



College of the Canyons Academic Senate

October 10, 2019

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

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

A. Routine Matters

1. Call to order

2. Public Comment

This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

3. Approval of the Agenda

4. Committee Appointments: (pg. 3)

- Elections Committee
- Canyons Connects Advisory Committee
- Constitution & By-Laws Committee
- Cultural Advancement Team Members

5. Approval of the Consent Calendar

Academic Senate Summary, September 26, 2019 (pg. 4-11)	Curriculum Committee Summary, October 3, 2019 (pg. 12-23)
Program Viability Committee Summary, September 19, 2019 (pg. 24-26)	Executive Senate Committee Summary, October 1, 2019 (pg. 27-28)

B. Reports

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

1. Annual Curriculum Committee, Lisa Hooper (20 minute allocated time)

2. Guided Pathways Liaisons Reports, Tara Williams & Erika Torgeson (7 minute allocated time)

C. Action Items

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

1. AA 19-35 Annual Curriculum Approval Certification, Lisa Hooper

- Annual Curriculum Approval Certification (pg. 29-32)
- Noncredit Course Approval and Certification Guidance Table (pg. 33-38)
- Periodic Curriculum Review (pg. 39-40)

2. Academic Mapping, Erika Torgeson

- Guiding Principles
- Approval Form
- Templates

D. Discussion

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

1. Accommodating Intercollegiate Student Representatives, Albert Loaiza & Phil Marcellin

2. Canyons Connects, Counseling referral messaging language, Michelle LaBrie (pg. 41-43)
3. 2019 Climate Survey Results, Wendy Brill
 - [2019 Climate Survey \(Faculty-Staff link\)](#)
 - [2019 Climate Survey \(Admin link\)](#)

E. Unfinished Business

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

1. Senator Responsibilities and Communication

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP 5010 Admission and Concurrent Enrollment
BP & AP 5410 DSP&S
BP 4240 Academic Renewal
Academic Senate Constitution and Bylaws Revisions
AP 7120 Recruitment
BP & AP 4030 Academic Freedom (Back in Committee per CPC)
Camera Policy
BP/AP Covering Substitute Teachers
Student Conduct (Phase 2 - BPs 5529, 5530 & 5531)
BP & AP 4233 Digital Badging
Freedom of Speech, Harassment
BP & AP – Civic Center and Other Facility Use
Administrative Retreat Rights

H. Announcements

- Next Academic Senate Meetings Oct. 24th, Nov. 7th & Nov. 21st 2019
- [2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019](#), Newport Beach
- [Resolutions for Discussion at Area Meetings October 11-12, 2019](#)
 - Please contact [Rebecca Eikey](#) with any questions or concerns

I. Adjournment

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

Academic Senate Sub-Committees

Elections Committee

First Name	Last Name	Full Time Faculty Or Adjunct
Karyl	Kicenski	Full-Time, SBS

Constitution & By-Laws Committee

First Name	Last Name	Full Time Faculty Or Adjunct
Rebecca	Eikey	Chair, Full-Time, MSHP
David	Andrus	Full-Time, SBS
Lisa	Hooper	Full-Time, KPEA
Jason	Burgdorfer	Full-Time, MSHP
Dustin	Silva	Full-Time, MSHP
Regina	Blasberg	Full-Time, Applied Tech

Committees

Canyons Connects Advisory Committee

First Name	Last Name	Full Time Faculty Or Adjunct
Collette	Gibson	Full-Time, MSHP
Michelle	LaBrie	Full-Time, SBS
Rebecca	Laff	Adjunct, SBS
Julie	Johnson	Full-Time, SBS

Cultural Advancement Team Members

First Name	Last Name	Full Time Faculty Or Adjunct
Anna Jane	Almeda	Full-Time, MSHP
Juan	Buriel	Full-Time, Humanities
Shannon	Doronio	Full-Time, VAPA
Patricia	Foley	Full-Time, MSHP
Hernan	Ramirez	Full-Time, SBS
Pamela	Williams-Paez	Full-Time, SBS
Kimberly	Bonfiglio	Adjunct, SBS
Mark	Capehart	Adjunct, SBS
Preeta	Saxena	Adjunct, SBS

Academic Senate Summary for September 26, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	Garrett Rieck	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	A
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

Non-voting Members	
Joe Gerda	A
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	A
Dr. Wilding	A

Guest			
Annie Effinger (ASG Student Rep)	X	Teresa Ciardi	X
Jasmin Ruys	X	Kelly Burke	X
Daylene Meuschke	X	Paul Wickline	X
Don Carlson	X	Edel Alonso (via Zoom)	X
Omar Torres	X	Dr. Dianne Fiero	X
Tara Williams	X		

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment
 - Congresswoman Katie Hill will be on campus on Wednesday, October 2nd. She will be visiting the Welding program including several other CTE and CE programs. The Political Science Department will be hosting a Q&A session with Katie Hill in Aliso-Hall from 10:00am – 10:45am in room 101. Flyers will be available soon. David Andrus will speak with David Brill regarding having Cougar News be present to report on this event.
3. Approval of the Agenda
 - Motion to reorder the agenda by removing “item #3” from Action and moving to Discussion and combining this item with “Item #3” on the Discussion list. Then move

both items to #1 under Discussion by David Andrus, seconded by Wendy Brill.
Unanimous. Approved.

- Motion to approve the re-ordered agenda by Lisa Hooper, seconded by Regina Blasberg.
Unanimous. Approved.

4. Committee Appointments:

- College Planning Team (CPT):
 - Erin Barnthouse, Learning Resources
 - Garrett Rieck, Personal & Professional Learning
 - Teresa Ciardi, MSHP (Spring 2020)
 - Ali Naddafpour, BUS (Spring 2020)
 - Jason Burgdorfer, MSHP
- Selection Committees (pg. 3)

5. Approval of the Consent Calendar

- The Academic Senate is part of the Brown Act body therefore there is a transparency law that requires voting be clear. At the September 12, 2019 meeting a motion was made for a Campus Wide Drill which was non-unanimous. The summary needs to reflect a voting roster. A new spreadsheet was created by Marilyn as part of the parliamentary role to help keep track of motions when the result is split and not unanimous.
- Motion to adopt the consent with the understanding that a correction will be made to add the list of voter names by Gary Collis, seconded by Jennifer Paris. Unanimous.
Approved.

Academic Senate Summary, September 12, 2019 (pg. 4-10)	Curriculum Committee Summary, September 19, 2019 (pg. 11-22)
CASL/Program Review Committee Minutes, May 8, 2019 (pg. 27-29)	

B. Reports (time limit 7 minutes each)

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

1. President Report, Rebecca Eikey

- IAC meeting update. The meeting discussed some areas of opportunity for Academic Affairs. This includes supporting department chairs in the “Chairs Corner” meetings. President spoke with IAC attendees regarding the re-organization of Academic Affairs and how that would affect Academic Senate. Any changes which happen in any departments in Academic Affairs, which are represented in Academic Senate, would affect Senate’s ability to effectively participate in shared governance of the institution.
- ASCCC Presentation, Friday, September 20th. The presentation included an inner circle and diagram demonstrating how 10+1 and Guided Pathways both overlay. Information regarding implications for program review, curriculum, looking for bridges to facilitate movement between programs, setting up pathways for student goals and not necessarily degrees or certificates, using data to support curricular decisions, being open minded when reviewing/analyzing data, governance structure and the representation of the senate were shared. In addition, a committees can be defined as a taskforce or a workgroup that will affect the “10+1.” Some things to keep in mind is how are we describing the task of the committees? What are the decision making protocols? What

are current committee structures? Are there certain things those committees should be tasked with doing in an effort to institutionalize Guided Pathways.

