



Academic Senate for College of the Canyons

May 5, 2016 3:00 p.m. to 4:50 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar:
 - a) Academic Senate Summary: April 21, 2016 (pg. 3)
 - b) Curriculum Summary: April 28, 2016 (pg. 7)
4. Academic Senate President's Report, Rebecca Eikey
5. Academic Senate Vice President's Report, Teresa Ciardi

B. Travel Report

1. Wendy Brill, ASCCC Spring Plenary (pg.13)
2. Regina Blasberg (pg.16)

C. Committee Report

1. EEO Advisory Committee, Rebecca Eikey and Diane Fiero (pg.17)

D. New Future Business

E. Unfinished Business

1. Local Graduation Requirements
2. High Impact Practices – Principles of Excellence
3. Consideration of Resolution on Nepotism and/or Ethical Hiring Practices
4. Professional Development connected to Ed Code – in Faculty Professional Development Committee
5. Diversity Requirement
6. Program Viability
7. Professional Development (FLEX) Fall Calendar of Activities

F. Discussion Items

1. Institution-Set Standards and IEPI Indicators, Barry Gribbons and Daylene Meuschke
2. Proposal to the Academic Calendar Committee to Eliminate Winter Intersession Academic Year 2018/19
3. Faculty Climate Survey, Wendy Brill-Wynkoop (pg.33)
4. Endorsement of Measure E
5. OER Resolution and AB 798 Plan, Thea Alvarado and Kimberly Bonfiglio (pg.35)
6. AP 4023 Academic Departments, David Andrus (pg.42)

G. Action Items

1. Revisions of Online Teaching Requirements
2. Prioritize Request for use of BONH 330 (pg.47)
3. Institutional Learning Outcomes

H. Announcements

- Applications are now open for Faculty who are interested in serving on an ASCCC Statewide Committee. <http://www.asccc.org/content/application-statewide-service>
- Career Technical Education Leadership Institute May 6-7, Double Tree Hilton, Anaheim
- **MAKERSPACE**, Thursday, May 12, 1:00 pm to 4:00 pm, Student Center
- Faculty Leadership Institute June 9-11, Mission Inn, Riverside
- Curriculum Institute July 7-9, Double Tree, Anaheim

- Academic Senate Retreat, August 25, 3:00 p.m. to 5:00 p.m. BONH 330
- Academic Senate Fall Plenary November 3-5, The Westin South Coast Plaza, Costa Mesa

I. **Adjournment**

The next Senate Meeting will take place on **May 19, 2016**

The Final Senate meeting of the 2015/16 Academic Year will take place on **May 26, 2016**

As always everyone is welcomed.

Comments from the public are encouraged for any item on the Agenda, but there may be a time limit for such comments.

Academic Summary for April 21, 2016

Voting Members					
Senate President	Rebecca Eikey	A	SBS Senator	VACANT	
Vice President	Teresa Ciardi	X	Business Senator	Bob Maxwell	
Immediate Past President	VACANT		Learning Resources Senator	Ron Karlin	
Curriculum Chair	Ann Lowe		At Large Senator	Diane Baker	
Policy Review Chair	David Andrus	X	At Large Senator	Lee Hilliard	
AT Senator	Regina Blasberg	A	At Large Senator	Deanna Riviera	
MSHP Senators	Amy Shennum,		At Large Senator	Michael Sherry	
VAPA Senator	Wendy Brill-Wynkoop	A	At Large Senator	Valerie Malinoski	
Student Services Senator	Garrett Hooper		Adjunct Senator	Kimberly Bonfiglio	
Humanities Senator	Tracey Sherard		Adjunct Senator	Thea Alvarado	
Kinesiology/Athletics Senator	Philip Marcellin		Adjunct Senator	Noemi Beck-Wegner	

Non-Voting Members	
Dr. Jerry Buckley	
Lita Wangen	X
Amy Foote	
Dr. Michael Wilding	
ASG Representative, Avneet Ghofra	

Guests:
Pamela Paez Williams, Jason Burdgofer, James Glapa-Grossklag, Brian Weston, Diane Fiero, Ann Kressin, Benjamin Riviera and Lisa Hooper

A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Agenda: Ron Karlin made a motion that we move the Action Items up the agenda before Discussion Items. This was be sure we had a quorum. Lee Hilliard seconded. Teresa Ciardi, abstained. Approved. Approval of the agenda, Philip Marcellin, seconded Garrett Hooper. Unanimous. Approved.
3. Approval of the Consent Calendar: Motion Ann Lowe, seconded Philip Marcellin. Unanimous. Approved.
4. Academic Senate Presidents Report, David Andrus. Rebecca Eikey is at the spring Plenary and David is chairing the meeting in her absence for Senate. He read the report she had sent him below:
Here is my President's Report:

1. **FT Faculty Hiring Committees**

I would like to thank all of the faculty who are participating in the following 14 Hiring Committees: Biology (Anatomy & Physiology), Math (Generalist), Math (Statistics), Nursing (Medical Surgical), Theatre (Technical), Computer Networking, Chemistry, Communication Studies (Forensics), Modern Languages (Spanish), Women's Soccer Coach, Physical Education/Kinesiology, Construction Technologies, Counselor (EOPS/CARE), and Counselor (Financial Aid).

These committees should be up and running. Participating in a FT faculty hiring committee is a very important service to each of the departments and to the college in general. Thank you!

2. **COCFA Proposed Contract Changes**

I would like to thank the COCFA leadership, Wendy Brill, Cindy Stephens, the COCFA Negotiating Team (Nicole Faudree, Garrett Hooper, Deena Riviera), and all the others who have put countless hours into improving the contract for all faculty, department chairs and specifically Academic Senate. There was email sent from Mary Corbett with the proposed contract changes, please review all the documents that were attached to that email. The vote for the contract is to schedule to occur between May 5th 10:00am-May 13th, noon.

If the proposed contract is ratified, Academic Senate would have an additional 250% TLU reassign time. This is in addition to the 50% reassign time for Curriculum Chair. A small group of faculty chairs of the key committees of Academic Senate has met to discuss this proposed change in reassign time and is working to establish a mechanism in which the reassign time is allocated to the key positions of the Academic Senate in a manner that is in accord with the workload. However, "It is understood that a percentage of this release time sufficient to perform the tasks be assigned to the development of CTE curriculum, and to support a CTE liaison position." If the contract is ratified with this proposed change to Academic Senate reassign time, expect that an amendment for the Academic Senate Bylaws will be forthcoming for your input and approval.

3. **ASCCC Spring Plenary**

This year the ASCCC Spring Plenary is scheduled alongside the other organizations: California Community Colleges Chief Instructional Officers (CCCCIO), California Community Colleges Chief Student Services Administrators Association, and California Community College Association of Occupational Education (CCCAOE) in Sacramento.

There is a group of faculty and administrators represented from COC.

Key topics include the 25 Recommendations from the Doing What Matters Taskforce (such as Min Quals for CTE faculty, Curriculum Development & Processes, Student Success, Career Pathways, and Workforce Data/Outcomes. Topics also include using noncredit for CTE programs, Adult Education Block Grant, Dual Enrollment, and Regional Coordination.

ASCCC Resolutions are found here: <http://www.asccc.org/events/2016-04-21-150000-2016-04-23-230000/2016-spring-plenary-session>

The vote for these occur on Saturday. I look forward to updating you all as to which of these resolutions passed.

5. Academic Senate Vice President's Report, Teresa Ciardi. N/A

B. Committee Report, David Andrus and Jason Burdgofer

Michael Dermody and Jason Burdgofer have been taking an inventory of all the offices on campus. They have found offices that have been “lost”, some that can have multiple people in them. Michael is going to Long Beach City College to do a site visit because they are in the same situation we are here at COC. He will bring that information back to Senate to try propose ideas and solutions for our shortage of office space.

C. Action Items

1. Department Chair Elections: Ann Lowe had a change to the Department elections. Humanities and Recreation Management are programs not departments she asked that they be removed. Motion to change Amy Shennum, seconded Ann Lowe. Unanimous. Approved. Approval of the elections, Amy Shennum, seconded Ann Lowe. Unanimous. Approved.
2. Elections results for Senators: Motion Amy Shennum, seconded Kimberly Bonfiglio. Unanimous. Approved
3. Ed Tech Committee: Motion Garrett Hooper, seconded Ron Karlin. Unanimous. Approved.
4. Adjunct representative for Curriculum, Rebekah Villafana: Motion Ann Lowe, seconded Kimberly Bonfiglio. Unanimous. Approved.
5. BP 6750 and AP 6750 Vehicles, Parking and Traffic. Motion Thea Alvarado, seconded Ron Karlin. Unanimous. Approved
6. BP 5533 Grade Review: Motion Kimberly Bonfiglio, seconded Ann Lowe. Unanimous. Approved.

D. Discussion Items

1. Senators Report:
 - Revisions of Online Teaching Requirements. Ann had a question regarding 9, 10 and 12. She felt there needed to be some consistency and James said he could fix that. There was no further discussion. Some senators said there is limited time for them to speak at their School meetings. Consequently, there were no substantive reports made by Senators as to this item. This will come back as an Action Item for the next agenda.
 - Revised Institutional Learning Outcomes quick reference. There were no reports provided by Senators because the School meetings do not provide adequate time to have discussion about matters, such as this item. The Senators will take this back to their schools for discussion and bring information back to Senate. This will come back as a Discussion Item for the next agenda. Ann Lowe also suggested we make sure we have a clear understanding of how these outcomes will be effectively assessed and measured.

2. Prioritize Request for use of BONH 330, Teresa Ciardi

There was a discussion on the use of BONH 330 and who reserves to room. At the moment Lita Wangen reserves BONH 330. Lita is the contact person for future room reservations. But that can be over ridden by computer support if someone other than faculty wants to use the room. There was a question of how we can have that not happen. BONH 330 is the Faculty Center and its use is controlled and planned by the Academic Senate. Anyone who is overriding the scheduled use of BONH 330 is circumventing customary Senate control. Also there is a question as to who should be using BONH 330 and how do we go about prioritizing the room. Some suggestions are:

- Do we want to write up a resolution?
- No bumping someone without mutual consent
- We need more detail as to why and how only Lita can schedule the room.

These were some good suggestions and Teresa will take these back to Rebecca.

3. OER Resolution, Kimberly Bonfiglio and Thea Alvarado

Kimberly gave background information on OER and went over the resolution that has been written. The Senators discussed the resolution and had a couple changes they would like to see. The Senate would like to see a Plan before the Resolution is adopted. James Glapa-Grossklag said he could do that and have it for our next meeting on May 5th. Thea Alvarado motioned to have the resolution moved to Action at the next meeting but, the Senate would like to see the Plan first before we decide on the resolution. The deadline for

the grant is June 30th. David said he would defer to Rebecca as to whether this comes back as Discussion or Action Item.

