College of the Canyons Academic Senate
March 24, 2022
3:00 p.m. to 4:50 p.m. Via Zoom

Join Zoom Meeting
https://canyonsonline.zoom.us/j/96505453513?pwd=bHJaSlpTK0pqK3lVamFvcHVVbWNvZz09

Meeting ID: 965 0545 3513
Passcode: 500205
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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.*

ADA statement: 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 Senate Office at academicsenateinfo@canyons.edu College of the Canyons

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. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments, (pg. 3)
    - SP 22 Selection Committees
    - Academic Integrity Taskforce
    - Tenure Track/Tenured Committees
5. Sub-Committee Summaries:
    - Senate Executive Committee meeting summary, November 18, 2021
6. Approval of the Consent Calendar
    - Academic Senate Summary, March 10, 2022 (pg. 4-8)
    - Curriculum Committee Summary, March 17, 2022

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. CELT Committee Chair Annual Video Report, Julie Johnson & Robert Wonser
    a. CETL Senate Update 2022 (pg. 9-10)
    b. Teaching foundations Certs 2022 (pg. 11)
2. Academic Senate Presidents Report, David Andrus

C. Action Items
1. CASL Recommendation to Senate Spring 2022, Chris Boltz & Jeff Baker (pg. 12)
2. Annual Scale of Adoption Assessment (SOAA), Daylene Meuschke
    a. Annual Scale of Adoption Assessment (SOAA)
    b. CCCCO Guided Pathways SOAA FAQ's
3. Academic Freedom Textbook Assignments Report, Chris Blakey (pg. 13-19)

4. Discipline Memos
   - Patricia Foley, Engineering Revised Discipline Memo (pg. 20)
   - Sarah Cox, Educational Administrator Discipline Memo (pg. 21)
5. BP/AP 4010 (Academic Calendar), Gary Collis
   a. BP 4010 (pg. 22)
   b. AP 4010 (pg. 23-24)

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

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. COC CTE Toolkit Equivalency (Report out from workgroup), Gary Quire (pg. 25-28)
   a. CTE Faculty MQ Toolkit *(Information only)*
2. NEW Distance Learning Addendum, Lisa Hooper (pg. 29-30)
3. Day, Time and Duration of Academic Senate Meetings (Fall 2022 to Spring 2014), David Andrus (pg. 31)
4. Faculty Award Proposal, David Andrus
   a. Proposed Senate Standing Policy-Faculty Awards (pg. 32)
   b. Faculty Awards Descriptions & Criteria
5. Academic Senate Program Review, David Andrus

E. Unfinished Business

Below is a list of items that can be discussed for a future date.
1. Senate Constitution & By-Laws revisions

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.
1. Faculty Offices/Furniture Policy
2. Department Chair Training Workshops
3. Tenure Track & Tenured Evaluation Forms (Joint Taskforce)
4. Tenure Committee Training Workshops

G. Announcements

- Next Academic Senate Meeting Spring 2022: April 14th, April 28th, May 12th & May 26th
- ASCCC 2022 Spring Plenary Session, April 7th-9th, 2022-Hybrid Event
- ASCCC 2022 Career and Noncredit Education Institute, May 12th-14th, 2022-Hybrid Event *Subject to change*
- ASCCC 2022 Faculty Leadership Institute- June 16th – 18th, 2022, Hybrid Event *Subject to change*
- ASCCC 2022 Curriculum Institute- July 6th – July 9th, 2022, Hybrid Event *Subject to change*

H. Adjournment

Spring 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
Anne	Marenco	FTF
Charlie	Johnson	FTF
Chris	Blakey	FTF
David	Thrasher	FTF
Eric	Arnold	FTF
Gary	Sornborger	FTF
Gary	Quire	FTF
Heaven	Warner	FTF
Jason	Oliver	FTF
Nicole	Faudree	FTF
Robert	Dos Remedios	FTF
Tim	Baber	FTF
Wendy	Brill-Wynkoop	FTF

Academic Integrity Taskforce

First Name	Last Name	FTF/Adjunct
Sylvia	Duncan	FTF
Rachael	Houghton	FTF

Tenure Track/Tenured Committees

First Name	Last Name	FTF/Adjunct
Tim	Baber	FTF

Academic Senate Meeting Summary for Feb. 24, 2022

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	*Erin Barnthouse proxy for* Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	A	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mike Harutunian	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Jesse Vera	X
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Gina Bogna	A
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative-	A

Guest							
Adam Kaiserman	X	Desiree Lee-Perry	X	Jennifer Smolos	X	Maral Markarian	X
Ana Palmer	X	Dianne Avery	X	Jeremy Patrich	X	Michael Monsour	X
Andy McCutheon	X	*Dilek Sanver-Wang*	X	Jessie Crowley	X	Michelle LaBrie	X
Boo Su	X	Dustin Silva	X	Jia-Yi Cheng-Levine	X	Robert Wonser	X
Brandon Ashford	X	Gary Quire	X	Julie Johnson	X	Sab Matsumoto	X
Brittany Applen	X	Necia Gelker	X	Katherine Gamez	X	Siane Holland	X
Christopher Blakey	X	Hency Chu	X	Kathy Bakhit	X	Tammy Bathke	X
Christopher Boltz	X	James Glapa-Grossklag	X	Kathy Kubo	X	Tammy Mahan	X
Collette Gibson	X	Jasmine Ruys	X	Kelly Burke	X	Tricia George	X
David Stevenson	X	Jason Burgdorfer	X	Larry Alvarez	X		
Daylene Meuschke	X	Jason Oliver	X	Lisa Malley	X		
Deanna Riveira	X	Jeff Gregor	X	Michael Sherry	X		

A. Routine Matters
1. Call to order: 3:03 pm
2. Public Comment
    I. [COC Global Statement on Need for Assistance to Ukrainian Students & Other Impacted Populations:](#) Jia-Yi Cheng-Levin and Sab Matsumoto in partnership with ISP and COC Global presented a statement drafted by John Garza. The statement is to show support to all students being affected by the humanitarian crisis happening in Ukraine. Various student services will be provided. Senators are encouraged to share the document with their School/Division members.
    II. CA Guided Pathways Institute: This event is Phase 2 and will focus on Equity & On Boarding Students. Garrett Rieck will be attending this event that will take place April 27-29th. Looking for representatives from both CE and Non-CE disciplines to attend.
    III. ISER Accreditation: Dr. Torres thanked the entire Academic Senate, faculty, guest, administrators, staff and students who contributed to the ISER. There was only 1 area for improvement and 11 accommodations. Congratulations to everyone!