- Equity Minded Practitioners Meeting held at the ASCCC Spring Plenary: A photo was shared regarding all gender restrooms with a sign stating it was for “Employees only.” There is a need to take a lead advocacy role as a Senate for our students as students should not have to leave campus to use the restroom. This is about student success and equity. What are we saying about our culture? Are we welcoming if this is not addressed? ASCCC is urging local senates to collaborate and take immediate steps. There are some specifications within the law regarding what the all gender restrooms should look like. Should this discussion be taking place in building plan meetings? There are concerns as some buildings are still not ADA compliant. One success with the sustainability committee was in regards to a recent resolution. The goals outlined in this resolution are now the goals for the Facilities department in terms of sustainable improvement. All gender restrooms could be another success if senate feels this issue could be brought in with other larger ADA compliant issues.
- Guided Pathways (GP) Steering Committee meeting: There will be further discussion regarding a GP Student survey Daylene Meuschke put together related to staff.
- Advocacy Committee meeting: A resource was shared regarding how to stay up to date regarding the state legislature. The packet included examples regarding an argument other colleges are putting together relating to changes needed for the student success funding formula.

2. Vice President Report, Jason Burgdorfer

- A proposed idea was shared to create a faculty group to further discuss what faculty want in terms of facilities restroom improvements. Some ideas shared is to have shelves in the bathrooms so people can place their bags and to eliminate air hand dryers. An idea was proposed to bring in Architecture faculty to these discussions. In regards Pathways, where are faculty offices located in relation to the classrooms? Where are we in terms of Advisement Centers?

3. Annual Faculty Professional Development Committee, Teresa Ciardi

- There are several items on the pre-approved list which are items that have come through committee multiple times. The committee meets once a month. Several vacancies in FPDC were shared. It is important to have representation from each school as this helps with ascertaining what is considering a professional growth activity and putting together flex week. Teresa made a suggestion at the last meeting after several adjunct asked is they can participate in FLEX credit and how they can submit a proposal. There are several adjuncts who do not participate in FLEX credit. There was a request to have all FPDC members go back to their schools and communicate the importance of taking care of adjuncts. There is concern that if full-time faculty are not being guides to adjuncts then adjuncts may not know they can receive up to 9 hours per fall and spring semester. Many adjuncts have stated that FLEX credit is not available outside of the regular 9am-5pm schedule. Flex activities needs to be offered outside of normal business hours such as weekends, evenings and online. However, it was stated

afternoon FLEX credit workshops have been offered but are cancelled due to low enrollment. Variable favorable responses were received regarding a FLEX Conference Style. There was a suggestion to have a wider student success focus. Starting in the early spring the director of Professional Development reminds people if they are short on FLEX credit. By the end of May or June there are usually around 100 faculty who have not met their flex credit hour obligation. In addition, by the end of May or June there are usually around 5 faculty who have their pay docked. There are more people now taking advantage of the webinars and there are some that have no Certification of Completion. There is a need to document the hours. At some point the committee would like to welcome suggestions on how to best track the hours. The Equity Minded Practitioners have some proposals to FPDC which includes, the Mentor Training Debriefing, Faculty Student Mentoring. A note will be made regarding the committee vacancies. There was a reminder the adjunct positions are uncompensated.

C. Action Items

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

1. Academic Senate Statement regarding non-recognition on Department Co-Chairs., David Andrus (pg. 30)
 - The statement outlines the senate's positions as it relates to department co-chairs. Co-Chairs can be recognized by departments but not by Senate.
 - Motion to adopt the statement by Wendy Brill, seconded by Rebecca Shepherd. Unanimous. Approved.

2. Endorsement of Zero Textbook Cost (ZTC) & Low Cost Material (LCM) Definition of Categories & searchable option, Teresa Ciardi & Gina Bogna (pg. 31-32)
 - It was clarified that it should read as Low Textbook Cost (LTC) and not (ZTC). Low Textbook Cost does not have to do with classroom materials but more so for lab manuals. The \$40 amount came out of a survey and research. The current trend at other colleges is \$25-40 or less however, the higher end amount was selected based what the numbers look like in our area. The school of MSHP voted and approved the \$40 amount. There was a request to have school representation from Applied Tech on the Bookstore Committee. If the bookstore raises their prices the faculty will need to follow up with the bookstore to have them change the price back to what it was. Most contracts will hold for 2 years at the bookstore, however after the 2 years faculty will need to make sure to check the prices. If a course has been previously advertised to students at a lower cost and if a new instructor is now teaching this course and chooses to use a different textbook which is at a higher price Academic Affairs will not allow the change per the Higher Education Opportunity Act. It is also important to consider that taxes can raise the price. There may be a need to implement a policy which states that if a book is adopted at a particular price that after taxes are added that it will remain a LTC. The bookstore sends Academic Affairs a list of the classes which do not have the necessary materials denoted. This list is then sent to the deans and the deans forward to the department chairs. The next step is to work with Academic Affairs regarding the scheduling. Should the bookstore send faculty information regarding textbook costs?
 - Motion to approve the definition of low textbook cost of \$40 and that a searchable LTC

function be created by Regina Blasberg, seconded by Sab Matsumoto.

- Roll call vote:
 - Andrus, David- ABSTAIN
 - Blasberg, Regina- AYE
 - Brill, David-AYE
 - Brill-Wynkoop, Wendy-AYE
 - Burgdorfer, Jason- AYE
 - Collis, Gary- AYE
 - Corbett, Mary- ABSENT
 - Eikey, Rebecca- NO VOTE
 - Hooper, Lisa- ABSTAIN
 - Karlin, Ron- AYE
 - Llaguno, Marco- AYE
 - Marcellin, Phillip- ABSENT
 - Matsumoto, Sab- AYE
 - Paris, Jennifer-AYE
 - Pearl, Carly-AYE
 - Rieck, Garret-AYE
 - Riviera, Benjamin-AYE
 - Seubert, Erica-NO
 - Shepherd, Rebecca-NO
 - Silverman, Aaron-AYE
 - Small, Jessica-AYE
 - Torgeson, Erika-AYE

- The motion passed with 15 votes in favor, 2 against, and 2 abstentions.

3. Program Map Principles and Guidelines, Website Template, Erika Torgeson (pg. 33-35)
 - *Note:* Due to the re-ordering of the agenda the third “Action” item was moved as the first “Discussion” item.

