



## Follow-Up Report 2014

*To*

Accrediting Commission for Community and Junior  
Colleges Western Association of Schools and Colleges

*Submitted by*

**Cañada College**

4200 Farm Hill Boulevard  
Redwood City, California  
94061

Approved by

the San Mateo County Community College District Board of Trustees  
October 8, 2014

## **Follow-Up Report 2014 – Certification Page**

To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Lawrence Buckley, President  
Cañada College  
4200 Farm Hill Boulevard  
Redwood City, CA 94061

Date: October 1, 2014

This Follow-Up Report 2014 is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirements in connection with its action to reaffirm the institution's accreditation status. We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of Cañada College.

**Signed:**

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Karen Schwarz, President, Board of Trustees

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Ron Galatolo, Chancellor

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Dr. Lawrence Buckley, College President

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Douglas Hirzel, President, Academic Senate

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Debbie Joy, President, Classified Senate

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Javier Santos, President, Associated Students of Cañada College

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Dr. Chialin Hsieh, Accreditation Liaison Officer/Dean of Planning,  
Research and Institutional Effectiveness

## Table of Contents

<b>Follow-Up Report 2014 – Certification Page .....</b>	<b>1</b>
<b>1. Report Preparation .....</b>	<b>3</b>
<b>2. Response to the Commission Action Letter.....</b>	<b>5</b>
College Recommendation #2.....	5
<i>Specific Actions &amp; Evidence to Fully Address Recommendation #2 .....</i>	<i>5</i>
<i>Conclusion .....</i>	<i>8</i>
<b>3. Appendices.....</b>	<b>9</b>
Policy: Ongoing Review of Prerequisites, Corequisites, Advisories and .....	9
Course Outlines of Record Procedure .....	9
Cañada College Follow-Up Report 2014 Timeline .....	11
Curriculum Committee Meeting Minutes .....	12
Academic Senate Governing Council .....	17
Comprehensive Program Review Template .....	21
Curriculum Committee Handbook Excerpts .....	22

## 1. Report Preparation

This report was prepared with input from a large number of individuals on campus. The specific recommendation – which dealt with outdated course outlines of record – primarily impacted the instructional area and the Faculty, Curriculum Committee, Academic Senate, Instructional Deans and Vice President, Instruction, all played key roles in preparing the documents referenced in this report. The following outlines the process used to prepare, review and revise the Follow-up Report.

In November 2013, immediately following the Site Visit, Cañada College staff and faculty began activities to address the Team's recommendation #2 concerning outdated course outlines. The College community felt a need to have the issues with the process for updating the course outlines of record addressed immediately, and prior to the review by the Commission at their meeting in January 2014, and this was accomplished.

At the January Commission meeting, the Cañada College President presented a report on how the campus had made all of the changes necessary to address Recommendation #2, which included:

- *reviewing its system for identifying course outlines of record that are out of date*
- *improving and implementing a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained.*

All of the changes needed to address this recommendation were completed by December 2013.

In response to the Commission's official letter received on February 7, 2014, the College began its preparations for its Follow-Up Report 2014. In order to prepare a response, a college wide conversation was conducted on campus in March 2014 about the recommendations. It was noted that all of the work had been completed and, in addition, all of the Course Outlines of Record were up-to-date as required by the new process adopted in November 2013.

To create the Follow-Up Report, a timeline was established by the Accreditation Liaison Officer (ALO). The Accreditation Steering Committee provided overall direction for the process which included broad participation from constituent groups, including participatory governance committees, faculty, staff, and students.

The Accreditation Steering Committee met and reviewed the draft Follow-Up Report 2014 in May 2014 and provided feedback. After the report was reviewed, the ALO's office sent it to the President's Cabinet, the Accreditation Steering Committee, and President's Council for their review and feedback.

In August 2014, the draft of the Follow-Up Report 2014 was emailed to the College community via the *Olive Hill Press* (Communication from the President) and was posted on the College

website for comment. During the week of September 8<sup>th</sup>, 2014, the revised Follow-Up Report 2014 was sent to members of the Academic Senate, the Classified Senate, the Associated Students of Cañada College, the Planning and Budgeting Council, Instructional Planning Council, Student Services Planning Council, and Administrative Planning Council for final review.