3. Approval of the Agenda
    a) The Academic Senate Program Review discussion item may be tabled to allow more time for discussion for other items.
    b) Action item #2 was tabled as there is still a need for a minor revision.
    c) Motion to adopt the agenda with the understanding that action item #2 will be tabled by Regina Blasberg, seconded by Garrett Rieck. Unanimous. Approved.

4. **Immediate Action Item:**
    I. **Statement on Finding Facts to Implement Teleconferencing During a Proclaimed State of** , David Andrus (pg. 7-8)
    a) This item needed to be approved first before continuing with the remaining agenda. The resolution allows for the continuation of teleconferencing with the suspended Brown Act measures. While LA county has removed almost every standard in higher education the COC BOT resolution will remain in place. If this item is not agendized there will be no 30-day extension. A new Senate policy outlining protocols for meetings going forward will come through in 2 weeks.
    b) Motion to adopt the resolution by Tammera Rice, seconded by Rebecca Shepherd. Unanimous. Approved.

5. Committee Appointments:
    I. SP 22 Selection Committees (pg. 3)
    II. Committee on Academic Freedom (CAF), Urvashi Juneja
    III. Vacancy appointment to the Curriculum Committee for SBS, Sarah Ethridge
7. Sub-Committee Summaries: none
8. Approval of the Consent Calendar
    - Academic Senate Summary, Feb. 24th , 2022 (pg. 4-6)
    - [Curriculum Committee Summary,](#) Feb. 17th, 2022
    - [Curriculum Committee Summary,](#) Feb. 3rd, 2022
        I. Motion to approved the consent calendar by Lisa Hooper, seconded by Lauren Rome. Unanimous. Approved.

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

1. [Program Viability Committee Annual Report](#), Garret Rieck
     I.   Garrett Rieck shared a report outlining committee meeting times, composition, background and purpose. The committee focuses on program modification, initiation, discontinuance and revitalization. The committee looks at department and program qualitative and quantitative data to determine what the committee recommends via proposals. The approval and timeline process were also shared.

2. Academic Senate Presidents Report, David Andrus
     I.   Technology Master Plan Summit: This event will be held on March 15-17th and will be hosted by Jim Temple. FLEX credit is available and will be held in hybrid format.
     II. ASCCC Area C Meeting: David will attend this meeting on March 19th. David will also attend the ASCCC Spring 22 Plenary event being held at the Marriot. Registration is $495 per person for both hybrid and in-person attendance.
     III. Return to Campus Coalition: David will report our on the masking survey.
     IV. Program Review: This item may be tabled.
     V.   Election Procedures: Dept. Chair, Senator and Curriculum Committee nominations will go out soon.
     VI. Senate Executive Committee: By-laws require approval of resolutions before they go to Senate. All Teleconferencing resolutions have been approved in Senate Exec. A new faculty award process will go through on the next Senate Exec agenda as discussion.

C. Action Items
1. Election Procedures, Dustin Silva (pg. 9-11)
     I.   Lobbying language was removed. The nomination process was changed to read as "at least one week." This was also revised to be in alignment with the one-week nomination period for Department Chairs, per the Senate's standing procedure on department chair elections. A revision will be made to the "Election Procedures and Regulations" section to read as , "candidate statements will only be accepted *from* candidates" and not "by." The Const. & By-laws will be revised to ensure they are in alignment with the Election Procedures. The procedures may return in the future as new technology for elections is explored.
     II. Motion to approve the Election Procedures by Rebecca Shepherd, seconded by Mike Harutunian. Unanimous. Approved.
2. BP/AP 4010 (Academic Calendar), Gary Collis
     a. BP 4010 (pg. 12)
     b. AP 4010 (pg. 13-14)
          I.   This item was tabled.

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Academic Freedom Textbook Assignments Report, Chris Blakey (pg. 15-21)
     I.   The committee report/findings state that the instructor does retain the right to assign texts they want, even they have been reassiged a course section that had originally been assigned to another instructor. The report emphasizes this right falls within protected academic freedom, but also recognizes there can be associated consequences that are unpopular and problematic for students, such as a subsequently higher priced textbook to that of the originally assigned textbook. This item will return in two weeks as a final read. Until then, it is considered a conditional report.
2. Annual Scale of Adoption Assessment (SOAA), Daylene Meuschke

- a. [Annual Scale of Adoption Assessment (SOAA)](#)
- b. [CCCCO Guided Pathways SOAA FAQ's](#)
    - I. The following two presentations where shared during the meeting, [Scale of Adoption Assessment](#) 2022 & the [Canyons Complete Action Plan Draft as of August 2021](#).
    - II. Congratulations to Daylene for winning an RP Group award for her IRPE professional leadership. The SOAA action plan outlines COCs strategic and practical approach to implementing guided pathways. How to sustain efforts? What has been accomplished, and what are areas still needed? This document will require the signature of the Academic Senate President and Chancellor. Special thanks to faculty, staff, and students for all their efforts. This item will return as action on the next agenda. All inquiries and suggested amendments should be forwarded to Daylene or David.
3. "OnlineLIVE- Interpretation Discussion," David Andrus, (pg. 22-23)
    - I. David provided a detailed written summary of this scheduled discussion item in the agenda. The Senate leadership is wary of delving into a COCFA CBA negotiated item. Rather, the intent of this Senate discussion was to elicit feedback regarding how any negotiated categorization of OnlineLIVE would impact student learning, access and opportunities, as well as the overall campus climate. There are currently 6 different instructional modalities at COC (correspondence courses notwithstanding). 5 of the 6 modalities are categorized as having a Distance Education (DE) component, per Title 5. It is not clear what the original intent was behind the 10 TLU limit in the collective bargaining agreement. The online TLU limit is over 10 years old. David stated that what matters is assessing the current environment to come to any conclusions about what is best regarding the TLU Online limit. This discussion will be to inform COCFA and District negotiators as they prepare to address this matter at the bargaining table. There are some faculty who feel that OnlineLIVE is most closely associated with the F2F modality. It is recommended to survey students to determine how many are in favor of this modality and why some students may have dropped from enrollment. Every discipline is different and one modality may not work for every discipline. In some disciplines OnlineLIVE has been extremely successful.. There is of concern that OnlineLIVE is not considered F2F and this affects certain student funding sources and financial aid eligibility for our student Veteran population. Also, the point was made that while many are pointing to current student preferences as favoring remote modalities of instruction, the College might not be hearing from the many students that have been lost from enrollment due to the pandemic. And many of those students might not favor remote instruction. They might favor f2f instruction but are not being heard through our surveys or outreach. What is the duty to those and all students when it comes to ensuring a robust traditional classroom environment? There was also a suggestion to categorize courses as either synchronous and asynchronous. For OnlineLIVE courses, legal advisory opinions from the State indicate that faculty cannot force students to have their cameras on. There may be a need for a new framework of the entire COCFA CBA section that governs the Online TLU limit.
4. CASL Recommendation to Senate Spring 2022, Chris Boltz & Jeff Baker (pg. 24)
    - I. This document was brought forth as a way for the CASL committee to reaffirm its recommendations. This recommendation describes the full assessment cycle. There was a reminder that course SLO's need to be mapped to instructional SLO's. This document will return with revisions at the next meeting.
5. [Academic Senate Program Review](#), David Andrus
    - I. This item was tabled.