4. Professional Development FLEX Calendar of Activities, Teresa Ciardi

Teresa went over the calendar of FLEX. The calendar was presented to her as is with workshops already in place. She informed the Senate she was told that the Faculty Development Committee (FDC) could not put anything into the schedule for certain time slots and that certain time slots were spoken for. The question is how we work with Administration on the scheduling of FLEX. We need mutual conversation about the FLEX calendar. Faculty would have liked to have seen more FLEX classes other than the ones listed by Administration. Diane Fiero said that if faculty did not want them she was sure all they had to do was ask Administration, but that some faculty had asked for the classes and that is why they are scheduled. David is going to report back to Rebecca about how the schedule is said to be sent to the Faculty Development Committee with particular days and time periods blocked in advance.

Diversity Requirements, Pamela Paez-Williams

We had tabled this at the last meeting because some schools felt they needed to discuss Diversity more. The way this was left the last time we met was to consider alternative approaches to our current adoption of the diversity requirement. At previous meetings it has been suggested that the requirement might not be necessary any longer due to the pervasive existence of diversity throughout our curriculum. There has been consideration of strengthening the requirement, maintaining it, or even eliminating it. Pamela Paez-Williams addressed the Senate on Diversity. She stated that there was some confusion on the diversity requirement because some had not read the requirement. She gave a presentation on diversity and the history behind it here at COC. She provided a strong argument for why diversity needs to be understood in a more substantive way than it seems to be at present. She feels there would be remorse and it would be a step backward in our institutional development if we were to eliminate our requirement. This would be a mistake to take out our critical thinking. She feels this would be a great mistake for the College to not have diversity and that if this were removed it would not cast COC in a positive light. David is going to report back to Rebecca in finding a new way to communicate a broader interest in Diversity here on campus than what has already occurred and then we will see where we are going to go from there.

E. Special Presentation by Dr. Van Hook, Bond Measure

Dr. Van Hook spoke on Measure E and the positives that would come if we were to get this passed. More offices, updated and new buildings at Valencia and Canyon Country campuses. Some of the building here are in great need of being updating and the Canyon Country site is in need of more buildings. We are running out of office space for faculty and with this bond we could get at least 120 offices. She provide a PowerPoint that facilitated her presentation of what the Canyon Country Campus would look like if we are able to pass this bond. The presentation provided useful data as to the impact buildings and resources (space) has on growth and funding for instruction. She estimated what it would cost a household to pay for the bond. The bond is going on the June primary election ballot.

F. Adjourned: 5:02 p.m.

CURRICULUM COMMITTEE SUMMARY

April 28th, 2016

3:00 pm– 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting held on April 18th, 2016.

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; Barnhouse, Erin – Learning Resources; Bates, Mary – Math, Sciences & Health Professions; Brill, David – Visual & Performing Arts; George, Tricia – Humanities; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Applied Technologies; Hopper, Lisa – Co-Chair, Faculty; Hyatt, Rhonda – Kinesiology & Athletics; Jacobson, Julie – Member at Large; Marengo, Anne – Social & Behavioral Sciences; Matsumoto, Saburo – Member at Large; Stephens, Cindy – Member at Large; **Villafana**, Rebekah – Adjunct Representative

Members absent: Lowe, Ann – Co-Chair, Faculty; Ruys, Jasmine – Director Admissions and Records; Solomon, Diane – Student Services

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
BIOSCI	221	Introduction to Microbiology	Revised SLO's (2) , revised objectives and content, updated textbook. Removed BIOSCI-107/107H prerequisite, added BIOSCI-100/100H as prerequisite. Added eligibility for ENGL-101/101H & MATH-103-104 as recommended preparation.	K. Burke	Fall 2016
CAWT	074	Introduction to Photoshop	Revised description, updated textbook. Added 100% online DLA	A. Strozzer	Fall 2016
CMPNET	151	CCNA Prep 1	Revised description, objectives and content, updated textbooks	L. Hilliard	Fall 2016
CMPNET	152	CCNA Prep 2	Revised description, objectives and content, updated textbooks. Added CMPNET-155 or CISCO CCENT Certification as prerequisite options.	L. Hilliard	Fall 2016
ECE	155	Science & Math for the Young Child	Revised description, revised SLO , updated objectives and content, updated textbook.	C. Stephens	Fall 2016
ECE	156	Literature & Language Development for the Young Child	Revised description, revised SLO , updated objectives and content, updated textbook.	C. Stephens	Fall 2016
ECE	160	Understanding & Education of Children with Special Needs	Changed title (formerly "Understanding & Education of Exceptional Children") . Revised description, revised SLO , updated objectives and content, added textbooks.	C. Stephens	Fall 2016
ECE	201	Supervision & Administration of Children's Programs	Revised description, revised SLO , revised objectives and content, updated textbook. Removed PSYCH-172/172H as prerequisite option to ECE-101, changed prerequisite of ECE-125 to ECE-123.	C. Stephens	Fall 2016
ECE	202	Advanced Supervision & Administration of Children's Programs	Revised description, revised SLO , updated objectives and content, added textbooks.	C. Stephens	Fall 2016
ENGL	272	The Bible as Literature	Revised description, revised SLO's (2) , revised objectives and content, updated textbooks. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101 or ENGL-101H as recommended preparation.	R. Dwelling	Fall 2016
ENGR	240	Strength of Materials	Changed number (formerly ENGR-161) . Revised description, revised SLO's (2) , objectives and content, updated textbooks. Added online/hybrid DLA.	D. Martinez	Fall 2016
MEA	231	Digital Sculptures	Revised objectives and content, updated textbook.	J. Baber	Fall 2016
MEA	234	Character Animation	Revised objectives and content, updated textbooks.	J. Baber	Fall 2016
MEA	235	Visual Effects	Revised description, objectives and content, updated textbooks. Removed MEA-135 prerequisite.	J. Baber	Fall 2016
MEA	255	Audio Postproduction for Film/TV/New Media	Changed title (formerly "Digital Audio Post Production") . Revised description, revised SLO's (2) , revised objectives and content, added textbook. Removed MEA-155 prerequisite, added MEA-114, 155, and 159 as recommended preparation.	J. Amador	Fall 2016
MEA	261	Advanced Animation	Revised description, revised SLO , updated objectives and content, added textbook.	J. Baber	Fall 2016
MEA	265	Animation Production	Revised objectives and content.	J. Baber	Fall 2016
MUSIC	102	Musicianship Skills II	Revised objectives and content, updated textbook.	J. Lawson	Fall 2016
MUSIC	103	Musicianship Skills III	Revised objectives and content, updated textbook.	J. Lawson	Fall 2016
MUSIC	104	Musicianship Skills IV	Revised objectives and content, updated textbook.	J. Lawson	Fall 2016
MUSIC	105	Music Appreciation	Revised objectives and content, updated textbook.	J. Lawson	Fall 2016
MUSIC	107	History of Rock and Roll	Revised objectives and content.	J. Lawson	Fall 2016
MUSIC	127	Orchestration for Strings and Woodwinds	Revised objectives and content.	B. Feldman	Fall 2016
MUSIC	128	Orchestration for Brass, Percussion, and Harp	Revised objectives and content, updated textbook.	B. Feldman	Fall 2016
MUSIC	146	Electronic Music for the Stage	Revised objectives and content, updated textbook.	B. Feldman	Fall 2016
MUSIC	153	Studio Jazz Ensemble	Revised objectives and content, removed textbooks.	J. Lawson	Fall 2016
MUSIC	160	Guitar Studies I	Changed title (formerly "Guitar Studies I") . Revised description, updated objectives and content, updated textbook.	B. Feldman	Fall 2016
MUSIC	161	Guitar Studies II	Revised SLO , revised objectives and content, updated textbook.	KC Manji	Fall 2016
MUSIC	167	Jazz Guitar Studies I	Revised objectives and content.	KC Manji	Fall 2016
MUSIC	168	Jazz Guitar Studies II	Revised SLO's (2) . Revised objectives and content.	KC Manji	Fall 2016

MUSIC	169	Improvisation for Guitarists	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	170	Bass Guitar Studies I	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	171	Bass Guitar Studies II	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	173	Jazz Vocal Ensemble	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	176	Chamber Singers	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	177	Women's Choir (Les Chanteuses)	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	186	Music Ensemble	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	189	Individualized Music Lessons	Revised objectives and content.	D. Feldman	Fall 2016
MUSIC	190	Applied Performance	Revised objectives and content.	D. Feldman	Fall 2016
SIGN	103	American Sign Language III	Revised objectives and content.	D. Sison	Fall 2016
SIGN	104	American Sign Language IV	Revised objectives and content.	D. Sison	Fall 2016
SIGN	111	Fingerspelling	Revised objectives and content, updated textbook. Changed from pass/not pass only to letter grade.	D. Sison	Fall 2016
SIGN	112	Interpreting: Principles and Practices	Revised objectives and content.	D. Sison	Fall 2016
SIGN	113	Creative Uses of Sign	Revised objectives and content.	D. Sison	Fall 2016
SIGN	201	Interpreting I	Revised objectives and content.	D. Sison	Fall 2016
SIGN	202	Transliterating I	Revised objectives and content.	D. Sison	Fall 2016
SIGN	203	Sign to English Interpreting/Transliterating I	Revised objectives and content.	D. Sison	Fall 2016
SIGN	204	Interpreting II	Revised objectives and content.	D. Sison	Fall 2016
SIGN	205	Transliterating II	Revised objectives and content.	D. Sison	Fall 2016
SIGN	206	Sign to English Interpreting/Transliterating II	Revised objectives and content.	D. Sison	Fall 2016
THEATR	186B	Technical Theatre II (Intermediate)	Revised SLO's (2), revised objectives and content.	S. Hinzher	Fall 2016
WINEST	105	Wine Service and Hospitality	Changed number (Formerly WINEST 004), adding prerequisite of WINEST 100. - not approved.	C. Sabwaha	Fall 2016
WINEST	106	Wines of California	Changed number (Formerly WINEST 005), adding prerequisite of WINEST 100. - not approved.	C. Sabwaha	Fall 2016

WINEST	107	Wines of Italy	Changed number (formerly WINEST 086), adding prerequisite of WINEST 100. - not approved.	C. Schwabe	Fall 2016
WINEST	108	Wines of France	Changed number (formerly WINEST 087), adding prerequisite of WINEST 100. - not approved.	C. Schwabe	Fall 2016
WINEST	109	Wines of Australia and New Zealand	Changed number (formerly WINEST 088), adding prerequisite of WINEST 100. - not approved.	C. Schwabe	Fall 2016
WINEST	110	Wines of Spain	Changed number (formerly WINEST 089), adding prerequisite of WINEST 100. - not approved.	C. Schwabe	Fall 2016