On September 17, 2014, an electronic link to the final version of the Follow-Up Report 2014 was sent by email to the Planning and Budgeting Council for approval and the members unanimously approved the report at their September 17, 2014, meeting.

Lastly, the Follow-Up Report 2014 was submitted to the Board of Trustees on September 23, 2014, for review prior to the formal presentation at the October 8, 2014, Board of Trustees meeting. At this meeting, the Board of Trustees approved the Follow-Up Report 2014.

The final Follow-Up Report 2014 was submitted to the Commission on October 9, 2014.

Groups involved in the Review of the Report:

- Accreditation Steering Committee
- Planning and Budgeting Council
- Academic Senate
- Classified Senate
- Associated Students of Cañada College
- Instructional Planning Council
- Student Services Planning Council
- Administrative Planning Council
- President's Council
- San Mateo County Community College District Board of Trustees

## 2. Response to the Commission Action Letter

The February 7, 2014 Action Letter from the Commission stated:

“The Commission took action to reaffirm accreditation with the requirement that the College complete a Follow-up Report that must be submitted by October 15, 2014. The Report will be followed by a visit of Commission representatives.” The Action Letter stated that Cañada College was deficient in meeting Accreditation Standard II.A.2.e. and that the deficiency must be fully resolved by October 2015. This deficiency is included in the College Recommendation #2:

### College Recommendation #2

*In order to meet the Standard, the College must review its system for identifying course outlines of record that are out of date to improve and implement a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained. (2.A.2.e)*

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### Specific Actions & Evidence to Fully Address Recommendation #2

As indicated earlier, this recommendation was addressed fully prior to the January 2014 Commission meeting. The following outlines the actions taken to address issues related to Course Outlines of Record (COR) curriculum process and currency as noted in Commission’s Action Letter, Recommendation #2.

The information provided is in a timeline format. As indicated below, the campus community began work on this issue in early fall 2013. And, they have accepted this recommendation wholeheartedly and made changes to strengthen the Course Outline of Record (COR) process to address the required corrections prior to the January Commission meeting.

#### PRIOR TO THE ARRIVAL OF THE TEAM: SEPTEMBER 2013

In early September 2013, prior to the arrival of the Accrediting Team in October, the new Vice President of Instruction<sup>1</sup> reviewed the status of the course outlines of record as part of the orientation process for his new position. After his review, he noted, similar to the team’s finding<sup>2</sup>, there were CORs which were out-of-date. The VPI met with the Instructional Deans on September 9, 2013 to discuss the need to assure currency. Subsequent to this meeting, the Deans immediately began communicating with faculty members of the need for all courses to be current.

Early in September (after his review), he also communicated with the College President regarding his concern, including the need for additional resources (funding) to assist faculty

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<sup>1</sup> The new Vice President, Instruction, Dr. Gregory Anderson, began on July 2, 2013.

<sup>2</sup> A similar finding was noted by the team on page 37 of the *External Evaluation Report* where “several CORs were out-of-date and exceeded the College’s stated six-year cycle (e.g. Paralegal)”.

leadership in reviewing and strengthening the curriculum review process. This funding was approved by the President and provided support for another faculty member to assist the Curriculum Chair in the revision of the process and review of the CORs.<sup>3</sup>

Information about outdated CORs was shared with the Curriculum Committee at their September 27, 2013 meeting, and they too were concerned about the currency of the curriculum and the processes used to make certain CORs are regularly reviewed and revised. At that time, the VPI discussed with the Curriculum Committee the process by which CORs are regularly reviewed and how that process ensures the review is completed in a timely manner. The group discussed methods for communicating effectively with faculty about updating CORs<sup>4</sup>.

#### EXIT INTERVIEW: OCTOBER 2013

At the exit interview on October 24, 2013, the Team Chair identified the need to develop a means of ensuring CORs are current. She recommended that action be taken to ensure “curriculum currency is maintained.” While this was a meaningful recommendation, the Curriculum Committee and the Academic Senate were already working to revise the process to assure that COR changes were addressed.

