

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

September 8, 2016 3:00 p.m. to 4:50 p.m. BONH 330



A. Routine Matters

1. Call to order
2. Public Comment
3. Approval of the Agenda
4. Approval of the Consent Calendar:
 - a) Academic Senate Summary for May 26, 2016 (pg.2)
 - b) Curriculum Summary for September 1, 2016 (pg.20)
 - c) Professional Development Summary August 29, 2016 (pg.22)
5. Academic Senate President's Report, Rebecca Eikey
6. Academic Senate Vice President's Report, Teresa Ciardi

B. Action Items

1. Election results for At-Large Senators
 - Jason Burgdorfer, School of MSHP
 - David Martinez, School of MSHP
 - Saburo Matsumoto, School of MSHP
 - Benjamin Riveira, School of MSHP
2. Election results for Adjunct Senators
 - Kimberly Bonfiglio
 - Mercedes McDonald
 - Noemi Beck
3. Approval of Department Chairs:
 - Kevin Anthony, Chair Real Estate
 - Christopher Boltz, Chair Theatre (*1 year term*)
4. Discipline assignments for new fulltime faculty:
 - Lucia Pozo-Gravatt, Spanish (pg. 23)
5. Tenure Committee Appointments (pg.)
<https://www.canyons.edu/Offices/AcademicSenate/Documents/Tenure%20Committee%202016-17.pdf>
6. Academic Senate committee appointments (pg.)
http://www.canyons.edu/Offices/AcademicSenate/Documents/Copy%20of%20Sen.%20Comm.2016_17.xls
7. Collegial Consultation Faculty Committee Chairs (pg.)
https://www.canyons.edu/Offices/AcademicSenate/Documents/Copy%20of%20Collegial%20Committees%202016_17.xls
8. Other college committee appointments (pg.)
https://www.canyons.edu/Offices/AcademicSenate/Documents/Copy%20of%20CollegeWide%20Comm.%202016_17.xls

C. Discussion Items

1. *The Doing What Matters* Regional Plan for the South Central Coast Regional Consortium, Dr. Jerry Buckley
2. Proposed Academic Calendar for 2018/2019, Jasmine Ruys (pg. 24)(pg. 26)
3. Education Code §87663 (i) (pg.25)

D. Other Report

1. Tutoring Taskforce – Dr. Buckley

E. New Future Business

F. Unfinished Business

1. Syllabus Survey
2. BP 4235 and AP 4235 Credit By Exam

G. Announcements

- 2016 Academic Academy October Institute, October 7-8, The Westin South Coast Plaza, Costa Mesa (*registration ends September 14*)
- Area C Meeting October 15, Pasadena City College
- MQ and Equivalency Regional Meetings, October 28, TBD
- Academic Senate Fall Plenary November 3-5, The Westin South Coast Plaza, Costa Mesa
- Formerly Incarcerated Student Regional Meetings, November 18- 19, TBD
- Contextualized Teaching and Learning Regional Meetings, December 2- 3, TBD
- Common Assessment Initiative Regional Meetings, December 9 - 10, TBD
- Faculty Hiring Regional Meetings, February 10 - 11, 2017, TBD
- Accreditation Institute February 17 -18, 2017 Napa Valley Marriott
- Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
- Area C Meeting March 17, TBD
- Curriculum and Noncredit Regional Meetings, March 31, -April 1, 2017, TBD
- Spring Plenary April 20 – 22, 2017 TBD
- CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, San Jose
- Faculty Leadership Institute June 15 – 17, 2017 Sheraton, Sacramento
- Curriculum Institute July 12 – 15, Riverside Convention Center

Summary for the Academic Senate Meeting May 26, 2016

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

Dr. Buckley	A	
Lita Wangen	X	Guests Jason Burgdofer, Aivee Ortega, Daylene Meuschke, Jasmin Ruys, Shelley Maple, Lisa Hooper, Denee Pescarmona, Diane Fiero and Michelle LaBrie
Dan Portillo		
Dr. Wilding	A	
ASG	A	

A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Agenda: Rebecca requested an amendment to the agenda to add Curriculum memberships, travel report from Regina Blasberg, election results for at large Senators to Fall and add department chair change. Motion to amend Wendy Brill-Wynkoop, seconded by Ron Karlin. Unanimous. Approved. Motion to except amended agenda with changes Wendy Brill-Wynkoop, seconded David Andrus. Unanimous. Approved.
3. Approval of consent calendar with modifications. Motion by Ann Lowe, seconded by Ron Karlin. Unanimous. Approved.
4. **Academic Senate President's Report, Rebecca Eikey.**

- **Thank you!**

I wanted to thank all the Academic Senate for their participation this year. Their work is most appreciated and a certificate of appreciation will be given to each senator.

- Leadership Academy Application

I am applying for the Leadership Academy Program offered through the Academic Senate Foundation Professional Development College. <http://asfcc.com/143-2/>

I would like to **thank Dr. Van Hook** for her letter of support in the application to this Leadership Academy.

Details of the Academy Program:

"The Academic Senate for California Community Colleges invites interested faculty to participate in a year-long leadership module to develop incoming senate leaders for the California community colleges. This module with June 2016 Leadership Institute. Faculty members who will be a local senate president within two years are invited to apply."

Nomination Guidelines are in the Application:

http://asfcc.com/wpcontent/uploads/2015/02/Professional_Development_Leadership_Program_Application2016.pdf

- Participation in Committees for 2016-17
 - ✓ Wendy & I will be going a Division/School Roadshow – goal to increase participation in the campus community.
 - ✓ Tenure committees – need to start forming for fall.
- Committee Chairs for Academic Senate for 2016-17

The following are the faculty chairs for key committees under the Academic Senate

