitored use component collected via activity monitoring "spyware" installed on student laptops. We categorize multitasking activities in productive *(course-related) versus* distractive *(non course-related) tasks. Quantifiable measures of software multitasking behavior are introduced to measure the* frequency *of student multitasking, the* duration *of student multitasking, and the* extent *to which students engage in distractive versus productive tasks.*

We find that students engage in substantial multitasking behavior with their laptops and have non course-related software applications open and active about 42% of the time. There is a statistically significant inverse relationship between the ratio of distractive versus productive multitasking behavior during lectures and academic performances. We also observe that students under-state the frequency of email and instant messaging (IM) use in the classroom when self-reporting on their laptop usage.

Conclusion (excerpts)

…The test bed course requires the use of laptops and there are many class periods where software use is a critical component of the primary learning task. The findings of this study might differ for courses that do not require laptop use during the lecture because there may be relatively few productive uses of laptops in those courses. Classes that allow laptop use during the lecture but do not actively require their use to learn the course material are likely to have different multitasking and usage trends. The affects of using laptops in these classes may also be different….

…Another issue that warrants future study is investigating how laptops might be used to maximize learning while at the same time minimizing distraction. Obviously, part of the responsibility for facilitating non-distracting laptop use lies with the educator and part lies

with the student. Both students and educators can benefit from better information regarding the potentially negative impacts arising from distractive laptop usage, while educators may need to be more involved with encouraging / discouraging certain types of behaviors in the classroom. Additional studies that address how differences in course structure, content, and evaluation methods might facilitate more positive learning outcomes with respect to laptop usage in the classroom are needed.

It appears that more students are bringing new and sophisticated technologies to lecture with advanced multitasking skills to match. However, students may not fully understand the potential negative aspects created by recreational multitasking use. Perhaps a better approach to banning laptops from the classroom is to encourage additional research into better ways to measure multitasking laptop use in the classroom to identify new empirically tested learning strategies.

4. Kuznekoff, Jeffrey H. and Scott Titsworth. "The Impact of Mobile Phone Usage on Student Learning." *Communication Education* 62.3 (July 2013): 233-52.

Abstract

In this study, we examined the impact of mobile phone usage, during class lecture, on student learning. Participants in three different study groups (control, low-distraction, and highdistraction) watched a video lecture, took notes on that lecture, and took two learning assessments after watching the lecture. Students who were not using their mobile phones wrote down 62% more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their mobile phones. Theoretical and pedagogical implications are discussed.

Conclusion

The goal of this study was to further understand and examine the impact of student texting/posting, during class lecture, on student learning. We found that students who were using their mobile phone frequently during a video lecture scored, on average, 13 percentage points, or a letter grade and a half, lower on a multiple-choice test than those students who were not using their phones. Students who were not using their mobile phones not only did 62% better on overall note taking, but also recorded 93% more outstanding answers in their notes than the group of students who were frequently using their mobile phones. Finally, students who were not using their mobile phones recalled 87% more minimally sufficient answers than the high distraction group and in general did substantially better at recalling information from the lecture. These findings provide clear evidence that students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test than those students who abstain from using their mobile phones during class.

5. Ryer, Megan. "Teacher versus Student Opinion: Cell Phones and Other Electronic Devices in School." *Northwest Missouri State University* (2012): 1-26.

Abstract

Recently at Maple Park High School [name changed], located in the South Kansas City School District [name changed], a research project was implemented to determine the effectiveness and usefulness of electronic devices in the classroom. The researcher provided a survey to both willing teachers and students asking their opinions about cell phones and

other electronic devices, i.e. iPods, in the school setting. The survey included questions about the use of various electronic devices, how distracting and useful these devices were, and whether or not either party thought that they should be allowed in school. Questions were similar in design for both parties. Furthermore, data was collected from the survey and proved that teachers and students felt the same about the use of these devices in the classroom. They also felt the same about the distractibility of the devices in the classroom and on how efficiently they can be used as a teaching tool. Overall, at Maple Park High School, both teachers and students agreed that cell phones and other electronic devices should not be banned in the school setting.

III: Ryer's Summary of Additional Research

The end of Ryer's paper also provides a list of further research on this topic. Here is her review of this research (8-13):

Review of Literature

Technology is ever changing and with the invention of mobile wireless communications and advanced music technology, people of all ages now have resources accessible with the touch of a button. The majority of today's teenage student has both a cell phone and a music player, i.e. iPod, which is readily available to use in their high school setting. School districts have begun to implement cell phone and other electronic device policies in order to promote and maintain high student academic achievement. However, is this policy absolutely necessary? This is something that researchers have begun to study in order to showcase to educators what avenue to best travel in relation to cell phones and other electronic device use.