D. Discussion

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

1. Program Map Principles and Guidelines, Website Template, Erika Torgeson & Tara Williams (pg. 33-35) & Academic Map Approval form-Associate Degree and Certificate (pg. 36-37)
 - *Note:* This item was moved from “Action” to “Discussion.” Original item number three was combined with the new item number one under “Discussion.” The remaining items were re-ordered.
 - Academic Mapping Principle Guidelines: Once Map areas are approved they will go through the Map Approval Process. The templates will include the degree name, GE track and program description. Associate and ADT forms will include transfer information. In addition the sequence of courses will be included based on the discussions which will take place with counselors to ensure the sequence is correct. The General Ed will be built in around how the sequence of courses will be. If there are critical pre-requisitions those will be included on the map templates. Each template will include base information. There will be information regarding assist.org for transfer CSU and UC. For the CSU, for ADT’s, there is a degree with a guarantee website. The main CSU system website will be included. All maps will include a link to the honors program. The committee may decide to include a website with provides information to students regarding application deadlines versus the main CSU website. The Cal State Apply website will give specific information in regards to dates and deadlines for transfer students. For the UC, assist.org will be included, but in addition the University of California direct link. This link includes all transfer pathway, applications and deadlines are included.
 - Website: To landing page was created to ensure faculty could go to one site to begin the process. The page will include all the guiding principles, links, forms and information.
 - There will a note included regarding if a student is starting outside of a fall or spring term that map may not be appropriate for them and instead connect them to a

counselor. There was suggestion to add the first two semester on one page and the next semesters on the other page. There was a request to identify the course delivery mode such as hybrid, online, or in person. It was clarified that math and English will not be listed as a first semester on all map programs. There was a request to have students, for some programs, meet with faculty first rather than the counseling department. There is still some discussion taking place regarding having counselors in departments and there will be a need to hire full-time counselors. What language could be added so student do not feel they have to take all 5 courses listed on the maps? There was a suggestion to add a note that if a student is working to consider perhaps taking only 2 courses. Student need to petition if they choose to register for over 18 units. It was clarified that if this items moves forward the forms could always be revisited or revised. In addition, discussion could take place regarding part-time student program maps.

2. Senator responsibilities and communication, Rebecca Eikey

- The purpose of this item is to determine what could be an idealized way of having school senators have additional responsibilities related to communication in the school meetings. To what extent could agendas be shaped at schools meetings so that the senate is an integral part of those conversations? In terms of guided pathways how is awareness raised regarding what is being done with the agenda items. There was suggestion to have a list of agenda items as reminder. Could there be co-chair to help build the agendas? Agendas have been focused on road shows or announcements and not much time is allocated for senate announcements. The Academic Senate is the liaison between all academic matters. Could deans meet with the senators to plan the agendas to prioritize important discussions from Senate and not necessarily all senate items. School meetings should be limited on reports and one guest speaker as this can take over the school meetings. There was reminder that the Senate By-laws do include a section regarding Senator Responsibilities as there is an expectation for senators. A recommendation will be presented at the next senate meeting which will include Senate recommendations in terms of the desire for more collaboration and discussion during the school meetings.

3. 2019 Climate Survey Results, Wendy Brill

- [2019 Climate Survey \(Faculty-Staff link\)](#)
- [2019 Climate Survey \(Admin link\)](#)
- The climate survey was done in 2016. One institutional outcome that occurred from this survey was the creation of a committee on committees. This was due in part to having 180 committees and the need to reduce the number. There was a suggestion that perhaps faculty should be the leaders of the institution as they have been waiting on administration to make changes. Faculty could take major problematic themes and find solutions. The major take away, and in keeping in mind the next accreditation cycle, is that there are policies, procedures and decision making guides; however, this is not how decisions are made. There is a feeling of a lack of transparency as there is not enough information provided regarding why some budget requests are not approved.
- What strategies could be beneficial in addressing the climate issues? Issues related to culture where brought up at the Equity minded Practitioners workgroup meeting. In looking at disproportionate impact and if there are climate issues how is this affecting the climate of the institution? For example, there are was hateful threatening phone call

made regarding the LGBT Mariachi band that was playing for the LatinX Heritage Celebration. The district immediately notified the Gay Straight Alliance, ASG regarding the possibility of a protestor on campus and what to do and campus safety.

- Many of the comments were also regarding the amount of meetings and amount time spent in those meetings discussion items to only have them dismissed. Faculty have concern that they are so busy with meetings they cannot focus enough time in teaching, preparing for class, grading and providing feedback to students. There is a need to be more efficient and inclusive in the decision making process. One idea was to have a governance council so that everyone can make the decisions together as opposed to top down. However, there is a question regarding do the people who run the meetings have the autonomy to do something with the information that is received and to work with faculty. Should committees have by-laws and would those by-laws be followed?
- It was clarified that the administration is taking the comments in the survey seriously. Outcomes of some of the council meetings will be revisited and work will be done to make committee structures more effective. There are some opportunities to identify where there are communication gaps. Perhaps there is a need to have a Budget 101 workshop to explain how does the district budget. If the idea is to change the current culture it is important to not imprint current culture on new staff or faculty. It was recommended to have senator go back to their schools to discuss with their school and have this item come back at a later senate meeting. There was suggestion to develop a solution focus approach with a timeline attached to it so that there is a demand for a solution by a certain date. The survey will be presented at the Board meeting.

E. Unfinished Business

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

- [Accommodating Student Athletes Form](#)
 - Senators are discussing in their academic schools
 - This item will return as an intercollegic student representation item and what is being done to support this. Senators will report out at the Oct. 10th meeting. Suggestion to have more faculty from the Athletics department be present.

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

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BP & AP 4233 Digital Badging
Freedom of Speech, Harassment
BP & AP – Civic Center and Other Facility Use
Administrative Retreat Rights

H. Announcements

- Next Academic Senate Meetings Oct. 10th, Oct. 24th, Nov. 7th & Nov. 21st 2019
- [2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019](#), Newport Beach

II. Adjournment: 5:02 pm

CURRICULUM COMMITTEE SUMMARY

October 3, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

Curriculum Committee Members

Members Present: Larry Alvarez – Ad Hoc Member; Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; Steve Erwin – Admissions and Records; Tricia George – Humanities; Holly Hitt-Zuniga - Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Saburo Matsumoto – At large member; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Omar Torres – Administrative Co-Chair; Robert Wonser - Social and Behavioral Sciences (Substitute for Anne Marenco); Lori Young – Business

Members Absent: David Brill -Visual and Performing Arts; Cindy Stephens – At large member Physical Education & Athletics – Vacant

NEW COURSE PROPOSALS – DISCUSSION OF NEED

The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
NC.EDUC-003	Instructional Aide Training: Roles and Responsibilities	This certificate program was created in collaboration with the Newhall School District. Representatives from Newhall, Castaic, and Saugus School District have requested this type of training because many instructional aides are not prepared to be working with students. The goal is to have this serve as a mini-teaching credential for instructional aides in the Santa Clarita Valley. <i>See attached document for demonstrated need.</i>	G. Rieck	TBD
NC.EDUC-004	Instructional Aide Training: Effective Practices			
NC.ENGL-001	Introduction to Essential Reading and Writing Skills	Noncredit courses designed to help students improve their reading and writing skills in college and/or the workplace. <i>See attached document for demonstrated need.</i>	A. Terzian A. Kempler M. Angelino K. Haglund G. Rieck	TBD
NC.ENGL-002	Essential Reading and Writing Skills for College and Career			

-Motion to adopt the need for and conduct a full review of NC.ENGL-001 & 002; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review of NC.EDUC-003 & 004; Motion by Julie Hovden, second by Jeremy Patrich. All in favor: Unanimous. Lori Young was not present for this vote.