- a. Lisa Hopper, Curriculum Committee*

- b. Michael Dermody, Policy Review Committee*
 - c. Aivee Ortega, Min Qual/Equiv Committee
 - d. Teresa Ciardi, Faculty Professional Development Committee
 - e. Kelly Burke & Cindy Stephens, Committee for Assessing Student Learning (CASL), co-chairs
 - f. Rebecca Eikey, Program Viability Committee
 - g. Peter Hepburn, Academic Staffing Committee
 - h. Brent Riffel & Ron Dreiling, CETL Steering Committee
 - i. Tamera Stoke Rice, Civic Engagement Steering Committee
 - j. David Andrus, Constitution & Bylaws Committee
 - k. Michael Sherry, Elections Committee
 - l. Miriam Golbert, Honors Steering Committee
 - m. David Stevenson, Scholarly Presentation Committee
 - n. Ann Lowe, Standards & Practices Committee
 - o. Wendy Brill, Legislative Liaison
 - p. VACANT, CTE Liaison
 - q. Lisa Hopper, Noncredit Liaison
 - r. VACANT, Program Review* (but Rebecca Eikey, Nicole Faudree & Miriam Golbert will assist)
- *Reassign time will be based on job description
- Co-Chairs for Collegial Consultation Committees
 - a. PAC-B, VACANT
 - b. CPT, Claudia Acosta
 - c. Education Technology Committee, Andrew Jones-Cathart
 - d. Technology Committee, Rick Howe
 - Emeriti Scholarship Recipient: Kevin Joslin, a biomedical engineering major – Congratulations!
5. **Academic Senate Vice President's Report, Teresa Ciardi** – N/A

B. Travel Report

1. ASCCC CTE Leadership Institute
 - a) Aivee Ortega, see her report below.

Report from ASCCC CTE Leadership Academy Minimum Qualifications Preconference

CTE Minimum Qualifications Presentation by John Stankas, ASCCC Secretary Attended by Aivee Ortega, Counseling Faculty and MQ&E Committee Chair

John Stankas presented on an overview of minimum qualifications. His preconference session resource document is available here: <http://www.asccc.org/content/pre-conference-session>. The presentation covered the following key points and my notes are highlighted below:

1. Review of minimum qualifications
 - a. Disciplines and disciplines list
 - i. What discipline does this course need to be in? It may not have anything to do with the local prefix or department. Prefix is irrelevant.
 - ii. Example: A photo course
 1. Discipline assignment depends on the emphasis and target of the course
 2. Disciplines that require a masters: Photo, Art, Art History, Journalism
 3. Disciplines that require a bachelors: Commercial Art, Graphic Arts, Industrial Design, Photo Technology
 4. This course can be assigned to both types of disciplines; one that requires a masters and one that requires a bachelors. The question is who is best prepared to teach this class?
 - b. Changes to MQ Handbook
 - i. Proposals to make recommendations to modify disciplines list is open to everyone and proposals are due Sept. 30 and will need to go through Senate President. Another college from a different district needs to support the recommendation. The form is on the website.
 - c. Dual enrollment
 - i. Someone who does not meet MQs but has been teaching at the high school level does not meet MQs.
 - ii. Need to separate minimum qualifications and teaching experience - They are two different things.
 - d. CTE
 - i. There is a push from local and state level to review curriculum efficiently and timely.
 - ii. CTE courses are often needed to be pushed through curriculum due to meeting the need and requests of the CTE advisory committee and the need for recency in the industry.
 - e. Guiding Principles
 - i. Guiding Principle #1 is related to the purpose of the college.
 - ii. Guiding Principle #2 is about the **depth of knowledge** (major) and **breadth of knowledge** (general education pattern).
 1. Someone can have the depth of experience in the field but missing the breadth. Having breadth of knowledge is to be able to apply our applicability of the knowledge in our discipline and in other disciplines.

- f. Mechanisms to Increase Recency and Industry Experience in the Program of Study (CTE Program Advisory committees should give feedback if our students are meeting recency on the job)
 - i. Apprenticeship
 - 1. Partnership between an employer and the educational facility completing some type of degree/certificate. Some require that you complete courses at the college and it can have strict training guidelines such as accumulated training hours.
 - ii. CWEE
 - 1. Person is not there to oversee the training provided by the employer but makes sure the course outline of record is followed - student is gaining a set of skills, etc.
 - iii. Other Methods
 - 1. Field trips - Going to a site 3 times and doing something at that site.
- g. Alternatives to Credit/Non Credit Instruction
 - i. Districts need to communicate how we offer instruction between credit and not for credit. Every need that comes to our door is not necessarily a credit class. Example: A hospital wants their staff to take conversational Spanish but the course is not open to all and they will pay for the cost of the entire course.
 - ii. Employer needs - Is it a onetime need? Or is it continuing need in several industries that we can offer it as credit and develop a program.
- h. Equivalency
 - i. Equivalency is a senate decision/recommendation.
 - ii. We don't do almost when it comes to equivalencies; they either meet the equivalency or they do not.
 - iii. Equivalency should be possible, flexible, and have a process to meet it but it should be rare.

The latter part of the day was spent in small groups brainstorming on the following topics:

1. How do you see standardization of processes occurring? Is that important?
2. Would sub-discipline's help in very broad disciplines?
3. What problems do you encounter locally that could benefit from statewide attention?
4. What is equivalent to the Associate's Degree?

In summary, it appears that the topic of minimum qualifications and equivalencies for CTE disciplines will be ongoing. There are CTE disciplines that have many experienced people in the industry however they do not meet the minimum qualifications and equivalencies, particularly the breadth of knowledge.

b) *Regina Blasberg*, Travel Report from

ASCCC Minimum Quals Pre-Conference

We were referred to 2 papers adopted under resolutions at the last plenary (S16).

1. Effective Curriculum Practices
2. Paper on Minimum Quals (Equivalency Paper) 56 pages

(I tried to find these documents on the ASCCC website and didn't have any success. It doesn't appear that the S16 documents are posted yet.)

We were also referred to an article in the March 2016 *Rostrum*

<http://asccc.org/content/workforce-task-force-recommendations-minimum-qualifications-and-faculty-preparation>

Equivalency processes are locally determined.

Guiding Principles:

1. Colleges offering credit and noncredit instruction must have, as its focus, the education of students and development of career goals.
2. Faculty must have both a depth of knowledge in a discipline and a breadth of knowledge about how the principles of the discipline are applicable outside of the discipline.

(see the March 2016 *Rostrum* Article)

There are a lot of definitions.