MODIFIED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Art	A.A. Degree	Adding ART-130 to "Choose six units from the following" section. Total units remain at 24 units.	M. McCaffrey	Fall 2016
Baking and Pastry	Certificate of Specialization	Adding minimum of 1 unit of CWE-188. Total certificate units required increased to 14 (formerly 13 units).	C. Schwabe	Fall 2016
Recreation Management	A.A. Degree	Added REC-100 to program requirements, moved REC-105 to "Plus eleven to twelve units from the following" section. Total units remain at 23-24 units.	R. Hyatt	Fall 2016

NEW INSTRUCTIONAL SERVICE AGREEMENT (ISA'S) COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
LEPD	016	First Aid/CPR for First Responders Intermediate	0.25 units, 8 hours lecture, 8 hours lab. New SLO's (2). New POST prerequisite.	A. Green	Fall 2016
LEPD	022	Witness Protection	0.15 units, 5 hours lecture, 5 hours lab. New SLO's (2). New POST prerequisite.	A. Green	Fall 2016
LEPD	023	1-Day Network Communication System (NECS) School	0.15 units, 4 hours lecture, 4 hours lab. New SLO's (2). New POST prerequisite.	A. Green	Fall 2016
LEPD	051	Public Safety Dispatcher Basic	6 units, 102 hours lecture, 18 hours lab, pass/not pass only, new SLO's (2), new POST prerequisite.	A. Green	Fall 2016
LESD	006	Custody Squad Tactics	0.15 units, 8 hours lab. New SLO. New POST prerequisite.	A. Green	Fall 2016
LESD	007	Custody Operations Force Policy	0.15 units, 8 hours lab. New SLO. New POST prerequisite.	A. Green	Fall 2016
LESD	041	Adult Corrections Officer Core Course	13 units, 180 hours lecture, 132 hours lab. New SLO's (6). New POST prerequisite.	A. Green	Fall 2016

NEW/MODIFIED PREREQUISITES on consent:

Title	#	Title	Suggested Enrollment Limitation	Author
BIOSCI	221	Introduction to Microbiology	Removed BIOSCI-107/107H prerequisite, added BIOSCI-100/100H as prerequisite. Added eligibility for ENGL-101/101H & MATH-103-104 as recommended preparation.	K. Burke
CMPNET	152	CCNA Prep 1	Added CMPNET-155 or CISCO CCENT Certification as prerequisite options.	D. Willard
CMPNET	155	CCNA R&S: Routing & Switching Essentials	New prerequisite of CMPNET-154.	D. Willard
CMPNET	156	CCNA R&S: Scaling Networks	New prerequisite of CMPNET-151 or CMPNET-155 or CISCO CCNET Certification.	D. Willard
CMPNET	157	CCNA R&S: Connecting Networks	New prerequisite of CMPNET-156.	D. Willard
ECE	201	Supervision & Administration of Children's Programs	Removed PSYCH-172/172H as prerequisite option to ECE-101, changed prerequisite of ECE-125 to ECE-123.	C. Stephens
LEPD	016	First Aid/CPR for First Responders Intermediate	New POST prerequisite.	A. Green
LEPD	022	Witness Protection	New POST prerequisite.	A. Green
LEPD	023	1-Day Network Communication System (NECS) School	New POST prerequisite.	A. Green
LEPD	051	Public Safety Dispatcher Basic	New POST prerequisite.	A. Green
LESD	006	Custody Squad Tactics	New POST prerequisite.	A. Green
LESD	007	Custody Operations Force Policy	New POST prerequisite.	A. Green
LESD	041	Adult Corrections Officer Core Course	New POST prerequisite.	A. Green
MEA	235	Visual Effects	Removed MEA-135 prerequisite.	J. Baker
MEA	255	Audio Postproduction for Film/TV/New Media	Removed MEA-155 prerequisite, added MEA-114, 155, and 159 as recommended preparation.	J. Anador

NEW DISTANCE LEARNING ADDENDUMS on consent:

Title	#	Title	TYPE OF DELIVERY	Author
CAWT	074	Introduction to Photoshop	100% online.	A. Strosser
ENGR	240	Strength of Materials	Online/Hybrid	D. Martinez

-Motion to approve Consent Calendar Items on the April 28th, 2016 Curriculum Committee Agenda; Motion by Anne Marenco, second by Rhonda Hyatt. All in favor: Unanimous.

-The WINEST proposals were reviewed and the committee determined these courses did not contain the rigor required to be considered CSU transferable, therefore the number change and prerequisite addition of a transferable course (WINEST-100) cannot be approved. The committee recommended that the Culinary Arts/Wine Studies Department to explore the option of converting these courses into noncredit course.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
CMPNET	154	CCNA R&S: Introduction to Networks	3.5 units, 54 hours lecture, 27 hours lab. New SLO's (2).	L. Hilliard	Fall 2016
CMPNET	155	CCNA R&S: Routing & Switching Essentials	3.5 units, 54 hours lecture, 27 hours lab. New SLO's (2). New prerequisite of CMPNET-154	L. Hilliard	Fall 2016
CMPNET	156	CCNA R&S: Scaling Networks	3.5 units, 54 hours lecture, 27 hours lab. New SLO's (2). New prerequisite of CMPNET-151 or CMPNET-155 or CISCO CCNET Certification.	L. Hilliard	Fall 2016
CMPNET	157	CCNA R&S: Connecting Networks	3.5 units, 54 hours lecture, 27 hours lab. New SLO's (2). New prerequisite of CMPNET-156.	L. Hilliard	Fall 2016

-Motion to approve the CMPNET-154, 155, 156, and 157 new course proposals: Motion by Cindy Stephens, second by Julie Jacobson. All in favor: Unanimous.

-These four new courses will be added as options to CMPNET-151 and CMPNET-152 in the Computer Networking AS Degree, Computer Network Certificate of Achievement, and the Network Associate Certificate of Specialization. CMPNET 154 & CMPNET-155 will be an option to the CMPNET-151 course, and CMPNET-156 & CMPNET-157 will be an option to the CMPNET-152 course.

COURSES TO BE ADDED TO SATISFYING THE DIVERSITY REQUIREMENT – NONE**COURSES REQUESTED TO BE ADDED TO ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS:**

Subject	#	Title	Requested General Education Area
REC	100	Leisure for Life	Physical Education and Wellness

-Motion to approve REC-100 being added to the Physical Education and Wellness general education area of the local Associated Degree: Motion by Lee Hilliard, second by Mary Bates. All in favor: Unanimous.

APPROVAL OF ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS:

Subject	#	Title	General Education Area
ART	130	Asian Art History	Fine Arts
CMPNET	154	CCNA R&S: Introduction to Networks	Elective
CMPNET	155	CCNA R&S: Routing & Switching Essentials	Elective
CMPNET	156	CCNA R&S: Scaling Networks	Elective
CMPNET	157	CCNA R&S: Connecting Networks	Elective
CULARTS	138	ICuE Café Production II	Elective
ENGL	112	Intermediate Composition, Literature, and Critical Thinking	Humanities and Fine Arts Analytical Thinking, Written Composition
ENGL	112H	Intermediate Composition, Literature, and Critical Thinking – Honors	Humanities and Fine Arts Analytical Thinking, Written Composition

HUMAN	115	Cultural Eras in Humanities I: Antiquity to the Late 15 th Century	Humanities
HUMAN	116	Cultural Eras in Humanities II: Late 15 th Century to the Present	Humanities
ID	117	Lighting Design	Elective
ID	211	Advanced Kitchen and Bath Design	Elective
THEATR	110H	Understanding Theatre - Honors	Fine Arts
THEATR	182C	Rehearsal/Performance (Comedy): Principal	Elective

-Motion to approve the Associate Degree general education requirements: Motion by Anne Marengo, second by Mary Bates. All in favor: Unanimous.

APPROVAL OF GENERAL EDUCATION COURSES TO BE ADDED TO THE PARALEGAL AA DEGREE:

Subject	#	Title	General Education Area
ART	130	Asian Art History	Fine Arts
ENGL	112	Intermediate Composition, Literature, and Critical Thinking	Humanities and Fine Arts Analytical Thinking, Written Composition
ENGL	112H	Intermediate Composition, Literature, and Critical Thinking - Honors	Humanities and Fine Arts Analytical Thinking, Written Composition
HUMAN	115	Cultural Eras in Humanities I: Antiquity to the Late 15 th Century	Humanities
HUMAN	116	Cultural Eras in Humanities II: Late 15 th Century to the Present	Humanities
THEATR	110H	Understanding Theatre - Honors	Fine Arts

-Motion to approve the Paralegal Associate Degree general education requirements: Motion by Mary Bates, second by Julie Jacobson. All in favor: Unanimous.

Discussion Items:

1. 2016-2017 Curriculum Committee Calendar. The committee reviewed a draft of the 2016-2017 Curriculum Committee calendar, suggestions were made and the revised calendar will be posted to the Curriculum Committee website and sent out the Full Time Faculty and Academic Deans.

2. Finalize 2015 Five Year Revision List. The finalized version of the 2015 Five Year Revision List was reviewed. PLMB-030, SOLAR-050 and SOLAR-101 are on hold as there are currently no faculty members to revise these courses. DANCE-136, MUSIC-090L, MUSIC-142, and THEATR-221 did not reach stage 7 of the curriculum approval process and were not approved. The Curriculum Committee recommended removing these courses from the 2016-2017 catalog. Once the courses are revised and approved through the modification process, the course will be put back into the next version of the catalog.

3. Adjunct Access in CurricUNET. After robust discussion during the past two meetings, factoring in feedback from the CASL committee, it is clear that granting Adjunct Access to CurricUNET without limitation poses some challenges. For now, as a pilot, select adjuncts – those who have been hired as curriculum coordinators – will be given access to CurricUNET for the courses/programs to which they have been assigned. Access to CurricUNET will be provided following the completion of "Introduction to CurricUNET" training. This policy will commence with the 2016-2017 academic year and will be reviewed for possible revision in the Spring 2017 semester.

4. May 12th Retreat. Further information will be sent out the committee members regarding the May 12th retreat.

New Courses Includes ISA's	11	Modified Non Credit Courses	-0-	Modified Prerequisites	4
New Programs	-0-	New DLA's	2	Deleted Courses	-0-
Modified Courses	51	New SLO's	-0-	Deleted Programs	-0-
Modified Programs	3	Modified SLO's	24	Proposals Reviewed in Technical Review Session	52
New Non Credit Courses	-0-	New Prerequisites	10	Proposals Returned from Technical Review Session	1

ASCCC – Spring 2016 Plenary

Travel Report – Wendy Brill-Wynkoop

Submitted to Senate 4/29/16

Legislation and Advocacy

In order for a bill to pass 2/3s majority required. With the current make of the house (number of democrats and republicans) bills needed non-partisan support to be passed. One of the reasons we have so many initiatives on the ballot.

In 2016 it is expected that in both the State Assembly and Senate the democrats will have a super majority (more than 2/3). If this occurs than many more bills will pass in 2017 and 2018.

All faculty need to connect to their representatives and discuss the needs of California Community Colleges regardless of their political association. Need a CCC Caucus in Sacramento.