#### COR PROCESS REVISION: OCTOBER/NOVEMBER 2013

In late October and early November 2013, faculty leadership engaged in a series of discussions to complete the revisions that had been underway for almost two months. The draft of this revised policy: *Ongoing Review of Prerequisites, Co-requisites, Advisories, and Course Outlines of Record* was first reviewed by the Curriculum Committee on November 8., 2013<sup>5</sup> The Curriculum Committee provided revisions at this meeting and the revised draft was circulated to the faculty as part of the attachments for the November 14, 2013 Academic Senate meeting<sup>6</sup>. The Senate made comments on the draft document and provided those to the Curriculum Committee. The final document was approved by the Curriculum Committee on November 22, 2013<sup>7</sup> and endorsed by the Academic Senate on December 12, 2013.

This document more clearly defined the timeframe for reviewing CORs (two years for CTE courses and five years for non-CTE courses) and described the sanctions for not completing the review and revision within that timeframe (classifying courses as inactive and not including them in the class schedule).

#### ALL CORs UP-TO-DATE: JANUARY 2014

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<sup>3</sup> An email was sent to the College President requesting resources as well as to the Academic Senate President requesting assistance of an additional faculty member to assist the Curriculum Committee (page 12)

<sup>4</sup> Cañada College Curriculum Committee Minutes – September 27, 2013:  
<https://sharepoint.smccd.edu/SiteDirectory/canccurriculum/Minutes/Forms/AllItems.aspx?RootFolder=%2fSiteDirectory%2fcanccurriculum%2fMinutes%2f13%2d14&FolderCTID=&View=%7bA8125750%2dED89%2d4EDD%2dB865%2dC11A61A209E2%7d>

<sup>5</sup> Ibid

<sup>6</sup> <http://www.canadacollege.edu/academicsenate/meetings.php>

<sup>7</sup> The revised policy is included in the Evidence Section of this report.

Once the new process was adopted in late fall, all of the faculty who had CORs that needed updating were contacted and a timeline for correction was identified. All of the CORs that needed review and revision were completed and submitted to the Curriculum Committee at the December and January meetings. As of the end of January 2014, all CORs are up-to-date according to the new process.

The College has, since the time of the Team visit, revised its existing system for identifying course outlines of record that more fully ensures regular review and secures curriculum currency.

***“Review of the System [Process] for Identifying Course Outlines of Record that are Out-of-Date”***

The College has reviewed the process for identifying course outlines of record that are out-of-date. The revised process adopted by the Curriculum Committee will be included as a revision to the *Curriculum Committee Handbook*. The revised process approved on November 22, 2013 is included on pages 9-10. The following is an excerpt which outlines the process to be used to *identify CORs that are out of date*:

*Each January the Office of Instruction will generate a list of all CTE courses that have reached their two-year review cycle and a separate list of all other courses that have reached their five-year review cycle. These lists will be distributed to all faculty, the Curriculum Committee, Division Deans, and posted online no later than the third week of the spring semester.*

*Faculty will have one calendar year to update all courses that will remain active. For example, in January 2014, a list of courses will be generated that must be updated for inclusion in the 2015- 2016 catalog.*

***“Implementation of a Curriculum Process to Ensure Timely Review and Currency”***

In order to assure that CORs are regularly reviewed, the Curriculum Committee identified strategies for addressing those which are not reviewed within the two-year (CTE courses) or five-year (non-CTE courses) cycles. The following excerpt from the revised process provides *assurance of timely review and currency*:

*In accordance with Title 5 and C-ID, the Office of Instruction will generate a list of any courses that have failed to meet the required review deadline. The Curriculum Committee will bank (classify as inactive) and remove from the schedule of classes and catalog those courses until such a time as the COR is updated and approved. The Committee will provide a list of all affected courses to the Academic Senate Governing Council.*

Working closely with faculty and division deans throughout the months of November 2013, December 2013 and January 2014, the Curriculum Committee has ensured compliance of all



Course Outlines of Record with this new policy as of the adjournment of its January 24, 2014 meeting. Additional policies are in development for ongoing implementation of this policy, as well as future automation of the notification process.