E. Unfinished Business

Below is a list of items that can be discussed for a future date.
1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
    a. CTE Faculty MQ Toolkit
2. Senate Constitution & By-Laws revisions

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.
1. Academic Integrity Taskforce
2. Faculty Offices/Furniture-District Desk Policy
3. Department Chair Training Workshops
4. Tenure Committee Training Workshops

G. Announcements
- o Next Academic Senate Meeting Spring 2022: March 24th, April 14th, April 28th, May 12th & May 26th
- o ASCCC Area C Meeting Spring 2022, March 19, 2022, Virtual Meeting
- o ASCCC 2022 Spring Plenary Session, April 7th-9th, 2022-Hybrid Event
- o ASCCC 2022 Career and Noncredit Education Institute, May 12th-14th, 2022-Hybrid Event *Subject to change*
- o ASCCC 2022 Faculty Leadership Institute- June 16th – 18th, 2022, Hybrid Event *Subject to change*
- o ASCCC 2022 Curriculum Institute- July 6th – July 9th, 2022, Hybrid Event *Subject to change*

H. Adjournment: 5:06 pm.

The Center for Excellence in Teaching and Learning Update: Senate Update 2022

Prepared by Robert Wonser and Julie Johnson

In 2021/2022 The Center for Excellence in Teaching and Learning (CETL) provided training in multiple modalities. For 2021/2022 we developed many of our CETL courses in Non-Credit for The School of Personal and Professional Learning. Now, most CETL courses exist in Non-Credit with the exception of OnlineLIVE training and Synergy.

The Center completed the following learning and growth opportunities for COC faculty. (Not a complete list)

1) **OnlineLIVE Updates -** 259 trained faculty
2) **CETL Non Credit - Launched Summer 2021 -** CETL was approved through the Curriculum Committee to offer a Non-credit certificate called *Teaching Foundations Certificate* that is relevant for teacher preparation. This certificate includes a combination of offerings like Teaching Strategies, IOI, Culturally Responsive Teaching, Critical Thinking, Reading Strategies, and Assessment Strategies. [**See page 2 for a list of CETL Non-Credit EDUC courses offered this year.**]

   CETL Non-credit will hopefully continue to grow and include current CETL course offerings as well as other teacher preparation courses designed to support current and future faculty as well as educators in the Santa Clarita Valley more broadly. Though CETL is expanding into Non-Credit our core commitment remains the faculty at COC.
3) **Project FIT**: Fall/Spring 2021/2022: Collaborations are still ongoing to bring FIT into the CETL Non-Credit course listings. Collaborators include HR, CETL, FIT coordinators, and the School of Personal and Professional Learning
4) **HYFLEX Training -** CETL OnlineLIVE Coordinators are and Online ED are attending a training the week of March 21st in HyFlex modality. The training Learning Objectives are:
   a. Develop (or revise) a set of student learning outcomes for at least one HyFlex course.
   b. Identify existing and needed content resources for at least one course.
   c. Plan for the implementation of effective assessment approaches that should work well in all supported instructional modes.
5) **Synergy**: 2021/22: Fall and Spring hires are in the same Synergy class this year! Synergy topics include: Intrinsic Motivation and Student Success presented by Dr Deanna Davis, Designing a Learner Centered Syllabus & Increasing Accessibility with A Liquid Syllabus, presented by Dr Kelly Cude, and) High Impact Teaching Practices: and Interdisciplinary Projects and Reading Apprenticeship presented by Jeannie Chair, Dr Chase Dimock, Mercedes McDonald, Dr Erica Seubert, and Dr Patty Robinson
6) **New Faculty Orientations**
   a. Fall 2021 - 6 new hires
   b. Spring 2022 - 6 new hires
7) **Updated CETL Website**: *www.canyons.edu/cetl* Includes a calendar of classes, links to My Learning Plan, CETL Faculty bios and forms for new faculty interest.
   a. ProTip Emails

Plans underway and upcoming for 2022-2023 include:

1) **Develop Evaluation Training for Tenure Committees**
2) **Add HyFLEX** modality training to OnlineLIVE
3) **Write** more CETL curriculum into Non-Credit and offer another certificate option
   a. OnlineLIVE with HyFLex
   b. IOI 2.0
   c. Faculty Self Care and Wellness

Non-Credit 2021/2022 Schedule/Enrollment

Course	Nickname	Semester	Specific Dates	Instructor	Enrollment
	IOI	Summer		Michelle LaBrie	5
NC.EDUC-105-59560	IOI	Fall	9/13/2021 - 10/15/2021	Michelle LaBrie	7
NC.EDUC-104-61831	CRT	Fall	Fall 2021	Robert Wonser	9
NC.EDUC-105-64777	IOI	Winter	1/3/2022 - 2/5/2022	Katie Coleman	9
NC.EDUC-104-61815	CRT	Spring	2/28/2022 - 4/2/2022	Katie Coleman	6
NC.EDUC-102-65240	Assessment	Spring	3/7/2022 - 3/25/2022	Julie Johnson	11
NC.EDUC-103-65238	Critical Thinking	Spring	2/25/2022 - 3/25/2022	Chris Blakey	10
NC.EDUC-105-65239	IOI	Spring	2/28/2022 - 4/2/2022	Michelle LaBrie	3

Summer 2022 - Intro to Teaching Strategies

Teaching Foundation - Noncredit Certificate of Completion

Program Description: The Teaching Foundation Certificate program is a professional development opportunity for educators and aspiring educators to learn about current research on teaching and learning, learn new approaches and techniques to enhance student success, and practice these approaches and techniques in a learning community of fellow teachers.

