



College of the Canyons Academic Senate

September 26, 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:
 - 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

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
2. Vice President Report, Jason Burgdorfer
3. Faculty Professional Development Committee, Teresa Ciardi

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)
2. Endorsement of Zero Textbook Cost (ZTC) & Low Cost Material (LCM) Definition of Categories & searchable option, Teresa Ciardi & Gina Bogna (pg. 31-32)
3. Program Map Principles and Guidelines, Website Template, Erika Torgeson (pg. 33-35)

D. Discussion

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

1. Senator responsibilities and communication
2. 2019 Climate Survey Results, Wendy Brill
 - [2019 Climate Survey \(Faculty-Staff link\)](#)
 - [2019 Climate Survey \(Admin link\)](#)
3. Academic Map Approval form-Associate Degree and Certificate (pg. 36-37)

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

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

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 at least 48-hours before the scheduled meeting.

Selection Committee Members

First Name	Last Name
Mary	Bates
Mary	Corbett
Rebecca	Eikey
Charlie	Johnson
Dora	Lozano
Dilek	Sanver-Wang

Academic Senate Summary for September 12, 2019

Voting Members					
Senate President	Rebecca Eikey	A	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	<i>Garret Rieck proxy for Lisa Hooper</i>	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	X
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	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

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

Guest			
Jim Temple	X	Albert Loaiza	X
Colette Gibson	X	Nathan Rivas (ASG Student Rep)	X
<i>Omar Torres</i>	X	Omar Torres	X
Teresa Ciardi	X	John Green (via Zoom)	X
Gina Bogna	X	Anthony Michaelides (via Zoom)	X
Tara Williams	X		X

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment: none
3. Approval of the Agenda
 - Motion to approve the agenda by Ron Karlin, seconded by Phil Marcellin. Unanimous. Approved.
4. Committee Appointments:
 - Academic Senate Sub-Committees List (pg. 3-14)
 - A typo was identified on the Scholarly presentation committee list. Kevin Anthony's position should be School of Business.

- It was clarified that Michael Leach was appointed by Senate President to the Policy Review Committee. It was also clarified that Loren Marie-Rios will serve on this committee but not until the spring 2020 semester.
- It was clarified that the Academic Senate President can appoint members to the Senate sub-committees. Any senate member can object and pull an appointment from the agenda. If there are no objections the list of members to the committees are just presented to the Academic Senate.
- Collegial Committee List (pg. 15-22)
- Operational Committee List (pg. 23-25)

5. Approval of the Consent Calendar

- Motion to approve the consent calendar by Wendy Brill, seconded by Marco Llaguno. Unanimous. Approved.

Academic Senate Summary, August 29, 2019 (pg. 26-31)	Curriculum Committee Summary, September 5, 2019 (pg. 36-88)
Educational Administrator Retreat Rights List	Senate Executive Committee Summary, September 3, 2019, (pg. 89)
<ul style="list-style-type: none"> ● BP 7250 (pg. 91-92) ● AP 7250 (pg. 93-94) 	Faculty & Professional Development Committee Summary, August 26, 2019 (pg. 90)

B. Reports (time limit 7 minutes each)

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

1. Vice President Report, Jason Burgdorfer

- There is interest in updating the Educational Facilities Master Plan (EFMP) this academic year. It was stated that Facilities Planning Committees is a collegial consultation committee and all are welcomed to attend. In Program Review, for this year, there will be facilities prompts due to the Educational Facilities Master Plan being updated. Program Review will serve as a way to keep the Educational Facilities Master Plan current so that the district can submit updated facilities project ideas to the state in consideration for state bond funding in the next few years. There are specific data requests for WSCH (Weekly Student Contact Hours) and TOP Code (Taxonomy of Program) that will be incorporated into Program Review:
 - Weekly Student Contact Hours (WSCH) is defined as the number of class hours a course meets per week multiplied by the number of weeks in the semester multiplied by the number of students enrolled at census.
 - The TOP Code is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.
- The Interdisciplinary Committee in the past would host the October Fest event as a fundraiser for the Emeriti Scholarship. This year, however, the October Fest will be dropped and replaced by the Taste of Italy event, a wine and cheese fundraiser. Event is scheduled for October 8th from 5:00pm-6:30pm in the ICUE building. Tickets are \$30.00 and can be purchased through the Foundation website. All proceeds will go to funding

the Emeriti Scholarship. This event is open to all COC students and guests who are 21 yr. and over.

2. Scholarly Presentation Committee-written report, Sarah Etheridge (pg. 95)
 - The next Scholarly Presentation will take place in spring 2020.
3. Guided Pathways Liaison Report, Erika Torgeson (pg. 96-103)
 - It was clarified that the report included in the agenda for Guided Pathways was updated. Erika shared a printed, updated copy and referenced that report with the Senate. Erika shared updates regarding:
 - Data Coaching. This is still open for anyone interested. Any questions can be follow up with Daylene Meuschke. The first Data Dive Lab took place on August 29th. The second Data Dive Lab will be scheduled for Friday, Sept. 13th. All labs are open to everyone. The title Data Literacy may change as Data Literacy and Data Labs are not appropriate name titles.
 - Canyon Connects-Starfish: A soft launch is taking place with several English faculty. The feedback has been positive. Any faculty interested in testing out the product can connect with Paul Wickline. The target date for a full campus wide launch is scheduled for the spring 2020 semester.
 - Student Success Teams: An (IE)² meeting took place on Tuesday. The thought is to identify new workgroups and potential goals for the semester.
 - Mentoring Program/A2MEND: A charter for a Black Student Alliance has been approved. This is still in development and there are two tentative information sessions scheduled for September and October. Anyone interested can reach out to Preeta Saxton, Micah Young, and Heaven Warner.
 - Mapping/Program Maps/Program Mapper: Progress is being made with Academic Maps. The focus is on Base Map for all ADT's and local AA/AS degrees. The goal is to move on to certificates, part-time maps, online, hybrid and evening format programs. The Program Mapper is currently being piloted at Bakersfield College and COC has been approved to be a part of the second pilot program. There will be extensive discussion shared at the next Senate meeting regarding Academic Maps. The approval form will be finalized regarding the degree templates for local, CSU, and UC version. Once these are finalized they will be uploaded to the program Mapper Tool.
 - Leading from the Middle: This involvement is to support our GP effort. A discussion took place regarding an organizational chart to understand further how GP information is disseminated throughout the college. This work will be presented soon.
 - Mark Perna Presentation: Special thanks was given to Regina Blasberg for her work with Career Trees and Copy Points.
 - For a full copy of the Guided Pathways report from August 2019 please go to (pg. 23-26)