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
CAWT-170	Website Development I	Revised objectives and content.	M. Lipman	Fall 2020
CAWT-171	Website Development II	Revised objectives and content.	M. Lipman	Fall 2020
GMD-101	Introduction to Graphic and Multimedia Design	Title change (Formerly “Introduction to Visual Communication”). Revised description, objectives and content, added textbook.	M. Daybell	Fall 2020
GMD-173	Motion Design	Revised objectives and content, updated textbook.	M. Daybell	Fall 2020
GMD -177	Web and Interactive Design	Title change (Formerly “Web Page Design I”). Revised description, objectives and content, updated textbooks.	M. Daybell	Fall 2020
NC.VOC-021A	Adobe Photoshop Certification Training I	Prefix Change (Formerly “NC.PHOT”). Revised description, objectives and content.	W. Brill-Wynkoop G. Rieck	Spring 2020
NC.VOC-021B	Adobe Photoshop Certification Training II	Prefix Change (Formerly “NC.PHOT”). Revised description, objectives and content.	W. Brill-Wynkoop G. Rieck	Spring 2020
NC.VOC-021C	Adobe Photoshop Certification Training III	Prefix Change (Formerly “NC.PHOT”). Revised description, objectives and content.	W. Brill-Wynkoop G. Rieck	Spring 2020
THEATR-100	Theatre Appreciation	Revised objectives and content, updated textbooks.	C. Boltz S. Hinshaw	Fall 2020
THEATR-120	Stagecraft	Revised objectives and content, updated textbooks.	C. Boltz S. Hinshaw D. Stears	Fall 2020
THEATR-130	Fundamentals of Costume Design	Revised objectives and content.	C. Boltz S. Hinshaw D. Stears	Fall 2020
THEATR-162	Musical Techniques II	Revised objectives and content.	C. Boltz	Fall 2020
THEATR-210	Script Analysis	Revised objectives and content, updated textbooks.	C. Boltz	Fall 2020
THEATR-242	Voice for the Performer	Revised objectives and content.	C. Boltz S. Hinshaw D. Stears	Fall 2020

MODIFIED PROGRAMS – CONSENT CALENDAR

The following modified programs have been recommended for approval as part of the Consent Calendar of this agenda. These program modifications will not be reviewed during this committee meeting, and the author of the following program modifications is not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Career and Lifestyle Exploration	Certificate of Completion	Replacing NC.CSKL-009 with NC.COUN-010. Required courses are now NC.COUN-010 & NC.CSKL-012.	D. Solomon G. Rieck	TBD

NEW INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES – CONSENT CALENDAR

The following course proposals were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
LEPD-021	Firearm/Handgun Instructor Advanced	1 unit, 10 hours lecture, 30 hours lab. New SLO. New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020
LEPD-024A	Police Service Representative (Dispatcher) Instructor Update	0.5 units, 16 hours lecture. New SLO. New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020
LEPD-039A	Firearms – Sighting Systems	0.25 units, 2 hours lecture, 16 hours lab. New SLO's (2). New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020
LEPD-048A	Dispatch Ethics and Leadership	0.25 unit, 8 hours lecture. New SLO. New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author	Effective
LEPD-021	Firearm/Handgun Instructor Advanced	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020
LEPD-024A	Police Service Representative (Dispatcher) Instructor Update	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020
LEPD-039A	Firearms – Sighting Systems	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020
LEPD-048A	Dispatch Ethics and Leadership	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Winter 2020

-Motion to approve the 10/03/2019 Consent Calendar as presented above; Motion by Mary Bates, second Garrett Rieck,. All in favor: Unanimous. Lori Young was not present for this vote.

Discussion Items:

Chair Report, Lisa Hooper

-Course Revision Checklist will be circulated to faculty following the annual Curriculum report at Senate next Thursday. Annual Report will have two parts: Retrospective & Prospective

Retrospective – what we have accomplished over the last year in term of new courses and programs including Non-Credit, expansion of delivery formats, revision of existing courses and programs, program re-designs, and “local control.”

Prospective – delineating the roles of Program Viability and Curriculum in the creating, modification and deletion of programs, refining our distance education language including our DLA’s, reviewing program maps for consistency with our cataloged programs, reviewing our auditing process, providing a Curriculum Academy through professional development, revising the Senate constitution to allow committee to function more efficiently, modifying our procedures following constitution changes to reflect updated changes to policies and procedures, and local control for Non-Credit.

-New proposed Distance Education Language: FO – fully online, PO – partially online, and OFI – online with flexible, in-person contact.

Articulation Report, Patrick Backes

-An updated five year revision list has been uploaded to Canvas. Please remind faculty in your Schools if they have courses that need to be revised this year and haven't yet started the revision process.

New Credit Courses	4	Modified Noncredit Courses	3	Modified Prerequisites	-0-
New Noncredit Courses	-0-	New DLA's	-0-	Deleted Courses	-0-
New Programs	-0-	New SLO's	4	Deleted Programs	-0-
Modified Programs	1	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	20
Modified Credit Courses	11	New Prerequisites	4	Proposals Returned from Technical Review Session	2

NEW COURSE DOCUMENTATION

To help the Curriculum Committee assess the need and relevancy of the proposed course, please complete the following:

COURSE NUMBER: NC.EDUC 003 and NC.EDUC 004COURSE

TITLE: Instructional Aide Training K-12: Roles and Responsibilities and Instructional Aide Training K-12: Effective Practices

NEED (describe how this course will *uniquely* serve students in your current program(s):

This certificate program was created in collaboration with the Newhall School District. Representatives from Newhall, Castaic, and Saugus School District have requested this type of training because most instructional aides are not prepared to be working with students.

In Los Angeles County between 2016 - 2026, there is a projected 7% increase in jobs for instructional aides with 4,484 annual average openings. ONETonline.org has this occupation as a "bright outlook" with required training in vocational schools, related on-the-job experience, or an associate's degree. The goal is to have this program serve as a mini-teaching credential for instructional aides in the Santa Clarita Valley.

Sources:

Employment Development Department (EDD)

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=instructional+aide&careerID=&menuChoice=occeplorer&geogArea=0604000037&soccode=259041&search=Explore+Occupation>

ONETOnline.org

<https://www.onetonline.org/link/summary/25-9041.00>

EVIDENCE OF JUSTIFICATION/NEED (check **all** that apply and **attach** supporting documentation; must have some evidence to support proposal):

School/Department Minutes

Program Review

Advisory Board Minutes

Labor Market Data

COC IR Data

Student/Employer Survey

CURRICULAR CONSIDERATIONS

TO WHICH PROGRAM WILL THIS COURSE BELONG (please attach full program including this course):

School of Personal and Professional Learning

IF THIS COURSE WILL **REPLACE** AN EXISTING COURSE OR COURSES, PROVIDE THOSE COURSE NUMBERS AND TITLES, AND THE RATIONALE FOR REPLACEMENT:

N/A

PLEASE COMPLETE SECTION A, B, OR C DEPENDING ON THE TYPE OF COURSE YOU ARE PROPOSING:

(A) FOR TRANSFER COURSES, PROVIDE THE FOLLOWING REGARDING ARTICULATION:

Is there a C-ID descriptor for this course? If so, please provide (C-ID):
Which local CSU's accept this course, and do they accept it for content credit or units? (Assist):
How many CCCs have approved this course (CCC Curriculum Inventory):

(B) FOR CAREER EDUCATION COURSES (CE):

Provide information on C-ID descriptors and transfer/articulation from (A) <i>if applicable</i> :
Borrowed curriculum (previously approved by Chancellor's office from another district) CCC Curriculum Inventory :
Labor Market Data Summary (data should be attached, but summarize here):

(C) FOR NON-CREDIT COURSES:

Which category pertains to this course? (<i>parenting, basic skills, ESL, immigrant education/citizenship, persons with substantial disabilities, short-term vocational, older adults, home economics, or health and safety</i>) Short-term Vocational

Will this course be a part of a COLLEGE PREPARATION (CP) or CAREER DEVELOPMENT (CD) certificate?