Program SLO: Students will be able to appraise teaching strategies and technologies to develop best practices for a 21st century learning environment.

Important Information:

For students interested in exploring other free noncredit courses through the COC School of Personal and Professional Learning please visit https://www.canyons.edu/free for an up to date list of course offerings and schedules.

For students interested in exploring credit courses and/or earning an Associate's degree and/or transfer, please follow up with the Counseling Office for additional information @ https://www.canyons.edu/counseling or (661) 362-3288/(661)362-3811.

Courses are sequenced based on recommendations by the Center for Excellence in Teaching and Learning.

First Semester

FA = Fall; WI = Winter; SP = Spring; SU = Summer

Course	Title	Hours
EDUC-100 OR EDUC-104 ORNC.EDUC	Teaching Strategies (FA, SP) OR Culturally Responsive Teaching (FA, SP) OR Introduction to Online Instruction (FA, SP)	54
	Total Hours:	54

Second Semester

Course	Title	Hours
Group 1 Course	Select one course from Group 1 – *see table below*	8 OR 18-36
Group 1 Course	Select one course from Group 1 – *see table below*	8
	Total Hours:	54

Group 1: Select two courses from the following:

EDUC 101	Reading Strategies (SP)	18-36 hours
EDUC 102	Assessment Strategies (SP)	9-18 hours
EDU 103	Critical Thinking (SP)	9-18 hours

Students who are not enrolled as credit or noncredit students will need to complete an application through Enrollment Services for School of Personal and Professional Learning. To enroll, go to www.canyons.edu/freeclasses and click on the "Applicants" tab.

Resources

Center for Excellence in Teaching and Learning: https://www.canyons.edu/administration/cetl/index.php
School of Personal and Professional Learning: www.canyons.edu/free
Enrollment Services (SPPL): https://www.canyons.edu/freeclasses
Counseling Department Website: www.canyons.edu/counseling
Employment Center Website: https://www.canyons.edu/studentservices/employmentcenter/index.php **Certificate Request Form** – Students must request their certificate once they completed all courses needed to earn a certificate. Before submitting a Certificate Request, please do the following: 1.) Know your 7 digit COC student ID number. 2.) Verify the certificate title and courses required. Browse the menu of certificate subject images on this webpage to find certificate titles and requirements. 3) Check you have completed all courses required with a "P" (passing) grade. Certificate request forms must be submitted through the School of Personal and Professional Learning website at www.canyons.edu/free

Revised 03/14/2022 CY2021-2022

Spring 2022 CASL-PR recommendations for Academic Senate

1. CASL recommends that all Student Learning Outcomes (SLO) are fully assessed every three years.   Fully assessed SLOs include the following parts: completed data collection (scorecard), completed reflection templates, department discussion of results, and an action plan documenting the discussion and plans for the future.
    a. Departments are encouraged to adopt and post their assessment cycle, including assessment semesters and semesters to develop their action plans.
    b. If Departments send their assessment cycle plans to the CASL committee, the co-chairs can send specific reminders at the start of each regular term.
    c. CASL also strongly recommends that all new courses are assessed the first time they are offered.
2. When assessing PSLOs, CASL recommends departments with programs that include course SLOs outside of the department (example: Math 140 requirement in ADTs), assess courses in the department first. CASL recommends the chair or coordinator have a conversation with the chair/coordinator for the course outside the department (example: Math 140 coordinator) to identify common themes in SLO assessment and how departments can support assessment of the course(s) outside the department. (example: how business faculty can help with assessment rate of Math 140).
3. Course SLOs will be mapped to Institutional SLOs.
4. In general, at College of the Canyons, Course SLOs should be mapped to Program SLOs.   This mapping allows for indirect assessment of Program and Institutional SLOs as needed. PSLOs may also be directly assessed by departments.

Committee on Academic Freedom
Conditional Report:

What are the Instructor's Rights Regarding Textbook Choice if the Instructor has been Reassigned to a Section for Which a Text has Already Been Chosen and Advertised?

Feb. 23, 2022

Chris Blakey
Chair

Kelly Burke
Member

Tricia George
Member

Karyl Kicenski
Member

Lauren Rome
Member

Prepared for College of the Canyons Academic Senate

What are the instructor's rights regarding textbook choice if the instructor has been reassigned to a section for which a text has already been chosen and advertised?

I.   **Introduction and Context**

      As the Committee on Academic Freedom began to consider this question, it became clear to the Committee that obstacles to academic freedom in textbook choice have arisen in recent decades that have no clear historical precedent. These obstacles have come in the form of legal requirements of textbook information disclosure, and also in the form of well-meaning expectations on the part of students, College administrators and even some faculty committees. These latter include various subtle and not-so-subtle pressures for instructors to use OER texts or zero cost textbooks. This Conditional Report will attempt to lay out the rights of faculty on the above question while also keeping in mind many other legitimate concerns relating to how students are affected by such matters. These student concerns are primarily economic in nature.

II.   **Do faculty have the right to select which textbook to use in their classes, even in the case where faculty have been reassigned to a section for which a text has been previously selected and advertised to students?**

      A.   The individual faculty member who is ultimately assigned to the teach the section has the right, protected under the principles of academic freedom, to choose the materials for the course, including the textbook(s).

      B.   The American Association of University Professors (AAUP) states: "The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments and assess student academic performance in teaching activities for which faculty members are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer."[1]

      C.   Also, from AAUP: "In a course for which you are the only instructor, you have the right, under principles of academic freedom, to determine the texts (and other materials) the students will be required to read. Your right in this regard is not absolute, however. The texts should be related to the subject of the course and practical concerns about availability and cost should be considered. Still, the principle is clear that the faculty member who is solely responsible for the course has the freedom to select readings for it."[2]

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[1] "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 28.
[2] American Association of University Professors Website, https://www.aaup.org/i-need-help/workplace-issues/contours-academic-freedom#c2.

III. **Why does the question of textbook choice matter?**

A. Faculty members in higher education typically pursue studies in their respective disciplines because of their interest in that particular field of study. Faculty often hold the view that the subject matter of their discipline is significant for students' growth, development in knowledge and general understanding of the world, and, in some sense, faculty believe pursuit of such knowledge contributes to the common good. With such value attributed to their fields of study, faculty members often have deeply held, (and well-considered), views about how to approach their subject, and have correlative views about which texts are best to accomplish these pedagogical goals. The freedom faculty have in determining their approach to the subject matter in their courses is fundamental to academic freedom.[3] This approach will often be closely tied to the selected textbook(s).