C. Action Items

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

1. Adjunct Faculty Minimum Qualifications and Equivalencies List for fall 2019 (pg. 104-127)
 - Motion to approve the MQ&E list for fall 2019 by David Andrus, seconded by Wendy

Brill. Unanimous. Approved.

2. Mandatory Earthquake Drill during the [Great Shakeout: October 17, 2019 @ 10:17am](#), Jim Temple
 - A Shelter in Place drill took place last semester, May 2nd, at both campuses. A forum was then conducted to discuss the outcomes. An Emergency Preparedness Workshop has been collecting various ideas. There are plans to conduct a fall earthquake drill at both campuses. The Incident Command Team would like Academic Senate to approve this event at 10/17/19 at 10:17am. The team would also like to set up the drill yearly. There will also be a discussion to set up a date for an all campus spring drill. This will allow all faculty to add this information in their syllabus.
 - The drill will be a drop, cover, and hold on, followed by an evacuation of the entire campus and a release back to the classrooms. The drill will take 30-35 minutes. At 10:17am an alert will go out informing people the drill has begun, another message will then follow informing people to evacuate. The full evacuation time is yet to be determined. A follow up message will then be sent with video information regarding the Great Shakeout. The videos will cover sheltering in the classroom, in your car and outside places, each video will run for about 1 to 1 ½ minutes. The emergency notification messages will display on all the digital screens, student and office computers, overwriting whatever is on the screen. In addition, email and text messages will be sent out. Work is being done to ensure all district laptops receive the alert messages as well.
 - There will be incident command team in vests guiding people to get to their assigned spaces. Site supervisors and building captains will also be training and referencing the evacuation maps located throughout the campus. Due to concerns expressed, several suggestions were shared which include:
 - Ensuring building commanders check to make sure building and parking lot evacuation maps are correct.
 - Confirmed an email will be sent in advance of the drill.
 - Ensure appropriate feedback is collected such as, setting up various open forums and sending out a post electronic survey.
 - There is concern with some of the buildings not being ADA compliant. It was requested to ensure those with disabilities participate without putting anyone in danger.
 - There was a request to look at different times, such as a late afternoon drill.
 - Concern was expressed regarding how buildings will be checked for structural issues and how they will be cleared. Also in the event of real earthquake, keeping in mind the possibility of aftershocks.
 - It is important to keep in mind the needs of faculty, staff and students as some may have children on campus at the Child Center and/or AOC.
 - It was requested that if students show up to their next class late due to the drill, to not penalize them.
 - There was a question regarding how people will be notified not to come onto campus during the drill, such as adding red alert lighting around campus.
 - There was a request to provide mental health counseling to anyone who experiences triggers from the drill.
 - Motion to approve the drill date and time as stated on the agenda by Regina Blasberg, seconded by Erica Seubert.
 - 16 votes in favor of the 10/17 at 10:17 time.

- 3 votes against the 10/17 at 10:17 time.
- 1 abstention: Wendy Brill Wynkoop
- Motion carried.

D. Discussion

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

1. Policy Review Committee Statement: Regarding Academic Department Co-Chair Recognition, David Andrus (pg. 128)
 - It was clarified that in the COCFA contract department chairs have a process for how they are allotted release time. There is a provision to allow department chairs to share their release time with other members within their departments. This language does not mention co-chair designation. There is no mention in the COCFA contract or Academic Senate documents about officially recognizing department co-chairs only department chairs. There is a provision in the COCFA contract which states there must be one person who is the point of reference for each department, as department chair, for signatures and other formalities. Giving up release time is a COCFA compensation issue and the Senate does not need to recognize this in any of the senate documents. There are no provisions in the department chair elections or any other document which allows for the election of co-chairs. If a department holds a department chair election, that election would fall outside of the department chair election procedure which has been adopted by the Academic Senate. The Senate President requested that the Policy Review Committee review this item and create a statement for information purposes. If all are in favor, this statement may be adopted as a Senate Statement which will be made available on the Senate website. This item will return as an action item, the heading will be changed to Academic Senate Statement regarding non-recognition on Department Co-Chairs.

2. Accommodating Student Athletes, Phil Marcellin & Albert Loaiza
 - [BP 4233 Attendance](#) (pg. 129-131)
 - [AP 4233 Attendance](#) (pg. 132)
 - The main item for discussion is regarding how to handle absences for students participating in competitive co-curricular events. These events are scheduled and students can be reasonably accommodated for missing class time. The current policies do not mention these types of absences. With all the AB 705 curricular changes, such as the creation of additional math and English courses, there may be more issues with students missing classes. Accommodating student processes may also be beneficial for those participating in the Performing Arts such as, choir and band. In addition, to the speech, debate teams and Model UN. The objective is to create some sort of process documentation, such as a form, which can hold students accountable by having students communicate effectively with their instructors. The instructor would still have the autonomy and freedom to collectively solve the problem in a way which doesn't penalize the student. Two examples of request documents for student-athletes participation in an athletic events were shared, one unofficial document from El Camino College and the other an official document from Cerritos College. In addition, two forms currently being used by the Physical Education & Kinesiology department were shared. There is concern that even with a process in place there is no guarantee

that all faculty will be accepting of the forms. Some student athletes are afraid to identify as athletes for fear that their professors will hold that against them.