Apprenticeship – Credit and Not for Credit

Not for Credit – No transcript, no college credit, no state \$ (Contract Ed)

Credit or Noncredit Instruction

What is equivalent to an AS Degree? Depth and breadth is key. It was stated that equivalencies should be used very rarely and should not be a common occurrence.

There was some discussion at the table regarding Credit by Exam and the fees associated with Credit By Exam. Here is the language directly from Title 5 Section 55050 h.

“(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.”

Are we charging more than we're allowed for Credit by Exam?

Also, it was mentioned that we need to add Credit by Exam to our bargaining agreement so that we are compensating for administering these exams.

CTE Leadership Conference

CTE Strong Workforce Taskforce Recommendation Implementation General Session – Von Ton Quinlivan

As of March 16, skill builders will now be recognized in our student success criteria/score card. Work is still being done on establishing a common student identifier – one set of identifiers so that we can track students.

The Salary Surfer tool shows significant benefits for those students who completed a Technical AS degree.

Legislative changes:

AB 1892 (Medina) – Changes to CalGrant C Financial Aid

Senate Bill 66 (Leyva) – Data Sharing

Budget changes:

\$200M trailer bill – **expand** the availability of **quality** CTE programs

85% of the recommendations are administrative in nature.

CTE Liaison position:

- Develop relationships and allies on campus
- Participate in the discussion to streamline curriculum processes on campus
- Participate in the review and revision of policies on equivalency
- Serve on local senate and other governance committees
- Advocate for stronger CTE representation
- Support CTE counseling and dedicated services for CTE students
- Attend regional consortia meetings
- Become a translator

Marketing: A marketing firm has been hired by the chancellor's office to look into marketing CTE programs statewide. Currently the marketing firm is running focus groups. More information should be coming out soon.

CTE Online Education and OER – Cheryl Aschenback (Lassen College) and Dolores Davison (Foothill College)

The title of this session was misleading as it was entirely about OER.

They presented a number of resources and sites where OER materials are available and presented some examples of how OER is being implemented in departments.

Also discussed the OER grant funding and the process to apply for the grant including what will and won't be allowable. (We already have this information – James G.G)

CA Open Source Digital Library

Cool4Ed.org (California Repository)

OpenOregon.org

Intechopen.com

The state Chancellors office is now going to pay for the CTE Outcomes Survey!

There is a federal college score card.

Skills Builders are now on the score card.

- 83,000 students statewide
- Increased median earnings by 13%
- 1 in 4 students have been reclassified from a failure to a success!

LaunchBoard

- Has employment data
- Has earnings data
- <http://doingwhatmatters.cccco.edu/launchboard.aspx>
- We need to get faculty trained on how to access and use this data, especially CTE faculty.

www.codlrc.org/oa/texts

Openstax @ Rice University

OERconsortium.org – has a 2 way list serve

CTE Data Unlocked – Kathy Booth, WestEd

Folks from most campuses have been trained on the new data tools and the LaunchBoard.

C. Committee Reports

1. Standards and Practices Committee, Ann Lowe

Ann spoke on the Syllabus and the survey that was taken. Below is the paperwork that was handed out and discussed at the Senate meeting.



Memo

To: Rebecca Eikey; Ann Lowe
 From: Alicia LeValley
 Date: 7/18/2016
 Re: Syllabus Survey: Spring 2016 Initial Results

At the request of the Academic Senate Standards and Practices Committee, the Office of Institutional Research, Planning and Institutional Effectiveness conducted a survey to gather data from full-time and part-time faculty members. The purpose of this survey was to assess faculty opinions of the most essential elements of an effective syllabus.

Out of the possible 866 faculty members who were invited to participate in the survey, completed surveys were received from 151 faculty (17 percent response rate).

Results of the survey are as follows:

SUMMARY OF RESULTS

INTRODUCTION - The majority of respondents indicated that the following areas in the "Introduction" of the syllabus should be "required":

- Official course title
- Course prefix and number
- Term
- Schedule and location
- College name
- Section number(s)
- Course description

INSTRUCTOR INFORMATION - The majority of respondents indicated that the instructor name, office hours and location, and contact information should be "required" in the "Instructor Information" section of the syllabus.

STUDENT LEARNING INFORMATION - The majority of respondents indicated that the required materials and the SLO(s) should be "required" in the "Student Learning Information" section of the syllabus.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS - The majority of respondents indicated that the grade scale to determine the final grade should be "required" in the "Assignments, Assessments, and Evaluations" section of the syllabus.

COURSE POLICIES - More than half of the respondents indicated that academic integrity and the absence/tardy policy should be "required" on the "Course Policies" section of the syllabus.

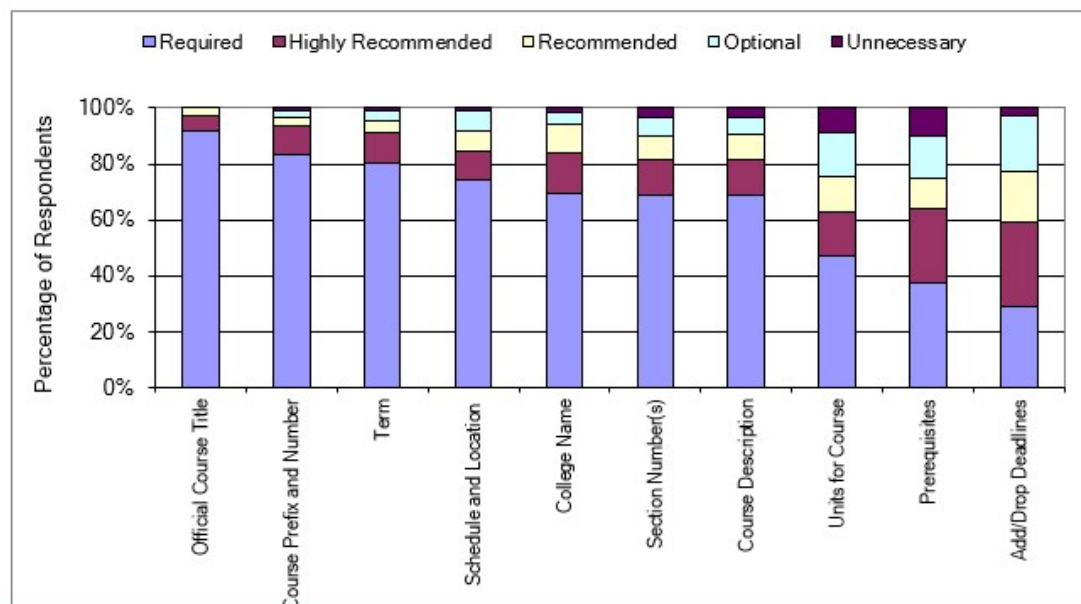
Detailed results are presented on the following pages.