B. Not only is text choice central in how a subject matter is approached, but it is also closely tied to how faculty craft assignments and how faculty assess student understanding, both of which are clearly protected under academic freedom, according to the American Association of University Professors (AAUP).[4] In this vein, former President of the AAUP, Cary Nelson notes,

> Academic freedom establishes a faculty member's right to remain true to his or her pedagogical philosophy and intellectual commitment. It preserves the intellectual integrity of our educational system and thus serves the public good.[5]

If faculty prerogative is undermined in these matters due to concerns about what students think about the cost of a text (when students likely have little to no other criteria for judging the text prior to the start of the class), then fundamental features of academic freedom are undermined.

C. There is often significant variation within a department regarding what textbooks faculty prefer to use, and in how instructors choose to utilize these textbooks in their courses.[6] Some of this variation is due to differences in subject matter, some is due to teaching style, and surely to many other factors. Variation and diversity in approach to a subject matter are highly valued in the academy. It would be problematic to encourage uniformity in teaching, content, and approach to academic subjects, as this would conflict with the fundamental principles of academic freedom. Definitively

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[3] "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 28.
[4] "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 28.
[5] "Defining Academic Freedom," *Inside Higher Education*," Dec. 21, 2010.
https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom
[6] It is acknowledged that some disciplines may have much more uniformity in textbook content due to the nature of the subject matter, and thus will have much less concern over textbook differences. Generally, textbooks in the hard sciences will likely be more uniform than those in the humanities, though it is possible that the orientation of a textbook even in the hard sciences may matter to some faculty. And no doubt the manner in which the content in a textbook is arranged and presented may have significant pedagogical value to faculty, and this may vary significantly.

limiting textbook choice in any way (beyond the limits imposed by the relevant course outline of record) *would* undermine academic freedom.[7]

IV. **But doesn't academic freedom conflict with the Higher Education Opportunity Act's (Public Law 110-315) requirement of educational institutions to disclose on the institution's Internet site the ISBN and price of textbooks in order to increase student access to textbook information by which they can make educational decisions?**

    A. The intent of the Higher Education Opportunity Act (HEOA) is to maximize transparency in textbook and supplemental materials costs for students in order assist them in their educational plans and decisions.

    B. However, the language of HEOA contains the following: "Rule of Construction. -- Nothing in this section shall be construed to supersede the institutional autonomy or academic freedom of instructors involved in the selection of college textbooks, supplemental materials, and other classroom materials."[8]

    C. Further, the language of HEOA, in several places, clearly indicates that colleges must disclose textbook information on their Internet sites "to the maximum extent practicable". This is a clear acknowledgement that various circumstances may arise that make the disclosure of textbook information more complicated than it may seem at first glance, including last minute changes in faculty assignments.

V. **What about cases in which a faculty member is reassigned to a section for which a departmental policy is in place regarding the textbook to be used in the course?**

    A. In such cases, the textbook decision has already been made, and so immediate questions about textbook choice are not relevant.

    B. The AAUP comments: "In a multisection course taught be several faculty members, responsibility is often shared among the instructors for identifying the texts to be assigned to students."[9]

    C. Regarding such multisection courses: "The shared responsibility bespeaks a shared freedom, which trumps the freedom of an individual faculty member to assigning a textbook that he or she alone considers satisfactory. The individual's freedom in other respects, however, remains undiluted."[10]

VI. **What about textbook issues in the case where a change of instructor occurs, for whatever reason, later in the semester?**

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[7] One exception to this is when departments have democratically chosen a particular text to be used in a multisection course taught by multiple instructors. See section V below.

[8] Higher Education Opportunity Act, Public Law (110-315), Section 112, Textbook Information.

[9] "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

[10] "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

A. Such a case will be exceedingly rare, and will be the exception.

B. The longer a course has been running, the more reason there is to continue with the original text. The expectations and rhythms of the course, along with classroom learning environments become established with time.

C. In cases where a textbook has been already introduced for use in real class time, once a course has passed the two-week mark (in a semester length course), it seems appropriate for initially chosen texts to remain in place in the case of mid-semester change of instructor.

VII.   **Challenges/Considerations/Qualifications**

A. Changes in course textbooks can have adverse economic consequences for students.

1. The substituted textbook may be higher priced than the initial text. This includes the possibility that the course was initially advertised as OER or zero-cost text, and the reassigned instructor utilizes a text that is neither.

2. It may be more difficult or impossible for the student to return a text if not purchased from the College of the Canyons Bookstore.

3. Some texts may include software that requires an access code. If a student logs in prior to the text change, they cannot return the initially assigned text with the access code.

4. EOPS vouchers can expire, and if this occurs it would pose an economic challenge for the student.

B. A related concern includes the *unique role of the community college* in the state of California.[11]

1. The California community college (CCC) system was built to democratize higher education, to ensure that all students have equal and equitable opportunities to take full advantage of a quality education. Education outcomes ought to be the result of students' abilities, will and effort, rather than their personal circumstances.

a. Therefore, CCCs function to ameliorate "opportunity gaps."[12]

2. Three concerns may animate the role of a community college in relationship to the academic freedom of an instructor.

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[11] "Academic Freedom and Faculty Authored Textbooks," Committee on Academic Freedom Conditional Report, (2021). Section VII.B is taken directly from this earlier report.

[12] This term refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. (*LSU Libraries: Diversity, Equity, & Inclusion (DEI) Resources*. https://guides.lib.lsu.edu/c.php?g=1052777&p=7644571

a. CCCs emphasize <u>access</u> for students. Access refers to "the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs."[13]

b. CCCs emphasize <u>fairness</u> for students. Fairness refers to the goal of removing obstacles to the full development of talent that stem from economic and social circumstances over which individual students have no control. If students' achievements are more likely to result from their abilities and factors that students themselves can influence, such as their will or effort, educational systems are fairer. Such systems are less fair the more they are conditioned by contextual characteristics or "circumstances" that students cannot influence.[14]

c. CCCs emphasize <u>inclusion</u> for students. Inclusion refers to the objective of ensuring that all students, particularly those from disadvantaged backgrounds or traditionally marginalized groups, have access to high-quality education and reach a baseline level of skills.[15]

C. In light of the above, it is reasonable that faculty who require a different text upon reassignment do their best to minimize potential adverse economic repercussions for students.