- There was a suggestion to create a process that is specific for student athletes first and then, at a later time, create a process for the remaining student groups. One idea presented is to add language under, “BP 4233” regarding college sanctioned competitions. There is a need to balance the excessive absence of 10% of class meetings as there can be a problem with meeting the course outline. It was clarified that a student could still be excused from class even if they didn’t fill out and submitted a form. There was a request to begin a sub-group such as a committee as a way to discuss and define what other special circumstances are. It was suggested to first have a discussion with Jasmin Ruys regarding student absences before forming a group. The form will be created and presented as an Action item at the next meeting.
3. Zero Textbook Cost (ZTC) & Low Cost Material (LCM) Categories, Teresa Ciardi & Gina Bogna (pg. 133-134)
- A recommendation to Senate was presented by the Bookstore Committee to come up with a definition for low textbook cost. This would be to begin identifying a LCM search option within the student registration system with a definition. The average standard price, across the country, for textbooks is between \$25-\$40 dollars. The Low Cost Material (LCM) options are being presented as a possibility due to several faculty mentioning that they would like to be included in some of the searches. There are several faculty who have switched to OER resources but use a \$25 workbook or a \$40 supplementary resource for their class that can help students succeed.
 - There is the Zero Textbook Cost (ZTC) category and in addition there would be a separate LCM category which will include the reduced cost of their textbooks. This LCM \$40 and under category would include textbook type materials such as a workbook and lab manual. There was a request to build in the mark up prices at the bookstore such as \$50-\$60 or less fee. It was clarified that the departments choose the textbook and determine if it is a ZTC. There is concern that having departments choose whether or a not a course is ZTC takes away from an instructors academic freedom by not allowing them to choose the way they want to teach. For adjuncts, who aren’t paid for prep time, this may create additional work. Courses which require no textbook are not included due to the language in the law. The ZTC legislation states that the course content must be delivered in a digital format for free and be made available at a low cost print option. It was clarified that faculty can indicate in their course schedule which courses are ZTC.
 - The statewide Academic Senate (ASCCC) can provide the context for why they encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials. ASCCC resolutions have passed to further provide some guidance on how campus can do this in a more uniformed way. There is concern regarding the cost of textbooks being a factor in enrollment.
 - i. [Fall 2017, Recognition of Course Sections with Low-Cost Course Material Options](#)
 - ii. [Spring 2019, Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules](#)
 - It was recommended to bring this item back to the schools for discussion. This item will return as an Action item to endorse the definition of Low Cost Materials.

E. Unfinished Business

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

1. Academic Mapping Principles and Guidelines, Erika Torgeson

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

H. Announcements

- Next Academic Senate Meetings Sept. 26, Oct. 10th, Oct. 24th, Nov. 7th & Nov. 21st 2019
- [2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019](#), Newport Beach

II. Adjournment: 4:59 pm

CURRICULUM COMMITTEE SUMMARY

September 19, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnhouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill -Visual and Performing Arts; Holly Hitt-Zuniga - Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Anne Marengo - Social and Behavioral Sciences; Saburo Matsumoto – At large member; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Jessica Small – Humanities (Substitute for Tricia George); Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records; 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
<p>NC.BCSK-005 NC.BCSK-006</p>	<p>Everyday Math Skills I Everyday Math Skills II</p>	<p>There are currently no courses being offered that cover the application of math skills in everyday life. These courses will focus on the application of skills that can be used to make smart financial decisions. Current credit and noncredit courses in math are focused on teaching students the math concepts they need to advance in their degree program.</p>	<p>G. Johnson G. Rieck</p>	<p>TBD</p>

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.

<p>NC.COUN-040 NC.COUN-045</p>	<p>Introduction to Financial Literacy Advanced Financial Literacy</p>	<p>Financial literacy training directly impacts the lives of our students, even long after they leave school. Studies show that by receiving financial education lessons people are more likely to save, invest, stay out of debt and have more money saved for retirement. The Department of Education states that financial literacy education lowers the risk of student loan defaults. The CCC Financial Literacy initiative sets to establish a campus culture of informed financial behaviors at California’s community colleges, increase financial literacy of community college students and increase financial literacy for communities throughout California. These courses are grounded in economic concepts and decision-making, with core principles that have students identifying and evaluating options and considering trade-offs and opportunity costs in personal finance actions. These courses will also teach students the basics of money management: budgeting, saving, debt, investing, and giving. That knowledge lays a foundation for students to build strong money habits early on and avoid many of the mistakes that lead to lifelong money struggles. The lessons are highly interactive, teaching personal finance concepts through stimulation's and hands-on activities. <i>See attached document for demonstrated need.</i></p>	<p>A. Harris G. Rieck</p>	<p>TBD</p>
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-Motion to adopt the need for and conduct a full review of NC.COUN-040 & 045; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous. Lori Young was not present for this vote.

NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at previous Curriculum Committee meetings or are a repackaging or existing curriculum. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
ARCHT-290	Advanced Building Information Modeling (BIM)	3 units, 36 hours lecture, 54 hours lab. New SLO's (3). New prerequisite of ARCHT-270. Adding DLA, 100% online and Hybrid options.	J. Oliver	Spring 2020
KPEA-170C	Advanced Soccer	1 unit, 54 hours lab. New SLO's (2). New recommended preparation of KPEA-170B.	J. Lundin	Fall 2020

-Motion to approve ARCHT-290; Motion by Mary Bates, second by Cindy Stephens. All in favor: Unanimous. Lori Young was not present for this vote.

-Motion to approve KPEA-170C; Motion by Julie Hovden, second by Jeremy Patrich. All in favor: Unanimous. Lori Young was not present for this vote.