Cell phones and other electronic devices, i.e. iPods, have increasingly become a much greater distraction in the current classroom. A once limited item in the hand of a teenager is now something that all have. Yet, there are several ways for teachers to deal with the issue of disruptive cell phone usage. Many teachers have proclaimed their want for cell phones to be banned. However, cell phones are everywhere; students are able to play games, check e-mail, and take pictures, which all leave lesser attention to the material being presented during class (Gilroy,

2004). Still, Gilroy (2004) explains that students seem to believe that this has no effect on their academic achievement. What they don't understand is that it is hard for any human to concentrate fully on two things at once.

Therefore, most cell phones and other electronic devices can be seen as a huge distraction within the classroom. Even though most can be used with headphones to help students eliminate excess noise and allow them to focus, sometimes students end up emitting noise that is much louder than necessary. Anderson (2001) describes the effects of having a noisy classroom from either being from those things that can be prevented or from those that cannot be prevented, and cell phone and music player noise can definitely be prevented. Most teachers talk for over six hours a day and their voices may become strained from having to talk over large amounts of background noise, for example, loud iPod songs. Anderson (2001) explains that background noise is related to low student achievement and students that work in noisy conditions have lower attention span, less ability to focus, and tend to create more behavior problems.

However, "living in the now" with cell phones, has limited students need for planning in the future and keeping a high academic regiment. Richtel and Wollan (2011) provide several student accounts showcasing how they believe technology has been getting in the way of their schoolwork. For instance, one such female student had sent over 27,000 text messages in a month and blames these text messages for getting in the way of completing her homework (Richtel & Wollan, 2011). Richtel and Wollan (2011) explain the viewpoint of neurologists, where they believe that focusing too much energy on technology, such as the internet or cell phones, is not beneficial; down time and rest is needed away from these tools in order to be successful. Still, even though schools promote technology to better student's advancement in the future, teen's need to be aware of what is the most important thing to focus on. In addition, parents can help play a role in the cell phones students have by limiting what they are able to do on them (Gilroy, 2004). Gilroy (2004) implies that since cell phones will be around for a while, it is going to be a great effort to get students, teachers, and administrators all on the same boat in any cell phone policy.

Furthermore, resilient school policies are best created by looking at research collected from a variety of outside school policies and practices. In relation to cell phone policies and procedures, Obringer and Coffey (2007) provide a way to evaluate administrators' perceptions of cell phone issues and related policies. A survey was conducted based on the information gained through a literature review, panel of experts on the topic, and the implementation of a small pilot study at the researcher's university (Obringer & Coffey, 2007). Furthermore, the data shared from this research was collected through a survey that was mailed randomly to 200 high school principals throughout the United States (Obringer & Coffey, 2007). Over 50% of these administrators returned the survey which allowed findings to be examined thoroughly in: (1) high school policies, (2) parental support of these policies, (3) teacher's use of cell phones, (4) student disciplinary actions, and (5) misuses of cell phones by students (Obringer & Coffey, 2007).

While this being said, creating and implementing a consistent and successful cell phone and electronic device policy is something that all school districts need to consider as technology evolves. There are several suggestions that need to be taken into consideration of how to deal with students who use their cell phones during class. School districts need to take into account things that should and should not be done when creating a policy. For instance, Rosevear (2010)

suggests using the same phrase each time a cell phone needs to be taken away so students know the procedure. In addition, Rosevear (2010) also explains not to play favorites and to provide the same consequence with each student. Other helpful tips to include when creating a consistent policy is to make sure before a teacher takes a phone, that it is off, teachers need to be a cell phone role model, and teachers should also be creative with consequences (Rosevear, 2010). If teachers can be consistent and stick to some of these techniques, the policy will be sound and the classroom will become a less distracting place.

In continuation, with a consistent cell phone and electronic device policy that keeps cell phones in the school setting, it is important to take a positive approach to implementing these devices in the classroom. Teachers are striving to get administrators on board to allow students to use cell phones in the classroom since school funding for supplies is becoming more and more limited (Ferriter, 2010). Ferriter (2010) suggests several simple tricks to breaking the negative connotation of cell phones in the classroom by, (1) making them visible, (2) showcasing a convincing application of cell phones in the classroom, and (3) using cell phones to replace necessary supplies. By following these strategies, administrators may be more open to new ideas.