ASCCC – requesting local Legislative Liaison at each district.

Three main themes coming up through bills state legislation

1. **Accountability** (oversight and compensation)
 - AB 2214 Faculty royalty disclosure for textbooks – Concerns that this is against the ideas of research and scholarship that essential to college faculty.
 - AB 1837 CPEC Reboot (California Postsecondary Education Commission) – unfunded in 2011 by Gov. Brown because it was ineffective. Need to independent commission to collect data but too much oversight is harmful. Bill calls for one body to have oversight on all three systems of Higher Ed in California (not likely to pass).
 - AB 2434 Blue Ribbon Commission – major concerns. This bill specifically forbids anyone connected to community college from being on the commission. ASCCC opposes. (Not likely to pass)
 - AB 1690 Minimum conditions for part time faculty, seniority, and due process
 - AB 2069 Part time faculty office hours – would add part time faculty hours to college scorecard.

2. **Campus Climate** (awareness of sexual assault and mental health issues)
 - AB 1995 Shower access for homeless students – Concerns of security and safety
 - AB 2071 Student mental health
 - SB 906 Extension of priority enrollment for DSPS, EOPS, and foster youth

3. **College Promise** (Making College affordable)

Conversation about low or no cost college at all levels including national

 - AB 1721 Cal Grant B – because CCC cost is low, few students (6%) qualify for Cal Grants. This bill would increase Cal Grant awards to CCC students by increasing entitlement and competitive awards. The current need outstrips the resources available.
 - AB 1892 Cal Grant C – Cal Grants for short-term CTE programs
 - SB 1314 – Expansion of the BA pilot program for CCC, but no additional money.
 - AB 798 OER grants – ASCCC supports
 - AB1985 AP Credit – System wide mandate that all CCC accept AP for Credit of 3 or better. Concerns – this would take curriculum out of faculty and local district's hands. Good for students but must balance local vs. system control. More details in ASCCC Legislative report. (Likely to pass)
 - AB 1914 Textbook affordability
 - SB 1314 BA Pilot program expansion – concerns about funding

ASCCC – Spring 2016 Plenary
 Travel Report – Wendy Brill-Wynkoop
 Submitted to Senate 4/29/16

Trailer Bills

Operational language for implementing the Governor's budget proposals

1. Basic Skills
 - Performance based funding, competitive. Rewards colleges that are already doing a good job at Basic Skills. Will limit money for schools that need improvement.
2. OER Textbooks and Z degrees
 - Concern about duplicating degrees. CCC doesn't need more degrees. ASCCC agree low cost is a good option.
3. Strong Workforce
 - Many more conversations need to happen with this trailer bill. It calls for funding to be regional. ASCCC recommends that monies be allocated directly to the districts.
4. Awards for Innovation
 - Awards given to moving Basic Skills education online. ASCCC doesn't feel it is good pedagogy to have basic skills students take classes online. That this population would do better with more face-to-face options.

Non-Credit Breakout session

- Non-credit cut more than credit during recession
- Basic skills greatest amount of non-credit classes
- \$4.6 million Adults 18-65 in no college program – good population for non-credit
- Registration is no cost to students
- Enhanced non-credit (leads to workforce) funding equal to credit
- Look at labor market to know what areas to develop
- Consider off campus locations
- Positive attendance hours: managed enrollment or open entry/exit

E-Lumens (demo)

One solution that integrates with Colleague (Datatel)

- Flow: Assessments to Reflections to Action Plan to Collaboration on goals/needs to Program review

Positives:

- Cloud based
- Comprehensive
- Flexible
- Intuitive – easy to use!
- Modern
- Integrated with Canvas

Modules

1. CORE: SLO/Strategic Initiative (Program Review)
2. Student Engagement – E portfolio
3. Curriculum

Also includes integrated

- Catalog
- Scheduling
- Preliminary Ed planner

ASCCC – Spring 2016 Plenary
 Travel Report – Wendy Brill-Wynkoop
 Submitted to Senate 4/29/16

Topics Discussed through out plenary

50% Law:

- Conversation between many groups (ASCCC, CEOs, Chancellor's office, unions) to propose changes to the 50% law.
- Move librarians and counselors to the "right side"
- Increase the percent to 60%(?)
- Commitment to increase FON
 - System wide 56% of contact hours are taught by full time faculty
- Changes will have to go through the whole consultation process, so this will take some time

Accreditation:

- 97% of CCC CEOs agreed we need a different structure for accreditation
- Two committees were formed:
 - Focus 1: Immediate relationship with ACCJC - Long standing concerns ACCJC
 - Focus 2: Future alignment of ACCJC with 4 year WASC model

Budget:

Waiting for May revise (approx. May 13, 2016)

- Hoping for increase to base allocation (current proposal 2%)
- More money allocated specifically for full time faculty
 - BOG, State Chancellors office, ASCCC, unions, and students all making the same request
- Restoration of categorical funds

State Chancellor's Office focus:

New phase: Integrate, streamline and align

- Restoration of access – 3SP and Workforce
- Transfer degrees
- Expand Bachelor degrees
- Institutional effectiveness

Performance Based funding

Eric Skinner (Interim, State Chancellor)

- Looking ahead, CCC will move to a performance based funding model- focus on completion.

Regina Blasberg - Report

I attended the “21st Century Employability Skills: Curriculum and Digital Badges” session. An organization called the New World of Work (funded through Doing What Matters) has created 20 modules that focus on providing students employability skills. The top 10 employability skills are:

Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Empathy, Entrepreneurial Mindset, Resilience, Self-Awareness, and Social/Diversity Awareness

The modules are complete solutions with lesson plans, presentations, videos, and assessments. They are completely prepackaged and ready to go. They are also completely free. Each one is approximately 45-60 minutes long.

If the instructor delivering the content has been trained by the New World of Work folks, then the students are eligible for a digital badge once they have completed the training. These digital badges are portable and can be shared on their LinkedIn profile.

<http://www.newworldofwork.org/>

All of the badging services are provided through Launch Pad. <http://www.launchpath.com/Home/tabid/290/Default.aspx>

I also attended the South Central Coast Regional Meeting. There was a lot of discussion around how the region will facilitate the enormous amount of state funding for CTE and how the region can work more collaboratively. The meeting was focused on answering and brainstorming around several questions. How are we collaborating both regionally and at an institutional level to braid funding streams including Equity funds, SSSP, and basic skills? And, how will the Doing What Matters funding be included? How can we improve regional organization to respond to these new initiatives? What is the best communication structure? How can we improve and leverage data and resources regionally? Nothing was resolved at the meeting but there were some good suggestions and a variety of recommendations. The meeting was attended by all levels from each of the colleges within the region.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16**

District Name: Santa Clarita Community College District

The district met Multiple Method #1 (District's EEO Advisory Committee and EEO Plan).

- Yes
- No

The district met at least 5 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda of when District's EEO Advisory Committee certified this report form.

Chair, Equal Employment Opportunity Advisory Committee.

Name: Dr. Diane Fiero _____ Title: Asst. Supt./Vice President, Human Resources _____
 Signature: _____ Date: _____

Chief Human Resources Officer

Name: Dr. Diane Fiero _____ Title: Asst. Supt./Vice President, Human Resources _____
 Signature: _____ Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Dr. Dianne G. Van Hook _____ Title: Chancellor, Santa Clarita CCD _____
 Signature: _____ Date: _____

President/Chair, District Board of Trustees
Date of governing board's approval/certification: _____

Date Due at the Chancellor's Office: **June 1, 2016**
 Return to: Javier Gonzalez (jgonzalez@cccco.edu)
 Chancellor's Office California Community Colleges: 1102 Q Street, Ste. 4500, Sacramento, CA 95811

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 *Multiple Methods*. The Chancellor's Office will select some of the practices reported and highlight them in an "EEO and Diversity Best Practices Handbook".

When providing explanation(s) and evidence of your district's success in implementing the *Multiple Methods*, please write a response suitable for publication in the best-practices handbook. Please keep narrative to no more than one page per Multiple Method.

Nine (9) Multiple Methods

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does district meet Multiple Method #1 (District's EEO Advisory Committee and EEO Plan)?

Yes

No

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee and an updated EEO Plan.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, Section 53003).
- EEO Plans are considered active for three years from the date of when the District's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, Section 53005).

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16**

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Our District EEO plan was last revised and approved by our Board of Trustees on September 28, 2015. It was subsequently submitted to the State Chancellor's Office. Our EEO Advisory Committee consists of:

EQUAL EMPLOYMENT OPPORTUNITY (EEO) ADVISORY COMMITTEE		
MEMBERS	TITLES	Group representation
Diane Fiero, Chair	Assistant Superintendent/Vice President, Human Resources	Admin.
Jerry Buckley	Assistant Superintendent/Vice President, Instruction	Admin.
<u>Renard Thomas</u>	Director, Veteran/Re-entry	Admin.
Daylene Meuschke	Dean, Institutional Research, Planning and Institutional Effectiveness	Admin.
Jasmine Ruys	Director, Admissions, Records and Online Services	Admin.
Jim Temple	Vice President, Technology	Admin.
Michael Wilding	Title IX Officer	Admin.
Christina Chung	Director, Human Resources	Admin.
Rebecca Eikey	President, Academic Senate	Faculty
Pamela Brogdon	Director, (EOPS)/CARE/ <u>CalWORKS</u>	Faculty
Jane Feuerhelm	ADA Coordinator – Students	Faculty
Teresa Ciardi	VP, Academic Senate	Faculty
Peter Hepburn	Librarian/Technician Services	Faculty
Ron Ellis	Campus Safety	Classified
Dori Wolfenstein	Campus Safety	Classified
Robert Betancourt	Facilities	Classified
<u>Avneet Gohtra</u>	ASG Student Trustee	Student

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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To receive funding for that year's allocation amount, districts are also required to meet 5 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Board Policies that mention or address the District's commitment to diversity.

BP 1200 – District Mission

The mission of the Santa Clarita Community College District is:

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

BP 2715 Board of Trustees – Code of Ethics/Standards of Practice

In relation to diversity, the policy states that the Board Members will:

- Ensure the District maintains equality of opportunity for all students regardless of race, creed, sex, religion, age, physical ability, national origin, or sexual orientation.
- Hold the educational welfare of the students as the primary concern in all decisions and assure that opportunity for high quality education for all students regardless of sex, race, color, religion, ancestry, national origin or handicap.