TECHNICAL CHANGES (COURSES) – CONSENT CALENDAR

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

Subject & Number	Title	Description of Action	Author	Effective
ARCHT-110	Architectural Drafting	Adding DLA, 100% online and Hybrid options.	J. Oliver	Fall 2020
ID-110	Architectural Drafting	Adding DLA, 100% online and Hybrid options.	J. Oliver	Fall 2020
MATH-240	Calculus for Business and Social Science	Title change (Formerly “Math Analysis for Business and Social Science”). <i>New title better reflects the content of the course and aligns closer with corresponding C-ID descriptor title.</i>	C. Johnson	Fall 2020
NC.CSKL-004	Customer Service	Changing hours to 8 - 24 hours (formerly 8 hours). <i>Hour range requested so course can be used in additional certificates.</i>	G. Rieck	Spring 2020
NC.CSKL-012	Job Shadowing	Changing hours to 8 - 16 hours (formerly 8 hours). <i>Course has been offered as 8 hours and it has been determined that this is not</i>	G. Rieck	Spring 2020

TECHNICAL CHANGES (COURSES) – CONSENT CALENDAR

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

		<i>enough time to effectively offer this course.</i>		
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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
ADMJUS-126	Substantive Criminal Law	Revised objectives, content and textbook. Adding DLA, 100% online and Hybrid options.	L. Alvarez	Fall 2020
ADMJUS-130	Report Writing for Law Enforcement	Revised objectives, content and textbook. Adding DLA, 100% online and Hybrid options.	L. Alvarez	Fall 2020
ADMJUS-150	Police Field Operations	Revised objectives, content and textbook. Adding DLA, 100% online and Hybrid options.	L. Alvarez	Fall 2020
ADMJUS-160	Traffic: Enforcement and Investigation	Revised objectives, content and textbook. Adding DLA, 100% online and Hybrid options.	L. Alvarez	Fall 2020
ADMJUS-175	Organized Crime, Gangs, and Vice	Revised objectives, content and textbook. Adding DLA, 100% online and Hybrid options.	L. Alvarez	Fall 2020
ADMJUS-180	Dangerous Drugs and Narcotics	Revised objectives, content and textbook. Adding DLA, 100% online and Hybrid options.	L. Alvarez	Fall 2020
ADMJUS-185	Police – Community Relations	Revised objectives, content and textbook. Adding DLA, 100% online and Hybrid options.	L. Alvarez	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
Architectural Computer Aided Drafting	Certificate of Achievement	Adding ARCHT-290 to required courses. Total certificate units required increased to 18 units. <i>Existing Certificate of Specialization will now be considered a Certificate of Achievement due to unit increase.</i>	J. Oliver	Fall 2020
Architectural Drafting	Certificate of Achievement	Adding ARCHT-290 to required courses. Total certificate units required increased to 34 units.	J. Oliver	Fall 2020
Architectural Drafting and Technology	A.S Degree	Adding ARCHT-290 to restricted electives (“plus fifteen units from the following” section). No change in total major units required.	J. Oliver	Fall 2020
Physical Education – Kinesiology	A.A. Degree	Adding KPEA-170C to restricted electives (activity courses). No change in total major units required.	H. Fisher	Fall 2020
Sports Medicine	A.S. Degree	Adding KPEA-170C to restricted electives (activity courses). No change in total major units required.	S. Ehram	Fall 2020

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-001	Force Option Simulator Instructor	0.25 units, 5 hours lecture, 11 hours lab. New SLO's (2). New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-002	First Aid/CPR/AED Instructor	1.25 units, 20 hours lecture, 20 hours lab. New SLO's (2). New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-003	Drug Recognition Expert (D.R.E.) Pre-School	1 unit, 24 hours lecture. New SLO. New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-004	Bicycle Patrol Tactical Firearms	0.15 units, 2 hours lecture, 6 hours lab. New SLO's (2). New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-005	PSL 2 - Building the Confident and Competent Leader	0.75 units, 16 hours lecture, 24 hours lab. New SLO's (2). New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-006	Critical Incident Management Update	0.25 units, 8 hours lecture. New SLO. New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020

LEPD-007	Domestic Violence/Sex Assault Investigation	0.50 units, 16 hours lecture. New SLO. New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-008	Human Trafficking Investigation	2 units, 40 hours lecture. New SLO. New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 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
ARCHT-290	Advanced Building Information Modeling (BIM)	New prerequisite of ARCHT-270.	J. Oliver	Spring 2020
KPEA-170C	Advanced Soccer	New recommended preparation of KPEA-170B.	J. Lundin	Fall 2020
LEPD-001	Force Option Simulator Instructor	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-002	First Aid/CPR/AED Instructor	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-003	Drug Recognition Expert (D.R.E.) Pre-School	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-004	Bicycle Patrol Tactical Firearms	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-005	PSL 2 - Building the Confident and Competent Leader	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-006	Critical Incident Management Update	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
LEPD-007	Domestic Violence/Sex Assault Investigation	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 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.