1. Please indicate what you believe the level of requirement should be for each of the areas in the introduction of the syllabus:

As indicated below, the majority of respondents indicated that the following areas in the "Introduction" of the syllabus should be "required":

- Official course title
- Course prefix and number
- Term
- Schedule and location
- College name
- Section number(s)
- Course description

	Required	Highly Recommended	Recommended	Optional	Unnecessary
Official course title (n=152)	92%	5%	3%	0%	0%
Course prefix and number (n=152)	84%	10%	3%	3%	1%
Term (n=152)	80%	11%	4%	4%	1%
Schedule and location (n=151)	74%	11%	7%	7%	1%
College name (n=152)	70%	14%	10%	5%	1%
Section number(s) (n=152)	69%	13%	9%	7%	3%
Course description (n=152)	69%	13%	9%	6%	3%
Units for course (n=151)	47%	16%	13%	16%	9%
Prerequisites (n=152)	38%	26%	11%	15%	10%
Add/Drop deadlines (n=149)	29%	30%	18%	20%	3%



2. Please indicate what you believe the level of requirement should be for each of the areas of the "Instructor Information" section of the syllabus:

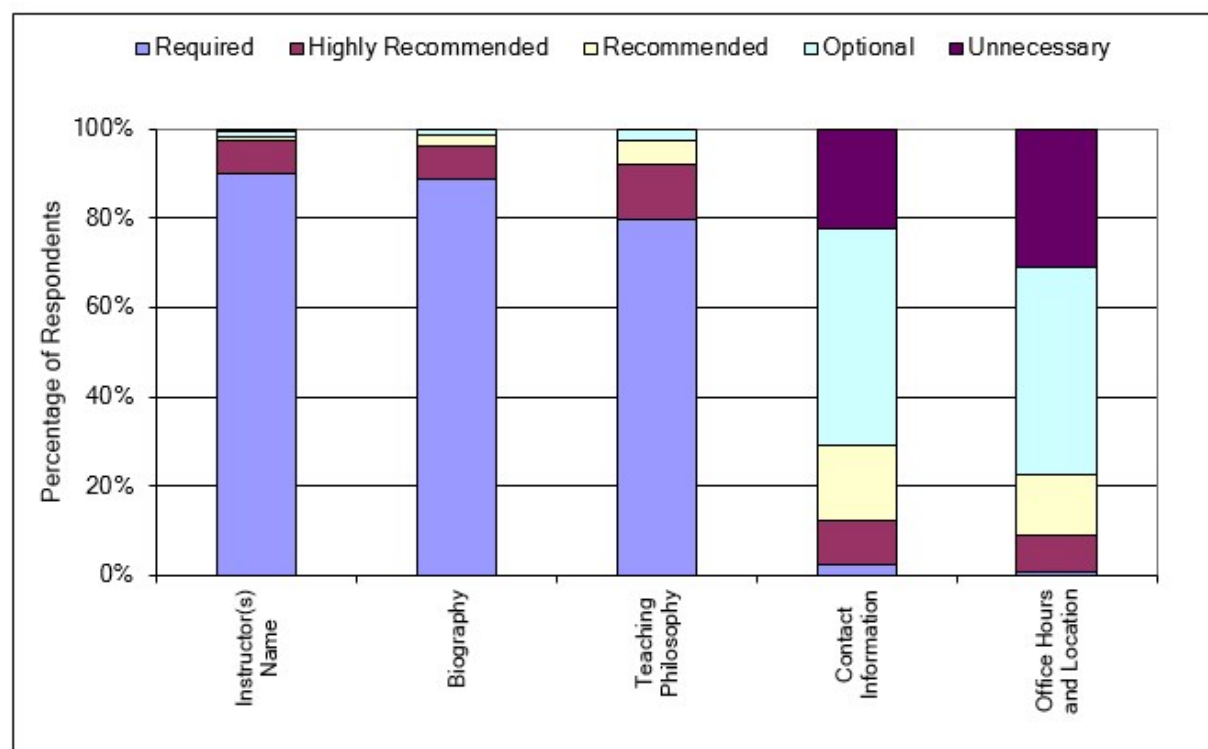
As indicated below, the majority of respondents indicated that the following areas of "Instructor Information" should be "required":

- Instructor name
- Office hours and location
- Contact information

More than 20% of respondents indicated that the following areas of "Instructor Information" are "unnecessary":