D. When faculty are reassigned to a course and they make the decision to utilize a different text, it is understood that students may experience a short delay in obtaining this new text. However, choosing to supplement course materials for a couple of weeks rather than use an entirely unfamiliar text for the entire semester may be preferred by some faculty.

VIII.   Suggestions to Help Mitigate Adverse Consequences for Students

A. Deans should do everything they can to stay on top of enrollment numbers, and when possible, to make reassignments early enough to allow for timely changes in texts if needed.

B. Require all orientation letters (in relevant cases) to include a clear notice that students should not login using their access code until the semester begins and the textbook is finalized.

C. Require the bookstore to work with students in such cases to allow easy returns of textbooks. This should include any edition of a text the bookstore has sold to a student for the semester in view. (It is reported the bookstore does not accept returns of older editions sold to students.)

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[13] Ibid

[14] For example, gender, race or ethnicity, socio-economic status, immigrant background, family structure or place of residence. PISA 2015 Results (Volume I): Excellence and Equity in Education © OECD 2016

[15] Ibid

D. Make sure the bookstore's electronic text ordering apparatus is up and running in order for textbook changes to be enacted quickly and easily. If the change is made at, or before, the beginning of the semester, there should be no problem with EOPS vouchers expiring.

E. Instructors should have multiple copies of the textbook at the reserve desk in the library.

HUMAN RESOURCES OFFICE

Date: March 8, 2022

To: David Andrus
              President, Academic Senate

From: Kendra Dalton
              Senior Human Resources Generalist

Subject: Additional Discipline Assignment for Patricia Foley

Name: Patricia Foley

In addition to her current discipline assignment of Chemistry, Patricia, full-time Chemistry Instructor, has requested to have her qualifications reviewed for the following discipline assignment.
- Engineering

The minimum qualifications for the discipline of Engineering:
- Possession of an unexpired California Community College Instructor Credential in Engineering OR

- ✓ Master's degree in any field of engineering OR

- Bachelor's degree in any of the above AND Master's in mathematics, physics, computer science, chemistry or geology OR

- Bachelor's degree in any field of engineering AND professional engineer's license OR

- Equivalencies: any Master's degree from an accredited institution of higher learning AND completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units

Patricia Foley meets the minimum qualifications with:
- Bachelor's degree in Biological Systems Engineering from University of Nebraska—Lincoln

- Bachelor's degree in Biochemistry from University of Nebraska—Lincoln

- Doctor of Philosophy degree in Chemical Engineering from Cornell University

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Santa Clarita Community College District
COLLEGE OF THE CANYONS

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HUMAN RESOURCES OFFICE

Date: March 8, 2022

To: David Andrus
             President, Academic Senate

From: Kendra Dalton
             Senior Human Resources Generalist

Subject: Discipline Assignment for Sarah Cox

Name: Sarah Cox

Position: Director of Student Resources and Basic Needs

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Master's degree in social work, sociology, education or other related field; AND

- ✓ Two (2) years of full-time experience in an educational institution or experience providing basic needs to students or the community. Experience may include volunteer work that included program management of basic needs operation.

Sarah Cox meets the minimum qualifications with:

- Master's in Social Work from Simmons University

- 16.83 years of full-time experience in an educational institution or experience providing basic needs to students or the community:
    - Regional CalWORKS Clinical Manager & Clinical Supervisor, Quality Improvement Supervisor at Penny Lane
    - Program Coordinator & Intake Coordinator at Children's Bureau

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Santa Clarita Community College District
COLLEGE OF THE CANYONS

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BP 4010   Academic Calendar

Reference:
Education Code Section 70902(b)(12)

The CEO shall, in consultation with the Calendar Committee, which shall include faculty, classified employees, administrative personnel, and students, appropriate groups, (including, but not limited to the Academic Senate, bargaining units, administrative representative from student services and instructional units), develop and submit an academic calendar to the Governing Board.

Approved 06/25/14

Reviewed by Academic Senate XX/XX/2022
Reviewed by Associated Student Government XX/XX/2022
Reviewed by CPC XX/XX/2022

AP 4010   Academic Calendar

Reference:
    Education Code Section 70902(b)(12)

1. The adoption of the academic calendar is an "academic and professional matter," as described in Board Policy 7215, upon which the District and the Academic Senate obligate themselves to mutually consent.

2. An "Academic Calendar Committee" shall prepare proposed academic calendars detailing each "academic year," as defined by Title 5, sec. 55701 et seq., for adoption by the Santa Clarita Community College District ("District") in the manner described herein.

3. The District, an approved "flexible calendar" college, designates ten (10) days of each academic year for professional development activities ("FLEX"). The District's academic calendar shall consist of 175 days, inclusive of instructional days and FLEX days, plus one additional day of service (Opening Day), for a total of 176 days of service.

4. The District's academic calendar shall observe the following statutory holidays on the dates outlined below:

    a. New Year's Day (January 1)
    b. Dr. Martin Luther King, Jr. Day (Third Monday in January)
    c. Lincoln Day (February 12 - See below for further information)
    d. Washington Day (Third Monday in February)
    e. Memorial Day (Last Monday in May)
    f. Juneteenth National Freedom Day (Third Friday in June)
    g. Independence Day (July 4)
    h. Labor Day (First Monday in September)
    i. Veterans Day (November 11 – See below for further information)
    j. Thanksgiving Day (Fourth Thursday in November)
    k. Christmas Day (December 25)

5. The academic calendar shall observe Lincoln Day, Veterans Day, and holidays that fall on weekends as allowed by Education Code section 79020. The District shall, in the absence of necessity or good cause, refrain from exercising its legal discretion over the scheduling of closures in recognition of holidays to require closure more than once a semester or term on the same weekday.

6. The Academic Calendar Committee membership shall consist of representatives of each of the following: the Administration; each recognized bargaining group; the Academic Senate; the Classified Senate; and Associated Student Government, as stated in the Academic Calendar Committee Operating Procedures. Each separately represented group shall appoint

their representatives for a two-year term as stated in the Academic Calendar Committee Operating Procedures.

7. The co-chairs of the Academic Calendar Committee shall convene an initial committee meeting during the first six weeks of each fall semester to consider the timing of the committee's work. The Academic Calendar Committee shall maintain and periodically review Operating Procedures which, at a minimum, describe the committee's voting processes (requiring one vote for each representative) and the process for the scheduling of, and conduct of, committee meetings.