BP 3050 Statement of Professional Ethics (All Employees)

In relation to diversity, the policy states that those acting on behalf of the college should demonstrate:

- Impartiality by treating others fairly and equitably;
- Respect for all people by treating them with civility and decency;
- Appreciation of the cultural and economic make-up, characteristics, and educational needs of the community;

BP/AP 3410 Nondiscrimination

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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BP/AP 3410 and 3435 Prohibition of Harassment

BP/AP 3420 Equal Employment Opportunity (AP 3420 serves as the District EEO Plan)

BP 7100 Commitment to Diversity

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

BP/AP 7120 – Recruitment and Selection

This Board Policy and the associated Administrative Procedures encompass all of our EEO compliant hiring procedures for Full-time and part-time faculty, classified staff, and administrators.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Future Instructors in Training (FIT) Program

Executive Summary

The Future Instructors in Training (FIT) Program, an internship program designed to inspire, recruit, and prepare diverse career professionals and graduate students for a career in community college teaching. FIT is modeled after the Los Angeles Community College District's (LACCD) Project Match, a program that has been in existence at LACCD for over 20 years and won the John D. Rice Diversity Award in 2013. This program is conducted at College of the Canyons and managed by a steering committee comprised of experts from the Center for Excellence in Teaching and Learning, Human Resources, Professional Development, and Full-time Faculty. The utilization of existing programs and the integration with existing infrastructure result in economies of scale while resulting in achieving alignment with Santa Clarita Community College District's (SCCCD) need for a growing diverse faculty and securing faculty in the most critical areas.

This is the first year we are implementing the FIT program. We are partnering with Nursing/CNA, Math, Biology, Chemistry, Health Science, Astronomy, History, ECE, Psychology, & Anthropology in recruiting faculty interns from both local industry and graduate students at CSUN.

Description

Many districts struggle to find qualified adjunct instructors, especially in hard to fill disciplines such as CTE, math, and Nursing. FIT was designed to assist in this situation. FIT is meant to accomplish the following:

- Increase the number of qualified adjuncts in hard to recruit disciplines
- Educate professionals and graduate students about the value of community college teaching as a career
- Increase diversity
- Build connections between the College and professional and University communities

The Future Instructors in Training (FIT) program provides a unique opportunity for qualified individuals to explore and prepare for a career in community college instruction. FIT combines pedagogical training with mentorship and hands-on classroom experience, providing an invaluable experience through participation in projects and assignments that allow for the practical application of academic knowledge and the development of skills necessary for a career in higher education.

The Future Instructors in Training program components include:

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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- A two-week evening summer "Future Instructors Academy"
- A fall internship, where each participant based on their minimum qualifications, demonstrated aptitude and career goals, is paired with a mentor from among COC's dynamic faculty.
- Two follow-up meetings during the fall semester.
- A stipend for both the mentoring faculty and the faculty intern.

Following successful completion of the Fall Internship, FIT participants graduate with the preparation and tools necessary to pursue adjunct teaching positions at COC.

Designed to provide essential training in teaching methodology, as well as encouragement, inspiration, and guidance, the Future Instructors in Training program offers significant opportunities for the creation of valuable connections for the future and role models for a new generation of educators.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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Does the District meet Method #4 (Focused outreach and publications)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

The following is a list of publications where we post our job announcements. Those noted with an asterisk are specific to diverse groups.

VENUE
Academic Keys
ACCCA.org
Blacksinhighered.com
Asiansinhighered.com
CareerBuilder
CCCRegistry.com & Email Blast
ChronicleVitae.com
City of Santa Clarita
COC Career Center
Careers @ COC Facebook page
Careers @ COC Linkedin page
Careers @ COC Twitter page
COC Marquees
COC Website
CommunityCollegejobs.com
Diverseeducation.com*
Diversejobs.net*
Edjoin
HigherEdjobs.com
Hispanicsinhighered.com*
IM Diversity*
Indeed.com
Job Fairs
Monster
Santaclarita.com
Scvjobs.com
Worksource of California – EDD*

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Advertising/Job Description Creation: All job descriptions and requirements are reviewed for fairness and to eliminate any adverse impact for any group. Job announcements try to depict our diverse student population by featuring pictures of students and employees. Job announcements are then placed in several publications and on several diversity employment websites.

Committee Composition: We also try to ensure that every hiring committee has a balance of gender and racial diversity. If a committee lacks diversity we ask that other members be considered that still adhere to the hiring procedures for that employee group.

Committee Orientation: All of our hiring procedures require a selection committee representative on every hiring committee who monitors the entire process. A new addition to our hiring committee training includes sharing with the department their diversity statistics in comparison with our student population. This is to illustrate where there are deficiencies in supporting our students and providing mentors and role models for them.

Screening criteria/interview questions: All screening criteria and interview questions are created by the committee, with the guidance of the Senior HR Generalist, prior to the committee members reviewing any employment applications to ensure unbiased criteria or questions.

1st level committee: All applicants are treated equitably and given the same amount of time for their interview. All applicants are treated in a uniform manner and asked the same questions. Questions are scored by individual committee members using a Likert scale. Committee members sign a confidentiality agreement and do not discuss the candidates with anyone. Committee members do not discuss any of their scores until all candidates have been interviewed and the deliberations meeting is held. The deliberations meeting is guided by the Senior HR Generalist, the Committee Chair, and the Selection Committee Representative. During the first level interview every candidate is asked a diversity question, determined by the committee, where the applicant is to give examples that illustrate their ability to work successfully with diverse populations.

Final interview committee: The same structure of the first level interview committee, such as a uniform list of questions and each applicant being given the same amount of time for interviewing exists at the final interview. Our Chancellor, per Title V, exercises her right to reject a panel of finalists that contain no diversity. Our faculty and administrative hiring policies include a section that addresses this right and the process to communicate this decision to the committee. The committee then may either return to the previous 1st level pool of candidates or start the recruitment over again.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Every hiring committee is trained by Human Resources employees prior engaging in any activity related to the hiring process. Per California Title 5 § 53003(c), our screening/selection committees are trained on:

- (a) federal and state law, including Title 5;
- (b) the educational benefits of workforce diversity;
- (c) the elimination of bias in hiring decisions; and
- (d) best practices in serving on a selection/screening committee.

We have recently updated our training to ensure compliance with recent changes to the law.

Prior to the face-to-face training, committee members are provided with a handout with all the laws governing the hiring process to review. It is also included with their hiring committee folder materials as a reference document. In addition, the face-to-face training is also supplemented by an online component for the unconscious bias training. Committee members are required to participate in an online test as part of a Harvard study titled "Project Implicit". It assesses their association with each Implicit Association Test topic, such as race or disability, and educates and makes committee members aware of their own potential implicit (unconscious) biases. The committee member will be the only one that receives the results from this test/training so the information is confidential to allow them to feel comfortable answering the questions in an honest way. While individual results from these tests are not discussed during the face to face portion of the training, it does open up the dialogue on this topic and allows for a more general discussion regarding unconscious bias and how each individual can work towards eliminating their biases.

All employees, many of whom serve on hiring committees, have been assigned training regarding anti-harassment. This past year we launched online training for all employees on the benefits of diversity in higher education. This training is completed by employees and Board of Trustee members.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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Does the District meet Method #7 (Professional development focused on diversity)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

During the past year we have offered the following 66 professional development opportunities focused on diversity as of 4/18/16:

- Online Training Benefits of Diversity in Higher Education Online Training
 - Online Training Kognito "At Risk" Online Training – Stressed Students
 - Online Training Kognito "At Risk" Online Training – Veterans on Campus
 - Online Training Kognito Online Training – LGBTQ on Campus for Faculty & Staff
 - 10/12/2015 Celebrating the Humanities Book of the Year Launch
 - 10/14/2015 Artist Talk - Plein Air California Landscape Painting
 - 10/15/2015 Sociology Lecture Series: The Changing of American Culture
 - 10/16/2015 Liebert Cassidy Whitmore (LCW): Creating a Culture of Respect
 - 10/20/2015 Language Film Series: Portuguese Film- The Way He Looks
 - 10/23/2015 Overlap of 3SP, Student Equity, and Diversity Plans
 - 10/28/2015 Modern Mexican Music Workshop
 - 10/29/2015 Celebrating the Humanities film: Blade Runner
 - 10/30/2015 Someday is Now: The Art of Corita Kent
 - 10/6/2015 Language Film Series: German Film- Einsterworld
 - 10/8/2015 Body Mind Wellness (BMW): When Food & Fitness Become a Problem" Solo Performances & Panel Discussion
 - 10/8/2015 Educational Travel Abroad: Reflections on Rome, Italy 2015
 - 10/8/2015 Sociology Lecture Series: The World's Oldest Profession
 - 10/9/2015 IFF: Como agua para chocolate (Like Water for Chocolate)
 - 11/10/2015 Language Film Series: Nights of Cariria
 - 11/12/2015 Modern Language Department International Poetry Reading
 - 11/12/2015 Sociology Lecture Series "Identical Twins: Copy + Paste"
 - 11/16/2015 Books & Ideas: Yellow Birds, by Kevin Powers
 - 11/17/2015 Language Film Series: French Film – X Riffi
 - 11/19/2015 Sociology Lecture Series "Microaggressions and the Messages They Send"
 - 11/20/2015 International Film Festival (IFF): Tampopo
 - 11/23/2015 Strengthening Social Awareness Through Civic Engagement
 - 11/9/2015 Body Mind Wellness (BMW): "Operation Healthy Vet" Seminar
 - 12/1/2015 Language Film: German/Spanish - Guten Tag, Ramon (2013)
 - 12/11/2015 International Film Festival (IFF): Babettes gæstebud (Babette's Feast)
 - 12/3/2015 Conversation with the Artist: Trine Churchill
-
- 2/29/2016 History Department Black History Month Film: Selma
 - 4/16/2016 ADA 101: What every Deaf student, Employer And Interpreter Should Know
 - 8/17/2015 LGBTQ Safe Zone Training
 - 8/18/2015 Implementing Culturally Responsive Teaching with the Nature and Types of Knowledge
 - 8/18/2015 Strengthening Social Awareness Through Civic Engagement

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
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- 8/19/2015 LGBTQ Safe Zone Training
- 8/6/2015 Books & Ideas: The Girl on the Train, by Paula Hawkins
- 9/11/2015 International Film Festival (IFF) Double Feature: Vatel & Big Night
- 9/15/2015 Language Film Series: Chinese Film – Postman in the Mountains
- 9/22/2015 Language Film Series: Spanish Film- Which Way Home (2009)
- 9/25/2015 International Film Festival (IFF): Lo Sona L'amore (I Am Love)
- 9/29/2015 Language Film Series: Chinese Film- Spanish Affair
- 2/1/2016 Assisting Students with Disabilities in the Classroom...Do's and Don'ts
- 2/29/2016 History Dept. Black History Month Film: Glory
- 2/3/2016 Teaching in a Multigenerational Classroom
- 3/8/2016 Language Film Series: Spanish – Spanish Affair
- 3/11/2016 International Film Festival (IFF): The Boy & the World (O Meenino e o Mundo)
- 3/12/2016 Women's Conference: It all Starts With You: Healthy Lifestyles & Personal Safety
- 3/16/2016 Art-WORK: Selections from the Visual Arts Faculty
- 3/17/2016 The Mayan Gastronomic Route
- 3/19/2016 Tedx College of the Canyons: Trending#
- 3/22/2016 Books & Ideas: The Girl from the Garden, by Parnaz Foroutan
- 3/22/2016 Language Film Series: French -- Les Intouchables
- 3/24/2016 Writing Matters: Celebrating Student Success
- 3/25/2016 International Film Festival (IFF): La Raffle
- 3/28/2016 Library & Equity Speaker Series: Instruction-Faculty: Drivers of Diversity
- 4/6/2016 Classified Development Day: Food History - Tell Me What You Eat & I will Tell You Who You Are
- 4/6/2016 Classified Development Day: Cultural Do's & Don'ts
- 4/13/2016 Celebrating the Humanities Poetry Reading, featuring Alene Terzian
- 4/16/2016 Deaf Professionals Panel
- 4/16/2016 ADA 101: What Every Deaf Student, Employer and Interpreter Should Know
- 4/18/2016 Teaching in a Multigenerational Classroom (Nursing Faculty)
- 4/19/2016 Books & Ideas: Bread, Wine, Chocolate: The Slow Loss of Foods We Love
- 4/19/2016 Language Film Series: Italian -- Una Giornata Particolare
- 4/21/2016 Celebrating the Humanities Screening: Goodbye, Lennin
- 4/26/2016 Language Film Series: Portuguese -- Second Mother

In addition, we sent our Faculty Academic Senate President and all applicable HR staff to the regional EEO training workshops so they could be up to date on the latest developments in training and at the State Chancellor's Office as it relates to EEO.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16**

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

We partially meet method #8.