- Teaching philosophy
- Biography

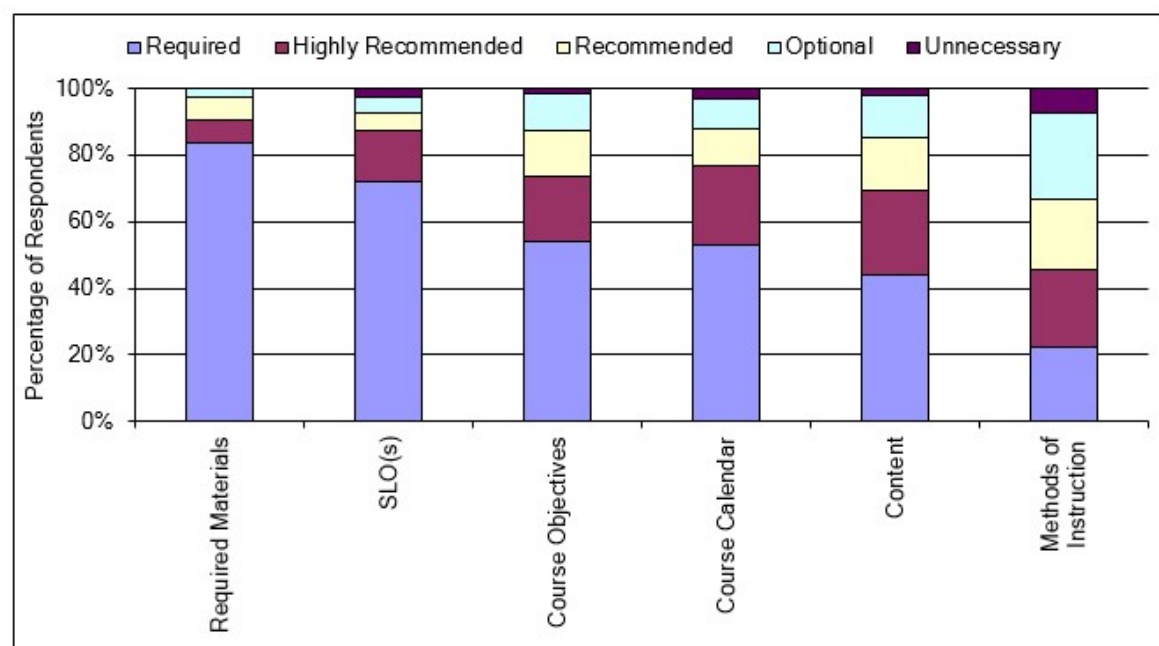
	Required	Highly Recommended	Recommended	Optional	Unnecessary
Instructor(s) name (n=152)	90%	7%	1%	1%	1%
Office hours and location (n=152)	89%	7%	3%	1%	0%
Contact information (n=152)	79%	13%	5%	3%	0%
Teaching philosophy (n=151)	3%	10%	16%	49%	22%
Biography (n=152)	1%	9%	13%	47%	31%



3. Please indicate what you believe the level of requirement should be for each of the areas of the "Student Learning Information" section of the syllabus:

As indicated below, the majority of respondents indicated that the required materials and the SLO(s) should be "required" in the "Student Learning Information" section of the syllabus.

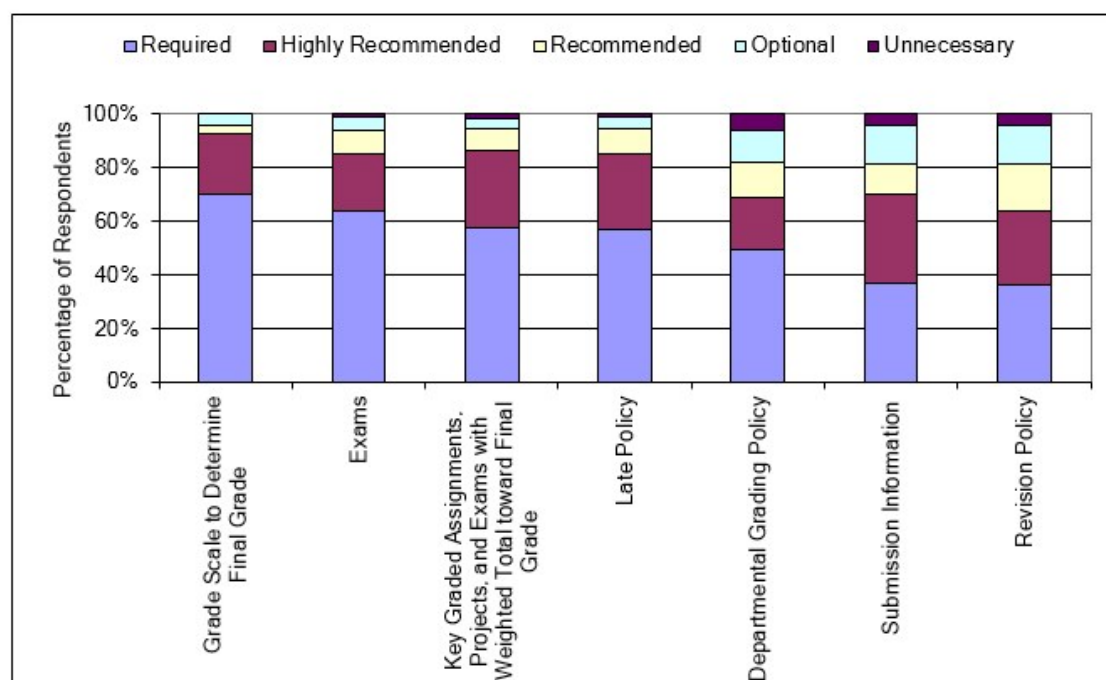
	Required	Highly Recommended	Recommended	Optional	Unnecessary
Required materials (n=151)	83%	7%	7%	3%	0%
SLO(s) (n=150)	72%	15%	5%	5%	3%
Course objectives (n=150)	54%	19%	14%	11%	1%
Course calendar (n=151)	53%	24%	11%	9%	3%
Content (n=150)	44%	25%	16%	13%	2%
Methods of instruction (n=151)	23%	23%	21%	26%	7%



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

As indicated below, the majority of respondents indicated that the grade scale to determine the final grade should be "required" in the "Assignments, Assessments, and Evaluations" section of the syllabus.