Career Development - Certificate of Completion

PSLO = Program Student Learning Outcome. A program is an organized sequence of courses or a single course leading to a defined objective, a degree, a certificate, license or transfer to another institution. (CCR Title 5, Section 55000) All courses must relate to a PSLO.

Remember that a PSLO should be measurable based on course work in one or more courses that lead to a degree and/or certificate.

Please list the program outcome(s) most closely linked to the course outcome. Stand-Alone courses, or those that are not part of a program, will rarely be approved.

PROGRAM TITLE: Instructional Aide Training: K-12

PSLO(S):

1. Identify the roles and responsibilities of an instructional aide and create a positive learning environment through effective practices and strategies.

ISLO = Institutional Student Learning Outcome. The college has identified seven (7) ISLO's for our institution that were vetted over several semesters of work. The intent of the ISLO is to ensure that our students interact with the majority of the ISLO's when they are completing a program of study. Your course/program student learning outcomes need to map to at least one of the ISLO's below. Please review the descriptions located here.

<https://www.canyons.edu/Committees/CASL/Pages/ILO-Summary.aspx>

Select at least one that the course you are proposing will assess and put an X in the box(es) below.

*General Education and CTE courses need to relate to an ISLO

Critical Thinking

Collaboration

Information Literacy

Community Engagement & Global Responsibility

Effective Communication

Creative & Innovative Thinking

Quantitative Literacy



NEWHALL SCHOOL DISTRICT

COLLABORATE | INNOVATE | PERSEVERE | EXCEL

25375 Orchard Village Road, Valencia, CA 91355

District Office: 661-291-4000 District Fax: 661-291-4001

www.newhallschooldistrict.net

September 21, 2019

To Whom it May Concern:

I am writing this letter to offer my strong support for the instructional aide courses to be offered at College of the Canyons (COC).

As a former teacher, site administrator, and now district administrator in the Newhall School District, I can vouch for the desperate need for well-trained instructional aides to support our programming. The position of instructional aide is critical to the success in the elementary and secondary classrooms for which their services are required. Effective instructional aides must know their role with students, teachers, and parents. An understanding of basic classroom management and a "toolbox" of general teaching strategies are important to ensure that the small group instruction that they may deliver under the guidance of a teacher is effective. In addition, they must be made aware of, and follow, the confidentiality laws that protect students, particularly in the Special Education classrooms in which they often serve.

Though we have many positions for instructional aides in both our district and neighboring ones, it is quite difficult to find employees with the appropriate training for this position. Often our best instructional aides are those who have been willing and able to learn quickly from their colleagues and the teachers that they work with. However, that is not the norm as the work is fairly nuanced and complex. There is significant turnover in these positions when new employees are not equipped for the job. Teachers and instructional aides alike feel frustrated when they, the newly hired instructional aides, are not able to successfully complete the work. High turnover and unskilled workers negatively impact the classroom environment and student learning.

There is a tremendous need in our valley for a specialized training program that would foster the necessary skills required of this important position. More often than not, we have unfilled positions because we are unable to find qualified employees. I urge you to consider this need and approve the instructional aide courses at COC that are being proposed. Please feel free to call me at 661-291-4185.

Sincerely,

Kate Peattie

Administrator of Professional Development

NEW COURSE DOCUMENTATION

To help the Curriculum Committee assess the need and relevancy of the proposed course, please complete the following:

COURSE NUMBER: NC.ENGL001 & NC.ENGL002

COURSE TITLE: Intro to Essential Reading and Writing Skills & Essential Reading and Writing Skills for College and Career

NEED (describe how this course will *uniquely* serve students in your current program(s):

NC.ENGL001: Introduction to Essential Reading and Writing Skills & NC.ENGL002: Essential Reading and Writing Skills for College and Career will help students improve their reading and writing skills for college and/or career. The courses will serve primarily as support courses for English 101, but will also be accessible for anyone in the community. Currently, NC.ENGL-021: Basic Writing & Reading Skills is serving as a support course for English 101. However, these new courses will better align with the content of English 101 and provide the essentials skills needed not just for college, but also career. NC.ENGL-021: Basic Writing & Reading Skills will be archived once these courses are offered.

EVIDENCE OF JUSTIFICATION/NEED (check **all** that apply and **attach** supporting documentation; must have some evidence to support proposal):

School/Department Minutes

Program Review

Advisory Board Minutes

Labor Market Data

COC IR Data

Student/Employer Survey

CURRICULAR CONSIDERATIONS

TO WHICH PROGRAM WILL THIS COURSE BELONG (please attach full program including this course):

English Department and School or Personal and Professional Learning

IF THIS COURSE WILL REPLACE AN EXISTING COURSE OR COURSES, PROVIDE THOSE COURSE NUMBERS AND TITLES, AND THE RATIONALE FOR REPLACEMENT:

NC.ENGL001: Introduction to Essential Reading and Writing Skills & NC.ENGL002: Essential Reading and Writing Skills for College and Career will replace NC.ENGL-021: Basic Writing & Reading Skills. These new courses will better align with the content of English 101 and provide the essentials skills needed not just for college, but also career.

PLEASE COMPLETE SECTION A, B, OR C DEPENDING ON THE TYPE OF COURSE YOU ARE PROPOSING:

(A) FOR TRANSFER COURSES, PROVIDE THE FOLLOWING REGARDING ARTICULATION:

Is there a C-ID descriptor for this course? If so, please provide (C-ID):
Which local CSU's accept this course, and do they accept it for content credit or units? (Assist):
How many CCCs have approved this course (CCC Curriculum Inventory):

(B) FOR CAREER EDUCATION COURSES (CE):

Provide information on C-ID descriptors and transfer/articulation from (A) <i>if applicable</i> :
Borrowed curriculum (previously approved by Chancellor's office from another district) CCC Curriculum Inventory :
Labor Market Data Summary (data should be attached, but summarize here):

(C) FOR NON-CREDIT COURSES:

Which category pertains to this course? (<i>parenting, basic skills, ESL, immigrant education/citizenship, persons with substantial disabilities, short-term vocational, older adults, home economics, or health and safety</i>)
Basic Skills

Will this course be a part of a COLLEGE PREPARATION (CP) or CAREER DEVELOPMENT (CD) certificate?
College Preparation - Certificate of Competency

PSLO = Program Student Learning Outcome. A program is an organized sequence of courses or a single course leading to a defined objective, a degree, a certificate, license or transfer to another institution. (CCR Title 5, Section 55000) All courses must relate to a **PSLO. Remember that a PSLO should be measurable based on course work in one or more courses that lead to a degree and/or certificate.**

Please list the program outcome(s) most closely linked to the course outcome. Stand-Alone courses, or those that are not part of a program, will rarely be approved.

PROGRAM TITLE: Essential Reading and Writing Skills for College and Career

PSLO(S):

Formulate inferences and connections among texts and ideas to compose well-organized, unified, coherent college-level essays and/or workplace documents.

ISLO = Institutional Student Learning Outcome. The college has identified seven (7) ISLO's for our institution that were vetted over several semesters of work. The intent of the ISLO is to ensure that our students interact with the majority of the ISLO's when they are completing a program of study. Your course/program student learning outcomes need to map to at least one of the ISLO's below. Please review the descriptions located here.

<https://www.canyons.edu/Committees/CASL/Pages/ILO-Summary.aspx>

Select at least one that the course you are proposing will assess and put an X in the box(es) below.