LEPD-008	Human Trafficking Investigation	New prerequisite of LEPD-100 or equivalent Peace Officers and Standards and Training (POST).	J. Dulla	Spring 2020
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NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

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

Subject & Number	Title	Type of Delivery	Author	Effective
ADMJUS-126	Substantive Criminal Law	100% online and Hybrid.	L. Alvarez	Spring 2020
ADMJUS-130	Report Writing for Law Enforcement	100% online and Hybrid.	L. Alvarez	Spring 2020
ADMJUS-150	Police Field Operations	100% online and Hybrid.	L. Alvarez	Spring 2020
ADMJUS-160	Traffic: Enforcement and Investigation	100% online and Hybrid.	L. Alvarez	Spring 2020
ADMJUS-175	Organized Crime, Gangs, and Vice	100% online and Hybrid.	L. Alvarez	Spring 2020
ADMJUS-180	Dangerous Drugs and Narcotics	100% online and Hybrid.	L. Alvarez	Spring 2020
ADMJUS-185	Police – Community Relations	100% online and Hybrid.	L. Alvarez	Spring 2020
ARCHT-110	Architectural Drafting	100% online and Hybrid.	J. Oliver	Fall 2020
ARCHT-270	Introduction to Building Information Modeling (BIM)	100% online and Hybrid. <i>DLA was approved as part of course revision at 9/5/19 Curriculum Committee meeting</i>	J. Oliver	Spring 2020
ID-110	Architectural Drafting	100% online and Hybrid.	J. Oliver	Fall 2020

-Motion to approve the 09/19/2019 Consent Calendar as presented above; Motion by Garrett Rieck, second Jeremy Patrich. All in favor: Unanimous. Lori Young was not present for this vote.

Discussion Items:

Chair Report, Lisa Hooper

-Program Viability is producing a report to give to Facilities; will also bring to committee awareness.

-Program Review. We do not currently have a mechanism for the review of academic programs (degrees and certificates). How could this best be accomplished?

- Guided Pathways inform this process?
- List of courses and program with unsuccessful offerings and/or completers in how many years?

-Auditor Notes. Please provide some feedback, note that author's may view your comments, not just committee members.

-Minimum Qualifications and Discipline assignments. Who is best qualified to teach the course, discipline assigned and department may not be the same.

-Ad Hoc Committee. Does anyone have colleagues who may be interested?

Articulation Report, Patrick Backes

-The links, resources, etc. are populated on the Curriculum Committee website again. Please take a look at the website when you have a chance and let me know if you feel anything should be added.

New Credit Courses	2	Modified Noncredit Courses	2	Modified Prerequisites	-0-
New Noncredit Courses	-0-	New DLA's	8	Deleted Courses	-0-
New Programs	-0-	New SLO's	5	Deleted Programs	-0-
Modified Programs	5	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	17
Modified Credit Courses	10	New Prerequisites	10	Proposals Returned from Technical Review Session	-0-

NEW COURSE DOCUMENTATION

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

COURSE NUMBER: NC. COUNS 040, 045

COURSE TITLE: Introduction to Financial Literacy, Advanced Financial Literacy

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

The Financial Literacy Initiative set forth by the CCCCCO states that all campuses must have a financial literacy component on their campus. This initiative is based on research that proves that financial education and financial capability will result in greater student academic success. A student's overall financial health is vital to the college, and providing resources that support and educate in financial understanding is essential to all students. The more students know and the more financial tools they have at their disposal, the better prepared they will be for life outside of college. It will enable students to understand how to develop a financial plan to meet their educational goals using various strategies: FAFSA, scholarships and banking products, such as checking and savings accounts. The personal financial literacy course is designed to alert, inform, and educate students in concepts of personal finance and money management. Students will create strategies that will change their consumer behavior in the marketplace and develop students' abilities to make rational financial decisions that impact their short and intermediate-term finances. Topics covered include money management and the decision processes and behaviors underlying spending, saving, and borrowing.

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> School/Department Minutes | <input type="checkbox"/> Program Review |
| <input type="checkbox"/> Advisory Board Minutes | <input type="checkbox"/> Labor Market Data |
| <input type="checkbox"/> COC IR Data | <input type="checkbox"/> Student/Employer Survey |

CURRICULAR CONSIDERATIONS

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

Counseling and 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:

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>)
--

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: Financial Literacy

PSLO(S):

- Identify strategies for creating a budget and making informed financial decisions throughout one’s life span.

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

Guided Pathways Steering Committee Updates: AUGUST 2019

Updates provided by: Jasmine Ruys, Paul Wickline, Daylene Meuschke, John Makevich

1. Data Coaches/Data Literacy Training

- Held kickoff training May 3
- Training will be rolled out in July, August and September to support the Academic Program Review and Planning process.
- Setting up a Canvas shell to support communication and training for data coaches
- Data Labs held in spring 2019 will be repeated between now and the start of the fall 2019 semester.

2. Canyons Connects Powered by Starfish

- Finished initial build of program with select flags and messages, including TLC referral
- Finished internal testing of the test tenant with faculty and counselor
- Launched Canyons Connects with LIVE students and faculty on July 11th
- FALL 2019 FLEX Session: 30 faculty attended.
- Hiring new faculty coordinators (stipend) to replace Julie (CETL coordinator) and Collette (AB 705/Math Consortium)
- **Soft-launch** in Fall 2019 with select departments and faculty
- **Full-launch** in Spring 2020
- Logo/Wordmark completed by PIO:



Engage. Connect. Succeed.

3. Success Teams

- Discussions concerning if/how success teams might be implemented continue.
- LEAP team worked to establish the composition and cost of the student success teams.
- Counseling Office will be embedding drop-in counseling in the different schools, starting Fall 2019, as a way to continue assisting the student success team inquiry/exploration process.

Friday, August 23, 2019

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Guided Pathways Steering Committee Updates: AUGUST 2019

- A student success team workgroup will start discussions on logistics/implementation of success teams.
- Data coaches are being trained by IR.