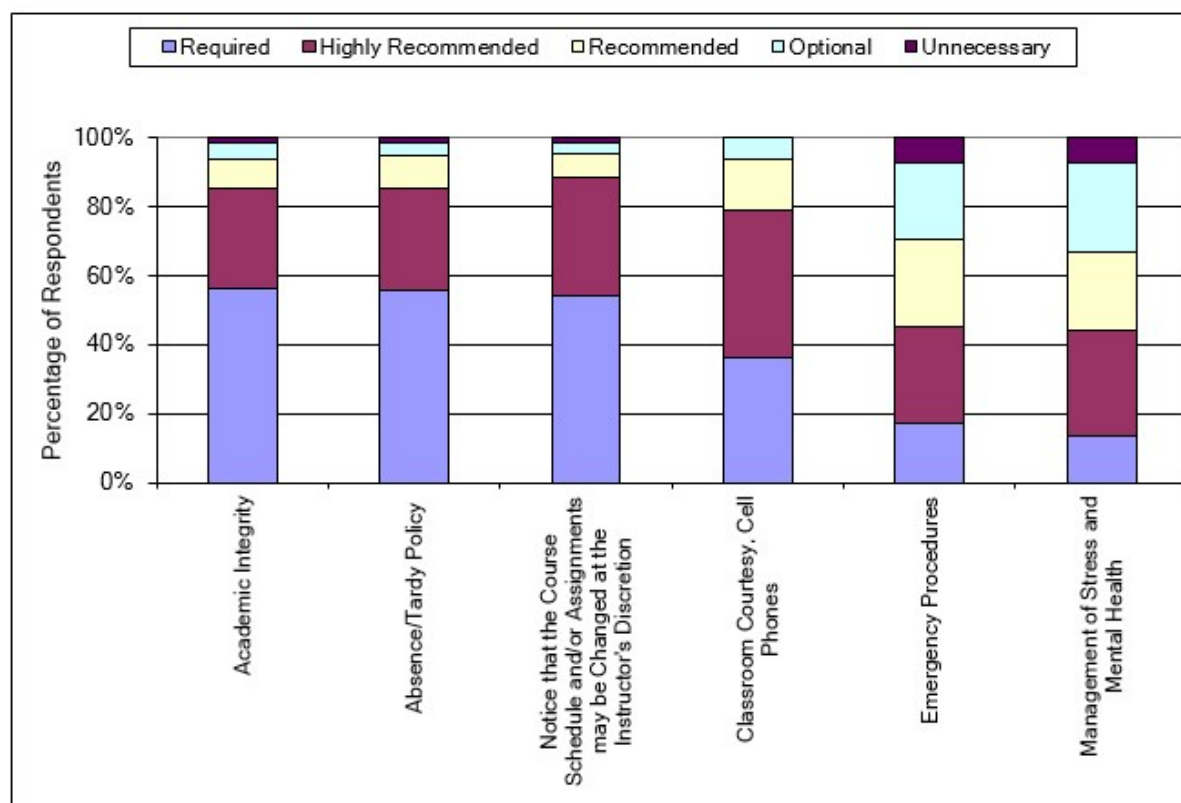
	Required	Highly Recommended	Recommended	Optional	Unnecessary
Grade scale to determine final grade (n=149)	70%	22%	3%	4%	0%
Exams (n=149)	64%	21%	9%	5%	1%
Key graded assignments, projects, and exams with weighted total toward final grade (n=149)	58%	29%	8%	4%	1%
Late policy (n=148)	57%	28%	9%	5%	1%
Departmental grading policy (n=150)	49%	19%	13%	12%	6%
Submission information (n=148)	37%	33%	11%	14%	4%
Revision policy (n=149)	36%	28%	17%	15%	4%



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

As indicated below, more than half of the respondents indicated that academic integrity and the absence/tardy policy should be "required" on the "Course Policies" section of the syllabus.

	Required	Highly Recommended	Recommended	Optional	Unnecessary
Academic integrity (n=149)	56%	29%	9%	5%	1%
Absence/tardy policy (n=149)	56%	30%	9%	4%	1%
Notice that the course schedule and/or assignments may be changed at the instructor's discretion (n=149)	54%	34%	7%	3%	1%
Classroom courtesy, cell phones (n=149)	36%	43%	15%	6%	0%
Emergency procedures (n=149)	17%	28%	26%	22%	7%
Management of stress and mental health (n=149)	13%	31%	23%	26%	7%



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

- Required – 8%
- Highly Recommended – 33%
- Recommended – 24%
- Optional – 24%
- Unnecessary – 9%

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

Name of college.
Many of these items are posted in BB but not in syllabus. I think that it might be helpful to survey for notifications, and then additionally decide on location. I don't put all posted info in the syllabus. Thanks
Textbook ISBN
Some of the items, like #6 should be provided to all instructors, ready to be inserted into a syllabus each semester. Also, it ought to be updated regularly by the staffs of TLC, Library, Student Health Center, Disabled Students Programs and Services, and Extended Opportunity Programs and Services.
How to use Canvas if students are not familiar to the site.
no
Library login for that semester with link, UN, PW
I quote the student handbook regarding the faculty's prerogative to drop a student.
[Can't] think of any.
I'm concerned that the committee will "recommend" so much more when my syllabus is already 5 pages long.
Blackboard/Canvas website info
Syllabus content should be related to the course and instructor and represent the expectations--contract--between instructor and student. Info that can be obtained elsewhere and is college wide should not be required on the syllabus. Too much boilerplate discourages students from reading it, especially if every syllabus has the same boilerplate. The syllabus should not replace the college website. I do include selected services on mine, but would resent being required to do so.
None
behavioral expectations
Instructions how to log on to canvas for online and web enhanced courses.
[Description] of course in [instructor's] own words. Course outline of [record] descriptions are generally hard to understand.
Link to department website, statement about pathways to completion and link to the documents, PSLO, ISLOs that this course will satisfy, did you have exam policy in that list I just checked off, attendance and participation policy, statement about Canvas if used.
It looks like you got everything covered!
I think what is actually required should be minimal and that it is up to the faculty to decide what goes on there. 90% of students never read it after first day so faculty must explain grading, etc. many times throughout the semester. I put down 95% of what is on this survey but I like the ability to determine what is
important for my class.
The time at which a student may expect a response from the instructor. Such as 24 -48 hours . . .