***General Education and CTE courses need to relate to an ISLO**

Critical Thinking

Effective Communication

Collaboration

Creative & Innovative Thinking

Information Literacy

Quantitative Literacy

Community Engagement & Global Responsibility

Program Viability Committee Summary

September 19, 2019, 9:00 a.m. to 10:00 a.m. BONH-330

Members present: Garrett Rieck (Committee Chair), Albert Loaza (Counseling Rep), Christopher Bolts (Theatre/CTE Rep), Lisa Hooper (Curriculum), Wendy Brill (Photo/COCFA Rep), and Jason Burgdorfer (Program Review/MSHP)

Guests: Rebecca Eikey (Academic Senate President), Kathy Bakhit (Interim Dean Business & Applied Tech), Harriet Happel (CE Dean), Omar Torres (AVPAA), Don Carlson (Dean, Business & Applied Technologies), Lee Hilliard (Applied Technologies), Nicole Faudree (Business), Brittany Applen (Humanities), Samuel Bolanos (Applied Technologies), Jason Oliver (Applied Technologies), and Marilyn Jimenez (Academic Senate Administrative Assistant)

A. Routine Matters

1. Call to order - 9:03 am by Garrett Rieck
2. Approval of the Agenda – Unanimous. Approved

B. Reports

1. Pilot Status Reports? If Any.
 - There is currently a one-year status report in CANVAS. Two and three year templates will be added to CANVAS soon. In addition, new program proposals have been uploaded. Discussions will take place soon regarding what facilities will be needed to get some programs started.
 - It was clarified that there is a tracking sheet which tracks all pilot status programs and including notes on what is due also in CANVAS.

C. Discussion

1. Computer Networking Revitalization {Follow up with LEE}
 - This program teaches Communication Technology and how everyone is connected to the network. Student enrollment has been steady but has been low. Lee met with industry representatives to determine in which direction this program should go. Technology is changing rapidly and industry is changing their certifications. The changes in curriculum were presented and added to the rubric. New course proposals for ESYST-121 and ESYST-131 have been approved and will be on the course schedule for the spring semester. Courses NETECH 213 and NETECH 214 are Virtualization Technology and NETECH 215 is Cloud Technology. These courses were based on industry input. There is also a proposal to change the name from Computer Networking to Network Technology due to it being more than just computers connecting to the network.
 - The proposal states that only the classes that are ready to run are the degree applicable classes, however it is also mentioned that the goals for the majority of the students are job skills and industry certifications. It was clarified that there is concern that if student groups are separated classes will not run. Having both population of students helps meet the enrollment numbers in courses. It was stated that CISCO does not release the pass/rate information for students who take the exams as this information is confidential.
 - There was an agreement with re-naming and numbering the program. A request was made to add to the proposal notes from the advisory board to help shape the new program.
 - Some changes have been made as a result of AB288, therefore classes have been targeted to local high schools. Emails including feedback from industry partners were shared. There was a

suggestion to see what the naming conventions are for naming a course as this can be a primary marketing tool. Course names are proposed based on the industry they align with as this communicates to a student what the course will cover.

- There was a question regarding if high schools have been surveyed? As part of the metrics of the California Career Pathways Trust Grants, during the first year, the Hart District met with College of the Canyons. The pathways agreement was to not compete with the high school courses as they have their own collective bargaining agreement. These are not dual enrollment courses but are concurrent enrollment classes and is completely open access. There is a foundational certification for CISCO Academy for anyone who is going for a Network Technologies program of study.
- There is concern that there is some information missing from the proposal. Should this program be mixed online or hybrid? There was a suggestion to look at other programs to see how they are working.

Proposed resources were shared to ensure that the Network Technology program is successful:

- Meeting with Paula Hodge: Paul is the current Regional Director (formerly Deputy Section Navigator, DSN), in the sector of [Information, Communication & Digital Media Technology](#). Paula through her Virtualization Labs Project has been meeting with all the programs in the region at each of the respective colleges. In terms of learning from best practices, this is a wealth of information in regards to what other campus are doing and how they are responding to the rate of change in technology. It was suggested to look at these resources to help validate some of the changes being proposed. Paul is working with both industry and faculty to address what the needs are, to keep curriculum relevant and student workforce ready. Paula meets with faculty on a quarterly basis. Lee Hilliard and Samuel Bolanos will both met with Paula Hodge.
- Digital Badging: Some industry certification may have digital representation within a LinkedIn profile.
- Exit Survey: There was a question regarding should students be surveyed? There is currently no exit survey available at the TLC. It was suggested that publishing student pass rates could be used as a good marketing tool. Institutional Research & Development could pull data relating to a course a student has completed and determine if a student has passed their certification and are working in the industry.
- Career Trees: Another marketing tool being developed is with the work with Mark Perna and Career Trees/Copy Points. Lee will work on completing the Career Trees.
- Site Visits: Ensure district commits resources so that site visits can take place. This allows for an insight as what may be working at other institutions. Most parents push students to pursue 4 year degrees. There is concern that this program is not included as a 4 year degree.
- Through Strong Workforce funds two gap analysis were completed and reports are available. This resulted in the internet course creation. The analysis conducted included one by the bay area and one out of state in Mesa College Arizona.
- Program Viability chair will follow up with everyone regarding these proposed resources. There was a request to have a timeline list indicating who will be focusing on which areas and outlining what the intended outcomes should be.

2. New Proposals:

a. Noncredit MakerSpace Program

- The intent is to create an unconventional program. The program has taken different forms such as a community outreach, internships and classroom support. A Design Thinking Certificate has been created. Jason taught at various community colleges in Community Ed. This could be similar to the Career Skills program in terms of assigning which category of noncredit could be used. This is an evolution of the workforce as well as of noncredit. There was a request to see model curriculum from other schools to support the idea of expanding the noncredit category. There is concern in that these courses include consumable resources. Will fees be assigned to cover the consumable resources? If not, how will those materials be funded? There is going to be some apportionment funding and teaching community education grants. It was clarified that there is Fund 11 for Makerspace in addition to salary funds for an adult hourly. Strong Workforce will continue to support Makerspace and extend the use of it for academic space. There are four classes offered directly in the space. Two additional labs, film, video and graphic/media design. Creative technical space will also be added. There will also be project based learning certification for faculty from Worcester Polytechnic Institute in Massachusetts. This school trained Stanford School, <https://www.wpi.edu/>. It is important to determine who will receive the resources as programs are being developed.

D. Resources

1. PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization {NOTE: MAKE SURE THESE ARE IN CANVAS}

a. Program Justification Form

The information on this form will be used for acquiring the labor market information (LMI) through the Center of Excellence (COE, www.coecc.net) for Initiation/Substantial Modification and Revitalization

b. Program Initiation/Modification Form

This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Initiation/Substantial Modification.

c. Program Revitalization Form

This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Revitalization. Questions rely also on information from Program Review.

- The remaining items on the agenda will be tabled and brought back to the next meeting.

E. Adjournment: 9:56 am



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

October 1, 2019

10:00 a.m. to 11:00 a.m. BONH-330

SUMMARY

Attendees: Wendy Brill, Regina Blasberg, Erika Torgeson, Aivee Ortega, Jason Burgdorfer, Marilyn Jimenez, Gary Quire, David Andrus, Lisa Hooper, Miriam Golbert, Dustin Silva (via Zoom), Rebecca Eikey, Claudia Acosta

A. Routine Matters

1. Call to order:10:06am
2. Public Comment: none
3. Approval of the Agenda: Motion to approve the agenda by Miriam Golbert, seconded by Wendy Brill. Unanimous. Approved.