For all Full-time and adjunct faculty the student evaluation survey includes the following rated question:

"Instructor demonstrates sensitivity to student diversity."

The Student Evaluation survey as well as the classroom observation and self-evaluation are the three components of all faculty evaluations.

For Classified and Administrative employees, we will investigate the possibility of including sensitivity to diversity as an evaluation criteria going forward.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16**

Does the District meet Method #9 (Grow-Your-Own programs)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

LEAP 1

LEAP 1 was created to foster the development of effective and visionary administrative leaders. It is designed to promote the development of "agents of institutional change" while providing "big picture" skills and the knowledge required to lead and shape our district and the community college system. LEAP 1 provides individuals who want to be leaders the opportunities to develop a plan to be successful. There have been seven LEAP 1 classes (2008, 2009, 2010, 2012, 2013, 2015, 2016) with 267 total participants -- 89 classified staff, 55 fulltime faculty, 20 adjunct faculty, 87 administrators, 3 hourly employees and 13 non-COC participants. Special guest speakers presented sessions on topics such as leading through change, entrepreneurial leadership, planning, advocacy, developing partnerships, networking, and generating resources. Each LEAP class developed original leap solution team projects, a total of 46 for all seven classes.

LEAP²

LEAP² is designed to for those individuals who have completed LEAP 1 and are ready to take the next transformative step in their careers. This program focuses on the further development of leadership skills and competencies through a personalized program that focuses on advanced leadership topics. A total of 62 employees have participated. Guest speakers presented sessions on topics such as organizational culture, putting advocacy into action, facilities planning and management, advanced project management, understanding internal and external funding sources, understanding non-profit organizations, and maximizing your leadership potential. LEAP² participants worked on a Signature Project that provided them with an opportunity to put what they learned in the in-class sessions into immediate practice by applying the concepts and techniques they acquired to address real campus or community opportunities.

Mentoring

The Professional Development Mentor Program is a unique program designed for employees who are passionate about their professional growth and development at COC. Mentoring acknowledges, encourages, and honors the uniqueness of each individual and brings something new and exciting to the relationship. It is a sharing relationship in which the mentor and mentee share their particular expertise and knowledge, actively listen, encourage creative thinking and the discovery of new ideas, and pathways to professional growth. The open nature and inclusivity of the program means that knowledge-sharing flourishes beyond department boundaries and learning connections can occur across campus.

There are six additional mentor programs that address a specific mentoring topic:

➤ **Mentor Program for New Online Faculty**

The Mentor Program for New Online Faculty is designed to provide additional support to instructors during the first semester or two of online teaching. The program pairs new online instructors with instructors who are experienced with online teaching in order to provide feedback on course design and offer ongoing encouragement and advice.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16**

➤ **Mentor Program for Faculty Teaching Canvas**

The Mentor Program for Faculty Teaching Canvas is designed to provide additional support to instructors during the first semester or two of teaching online using Canvas. The program pairs instructors with instructors who are experienced with Canvas in order to provide feedback on course design and offer ongoing support.

➤ **New Fulltime Faculty Mentor Program**

Newly hired fulltime faculty are assigned a mentor for their first year. Mentors can help newcomers work on professional projects, develop curriculum, or they can be simply a source of guidance and information, all in a non-evaluative manner.

➤ **Mentor Program for Noncredit Faculty**

The Mentor Program for Noncredit Faculty is designed to provide additional support to noncredit instructors who are interested in improving their teaching skills. The program pairs noncredit instructors with others who are experienced teachers in order to provide feedback on course design as well as ongoing encouragement and advice. Some participants may desire feedback and advice regarding general teaching strategies, while other participants may be interested in issues specific to noncredit teaching, such as managing multi-level classes, open entry/open exit classes, and off-campus teaching. The primary purposes of this program are to encourage reflection and discussion of noncredit pedagogy and to provide moral support for noncredit instructors.

➤ **Adjunct Faculty Mentor Program**

Adjunct faculty bring a wealth of experience to COC, often from other campuses and also from industry. Newly hired adjuncts can be "shown the ropes," including the resources that are available on campus, by a colleague who understands what it is like to work in different locations at odd hours.

➤ **New Administrator Mentor Program**

Each new administrator is assigned a mentor for their first year to:

- Provide useful information to help them be successful in their new role;
- Gain familiarity with the wide range of programs on campus;
- Provide opportunities for them to meet and network with other employees;
- Encourage them to become involved in campus committees and events;
- Acclimate them to our unique campus culture.

Synergy

SYNERGY is a faculty learning community designed specifically to assist new faculty in their first year at COC and to promote success by providing a wide range of useful information and connecting new faculty to experienced members of the campus. As a learning community, it also provides a supportive venue for new faculty to share their concerns and experiences with their peers. Each session will focus on issues particularly relevant to new faculty, including panels and discussions on the tenure process, teaching and learning strategies, and first year challenges and successes. Participants will experience energizing workshops, informative gatherings, social activities, and intellectually stimulating seminars as part of the SYNERGY program.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16**

Management Academy

Well-trained managers provide leadership, stability, and motivation for their direct reports and the entire management team. Frequently, employees are promoted to supervisory or management positions because they are good at the job they're doing. But a whole new set of skills is necessary to become an effective manager. This program is designed to help participants develop those critical skills, including working with others, helping a team be productive, resolving conflicts, giving feedback, correcting performance problems, and coaching.

Session Topics:

- The Manager's Role: Responsibilities, Expectations, Delegation
- Problem Solving & Decision-Making: Root Cause, Risk Assessment, Analyzing Facts
- Teams and Team Leadership: Building, Motivating and Goal Setting
- Legal Considerations: Harassment & Discrimination, Workplace Concerns, Discipline
- Effective Communication Skills
- Key Provisions of Bargaining Unit Contracts
- Clarifying Performance Expectations & Preparing Performance Evaluations
- Effective Project Management
- Facilitating Effective Meetings

Who should attend: This program is ideal for:

- ✓ Employees new to a supervisory or people management role
- ✓ Employees who have been in the role for a while, but who have had little or no formal management training
- ✓ Current managers who want to brush up on their skills
- ✓ Employees who aspire to a management position in the future

Skilled Teacher Certificate

College of the Canyons' Skilled Teacher Certificate program is a professional development opportunity for faculty to become familiar with current research on teaching and learning, learn new approaches and techniques to enhance student success, and practice these approaches and techniques in a learning community of fellow teachers. A series of professional development workshops and a teaching portfolio project completed over the course of an academic year leading to a certificate of completion. The STC is comprised of sixteen 90-minute on-ground workshops, which equal 24 hours of instruction. In addition to these on-ground hours, participants complete 16 hours of online classroom learning activities. Finally, participants complete a 14 hour teaching portfolio--a capstone project, for a total of 54 hours.

Online Instructor Certificate

Employees who desire to teach online must earn the Online Instructor Certificate. There are three required training components to earn this certificate:

1. Complete the online Introduction to Online Teaching & Learning course (36 hours)
2. Complete Canvas Communication / Assessment & Organization/Content workshops (4 hours)
3. Complete Section 508 Information Technology Compliance" workshop (1 hour)

Climate Survey – *DRAFT*

The purpose of the Climate Survey is to assess how all employees (i.e. FT Faculty, Adjunct Faculty, Classified...) engage with and understand how to participate in decision making and planning for the college. It is not intended to focus negatively on one particular employee group, rather to identify a benchmark as to where we are now and how we can improve as a college. The survey will be focusing on the following areas as related to collegial consultation: climate, awareness, and opportunities.

The survey can be created with logic, so that certain prompts go to certain groups. For example, the following are prompts related to faculty.

Opportunities

Indicate your level of agreement (strongly disagree to strongly agree).

At **COC**, those matters in which the Board of Trustees will **rely primarily** on the advice and judgment of the Academic Senate are:

- The development of curriculum, including the establishment of prerequisites and planning of course disciplines;
- The determination of degree and certificate requirements
- The establishment and review of grading policies;
- The establishment of standards and policies regarding student preparation and success;
- The appointment of faculty members to District and College committees;
- The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development);
- The development of processes for program review.

At **COC**, those matters in which the Board of Trustees and the Senate obligate themselves to reach **mutual agreement** resulting in written resolution, regulations or policy are:

- The development of new educational programs;
- District governance processes (except 5 above);
- The delineation of faculty roles and involvement in accreditation processes (including the development of the self-study and strategic plans updates);
- The determination of processes to be utilized in institutional planning and budgeting and;
- Other academic and professional matters.

The college provides opportunities for me to engage in:

- Committee work
- Involvement in Planning
- Community service
- Involvement in Decision Making
- Assessment of student learning outcomes, etc
- Professional Development
- Celebration of Diversity
- *What else could be included here?*

The goals set in Program Review are achievable because of

- Classroom space
- Facilities
- Technology

- Budget
- Resources
- Academic Staffing
- Classified Staffing
- *What else could be included here?*

I am able to be engaged in departmental decisions because

- I understand the importance of being involved
- I have enough time
- I have a flexible schedule

I am able to be engaged in committee work

- I understand the importance of being involved
- I have enough time
- I have a flexible schedule
- I know where to find the committee's agendas, minutes, meeting locations

I participate in planning and decision making because

- It is important to me
- I have enough time
- I have a flexible schedule

Climate

The college provide an environment that encourages:

- Lifelong Learning
- Transparency in decision making
- Mutual respect
- Diversity
- Problem solving
- A forum for opposing opinions
- Where my work is valued
- Where my work is appreciated
- Is conducive to teaching and learning
- *What else should be included?*

Awareness

I am aware of the following

- The role of the Academic Senate
- How to join a committee
- How I am appointed to a committee
- How to visit a committee
- The purpose of the committee
- *What else should be included?*

OER Resolution and AB 798 Plan

Background Information – the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) makes funding available for campuses to support faculty and student use of high-quality no-cost and low-cost materials. This includes the development and review of OER course materials by college faculty. To apply for this funding the COC Senate must complete two requirements:

1. Adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students. The Academic Senate for California Community Colleges has crafted a resolution template for local senates to use, if they desire:

2. In collaboration with students and campus administration, create and approve a plan that describes evidence of the faculty’s commitment and readiness to effectively use grant funds to support faculty adoption of OER. This approval can be signaled in the format of a resolution, a senate directive, or other locally established process, but the plan should be approved only after it has been vetted by faculty, students, and administrators.