<p>None. In fact, there is too much required already. Our syllabi should pertain only to the course itself, not to general COC information, which is available on the COC website. Let's treat our students as adults and not spoon-feed them everything. They are old enough to ask questions and seek out information as needed about campus services.</p>
<p>While many of the items listed in this survey are useful and beneficial to students, I think we must also consider the length of the document. The longer it is, the less likely it is that our students will read it.</p>
<p>My syllabus is already 19 pages long. Placing some of these items such as student services adds additional pages and paper that are unnecessary. These important services can be listed inside the LMS.</p>
<p>If course uses Canvas or other LMS, >> How to access >> How course is organized (by chapter, by week, etc)</p>
<p>I would recommend adding a part about "Expectations and Guidelines." It could be a single paragraph where the instructor states that research shows that students who invest more time and effort have a higher success rate. For that reason, I further build up on this by saying that I expect my students to be committed to the course, consistently attend classes, do assignments, study on a regular base, review lecture topics, participate in class discussions, etc. That way from the beginning of the term I am setting a tone that hard work and commitment make a difference, and in most cases this yields success.</p> <p>As an addendum to the previous part, or perhaps rather as a separate paragraph, I write about "Classroom policy" where I address rules of classroom behavior and emphasize how important it is to have a friendly and supportive learning environment. While most students conduct themselves well in the class, it is good to list a few instances of conduct that are not tolerated (e.g. late arrivals, early departures, side talks, use of cell phones or other electronic devices for non-lecture oriented purpose, as well as eating, drinking, smoking, or coming to class under influence. Use of profane language, disrespecting the instructor or fellow students, or any form of disruptive behavior could also be mentioned as unacceptable). Though this kind of paragraph may sound a bit too rigorous, in some cases it may help a student realize which forms of behavior are not welcomed in academia.</p> <p>Last but not least, it could help students to see a statement about incomplete grades that are only given in rare instances when at the very end of the term extenuating circumstances prevent a student from completing the last part of the course.</p>
<p>no</p>
<p>Most of what is being asked is legally required. As an instructor I can be sued by a student for not teaching according to the class outline as reflected in [CurricUNET] which has to be on my syllabus.</p>

2. Calendar Committee Update 2018/19, Garrett Hooper and Lisa Hooper

In the previous discussion the Senate had some questions about not having winter intersession. On this proposed calendar the committee decided to roll over the winter intersession because there was no urgency to eliminate winter intersession. There will be further discussions down the road regarding winter intersession?

D. **New Future Business:** N/A

E. **Unfinished Business:** N/A

F. **Discussion Items**

1. BP 4235 and AP 4235 Credit by Exam

There was a discussion with the Senator. The changes that were asked for were made. Question about do we have to give the exam? That is up to the faculty. There was a question on how this affects FTES, and the answer was this cannot be used for FTES. Other questions that were asked are below. Jasmine will take these back to the committee and come on the September 16th agenda. Where are BP and AP stored?

- When do we see the changes?
- Website is outdated? Who updates the site?
- We need to improve tracking. When the policy leaves here, we want to be able to track it. We need software for this.

G. Action Items

1. Elections results for at large senators will be determined in the Fall.
2. Election results for Department Chairs

Wendy Brill-Wynkoop, Photography chair one year. Lee White will finish the 2nd year.

3. Resolution on Nepotism, Approved
4. Resolution on Short Term Hiring Procedures, Approved
5. Climate Survey, Approved
6. BP 4021 and AP 4021 Program Viability, Approved
7. Amendment to the Academic Senate Bylaws, Approved
8. Juan Buriel interim department chair English June 2, 2016 to January 1, 2017, then Alene Terzian will be the Department Chair. Approved.

**2 through 8 of the Action Items were approved in one motion. Motion Amy Shennum, seconded Kimberly Bonfiglio. Unanimous. Approved H.

Announcements: See the list on the agenda

I. **Adjourned:** 4:43 p.m.

CURRICULUM COMMITTEE SUMMARY

September 1st, 2016

3:00 pm – 5:00 pm

Bonelli Hall 330

Curriculum Committee Members

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

Members Absent: Jasmine Ruys – Director of Admissions & Records and Online Services.

NEW COURSES

Subject & Number	Title	Description of Action	Author	Effective
ART-112	Art of Africa, Oceania, and the Indigenous Americas	3 units, 54 hours lecture, new SLO, new recommended preparation of ENGL-101 or ENGL-101H. Course created based on C-ID ARTH 140 descriptor.	M. McCaffrey	TBD

PROGRAM MODIFICATIONS

Program	Degree/Certificate	Description of Action	Author	Effective
Studio Arts	A.A.-T Degree	Adding ART-112 to "Plus three units from the following" (List A) section of the degree. No change in total units required.	M. McCaffrey	TBD

-Motion to approve ART-112 and the Studio Arts AA-T Degree: Motion by David Brill, second by Julie Jacobson. All in favor: Unanimous.

NEW/MODIFIED REQUISITES

Subject & Number	Title	Description of Action	Author
ART-112	Art of Africa, Oceania, and the Indigenous Americas	New recommended preparation of ENGL-101 or ENGL-101H. - Approved	M. McCaffrey

Discussion Items:

- **Welcome and Orientation** – Lisa Hooper welcomed everyone and gave an orientation and overview of the curriculum committees roles and responsibilities.
- **Curriculum Institute Reports** – Lisa Hooper, Tricia George, and Patrick Backes each gave a quick report out on the sessions they attended at the 2016 Curriculum Institute that was held in July.
- **Noncredit at College of the Canyons** – Lisa Hooper updated the committee on noncredit curriculum including which types of noncredit courses could be eligible for enhanced funding.
- **Conversion to eLumen, Plan of Attack** – We are hoping to pilot the new eLumen curriculum management system in Spring 2017. CurricUNET will still be up and running through June 30th, 2016.
- **Status of Honors Flagging** – Audrey Green and Denee Pescarmona gave a quick update on the pilot program of flagging students as eligible to enroll in honors courses at College of the Canyons/
- **Program Viability & Program Discontinuance** – The committee had a discussion regarding which types of new program proposals should, and should not have to go through the Program Viability process.
- **Communication Regarding Changes in Course Offerings** – The committee discussed ways that courses that are no longer planned to be offered in the near future, and have not yet been archived in at curriculum committee, could be better communicated.
- **Out of Discipline Prerequisites** – The committee decided to handle any new out of discipline prerequisites as they come through the curriculum approval rather than dedicating a meeting to handling all new out of discipline prerequisites.
- **2016 Five Year Revision List** – The committee reviewed the 2016 five year revision list. School representatives were asked to contact faculty in their Schools to remind them if they have courses that are in need for revisions this cycle. It was suggested that courses on the current five year revision list be submitted to the curriculum approval process by September 30th to allow plenty of time for the proposals to reach stage 7 by the deadline of Friday December 9th.
- **Fall 2016 Tech Review Sign Ups** – The Tech Review sign-up sheet was passed around for committee members to sign up for one or two sessions this fall.