B. Reports

1. President Report, Rebecca Eikey
 - A draft resolution for transgender students will be created and brought through senate regarding a lack of gender neutral restrooms on campus. Rebecca has reached out to Jess Love. A tally of all restrooms will be done at the Equity Minded Practitioners meeting. Most restrooms are only labeled for employees. The focus is on students and ensuring their needs are met.
 - A Governance Council meeting has been scheduled for Monday October 1st at 12pm. Discussion will take place regarding what is a governance council and look at other colleges examples to develop a proposal for our college locally.
2. Vice President Report, Jason Burgdorfer
 - A faculty work group will be put together ensure faculty representation and input relating to facilities planning.

C. Action

1. Ad Hoc Office Procedures Committee Recommendation

- No Action needed. The committee reviewed the Ad-hoc Office Procedure Committee Recommendation and accepted it.

D. Discussion

1. Goals for the Academic Year

- The purpose of this item is to discuss the goals of the committees and how they align with the goals of the Academic Senate.
- The Senate Office Procedures need to be revisited and there are some items which can be moved from the Constitution to the Bylaws. In addition, there are some changes which took place with the Election's Committee Procedures which need to be included in the Constitution. The committee decided to reform the Constitution & Bylaws Committee. The committee will be chaired by Rebecca Eikey and members will include, Lisa Hooper, Wendy Brill, Regina Blasberg, Jason Burgdorfer, David Andrus and Dustin Silva.
- There was a request to have the Academic Calendar Committee report out to Senate.

E. Adjourned: 11:10am



MEMORANDUM

September 26, 2019

AA 19-35 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Academic Senate Presidents
Curriculum Chairs
Academic Senate for Community Colleges
Curriculum Specialists

FROM: Raul Arambula,
Dean, Educational Services & Support

RE: Annual Curriculum Approval Certification

Background

This memorandum provides information regarding the Annual Curriculum Approval Certification. The annual certification includes all credit and noncredit course proposals, modified credit programs, Career Technical Education (CTE) credit programs that are C-ID aligned, and local credit programs. Programs not included in the annual certification and streamline approval process include the Associate Degrees for Transfer (ADTs), noncredit Career Development and College Preparation (CDCP) certificates in the short-term vocational instructional domain, and new Career Technical Education credit programs that are not C-ID aligned.

Guidelines

The Chancellor's Office Curriculum Inventory (COCI) system has yet to be updated to accommodate automatic approval for local programs and noncredit courses and programs authorized under this section for streamlined and auto-approval. Therefore, Chancellor's Office staff will manually approve affected courses and programs, which may result in an approval timeframe of one to two business days. Periodic reviews of the locally approved and certified curriculum will be conducted by the Chancellor's Office to monitor compliance and data integrity beginning January 2, 2020.

Requested Actions

Effective immediately, the Chancellor's Office will require each college to submit: (1) an annual certification form (signed by the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair) and, (2) one PDF copy of the local governing board policy that defines the standards for credit hour calculations. The signed certification form and local governing board policy documentation are to be submitted to the Chancellor's Office annually, during the month of October.

Each academic year, during the month of September, the Chancellor's Office will release an annual certification reminder to colleges. For the 2019-20 academic year, the certification form and local governing board policy must be submitted to the Chancellor's Office no later than 5:00 P.M. on **October 18, 2019**. Colleges that do not submit the required certification documents by the due date, are out of compliance with auto-approval requirements and thus, affected credit and noncredit course and program proposal submissions will be manually reviewed by the Chancellor's Office.

The manual review process will remain in effect until the signed certification form and the local governing board policy documentation are received by Chancellor's Office. Since this is the first year that specific noncredit courses and programs will be automated, in an effort to support colleges with ensuring that their noncredit submissions follow title 5 and the PCAH, included with this memorandum is a noncredit guidance table.

Request for Support

Throughout the academic year, colleges may request for a technical assistance team--comprised of an Academic Senate member, Chief Instructional Officer, and Chancellor's Office staff--to assist with any curriculum related matter. Please submit these requests to your point of contact at the Chancellor's Office.

Contact

Should you have any questions or concerns, please contact Raul Arambula, Dean in Educational Services and Support, at rarambula@cccoco.edu or (916) 322-1440.

Attachment: Annual Curriculum Approval Certification Form

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor

By signing this form, the Chief Executive Officer, Chief Instruction Officer, Academic Senate President, and Curriculum Chair acknowledge and certify that:

- course hours and units are correct in accordance with CCCC Course Calculations;
- the college/district course outline of record has been approved by the District Governing Board;
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
- credit cooperative work experience plan has local board approval and is on file;
- credit and noncredit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCC Program and Course Approval Handbook (PCAH);
- credit and noncredit programs have the required attachments in accordance with the current CCCC PCAH; and
- Mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a) (1)).

This certification applies to the following:

1. Courses

- a. Credit - all credit courses
- b. Noncredit - all noncredit courses

2. Programs

- a. Credit
 - i. Modified credit programs (excluding ADTs)
 - ii. New credit programs with a Program Goal of "Local"
 - iii. Credit CTE C-ID aligned programs (Sample of a model curriculum templates, LMI, regional consortium recommendations, still must be contain in submission) with the exception of new CTE credit programs that are not C-ID aligned and Apprenticeship
- b. Noncredit
 - i. All noncredit programs (see attachment)

The annual certification is **not applicable to** the curriculum listed below:

1. Certificate Programs

- a. Credit: CTE not C-ID aligned
- b. Noncredit: Career Development and College Preparation (CDCP) certificate programs in the instructional domain of *Short-term Vocational* (Education Code statute §84760.5 (a)(3) requires approval of short-term vocational programs by the Chancellor's Office and thus is excluded from local and automatic approval)

2. Degrees

- i. Associate Degree for Transfer (AD-T)
Please note: the Chancellor's Office will begin periodic reviews as of January 2, 2020 of these proposals to monitor policy compliance and data integrity of the online curriculum inventory system.

Email a PDF of the required forms to: dgarcia@cccco.edu

Annual Curriculum Approval Certification Form

By signing this document, I certify as the Chief Instructional Officer that

_____ has completed this process.

(College name)

Chief Executive Officer

(Signature)

Date

Chief Executive Officer

(Print Name)

Chief Instructional Officer

(Signature)

Date

Chief Instructional Officer

(Print Name)

Academic Senate President

(Signature)

Date

Academic Senate President

(Print Name)

Curriculum Chair

(Signature)

Date

Curriculum Chair

(Print Name)

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Noncredit Course Approval and Certification Guidance Table

Criteria for Noncredit Course Submissions

Local districts are responsible for ensuring that the submitted Course Outline of Record (COR) contains all required elements as specified in section 55002 and that local approval is consistent with all standards in title 5, section 55000 et seq. The Chancellor's Office reviews and approves noncredit course submissions to ensure that courses meet these standards and to validate that the associated data elements for each course are correct and compliant with regulations. The review criteria used by the Chancellor's Office staff are based on the standards for course curriculum established in title 5 and explained in the Noncredit Course Standards section of the Chancellor's Office Program and Course Approval Handbook (PCAH).