## **Conclusion**

The College has met the directive of the Team's recommendation outlined in the External Evaluation Report by making changes in the following processes:

1. Comprehensive Year Program Review – now CORs reviewed every five years,
2. Curriculum Committee Handbook – revised to address CORs more specifically, and
3. Revised Course Outline of Record Review process adopted by the Curriculum Committee.

We believe no additional action is necessary to further review our system or implement additional processes.

### 3. Appendices

#### Policy: Ongoing Review of Prerequisites, Corequisites, Advisories and Course Outlines of Record Procedure

**December 2013**

Whereas, Title 5, §55003 states that “at least **once each six years** all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed **every two years**. These processes shall also provide for the periodic review of advisories on recommended preparation.”

Whereas, the University of California’s *Policy on Course Transferability, Directions for Revising the UC Transferable Course Agreements and Special Regulations for Courses in Specific Subject Areas* states that for UC transferable course agreements, “Outlines should be current (not more than seven years old).” The CSU system also demands currency of course outlines in order to articulate the courses.

Whereas, the C---ID (Course Identification Numbering System) requires that course outlines submitted for C---ID designation be **no more than five years** old. Outlines that have not been reviewed within five years therefore cannot be assigned a C---ID designator.

Resolved, the Academic Senate of Cañada College requires a routine review and updating of Course Outlines of Record for CTE courses every two years and for all other courses at least once every five years. During the routine review of the required and recommended preparation, a department should:

1. Determine whether prerequisites, corequisites, and/or advisory courses are still appropriate
2. Check to see if the content of any preparatory courses has changed
3. Add or delete prerequisite, corequisite, and/or advisory courses, as necessary
4. Make any other revisions in the course, such as changes to current textbooks
5. Submit the revised Course Outline of Record for approval

***Failure to update the Course Outline of Record within five years for non---CTE courses, and within two years for CTE courses, will result in the course being banked (classified as inactive) by the Curriculum Committee and removed from the schedule of classes and the college catalog as detailed in the following procedure.***

## **Procedure**

Each January the Office of Instruction will generate a list of all CTE courses that have reached their two--- year review cycle and a separate list of all other courses that have reached their five---year review cycle. These lists will be distributed to all faculty, the Curriculum Committee, Division Deans, and posted online no later than the third week of the spring semester.

Faculty will have one calendar year to update all courses that will remain active. For example, in January 2014, a list of courses will be generated that must be updated for inclusion in the 2015---2016 catalog.

Departments will identify a faculty member with discipline expertise to be responsible for reviewing and updating the affected Course Outlines of Record.

If there are no discipline experts with the appropriate FSA at the college, an expert from the other two district colleges will be sought to consult with local faculty from related disciplines in updating the COR. In the event that no discipline experts are available within the district, the division Dean may seek experts from other colleges or the private sector subject to the approval of the college's Academic Senate Governing Council.

CORs must be updated and approved by the Curriculum Committee before the deadline for inclusion in the next fall schedule of classes.

In accordance with Title 5 and C---ID, the Office of Instruction will generate a list of any courses that have failed to meet the required review deadline. The Curriculum Committee will bank (classify as inactive) and remove from the schedule of classes and catalog those courses until such a time as the COR is updated and approved. The Committee will provide a list of all affected courses to the Academic Senate Governing Council.

In extenuating circumstances, the Curriculum Committee may recommend a one---year extension for updating a COR, during which time the course will continue to be listed in the schedule of classes and catalog. The extension is subject to approval from the Academic Senate Governing Council and Vice President of Instruction.

## Cañada College Follow-Up Report 2014 Timeline

**November/December 2013:** Curriculum Committee and Academic Senate develop, review and approve the new Course Outline of Records Process

**December 2013/January 2014:** All faculty with outdated course outlines of record revise them and submit to the Curriculum Committee

**January 2014:** All CORs are up-to-date

**February 7, 2014:** College receives letter from the Commission

**May 2014:** The Accreditation Steering Committee meet and review the draft Follow-Up Report 2014 and provide feedback.

**June and July 2014:** President's Cabinet and President's Council review the draft.

**August 2014:** Draft Follow-Up Report sent to the College via the Olive Hill Press and posted on the Accreditation Website

The week of **September 1<sup>st</sup> through September 17<sup>th</sup>:** PBC, IPC, SSPC, APC, Academic Senate, Classified Senate, and Student Senate.