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

**Faculty Development Committee August 29, 2016, Meeting Summary By
Teresa Ciardi**

Members Present: Mehgen Andrade, Leslie Carr (Director), Sandy Carroll, Teresa Ciardi (Chair),

Alexa Dimakos, Phil Gussin, Mike Harutunian, Lee Hilliard, Brandon Hilst, Susan Ling, KC Manji, Galeen Roe, Diane Sionko, Cindy Stephens

Teresa welcomed everyone back and then introduced Academic Senate president Rebecca Eikey. Rebecca handed out BP 7215, which outlines Academic Senate participation in collegial consultation. Additionally, Rebecca handed out the Faculty Professional development Policies & Procedures, and asked the committee to identify which school they represent. Rebecca asked if anyone would be interested in assisting Teresa as co-chair of the committee, but no one was interested upon hearing that there is no compensation for the large workload. There was a discussion about establishing regular communication from Faculty Professional Development Committee (FDC) to Academic Senate. There was also a discussion about the Flex Calendar, specifically the committees planning process for Flex week. It was agreed that FDC minutes, meeting summaries, and iterations of the Flex Calendars be submitted to Academic Senate.

Feedback on Fall 2016 Professional Development Week included two main topics. First, the workshop evaluations were not anonymous. Once this was brought to our attention, Professional Development has fixed the issue within 24 hours. Moving forward, the workshop evaluations are anonymous. Second, there was confusion among faculty about opening day and whether the Wednesday convocation was mandatory. It was suggested that the plan for opening day be provided to faculty.

The committee reviewed 20 out of 42 submitted faculty proposals, and voted to either approve or request additional information for those 20 proposals that were reviewed. Remaining proposals will need to be reviewed at the next full committee meeting.

Due to lack of time, FDC was not able to discuss professional development for adjuncts who attended school meetings on opening day, Professional Development credit for online trainings if under 30 minutes and over 30 minutes, theme/workshop Series ideas for Spring 2017 Professional Development Week, how FDC may use Robert's Rules, or policy and procedure revisions we may need to consider. The next FDC full committee meeting is September 26.

HUMAN RESOURCES OFFICE

Date: July 11, 2016
To: Rebecca Eikey
President, Academic Senate
From: Linda Clark
Senior Human Resources Generalist (Faculty)
CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate
Subject: Discipline Assignment – Lucia Pozo-Gravatt

The following information is provided for discipline assignment:

Lucia Pozo-Gravatt

Ms. Pozo-Gravatt has been hired as a Spanish (Modern Languages) Instructor, effective start date August 12, 2016. She meets the minimum qualifications listed below.

The minimum qualifications for a Spanish Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Spanish or
- Master's degree in Spanish or
- Bachelor's degree in Spanish and Master's degree in another language or linguistics OR equivalency option #1 or option #2.

The following is provided for discipline assignment:

- Master's degree in Spanish from California State University, Northridge

It would appear that Ms. Pozo-Gravatt qualifies for the discipline(s) of:

Spanish

- Master's degree in Spanish.

CHANGE TO PROPOSED ACADEMIC CALENDAR FOR 2018/19

" After review, we cannot start winter 2019 on a Wednesday. It will not allow for the correct amount of class sessions and hours that would make for a successful winter. So we have to start it on Monday."

College of the Canyons
Academic Calendar – 2018/19
PROPOSED UPDATED

August	Professional Development Week (FLEX, Employees Only) Mandatory Opening Day (Employees Only) First Day of Fall 2018	August 10-16 (Friday – Thursday) August 17 (Friday) August 20 (Monday)
September	Labor Day Holiday	September 3 (Monday)
November	Veterans Day Holiday (Observed) Thanksgiving Day Holidays	November 12 (Monday) November 22-November 25 (Thurs. – Sun.)
December	Last Day of Fall Semester Campus Closed	December 8 (Saturday) TBD

January	New Year's Holiday First Day of Winter Term Martin Luther King Holiday	January 1, 2019 (Tuesday) January 7, 2019 (Monday) January 21 (Monday)
February	Professional Development Week (FLEX, Employees Only) Last Day of Winter Term	February 4-8 (Monday to Friday) February 9 (Saturday - 5 weeks)

February	First Day of Spring Semester Lincoln/Washington Holidays	February 11 (Monday) February 15-18 (Friday to Monday)
March-April	Spring Break	April 8-14 (Monday – Sunday)
May	Memorial Day	May 27 (Monday)
June	Last Day of Spring Semester Graduation	June 6 (Thursday) June 7 (Friday)

June	Start of Summer session	June 10 (Monday)
July	Independence Day	July 4 (Thursday)

August

Last day of Summer

August 24

EDUCATION CODE

§87663

(i) Governing boards shall establish and disseminate written evaluation procedures for administrators. It is the intent of the Legislature that evaluation of administrators include, to the extent possible, faculty evaluation

**College of the Canyons
Academic Calendar – 2018/19**

**PROPOSED Fall
2018**

Month	Event	Date
August	Mandatory Opening Day (Employees only)	August 17 (Friday)
	First Day of Fall Semester	August 20 (Monday)
September	Labor Day Holiday	September 3 (Monday)
November	Veterans Day Holiday (Observed)	November 12 (Monday)
	Thanksgiving Day Holidays	November 22-November 25 (Thurs. – Sun.)
December	Last Day of Fall Semester	December 8 (Saturday)
	Campus Closed	TBD

Winter Intersession 2019

Month	Event	Date
January	New Year's Holiday	January 1, 2019 (Tuesday)
	First Day of Winter Term	January 2, 2019 (Wednesday)
	Martin Luther King Holiday	January 21 (Monday)
February	FLEX Week (Employees Only)	January 28 – February 2 (Monday to Friday)
	Last Day of Winter Term	February 2 (Saturday - 5 weeks)

Spring 2019

Month	Event	Date
February	First Day of Spring Semester	February 4 (Monday)
	Lincoln/Washington Holidays	February 15-18 (Friday to Monday)
March-April	Spring Break	April 1 – 7 (Monday – Sunday)
May	Memorial Day	May 27 (Monday)
June	Last Day of Spring Semester	May 30 (Thursday)
	Graduation	May 31 (Friday)

Summer 2019

Month	Event	Date
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June	Start of Summer session	June 3 (Monday)
July	Independence Day	July 4 (Thursday)
August	Last day of Summer	August 17