Submission and approval of noncredit courses is conducted through review of the following components submitted by local colleges: (1) Completed Curriculum Inventory Proposal Fields for [Course Data Elements](#) and (2) the course outline of record (COR) meeting the standards in title 5, section 55002, and approved by the local governing board.

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

INSTRUCTIONS

Below is a guidance table in order to aid in the submission process. Circle one noncredit category (A through J) that best describes the objectives of the course (do not select multiple categories). The category selected must coincide with field CB22 (Noncredit Category) on the course proposal record in the Chancellor's Office Curriculum Inventory (COCI).

Rev. 02/14/2019

Page 1

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE

Noncredit Course Approval and Certification Guidance Table

<p><i>Please circle <u>one</u> noncredit category (A – J) Below</i></p>	<p>Noncredit Course Category and Description</p>	<p>Additional Submittal Considerations</p>
<p>A</p>	<p>English as A Second Language (ESL) Course provides instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).</p>	<p>N/A</p>
<p>B</p>	<p>Citizenship for Immigrants Course is designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>

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C	<p>Elementary and Secondary Basic Skills Course includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).</p>	N/A
D	<p>Health and Safety Course focuses on lifelong education to promote health, safety, and the wellbeing of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).</p>	N/A

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<p>E</p>	<p>Substantial Disabilities Course is designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an “assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5). Educational Assistance Classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>
<p>F</p>	<p>Parenting Course specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children’s education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>

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<p>G</p>	<p>Home Economics Course designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).</p>	<p>N/A</p>
<p>H</p>	<p>Older Adults Course offers lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>

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<p>I</p>	<p>Short-term Vocational With High Employment Potential Designed for courses with high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution’s program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6))</p>	<p>N/A</p>
<p>J</p>	<p>Workforce Preparation Course provides instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in jobspecific technical training (Cal. Code Regs., tit. 5, § 55151).</p>	<p>N/A</p>

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MEMORANDUM

September 25, 2019

AA 19-33 | Via Email

TO: Chief Executive Officers Chief
Instructional Officers
Academic Senate Presidents
Curriculum Chairs
Academic Senate for Community Colleges
Curriculum Specialists

FROM: Raul Arambula,
Dean, Educational Services & Support

RE: Periodic Curriculum Review

Background

In 2016, title 5 changes were made giving authority to colleges to locally approve courses and local programs once an Annual Certification form was signed and returned to the Chancellor's Office. The annual certification includes all credit and noncredit course proposals, modified credit programs, Career Technical Education (CTE) credit programs that are C-ID aligned, and local credit programs. In the annual certification form it is detailed that the Chancellor's Office will provide periodic review of those courses and programs in order to support colleges' efforts in following title 5.

This memorandum is to inform colleges that the Chancellor's Office will begin the periodic review process of all courses and programs as of January 2, 2020. In accordance with the annual certification form, colleges have agreed to the following:

- course hours and units are correct in accordance with CCCCCO Course Calculations;
- the college/district course outline of record has been approved by the District Governing Board;
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
- cooperative work experience plan has local board approval and is on file;
- credit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCCCO Program and Course Approval Handbook (PCAH);
- credit programs have the required attachments in accordance to the current CCCCCO PCAH; and

Chancellor's Office, Educational Services & Support

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

Periodic Curriculum Review

September 25, 2019

- mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance (CCR, §55002(a)(1)).

In the event, courses and programs do not fulfill the requirements, they will be returned to the college for revisions. Colleges will be asked to respond to the revision request within 60 days. Once the college responds that the revision request has been received, the college will have an additional 6 months from the date of their response to make the necessary revisions for approval.

If during the revision process, significant unresolved flags or process discrepancies are found; with discussion and collaboration between the college and the Chancellor's Office, a Review Team will be assembled for the purpose to support the college through a closer examination before any self-certification is rescinded.

Review Team Composition

Each year 5C will establish a Review Team composed of the following:

- CCCC Representative
- ASCCC Representative
- CIO Representative
- Curriculum Specialist

However a representative may not be employed at the college or district under review.

Associate Degrees for Transfer

With regards to Associate Degrees for Transfer (ADT's). The Chancellor's Office would like to remind the colleges that the program is a partnership with the California State University system and as such, need to ensure that all ADT's are compliant with the guidelines detailed in the legislation, title 5 and the PCAH. ADT's will be reviewed for the following:

1. Most current TMC is used
2. All COR's are attached and the COR's were reviewed to make sure they meet the current standards.
3. All courses included on TMC meet the requirement listed on the TMC – C-ID articulation, AAM, BCT or GECC
4. Unit count and double count totals
5. Review the Narratives including the Catalog Descriptions with random checks against the current school catalog to confirm they are the same.

Specifically for ADT's, colleges will be asked to respond to the revision request within 60 days. Once the college responds that the revision request has been received, the college will have an additional 6 months from the date of their response to make the necessary revisions for approval. If a college does not meet the set forth parameters, the program will be deactivated in COCI.

If you have questions, please contact Dean Raul Arambula via email at raramubula@cccco.edu.

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor

Canyons Connects: Counseling Referrals

Initial Referral

1. Academic Counseling
 - a. *Counseling referral for certificate, associate degree, and transfer educational planning.*
2. Career Counseling
 - a. *Counseling referral for career exploration and assessment*
3. Life Skills
 - a. *Counseling referral for life skills that build resilience and self-regulation such as stress management, time management, goal setting, decision making, mindset, and learning strategies.*

Email to Student

Subject line: Academic/Career/Life Skills Counseling Referral - [Course Name]

1. Academic Counseling

Hi _____,

We recently received your name in a referral to the Counseling Department regarding educational planning.

Whether your goal is to earn a career certificate, associate's degree, or to transfer to university, our Counselors and Advisors are here to help you plan your coursework to reach your academic goals.

We would love to talk to you further about your path at College of the Canyons. A Counselor will reach out to you by phone and COC email within 2-3 business days to set up an in person or online appointment.

If you have questions or would like to speak to us further, please don't hesitate to contact us: Counseling

*Department - Valencia Campus
Canyons Hall, Second Floor
661-362-3288*

*Counseling Department - Canyon Country Campus
Building 1A
661-362-3811*

We look forward to speaking with you,

College of the Canyons Counseling Department

2. Career Counseling

Hi _____,

We recently received your name in a referral to the Counseling Department regarding career assessment and exploration.

Are you still searching for a major or career path? Through focused career exploration, assessment, and instruction, Counselors are ready to help you identify a career that aligns with your interests, values, and abilities.

We would love to talk to you further about your path at College of the Canyons. A Counselor will reach out to you by phone and COC email within 2-3 business days to set up an in person or online appointment.

If you have questions or would like to speak to us further, please don't hesitate to contact us:

*Counseling Department - Valencia Campus
Canyons Hall, Second Floor
661-362-3288*

*Counseling Department - Canyon Country Campus
Building 1A
661-362-3811*

We look forward to speaking with you,

College of the Canyons Counseling Department

3. Life Skills

Hi _____,

We recently received your name in a referral to the Counseling Department regarding developing life skills that support your success in college.

Counselors help students build a solid foundation of resilience and self-regulation. These life skills - strategies to effectively manage stress, set realistic goals, make critical decisions, and develop a growth mindset, to name a few - foster academic and personal success.

We would love to talk to you further about building these skills to support your goals at College of the Canyons. A Counselor will reach out to you by phone and COC email within 2-3 business days to set up an in person or online appointment.

If you have questions or would like to speak to us further, please don't hesitate to contact us: Counseling

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