4. Website Landing Page for Schools/Meta Majors

- Template developed for each School landing page.
- All Deans have approved their templates. They have been uploaded to the new website.
- These templates will help us when we start implementing Program Mapper pilot

5. Mentoring Program/A2MEND

- Launching the mentoring program in partnership with Alliances on campus (i.e. Latinx Alliance, Black Student Alliance). Information session meetings for Alliances on August 16th and in September.
- A2MEND Student Charter application accepted, sent 1 faculty, 1 administrator and 1 student to the Summer training. A2MEND will plan and schedule a campus visit. A2MEND will be a resource and network base for moving the mentoring program forward.
- Held 4 meetings over the summer of 2019; Attended by a total of 16 participants (4 full-time faculty, 2 adjunct faculty, 5 classified staff, 5 administrators) where proposed plan was developed.
- Professional Development Committee is reviewing proposal for FLEX credit for faculty mentors. Copy can be found here:
https://docs.google.com/document/d/1RxCGa2_twxUxyKxKG7KdonVxIR2wIOS_QUql4telaGQ/edit?usp=sharing
- Presenting the plan to the Faculty Professional Development Committee on Monday, August 26th for FLEX approval.
- Promotion/Recruitment
 - Table at Welcome day to recruit student involvement and interest in alliances, conducted survey to collect student contact information for targeted outreach.
 - Announcement at Convocation, Academic Senate report out by Juan Buriel, presentation to Student Services Division

6. Mapping/Program Maps/Program Mapper

- Engaged in Program Mapper project -- "Wave 2" led by Bakersfield and ConcentricSky: <https://programmap.bakersfieldcollege.edu/academics>
 - Approved to participate by Academic Senate President and Mapping/Metamajors Workgroup
 - Scope of Work document from ConcentricSky in Contracts (VPAT) and DSQ (Data Security Questionnaire)

Guided Pathways Steering Committee Updates: AUGUST 2019

- Program Mapper Meeting with Academic Affairs, Student Services, Curriculum Chair, and Institutional Research on Friday 6-21-19.
- ALL templates have been completed.
- VPAT has been submitted by Concentric Sky.
- Scope of Work is in CONTRACTS for review.
- Engage in mapping work during summer and fall 2019. Goal -- launch 60 maps by Spring 2020.

7. Leading from the Middle (LFM) Team (June 6-8)

- Focus of the 2nd convening:
 - Data literacy including workforce and equity data
 - Intervention analysis
 - Consultancy with peer institution regarding GP efforts
 - Change leadership -- addressing resistance.
 - Team Project Time

● Team Project #2: **Organizational Chart, Process Mapping, and Decision-Making Guide**

8. **Mark Perna (Presentation on morning of opening day -- August 16)**

- Review of the Strategic Enrollment Funnel that involves the rollout of College Day and the Signing Day in the Spring.
- Current examples of Career Trees and Program Points.

9. **Welcome Day on August 9**

- The LEAP team recruited over 45 participates to host tables at Welcome Day
- The day started at 8am and ended by 1pm.
- Workshops were held at 9, 10, and 11am.
- Schools hosted their “meet and greet” with faculty from noon to 1pm in the East PE.
- A survey will go out to students soliciting feedback about welcome day.
- A survey will go to faculty, staff, and participants of Welcome Day for feedback, interest in next year, and creating a committee to plan next year’s Welcome Day

10. **School of Personal and Professional Learning (continuing ed)**

- Restarting
- IEPI Partnership Resource Team grant completed 6/30.
- Completed rebranding of program: Personal and Professional Learning; full launch in Fall.
- Collaborated with GatewaySCV consortium to develop draft Continuing Education pathways for students.
- Celebration of student success through graduation, attendance recognition, and social events.

Guided Pathways Steering Committee Updates: AUGUST 2019

11. Institute 6: September 5-7 in Sacramento

- The institute is focused on Ensuring Equity through Guided Pathways.
- Joe Gerda, Paul Wickline, Jasmine Ruys, Erika Torgeson, Tara Williams, Robert Wosner, Micah Young, Daylene Meuschke will be attending the Institute on behalf of COC.

CASL/Program Review Committee Minutes

May 8 2019

BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Brittany Applen (ePortfolio Coordinator, Humanities), Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Christine Iskander (Humanities), Justin Lundin (Kinesiology) Anne Marenco (SBS), Gary Quire (SB), Cindy Stephens (SBS), Tara Williams (MSHP)
Other Attendees	Andy McCutcheon (Dean, Humanities), Daylene Meuschke (AVP, IE)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Consent Item</u>: Minutes for 05.08.19 Meeting 			Approved with no changes
2. CASL: <ul style="list-style-type: none"> Discussion & Action item: ISLO Guideline 	<ul style="list-style-type: none"> Information Literacy ISLO is assessed at the end of the Spring 2019 and the loop-closing will be in August 2019. The assessment of all ISLOs should be completed by Fall 2021. 		
3. CASL: Reporting item: <ul style="list-style-type: none"> ePortfolios – Pebble Pad 	<p>Brittany Applen presented on the work that she and Alexa Dimakos have done as ePortfolio Coordinators to identify a platform for ePortfolios.</p> <p>PebblePad is the student learning platform that fits ePortfolio needs.</p> <p>It can track students’ progress over-time, it is integrated with canvas.</p> <p>It looks like a website and it can be built as a forward facing e-portfolio.</p> <p>There are two components: Pebble Plus and Atlas</p> <p>Pebblepad details:</p> <ul style="list-style-type: none"> The user pad contains ePortofolio assets, and artifacts. The templates are integrated with YouTube and Webbly The activity log tracks progress. Can be used to assess, keep record of key signature 		