8. In creating an academic calendar, the Academic Calendar Committee shall be guided primarily by concern for the interests of students and learning although other secondary interests, such as the calendars of the William S. Hart Union High School District and other area school districts and other District operations should also be considered to the extent practicable.

9. Starting with the calendars for the 2022-2023 and 2023-2024 academic years and continuing as a matter of course thereafter, the Academic Calendar Committee shall prepare a single proposal for two sequential academic calendars and submit the proposal to the President of the Academic Senate no later than eighteen months (1.5 years) prior to the first day of the first academic year described within that proposal.

10. If the Academic Calendar Committee proposes an academic calendar that substantially deviates from the general pattern of the District's last adopted academic calendar (by, for instance, eliminating an academic term entirely), the committee shall submit such a proposal to the President of the Academic Senate at least thirty months (2.5 years) in advance of the first day of the first academic year described in the proposal. These deadlines recognize the importance of the timely adoption of future academic calendars on orderly college planning and operations.

11. The Academic Senate shall consider the Academic Calendar Committee's timely proposals expeditiously to provide sufficient time for the District's Board of Trustees to subsequently consider, and potentially adopt, the proposed academic calendar as far in advance as feasible.

12. The Academic Calendar Committee may consider proposals brought forth by any committee member, acting as a representative of the member's constituency, to modify a previously-adopted academic calendar only in unusual circumstances and when supported by good cause. The Academic Calendar Committee shall present proposals to modify a previously-adopted academic calendar to the Academic Senate for its consideration as soon as practicable after the good cause, such as applicable legal changes, changes to legal holidays, or declared emergencies, supporting the need for modification became apparent to the committee. The Academic Calendar Committee's proposal for modification to the Academic Senate must be accompanied by a written explanation of the need for the modification. The timing requirements of this procedure shall not apply to proposals to modify a previously-adopted academic calendar.

Reviewed by Academic Senate XX/XX/2022
Reviewed by Associated Student Government XX/XX/2022
Reviewed by CPC XX/XX/2022

Minimum Qualifications and Equivalencies CTE Toolkit

Background

CTE programs face an ongoing struggle to find faculty. The CCC Strong Workforce Program Taskforce Recommendations 13 through 16 directly addressed this issue. Recommendation number 14 states "consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs." (https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program/COB) . Prior to the Strong Workforce Program Taskforce Recommendations, ASCCC delegates passed similar resolutions asking the ASCCC to provide resources, guidelines, and model practices that would result in greater flexibility in determining equivalencies to find and hire applicants with professional experience who may not have a more formal academic background. In response, the ASCCC and the Chancellor's Office jointly developed the CTE Faculty Minimum Qualifications Work Group. The outcome of this work group is the CTE Faculty Minimum Qualifications Toolkit.

What Is The Toolkit?

The CTE Minimum Qualifications Toolkit provides documents, resources, and strategies to more uniformly apply equivalencies with the intent being to create a deep, diverse, and qualified pool of industry expert faculty candidates. According to the toolkit, Title 5 regulations allow colleges to use an equivalency to the associate degree requirement.

Use of the Toolkit at Other Colleges

The CTE Toolkit is already in use at a number of colleges throughout the state including Oxnard College and Chaffey College. Oxnard College has used the toolkit to hire at least three adjunct faculty. At Oxnard, all candidates that apply under an equivalency are reviewed by the District Wide Equivalency Committee (DWEC). All of the materials and documents are provided to the DWEC group, which includes the discipline faculty, to help interpret and align the toolkit information submitted. The hiring process then proceeds based on the DWEC recommendations to HR.

Chaffey Cllege has hired at least one adjunct faculty using the toolkit. At Chaffey College a committee comprised of the CTE Liaison, the department faculty, a peer faculty, and the Dean is assembled to evaluate the candidate's equivalency using the toolkit. Then, the standard hiring process continues based on the recommendations from the committee.

Current Equivalencies

Each discipline determines whether or not an equivalency will be accepted in the hiring process. For CTE disciplines, where the minimum qualifications are any degree plus professional experience defined as any AS Degree and 6 years of professional experience or any BS Degree and 2 years of professional experience, there are currently two equivalency options. The specific options are as follows:

Option 1: The applicant must submit an official transcript documenting successful completion of 60 units of college coursework at an accredited institution of higher learning. The transcript must include 15 units of general education courses as described in *Academic Procedures 7121 Minimum Qualifications and Equivalencies*. Also, the transcript must include 18 units of discipline-specific units for any one discipline-specific major. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

Option 2: The applicant must submit an official transcript documenting successful completion of a minimum of 40 units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units as described in *Academic Procedures 7121 Minimum Qualifications and Equivalencies* and required for the Associate degree and documented and verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

Local Toolkit Application

The MQE Committee in consultation with the CE Committee and CTE faculty, are proposing to add a third equivalency option using the toolkit as follows:

Option 3: The applicant must submit equivalencies that demonstrate they have earned general education skills and competencies through their work or other non-traditional methods. It is the responsibility of the potential faculty applicant to prepare the artifacts/evidence/documentation necessary to demonstrate achievement of 18 semester units of general education outcomes through means other than traditional classroom instruction. (One semester unit is equal to 17 hours of instruction time). The 18 semester units of general education are outlined in the CTE Toolkit. Additionally, the applicant must provide documented and verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies. Credits on a CLEP, IB, or AP exam, credits by exam and credits on a military transcript are acceptable.

The use of this equivalency is still optional and only applies to those disciplines where the minimum qualifications are any degree plus professional experience. Each individual CTE discipline will have the option of using this equivalency or not in the same way that each discipline requiring a Master's degree has the option of accepting an equivalency or not and departments may change their option as needed. (https://www.canyons.edu/_resources/documents/administration/academicsenate/committtees/mqande committee/LISTofMinQualsEquivalenciesforEachDisciplineRequiringaMastersDegreeFall2020.pdf)

The Process

Once the candidate submits the toolkit documentation, an ad hoc review committee comprised of the following will meet to determine if the applicant meets minimum qualifications.

- Department Chair and/or Faculty
- A Dean (School or CTE)
- CTE Liaison
- MQ Committee Rep (faculty member outside CTE)
- HR representative

After each review, the ad hoc committee will compile artifacts and begin to build a crosswalk to streamline the process in the future. The crosswalk can be created from common industry certifications or other documents.