In keeping with the first requirement, the following resolution (modeled after the sample provided by the ASCCC) is recommended:

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success;

Whereas, Many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials; and

Whereas, Individual faculty have the Academic Freedom and choice to select instructional materials that may include the adoption of lower cost, high-quality, open educational resources (OER); (this was added to the resolution).

Resolved, That the Academic Senate of College of the Canyons supports efforts to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which faculty choose to adopt open educational resources to promote student learning and to reduce the cost barriers for students.

Resolved, That faculty will maintain the option to choose their own course materials, and to select open educational resources or not (this was added to the resolution).

AB 798 Campus Plan	
Campus Name: College of the Canyons	
Headcount of students enrolled: 20,000 SP 2016	
Headcount of faculty teaching: 700	
Campus strategic priority that aligns with AB 798: 1) Teaching and Learning: College of the Canyons will provide a positive environment and neces	
Project Objectives	
Example: To enable [Name of campus] faculty to adopt free and open educational materials in at least [10 or more] course sections by [date] and make a college education at [Name of your campus] more affordable for students.	
1 To enable College of the Canyons faculty to adopt OER in at least 50 sections by Spring 2017	
2 To make education at College of the Canyons more affordable for students	
3 To increase College of the Canyons awareness of OER	
4 To document efficacy of OER at College of the Canyons to support student success and retention	
Measures of Success: List the top metrics you will track to compare with your objectives	
Examples: # of course-section adoptions, \$'s saved per student per course section, # of professional development and outreach events and the # of attendees per event.	
1 The number of class section adoptions of OER during 2016-17	
2 The amount of student savings made available utilizing the metrics described in the RFP	
3 The number of professional development workshops on OER and number of attendees per event compared to past workshops on OER	
4 The success and retention rates of students in sections using OER compared to similar sections using commercial textbooks	
Campus Readiness: List the existing aspects of your campus culture, organization, resources, and support services that will help support faculty adoption of low/no cost course materials on your campus.	
Examples: Campus's faculty development center will provide an excellent organization and trusted resource to support faculty learning about OER and getting the support to adopt the resources in their courses.	
1 History of faculty interest in OER. For example, in May, 2013, a faculty survey found that 88% of respondents were interested in using OER.	
2 History of faculty leadership creating and adopting OER. For example, in 2011, two Career and Technical Education faculty members received recognition from the	
3 History of administrative commitment to OER. For example, in 2011-13, the Dean of Learning Resources served as President of Community College Consortium fo	
4 History of executive support for OER. For example, in 2013 the Chancellor identified the development of an OER-based degree pathway as a College-wide goal.	
Campus Challenges: Describe some of the existing challenges to faculty adoption of low/no cost course materials on your campus that your proposed textbook affordability program will address.	
1. Some faculty perceive that for their disciplines, OER does not exist, is difficult to locate, or is of insufficient quality. Increasing the number and variety of professional development opportunities around OER will address this. 2. Some faculty believe that moving from traditional textbooks to OER will not increase student learning. Documenting the efficacy of OER in supporting success and retention rates in OER sections will address this.	

Project Team			
Coordinator(s)			
Name	Email	Phone	Department
TBD			
Working Group Team members			
Name	Email	Phone	Department
James Glapa-Grossklag	james.glapa-grossklag@canyons.edu	661.362.3632	Learning Resources
Brian Weston	brian.weston@canyons.edu	661.362.3102	Distance and Accelerated Learning
Matt Teachout	matt.teachout@canyons.edu	661.362.5011	Mathematics
Katie Coleman	katie.coleman@canyons.edu	661.362.5924	Sociology
Audrey Green	audrey.green@canyons.edu	661.362.3294	Academic Affairs
Thea Alvarado	thea.alvarado@canyons.edu		Sociology
Kimberly Bonfiglio	kimberly.bonfiglio@canyons.edu		Sociology
Erin Barnthouse	erin.barnthouse@canyons.edu	661.362.3363	Library
Regina Blasberg	regina.blasberg@canyons.edu	661.362.5096	Engineering Technology
Kelly Burke	kelly.burke@canyons.edu	661.362.5313	Biology
Sonny Requejo	sonny.requejo@canyons.edu	661.362.3566	Counseling
Brent Riffel	brent.riffel@canyons.edu	661.362.3151	History
Project Partners			
Name	Email	Phone	Organization & Responsibilities
Una Daly	unatdaly@oeconsortium.org	(408)348-4346	Community College Consortium for OER;
Project Governance Structure			
Executive Sponsors (Insert name, title)		What major decisions from these sponsors are needed for your project?	
Jerry L Buckley, Vice President of Academic Affairs		Continued support	
Other Shared Governance Individuals or Groups (Insert name, title)		What major decisions from these sponsors are needed for your project?	
Rebecca Eikey, President, Academic Senate		Continued support	

Communication and Outreach Plan

The Communication and Outreach plan will help you determine how you will leverage a variety of activities to increase low/no cost course awareness, knowledge, and interest across different stakeholder groups at your institution.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP Initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your ALS communications' plan as possible.

POTENTIAL Stakeholders	Key Value Proposition (Refer to your key attributes on the overview tab)	Desired Outcome/Action	Activity to be Executed	Timing	Responsible Party	Measure of Success
Name	Example: Broad use of more affordable learning materials save students significant amounts of money, thereby increasing course retention and student outcomes, thereby helping to shrink the existing achievement gap among CSU students and empowering them to repurpose those funds to take more units/semester and graduate in fewer years.	Examples: • Information/Follow up • Consultation/ Advisory/ Feedback • Decision making/ Prioritize/ Collaboration/ Consensus • Action or Work Required	Examples: • E-mail • Workshops • Website • Webinars • Library integrations/collab • Bookstore collaboration • Conference Calls • Online surveys • One-on-one Meetings • OER Days • Department presentation • Other campus event • Faculty recognition event • Student survey • Faculty showcases	Examples: • Fall semester • October 2016 • Monthly	Examples: Who will be accountable for implementing the method on time to achieve the critical mass and desired outcome?	What metric will you track to determine the success of the activity? Examples: • # of face to face faculty meetings • OER day # of attendees • # of department presentations • Support at event(s) • Textbook affordability advocacy
AB 798 Ad-hoc Committee	To increase College of the Canyons faculty and student awareness of	Provide guidance on overall implementation and outreach activities when appropriate	Regular meetings	Fall 2016 and on	OER coordinator	Number of questions and answers
Campus Academic Senate	To increase College of the Canyons faculty and student awareness of	Receive updates on overall plan	Regular meetings	Fall 2016 and on	OER coordinator	Number of questions and answers
Faculty	To enable College of the Canyons faculty to adopt OER in at least 50 sections by Spring 2017					
Department Chairs	To increase College of the Canyons faculty and student awareness of	Provide guidance on overall implementation and outreach activities when appropriate	Department meetings when appropriate	Fall 2016 and on	OER coordinator	Number of questions and answers
Associated Student Government	To increase education at College of the Canyons more affordable for	water manu copies or open textbooks available to	appropriate	Fall 2016 and on	OER coordinator	Number of outreach activities, student survey
The Learning Center	To increase education at College of the Canyons more affordable for	water manu copies or open textbooks available to		Fall 2016	TLC Director	Number of circulations
Library	To increase education at College of the Canyons more affordable for	water manu copies or open textbooks available to		Fall 2016	collections development Librarian	Number of circulations
Reprographics	To increase education at College of the Canyons more affordable for	open textbooks for		place--	coordination with OER	Faculty survey on implementation
Campus Bookstore	To increase education at College of the Canyons more affordable for	provide purchase point for open textbooks for retail		Already in place--	bookstore staff in coordination with OER	Student survey on implementation

Help and Support Services Plan

The Help and Support Services plan will help your campus answer questions, help access to the free and open educational resources, help resolve issues, and provide other help and support during the implementation of your textbook affordability program.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your ALS communications' plan as possible.

POTENTIAL Stakeholders	Type of Help and Support Services	# of people available to deliver help services	Schedule	Help and Support Service Providers	Measure of Success
Name	Examples: • Frequently Asked Questions posted on websites • Phone # and contact information for Campus Coordinator to get help • Reference librarian to provide help • Bookstore staff to provide help • Instructional designers to provide help • Campus help desk to refer people to reference librarians, bookstore, instructional designers • Website postings and memo to faculty about where to get local and online training in adopting OER • Other		Examples: • Helpdesk question/answer protocols available 24 X 7 • Post schedule of help services at library and bookstore • Posting updates on website	Examples: Faculty leaders, librarians, academic technology staff, students, Bookstore staff, others	What metric will you track to determine the success of the activity? Examples: • # of visits to FAQ and related websites • # of people served at "help centers" • # of calls to help desk • # of complaints by faculty and students
Faculty - All					
Librarians					
Distance and Accelerated Learning	Inform students of sections using OER	1 staff member	Maintain website, email students	Department staff	student survey
Library	Inform students of OER	1.0 Librarian	Maintain website, student outreach		student survey
The Learning Center	textbooks available to students on <small>maintain hard copies or open</small>			Fall 2016	TLC Director
Library	textbooks available to students on <small>maintain hard copies or open</small>			Fall 2016	Collections Development Librarian
Reprographics	textbooks for distribution in <small>produce print hard copies or open</small>			Already in place—continue	coordination with OER
Campus Bookstore	textbooks for distribution in <small>produce print hard copies or open</small>			Already in place—continue	bookstore staff in coordination with OER Coordinator

Plan for Discovery, Curation, and Distribution of Digital and Print Course Materials

The plan to enable faculty and students to find, organize, and acquire the digital and print versions of the courses materials plan will be essential for the successful implementation of your textbook affordability program.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your ALS communications' plan as possible.