	<p>assignments.</p> <ul style="list-style-type: none"> • The published content will be compliant with ADA requirements. <p>Atlas details:</p> <ul style="list-style-type: none"> • It is a permission based module. • Different user experiences: Three videos showed different experiences from faculty and student user perspectives. • ePortfolio work can be indexed via hashtags. • Group or independent projects are possible ePortfolio content can be made available to employers. <p>PebblePad implementation: The goal is to get the contract finalized, obtain and build accounts and present to different departments by end of September 2019</p>		
<p>4. CASL:</p> <ul style="list-style-type: none"> • Review of Goals 18-19 and Goal setting for 19-20 	<p>In 2018-2019 CASL has:</p> <ul style="list-style-type: none"> • Developed guideline for assessments; they were approved by the senate • Identified Disaggregation categories • Identified CSLO assessment cycle • Identified Benefits of assessing • Developed SLO best practices • Considered ePortfolio platforms <p>Applications for SLO faculty coordinators are due on May 29, 2019.</p> <p>Goals for 2019-20 include:</p> <ul style="list-style-type: none"> • Pilot –interdisciplinary work with data and security disaggregation work with Institutional Research • Ongoing Review of SLOs in the curriculum process • Website redesign • Reporting out to schools/ recruiting on ISLOs assessments • ISLO awareness Student facing ISLO campaign i.e. “I’m a critical Thinker” • Faculty cross-training in PR/SLOs/Curriculum • Faculty Handbook on Assessment, include eLumen screen-shots, electronic format and accessible in Canvas • Student “transcripts” that incorporate student work in signature assignments, badging, LinkedIn, ePortfolio 		

	<ul style="list-style-type: none"> • PR subcommittee in Fall 2019 to identify Mechanisms for improving integration of identified needs for other departments or committees (e.g. Technology) funded/ not funded and why. • Train the trainer and pass to peers. • Once we have disaggregated the data discuss it together, work with data coaches to discuss what to look for. • Division reps do mini-training at school meetings on eLumen, data coaches. • Invite NILOA-Natasha Jankovski or colleague. 		
<p>5. PR: Career Ed Addendum</p>	<p>This item was tabled.</p>		

**ACADEMIC SENATE
STATEMENT
on
LIMITATIONS ON ACADEMIC DEPARTMENT CO-CHAIR DESIGNATION
FALL, 2019**

Having reviewed the COCFA contract, as well as the Academic Senate's election procedures, the Academic Senate, via the advisory input of its Policy Review Committee, adopts the position that the Academic Senate should not reference in any way the existence of Academic Department Co-Chairs. To do so would be a tacit approval of that title that is not authorized by any COCFA or Senate authority. The COCFA contract makes clear there should be one chair of record for department communication and signatures on District forms. Furthermore, since there is no mechanism for electing co-chairs in its election procedures, to have the Senate set precedent by acknowledging a co-chair in any of its documents would be inappropriate.

How departments allocate chair release time is not a matter for Senate action or involvement. This is a COCFA contract compensation matter. This delineation was made clear and agreed upon when the Senate previously addressed a proposed departmental split that was motivated in part by the need for greater compensation.

Academic departments may decide internally how to allocate their release time as authorized by the COCFA collective bargaining agreement. And none of this prevents academic departments from internally referring to and creating co-chairs within their departments. They may call these positions co-chairs, vice-chairs, etc.... The decision to do so is purely their own. But, the Academic Senate should not endorse in any way those titles unless changes are made to all COCFA and Senate documents to recognize such titles. Until that time, any department chair election that allows for the selection and appointment of co-chairs would be an election process falling outside the existing Senate procedure for such elections.

Bookstore Committee Membership

Fall 2019

Prepared for Academic Senate Meeting, September 26, 2019

In need of committee representation from:

- School of Kinesiology
- School of Personal and Professional Learning
- School of Social and Behavioral Sciences

COMMITTEE MEMBERS	
Faculty Members	
A.J. Almeda	School of Mathematics, Sciences, and Health Professions
Abram Antler	School of Humanities-Adjunct Faculty
Brandon Hilst	School of Mathematics, Sciences, and Health Professions
Christopher Boltz	School of Visual and Performing Art
Lucia Pozo	School of Humanities
Melanie Lipman	School of Business
Patti Haley	School of Mathematics, Sciences, and Health Professions
Teresa Ciardi	School of Mathematics, Sciences, and Health Professions ,Co-Chair
Victor Jadaon	School of Business

September 12, 2019

Bookstore Committee Recommendation to the Academic Senate

Definition of Low Textbook Cost = \$40.00 or less

The Bookstore Committee is making a recommendation to the Academic Senate to endorse \$40.00 or less as the definition for LTC (low textbook cost) section in the class schedule description.

\$40 was identified as the most popular national standard used in the community college system according to a survey conducted by CCCOER Advisory Group. CCCOER promotes the awareness and adoption of open educational policies, practices, and resources in higher education. In a 2017 survey executed by CCCOER, forty-five colleges were asked what they use as a LTC threshold. The results indicate colleges identify LTC range between \$25 and \$40 (url to survey <https://tinyurl.com/Under-40Survey>)

The LTC identifier would enhance student’s awareness of textbook costs in addition to SB1359 which requires colleges to easily identify zero textbook costs (ZTC) in the class schedule.

If the AS endorses \$40 as the standard for “Low Cost Text” (LTC) the Bookstore Committee will take action on two fronts;

- 1) We will work with Academic Affairs to allow faculty to select Low Textbook Cost when submitting a schedule request.
- 2) We will work with MIS to include “Low Textbook Cost” (LTC) as a registration search option. See screen shot below.

Course Status

Open

5 week accelerated online	<input type="checkbox"/>
Hybrid	<input type="checkbox"/>
Online classes only	<input type="checkbox"/>
Weekend/evening Hybrid	<input type="checkbox"/>
Personalized Accelerated	<input type="checkbox"/>

Show only Continuing Education

→ Search for ZTC sections

[What is ZTC?](#)



Website

This will be the basis for our website for Program Maps. This is a website for faculty use for the creation or updates of program maps. This website will contain the following information:

- Background of program maps (historical information)
- Philosophy of College of the Canyons Faculty for designing the program map
- Program map elements
 - Major coursework
 - General Education
 - Major Prep

Landing Page

Academic Mapping Principle Guidelines

Background

Previous mapping was started during the 2014/2015 school year, starting with discussions about what is mapping and to direct future mapping conversations. There were limitations with the first mapping process, with choosing general education courses that were generic and did not necessarily support department programs. Consistency varied based on maps created and extra courses were listed, which could be changed out for transfer coursework, internships, and/or other courses within a program of study. Since the first iteration, additional mapping was conducted through some of the Divisions/Schools and at department levels.