Student's cell phones could save schools money and become useful tools, taking the place of once expensive resources. With the implementation of cell phone usage in the classroom, they can end up being used as a beneficial resource. Students and teachers have recently become huge users of wireless technologies; including, PDA's and SMS (short-message-service), also known as text messaging, messaging through mobile wireless cell phones (Kim, Holmes, & Mims, 2005). Rosevear (2010) explains that cell phones can be used to help teach summarizing and language through SMS. Cell phones in high school will also get students ready for future endeavors in the college setting. Scornavacca, Huff, and Marshall (2009) discuss the impact of using cell phones in classrooms at the university level and take into consideration the implications of using SMS, too. "Classroom Feedback Systems," such as clickers, have not been proven beneficial (Scornavacca et al., 2009). Moreover, with the new system called, TEXT 2 LRN, students are able to send, via SMS, questions and/or comments about the lecture being taught at that moment, along with providing a quick and easy way for teachers to survey or quiz students on information (Scornavacca et al., 2009). This system provides students and staff another communication resource, but does not relatively allow students to gain more knowledge by using this technology. Scornavacca et al. (2009) suggest that using cell phones in classrooms as a tool would increase active participation and help decrease distractions, such as texting a friend in another room. Even though the uses are different between students and teachers, both are deemed beneficial by providing mobility and reachability (Kim et al., 2005). This would be relevant in both the high school and college setting. Kim et al. (2005) suggest that schools need to take advantage of these technologies and implement them into their classrooms to better help prepare their students for future success.

On the other hand, cell phones and other electronic devices are still seen by some as a burden in and outside of the classroom. Thompson and Cupples (2008) describe how cell phones can have a negative effect on a student's spelling, grammar, and communication skills while also frequently disrupting classroom learning time. Furthermore, Pierce and Vaca (2008) provide information relating to a study that was developed to explain the differences between teenagers that use communication technologies, and those that don't. The study included 517 high school students who had completed a self-report survey. The survey showed that 75% of these

adolescents used MySpace and had a cell phone, and that more than half of them also had an IM account (Pierce & Vaca, 2008). Those that used all three of these technologies had significantly lower grades than teens that did not (Pierce & Vaca, 2008). The study also revealed that teenagers, who used these technologies when working on their homework or when procrastinating on their home to use these technologies, reported having lower grades. The research found that many students text message frequently during class and even text message sometimes during a test (Pierce & Vaca, 2008).

In conclusion, will technology advancements here to stay. It is important for school and their districts to establish a cell phone and other electronic device policy that is best for that school. Whether or not cell phones are banned or not, administrators and teachers need to make sure that their students are getting the best education possible. Teachers need to be educated on how cell phones can be used in the classroom successful in order for them to remain a substantial and effective part of the classroom.

Progress Report on the Development of the Doing What Matters Local Plan

Background Information

In August 2015, the California Community Colleges Taskforce on Workforce, Job Creation, and a Strong Economy published its 25 Recommendations (see below) directed at addressing current barriers and enhancing the capacity for CTE education. The Doing What Matters Initiative has been created by state Chancellor's office to address these recommendations and provides an on-going funding source. "The goals of Doing What Matters for Jobs and the Economy are to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success and get Californians into open jobs." The only requirement for the funding is to improve the quality and quantity of the outcomes. The funding has been divided into Regional and Local Shares.

A Regional Plan has been developed through the South Coast Regional Consortium and has the following goals:

1. Strengthen communication, coordination, and timely decision-making in regional CTE efforts
2. Enhance participation in CTE Career Pathways between K-16.
3. Reinforce regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
4. Align college programs with regional and industry needs and provide support for CTE programs.
5. Create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education. The next step is the development of our Local Plan which is due January 31, 2016.

Below is a summary of the work that has been done so far to develop the local plan:

In order to develop the local plan, we first had to determine who the CTE Liaison would be. The CTE Liaison is a new position recommended by the ASCCC and their role is to increase CTE faculty involvement across all of the governing bodies on campus. The CTE Liaison is the conduit for information, ensuring communication from the ASCCC gets to CTE faculty, and to support CTE efforts and initiatives.

To ensure CTE faculty are involved in shaping the local plan, it was essential to identify who the CTE faculty are and which programs are CTE according to the TOP codes. In this process, we discovered that there is large data alignment quandary. The three coding systems, TOP, SOC, CIP, do not necessary align well. This resulted in our involvement as one of three pilot schools for the code alignment project. There are continued discussions on how to involve more CTE faculty in these conversations and the establishment of an Academic Senate CTE subcommittee.