POTENTIAL Stakeholders	Strategies for Finding OER	Strategies for Curating OER	Strategies for Distributing OER	Getting Print Copies	Measure of Success
Name	Examples: • Add link to www.cool4ed.org into campus's Learning management systems resource page • Student organizations add • Attend training workshop • Follow self-directed instructions from communications and outreach • Get help from 1:1 services • Other	Examples: • Use COOL4ED suggestions in Course Showcase • Department committees recommend OER resources • Library creates "special collection" of resources aligned with courses.	Examples: • Faculty add links to OER in syllabi and in LMS • Bookstore posts links on bookstore website • Library posts links on library website	Examples: • Bookstore provides print-on-demand copies • Bookstore provides publisher version (e.g. Open Stax)	What metric will you track to determine the success of the activity? Examples: • # of visits to websites to find materials • # of free and open educational materials organized into recommendations • # of courses with OER resources posted in LMS and syllabi • # of print copies sold
Faculty - All	Professional development provided by CCCOER and then by internal	Professional development provided by CCCOER and then by	Integrate in Canvas and Canvas Commons	We have established options for students who	Number of workshops and attendees
Librarians					

Technologies, Facilities, Policies, and Resources

Technology Requirements: List any technology requirements that will be necessary to successfully execute your plan.

Example: Distribute communications and outreach through campus listserv's to faculty, staff, and students

Example: Use campus LMS to provide access to the OER and library resources used to substitute for expensive print textbooks

Example: Use campus portals for students and faculty to provide access to the help and support services

1 N/A

Facility Requirements: List any facility requirements that will be necessary to successfully execute your plan.

Example: Library will provide a "special reference desk" for supporting faculty and students with finding and using OER

Example: Campus center for students with disabilities are prepared to support use of OER

Example: Bookstore will provide a special location in bookstore for information about the OER resources

1 N/A

Policy Requirements: List any policy requirements that will be necessary to successfully execute your plan.

Example: Make sure academic freedom policies are applied to textbook affordability program

Example: Make sure accessibility policies are applied OER resources

1 N/A

Resource Requirements: List any resource requirements and projected costs that will be necessary to successfully execute your plan. Feel free to add additional rows as needed.

Staff Time: OER Coordinator	Faculty member TBD	Hours per month		Est. cost	\$10,000
				Fringe	\$4,000
Staff Time: Technical and support	Hourly staff in Distance Learning	Hours per month	40	Est. cost	\$6,000
				Fringe	\$2,000
Prof dev workshops	CCCOER (2 full-day workshops)	Workshop fee + travel		Est. cost	\$4,000
Reading apprenticeship	Faculty members who adopt OER	Workshop fee + travel		Est. cost	\$12,000
FIGs on pedagogy with OER	Faculty considering OER	Stipends		Est. cost	\$4,000
Conferences	Faculty members who adopt OER			Est. cost	\$6,000
Recognitions/Conventions	supplies and refreshments				2,000

Total grant funds requested: \$ 50,000

AP 4023 ~~MERGING/SPLITTING DEPARTMENTS AND PROGRAMS~~ **ACADEMIC DEPARTMENTS**

Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC “Program Discontinuance: A Faculty Perspective”; ACCJC Standard II.A.6.b.

4023.1 **Definitions**

a. Academic Department - “academic department”, hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines.

~~Formal written proposals to merge or split an academic department or educational program, merge an academic department or educational program, change an academic department or educational program’s name or to relocate an existing course to a different department, division, educational program or campus office will be brought to the Senate. These proposals can be initiated by a department, the Instruction Office or any faculty member operating under an academic program or overseeing an unaffiliated course or courses.~~

- ~~a. For purposes of this policy, an “educational program”, hereinafter referred to as “program”, is an organized sequence of courses, or a single course, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure “Program” shall also be understood to mean any academic department as well as any thematic cluster of courses within the purview of the Office of Instruction that support a common set of outcomes.~~
- ~~b. For purposes of this policy an “academic department” hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines.~~
- ~~c. An “unaffiliated course” is an academic course that does not fall under the control or categorization of any existing department.~~

4023.2 **Proposals for Academic Department Initiation, Merger, Splitting or Renaming**

a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.

1. Categories/Types of New Departments

i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.

A. If the new discipline/departmental proposal includes a proposed new educational program, that proposed educational program must first be approved through BP and AP 4021 before the department proposal can be advanced. new

ii. Proposed departments that merges two existing departments.

iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Academic Affairs. within

iv. **Departments resulting from a proposal to split an existing department into two or more departments.**

v. **Proposals to rename an existing department without splitting or merging the department.**

vi. **Proposals to rename an existing department as the result of a proposal to merge or split a department.**

(Some proposals may fall within more than one category of “new” departments.)

b. Upon receipt of the written proposal the Academic Senate will **send the proposal to the Program Viability Committee for review. The Program Viability Committee shall assume the responsibility for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.** ~~establish an ad hoc committee to review the proposal. The ad hoc committee composition will be the following:~~

~~1. The Senate will appoint at least two one faculty members from each department or program impacted (one of whom will be designated as the chair of the ad hoc committee), and two faculty members from outside the department or program. The CIO will appoint a representative from the Instruction Office. If an impacted department or academic program maintains only one faculty member, that department or academic program’s membership on the committee will be reduced from two to one. If no faculty members are directly impacted, or if the department maintains no faculty members at the time of the proposal, the committee will be composed of two faculty members from within that department’s or educational program’s division as well as the CIO designee.~~

~~The Senate may add additional voting or non-voting members to the committee who are affected by the proposal’s impact on an unaffiliated course or courses.~~

~~e. The committee may add additional, non-voting resource members as it deems necessary.~~

c. Program Viability Committee Functions (for AP 4023 proposals):

1. Determining the initial proposal’s evidentiary sufficiency per Section 4023.2(g) of this procedure.

2. Gather all qualitative and quantitative evidence into a narrative written report.

3. Make recommendations to the Academic Senate as to the proposals validity.

4. Use as its guiding principles for recommendation, the following:

i. The proposed department is based on the need of the District and not other national or regional standards alone.

ii. The District planning mechanisms have collaboratively and democratically prioritized this proposal.

iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.

iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.

~~e. For proposals involving renaming of departments the Senate will determine if a separate ad hoc committee is necessary.~~

~~f. In the event a proposal is made to the Academic Senate or Office of Instruction **Academic Affairs** without supporting written documentation, **the ad hoc committee shall reject the proposal.** may be used to assist in drafting a formal written proposal.~~

4023.3 d. The written proposal for a departmental change should **shall** address the following issues:

1. How will the proposal help the students of the college?
2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
3. What is the **proposal's** impact on existing students and faculty members? ~~What is the opinion of the impacted faculty members?~~
4. Does the ~~Instruction Office~~ **Office of Academic Affairs** support the proposal? **Please explain, why or why not?**
5. Will the proposal provide for a more effective use of time, resources, and faculty? **If so, please explain how and why?**
6. Is the proposal similar to the departmental structures at other institutions? **How and why is it the same or different in nature?**
7. Is the size of the proposed department a relevant factor to consider? ~~Will this proposal increase or alleviate the "Goldilocks Factor" (e.g., "too big...too small...just right!")?~~ **If so, why?**
8. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? **If so, how?**
9. ~~What impact could this have on any governance proposals?~~
10. ~~Are there any possible negative impacts of such a change?~~
11. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the curriculum committee?
 - i. *Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is recommended required.*
12. **CCC, CSU and UC Considerations:**
 - a. **Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?**
 - b. **Is the proposed department's academic discipline common to the California Community College system and mission?**
 - c. **Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?**
13. **Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?**
14. Are there any additional issues raised by the Senate or the Instruction Office? **If so, please explain.**
15. **Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?**
16. **Can the proposed department be absorbed into an existing department?**
17. **Will existing full-time faculty be assigned or transferred to the new Department? And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?**
18. **The proposal must include a feasible implementation plan, to include funding for at least three years.**

e. **The proposal will be forwarded to the Chief Instructional Officer and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCHA) to**

ensure that implementation of the proposal will not be hindered by, and the District will be able to honor, all existing bargaining contract provisions. All proposals submitted to the Academic Senate must contain an implementation plan. If the proposal is approved by the Academic Senate and there is mutual agreement with between the Academic Senate and the ~~Instruction Office~~ Chief Instructional Officer, the proposal will be advanced for implementation. ~~to the College Policy Council. granted “provisional approval”.~~

~~4023.5~~ The proposal will receive final approval when the following conditions have been met:

- ~~a. The Curriculum Committee has approved of any new course numbering system (if necessary) and approves of the proposed timeline for changes and implementation of affected curriculum;~~
- ~~b. The Articulation Officer certifies that there are no outstanding articulation issues;~~
- ~~c. All appropriate college offices have been notified for any changes required in the college catalog, brochures, and other publications;~~
- ~~d. Any outstanding contractual issues have been resolved; and,~~
- ~~e. Any other conditions that may be requested by the Instruction Office or the Senate have been resolved.~~

~~— Upon concluding the above conditions have been met, the CIO will notify the President of the Academic Senate that he or she is granting final administrative approval of the proposal. The President of the Academic Senate will then request final approval from the Senate.~~

~~4023.6~~ 4023.3 Implementation

- a. Unless a specific implementation date is detailed in the approval process, ~~final~~ implementation will take place at the start of the next academic year.
- b. If the proposal results in substantive alterations to curriculum or student expectations, the **initiation**, merger, split or renaming must be approved and completed by the print deadline for the coming academic year college catalogue.
- c. All appropriate college offices ~~have been~~ **shall be** notified for any changes required in the college catalog, brochures, and other publications;
- d. **Pilot Department Status**

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department’s existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.¹

1. Staffing – the authorization to hire full time staff to support any new Department may be restricted until the conclusion of the three year pilot process.

2. Required Reporting Content

i. Year One Report – the report shall be an informational status update to include evidence of the department’s growth, success and challenges to date.

ii. Year Two Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in

¹ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content’s historical existence on campus.

Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's likelihood for sustainable success by the end of its third year.

iii. Year Three Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's immediate institutional sustainability.

3. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot department shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the Program Viability Committee will make a final determination as to the department's status.

i. Discontinuance – all pilot departments failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation.

~~4023.7~~ 4023.4 This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #7215). It is an area where the Senate and the District will reach mutual agreement.

Revision Approved by Academic Senate 11/07/2013

Reservation for BONH 330

1. Room BONH 330 is designed primarily for Faculty Meetings, Governance related meetings.

2. Faculty meetings include, but are not necessarily limited to:

Senate and Senate Committees

Curriculum Committee

School Meetings

Department Meetings

All Faculty Meetings

New Faculty Orientation

Professional Development

Faculty Tenure Committees

COCFA meetings

3. BONH 330 will be scheduled through the Administrative Assistant, Lita Wangen, at extension 3058.

4. Priority Reservations for the Academic year will occur between June 1 and June 30. Priority will be given in the following order:

Academic Senate Meetings including Executive Senate Meetings

Curriculum Committee Meetings including Tech Review Meetings

Other Committees under the Academic Senate (Such as Program Review, Program Viability)

School Meetings

Department Meetings

Professional Development