Elements of a Program Map

Stemming from Institutional Effectiveness and Inclusive Excellence (IE)², the subcommittee of meta-majors and mapping discussed during the Spring 2018 semester, the various options of updating program maps. Examples were provided from other colleges, but no template was decided on. The current template is a carryover from the 2014/2015 mapping process and the template/format/background are still being considered.

To assist in establishing a foundational framework, the ASCCC's [Guidelines or Principles for Developing Program Maps](#) was referenced. The guidelines provided considerations for a long-term focus for intentional program mapping and determining a starting point. Three mapping workshops were conducted during the Spring 2019 semester and individual department meetings were and are still being scheduled, to support departments in updating previous maps and/or creating new maps. Faculty and counselors have been collaborating on each map to ensure program information is

communicated effectively and clearly for students. The following elements were highlighted from feedback provided by faculty during workshops/meetings, consultation, and future mapping processes:

Map Development

A discipline faculty and counseling faculty member must work together to establish a program map. The program map will start with the Program Map Approval Form and Program Map Template.

The Form and Template will address the following items:

- Degree name
- GE track
- Program Description
- Program SLO
- General transfer message – *let students know the courses outlined may not meet transfer requirements based on their educational goals.*
- Courses for the major, GE, and electives (including major prep if necessary) in semester order. We will use the terminology of First Semester, Second Semester, etc. to allow the student to decide how many units to take in each semester.
- A link to the Honors Program
- Major or career related Clubs or Organizations
- General career information
 - California Career Zone
 - O*Net Online
 - Occupational Outlook Handbook
 - What can you do with a major in..., if applicable
 - Professional Associations, if applicable

Types of General Education for majors to select

Associate Degree

- Local general education

CSU – General Education

- Articulation Agreement information www.Assist.org

- Main CSU website link
- Degree with a Guarantee (ADT – Associate Degree for Transfer)

UC - IGETC

- Articulation Agreement information www.Assist.org
- Main UC website link
- UC Transfer Pathway, if applicable

Quick Links

Program Map Approval Form – Associate Degree

Program Map Approval Form – Certificate

Program Map Blank Template

Associate Degree GE

CSU – GE

IGETC - GE

DRAFT



Program Map Approval Form Associate Degree

Program Map		
Degree name and number	Primary Plan <input type="checkbox"/>	
Other type of plan <input type="checkbox"/>		
Please specify other (ex: online, evening, part time, emphasis, etc.):		
Canyons GE <input type="checkbox"/>	CSU GE <input type="checkbox"/>	IGETC GE <input type="checkbox"/>
Term Start: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Winter		
This program map is designed to have the student transfer to:		
This program map is a local degree only and not meant for transfer <input type="checkbox"/>		
This program map must be reviewed again on (generally every 3 years unless there is curriculum changes):		
Review and Approve (print your name and sign)		
Submitted By		Date
Counselor		Date
Department Chair		Date
Dean		Date
GP Liaison		Date
Curriculum Counselor		Date
Curriculum Committee Consent Approval Date		
Academic Senate President		Date
AVP, Educational Pathways		Date
Follow Up Tasks (within one month of approval)		
Added to Program Mapper		Date
Added to Website (Academic Affairs then link to department, counseling, etc.)		Date
Date to be reviewed (three years from approval date)		

Instructions for this form (base language ideas)

1. A faculty member or department chair will start the process of building a program map with a counselor. The faculty member is responsible for completing the template and program map. By signing this form, the faculty member and counselor agree:
 - The courses are in the correct order for the student to complete the goal of the map.
 - The courses are in the correct order for prerequisites, co-requisites, and lab.
 - The courses are listed in an order that is in the best interest of students.
2. The department chair must review the form and the template for accuracy. By signing the form, the department chair is agreeing to the courses selected and the order in which they appear on the map. The department chair should be looking for items such as:
 - Course is offered in the semester in which they are placed on the map.
 - All the required courses for the major are listed on the map.
 - The courses are listed in an order that is in the best interest of students.
3. The dean must review the form and the template for accuracy. By signing the form, the dean is agreeing to the courses selected and the order in which they appear on the map. The dean should be looking for items such as:
 - Course is offered in the semester in which they are placed on the map.
 - All the required courses for the major are listed on the map
 - The courses are listed in an order that is in the best interest of students.
4. The guided pathways liaison must review the form and the template for accuracy. By signing the form, the guided pathways liaison is agreeing to the courses selected and the order in which they appear on the map. The guided pathways liaison should be looking for items such as:
 - The program plan is within the guided pathways plan
 - The courses are listed in an order that is in the best interest of students.
5. The curriculum counselor must review the form and the template for accuracy. By signing the form, the curriculum counselor has reviewed the following information:
 - The courses are placed on the map in an accurate and timely fashion (prerequisites, co-requisites, and labs).
 - The courses have been approved through the curriculum process
 - The courses are valid for the year in which the program map will be in place
 - All courses selected meet the criteria for the degree.
 - The courses are listed in an order that is in the best interest of students.

Once the form has been approved by Curriculum Committee in the Tech Review process and on the consent calendar, the form will then be sent to the Academic Senate President for approval.

6. The academic senate president must review the form and the template to ensure it has been through the appropriate process. By signing the form, the academic senate president acknowledges it has been approved.

Once the form has been approved by the Academic Senate Consent Calendar and the Academic Senate President signs the form, the form and template will be given to the AVP, Educational Pathways for distribution to the program mapper, websites, and follow-up.

7. The AVP of Educational Pathways must review the form and the template to ensure it has been through the appropriate process. By signing the form, the AVP of Educational Pathways ensures the map will be built in the program mapper, added to the appropriate websites, and will be reviewed within the next 3 years for continued accuracy.