Suggested Toolkit Portfolio Contents

The toolkit recommends the following items be included in the candidate submittal. The documentation/artifacts/evidence provided when the candidate applies would be reviewed by the ad hoc committee.

- **Cover page**
- **Table of contents**
- **Executive summary**
- **Current resume**
- **General education equivalency examples worksheet or similar document**.
- **Documentation/artifacts/evidence**
    - Certificates of completion for training courses, workshops, etc.
    - Industry-recognized credentials
    - Military records
    - Performance evaluations
    - Technical or professional writings
    - Job descriptions
    - Products designed or produced
    - Demonstration of ongoing professional development and continuing education within career field
    - Publication, as author, of relevant materials in the career field
    - Examples of the presentations of training sessions within the career field
    - Membership in professional organizations
    - Membership requirements for certain organizations
    - Licenses/diplomas
    - Transcript
    - Equivalencies (if applicable)
    - Verifications of employment
    - Skills/competencies from employers/supervisors
    - Significant interests outside of work experience, such as community service
- **Equivalency Committee member evaluation response form**

Summary

Using the toolkit is simply another equivalency in the pre-screening of candidates, who once approved, still need to be interviewed and complete the entire hiring process. The toolkit benefits both the college and the students by providing a more robust, qualified, and diverse faculty pool. Additionally, the ad hoc committee is in place to ensure consistency and adherence to academic standards.

COLLEGE OF THE CANYONS
DISTANCE LEARNING ADDENDUM

A. Mode(s) of distance education (DE) delivery (check all that apply):
   - **FULLY ONLINE (FO)**
     o Asynchronous (FOA) - Online
     o Synchronous (FOS) - OnlineLIVE
     o Combination (FOC) - Online + OnlineLIVE
   - **PARTIALLY ONLINE (PO)**
     o Asynchronous (POA) – InPerson + Online
     o Synchronous (POS) – InPerson + OnlineLIVE
   - **FULLY ONLINE WITH ▓▓▓ INPERSON ASSESSMENT –** ▓▓▓▓▓▓
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   - **FULLY ONLINE THROUGH MUTUAL AGREEMENT (FOMA) –** enacted, through mutual agreement, during emergent conditions preventing the continuation of InPerson instruction; applies to those sections/hours scheduled InPerson

B. Title 5 Section 55200: "Distance education" means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:
   (1) The internet;
   (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
   (3) Audio conference; or
   (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.
   The definition of "distance education" does not include correspondence courses.

C. Courses delivered through distance education modalities will use the district's adopted learning management system (LMS) for authentication of students. Courses delivered via distance education will cover the content and learning objectives for the number of student contact hours listed the Course Outline of Record.

D. Courses delivered through distance education modalities will maintain regular and substantive interaction between instructor and students and amongst students. Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion including:
   a. Providing direct instruction;
   b. Discussing or providing feedback on a student's coursework;
   c. Explaining information or responding to questions about the content of a course or competency
   d. Facilitating a group discussion, or other group assignment, regarding the content of a course or competency. A sample discussion prompt for this course is:

   e. Other instructional activities approved by the institution's or program's accrediting agency.
E. Provide at least one example of how student learning will be assessed, or evaluated, in this course:

F. All distance education course materials will be accessible to students with disabilities (Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d). This will include but not be limited to use of properly captioned video, video transcripts, alternative text for images, and formatting of materials consistent with text-reading software. Instructional materials selected to supplement and deliver online instruction shall be vetted for accessibility by the office of Online Instruction.

G. Disclosures regarding technology or application requirements unique to this course will be included in the schedule of classes.

New DLA F21 – Draft 2.7.22
Edited 3.3.22

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

Day, Time and Duration of Academic Senate Meetings (Fall 2022 to Spring 2024)

ISSUE BACKGROUND:

Article III(B)(1)(b) of the Academic Senate Bylaws states the following:

> "The day, time and duration of regular meetings of the Academic
> Senate shall be consistent and agreed upon by a majority of the
> Academic Senate. Such parameters shall be set in the spring semester
> of even years and shall extend for a two-year period commencing in the
> subsequent fall semester."

At present, the Academic Senate is conducting its elections for Senators for the next two-year cycle. It is important to make the determination of the day, time and duration of meetings for the next two years in order for all future members of the Senate to be aware of their service obligations.

ISSUE TO BE DETERMINED:

1. Continue with Thursday meeting days? (The assumption is yes.)
2. Continue with 3:00pm to 4:50pm time and duration?

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS
STANDING POLICY
Faculty Awards

The Academic Senate at College of the Canyons hereby formally establishes the following annual faculty awards:

1. Academic Senate Excellence in Education Award*
2. Academic Senate Diversity Award*
3. Academic Senate Exemplary Program Award*
4. Academic Senate International Education Award
5. Academic Senate Governance Award
6. Academic Senate Collegiality and Campus Citizenship Award

Academic Senate Executive Committee Authority

The award descriptions, criteria and application guidelines shall be established and approved by the Academic Senate in appendices to this policy. The awards are to be administered and determined solely by the Executive Committee of the Academic Senate on behalf of the Academic Senate. The Executive Committee will publicly report out to the Academic Senate and the campus community its annual determination of award recipients. The Executive Committee shall follow all established award guidelines and rubrics when making its recipient determinations. The Executive Committee shall have the authority to organize its deliberative process in the manner it prescribes. All COC award recipient determinations shall require majority votes from a quorum of the Executive Committee. All awards shall be administered and determined annually during the spring semester of the academic year.

ASCCC Equivalent Awards

Those awards having an asterisk next to their titles are awards modeled after the ASCCC annual statewide awards. The recipients of those three designated awards shall be forwarded for consideration by the ASCCC of the statewide equivalent award in the subsequent fall/winter semester. If there are multiple COC recipients of any of the equivalent awards, the Executive Committee will convene to determine which award recipient to forward for statewide consideration. Further limitations might apply. Additional information will be included in the individual award descriptions and information sheet. Any determination by the Executive Committee regarding which nominee will be forwarded for statewide award consideration shall require a majority vote from a quorum of the Executive Committee. The Executive Committee will report out to the Academic Senate any such determinations. If any of the statewide award criteria or information changes at any time, the COC equivalent award shall be amended to reflect such changes. Those recipients forwarded for statewide consideration might be required to complete further nominating documentation per ASCCC guidelines.