In October, the CTE faculty participated in a Needs Assessment Activity at an IAC meeting where the following themes emerged:

- Facilities & Equipment
- Curriculum
- Marketing
- Professional Development
- Support for Students
- Staff

This exercise also highlighted a need to improve the current Program Review/Program Planning and Budget processes. Since marketing was identified as a top priority as a result of the Needs Assessment Activity, there was additional follow up work to determine more specifically the needs as related to marketing individual programs. A marketing proposal and scope has been developed.

Using the Strong Workforce Program Local Share Reporting Template Guide, we began to complete the Local Share LMI Worksheets to identify if there is an undersupply or oversupply for each CTE program. Using the Centers of Excellence Demand Table and Supply Table (http://www.coeccc.net/supply-demand), we were able to assess projected occupational demand and the supply of graduates for 27 CTE programs. Of which, it was determined that 22 appear to have an undersupply and are therefore eligible for funding. Since the TOP and SOC codes are essential for this this work, we were able to quickly identify which programs should be part of the code alignment pilot. In analyzing the LMI data for each individual program, we often had to look at both the regional data and the local data in order to establish an accurate picture for each program.

As we are moving through this data analysis process, we will be able to identify:

- Programs that need expansion
- Programs that need to be revised to meet regional needs
- New programs that need to be developed
- Interventions that strengthen all CTE delivery

Thus this on-going work will result in the development of priorities related to staffing, institutional support, and other programmatic support and development for our local plan. This

includes aligning current efforts that have been underway, such as the Career Trust Pathways Grant work with the local plan development.

Summary of Analysis per Program

TOP Code	Program	Analysis	
2105.00	**Administration of Justice**	**Go-undersupply**	
0201.00	**Architecture Technology**	**Go-undersupply**	
0953.10	**Architectural Drafting**		
0850.00	Sign Language Interpreters	No-oversupply	
1228.00	Athletic Trainers	No-oversupply	
1222.00	Physical Therapist Assistant		
0948.00	Automotive Technology	No-oversupply	
0957.20	**Building Inspection/Construction**	**Go-undersupply**	
0502.00	**Accounting**	**Go-undersupply**	
0501.00	**Business General**		
0506.00	**Business Management**		
0509.00	**Marketing & Distribution**		
0514.00	**Office Technology/Computer Applic.**	**Go-undersupply**	
0702.10	**Digital Office-noncredit**		
1012.00	Applied Photography	No-oversupply	
0708.10	**Computer Networking**	**Go-undersupply**	
1306.30	**Culinary Arts**	**Go-undersupply**	
1305.40	**ECE-Preschool Age**	**Go-undersupply**	
1305.90	**ECE-Infant Toddle**		
1305.50	**ECE-School Age**		
1305.00	**ECE**		
1305.20	**ECE-Special Ed**		
1305.80	**ECE-Supervision**		
1250.00	**Emergency Medical Services**	**Go-undersupply**	
2133.00	**Fire Technology**	**Go-undersupply**	
0614.10	**Multimedia**	**Go-undersupply**	
10300.00	**Graphic Art & Design**		
0956.30	**Manufacturing and Industrial Technology**	**Go-undersupply**	
0604.00	Radio & Television	No-oversupply	
0602.00	Journalism		
0614.10	Multimedia		
0604.20	Television (TV/film/video)		
0603.20	Audio Visual		

0604.30	Broadcast		
0614.40	Animation		
0612.20	Film Production		
1205.00	**Medical Laboratory**	**Go-undersupply**	
1230.10	**Registered Nurse**	**Go-undersupply**	
1402.00	**Paralegal**	**Go-undersupply**	
0511.00	**Real Estate**	**Go-undersupply**	
0511.10	**Escrow**		
0924.00	Engineering Technology-Solar	???	
0957.30	**Land Surveying**	**Go-undersupply**	
0958.00	**Water and Wastewater**	**Go-undersupply**	
0956.50	**Welding Technology**	**Go-undersupply**	

The Strong Workforce Task Force identified twenty five recommendations grouped under seven areas:

STUDENT SUCCESS
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

CAREER PATHWAY
3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

WORKFORCE DATA & OUTCOMES
4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

CURRICULUM
7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

CTE FACULTY
13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

REGIONAL COORDINATION
17. Strengthen communication, coordination, and decision-making between regional CTE efforts

	and the colleges to meet regional labor market needs.
18.	Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
19.	Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
20.	Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
FUNDING	
21.	Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.
22.	Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
23.	Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.
24.	Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
25.	Create incentives and streamline processes to maximize public and private investment in support of CTE programs.

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