- September 3, 2014: PBC (1<sup>st</sup> and 3<sup>rd</sup> Wednesdays)
- September 3, 2014: APC
- September 4, 2014: Academic Senate (2<sup>nd</sup> and 4<sup>th</sup> Thursdays)
- September 5, 2014: IPC (1<sup>st</sup> and 3<sup>rd</sup> Fridays)
- September 10, 2014: SSPC (2<sup>nd</sup> and 4<sup>th</sup> Wednesdays)
- September 15, 2014: Classified Senate
- September 11, 2014: Student Senate

**September 17, 2014:** The Final Follow-Up Report for PBC approval

**September 23, 2014:** The Final Follow-Up Report for BOT review

**October 8, 2014:** The Final Follow-Up Report for BOT approval

**October 9, 2014:** submit to ACCJC

**November 2014:** ACCJC visit

## Curriculum Committee Meeting Minutes



### CURRICULUM COMMITTEE MEETING MINUTES OF

**Tuesday, November 22, 2013  
9:30 am – 11:30 am, Building 2, Room 10**

**Members Present:** Alicia Aguirre, Lorraine Barrales-Ramirez, Danielle Behonick, Kurt Devlin, Robert Lee, Rafael Rivera, Paul Roscelli, Javier Santos (ASCC), Eli Smith (ASCC), Soraya Sohrabi, Janet Stringer, Diana Tedone, José Peña (Ex-Officio), Gregory Anderson (Ex-Officio).

**Members Absent:** Maria Lara, Katie Schertle.

**Guests:** Linda Hayes, Denise Erickson, David Johnson, Dave Meckler, Paul Naas, Lezlee Ware.

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#### 1) Approval of Agenda – Approved

#### 2) Articulation report

Articulation Officer, Janet Stringer, reported the status of C-ID as submitted by our college.

#### 3) MODIFICATION OF COURSES

- **PLSC 130 Introduction to International Relations**

Presented by Lezlee Ware

Modified catalog course description, FROM 16 TBA hours to 0 TBA hours, FROM Grade option or P/NP TO Letter grade only, SLO, course objectives, representative methods of evaluation, course content, lab content, representative texts, writing, reading, and other outside assignments, distanced education. – **Approved**

- **PLSC 150 Introduction to Political Theory**

Presented by Lezlee Ware

Modified catalog course description, FROM 16 TBA hours to 0 TBA hours, FROM

Grade option or P/NP TO Letter grade only, SLO, course objectives, honors content, honors addendum, recommended preparation, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, degree/certificate applicability for AA-T/AS-T AA/AS degree, writing and reading assignments, distance education. - **Approved**

- **PLSC 170 Introduction to Comparative Politics**

Presented by Lezlee Ware

Modified catalog course description, FROM 16 TBA hours to 0 TBA hours, FROM Grade option or P/NP TO Letter grade only, SLO, course objectives, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, degree/certificate applicability, writing, reading, and other outside assignments, distance education. - **Approved**

- **PLSC 210 American Politics**

Presented by Lezlee Ware

Modified catalog and schedule course descriptions, FROM 16 TBA hours to 0 TBA hours, FROM Grade option or P/NP TO Letter grade only, SLO, course objectives, recommended preparation, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, writing, reading, and other outside assignments, distance education. – **Approved**

#### **4) DELETION OF COURSES**

- **BUS. 395 Getting Started in Business the Green Sustainable Way**

Presented by Paul Roscelli

This one-unit course has been incorporated into a three-unit course, BUS 393 (Starting and Growing a Sustainable Business) and needs to be deleted. - **Approved**

- **BUS. 396 Developing a Business Plan Incorporating Sustainable Practices**

Presented by Paul Roscelli

This one-unit course has been incorporated into a three-unit course, BUS 393 (Starting and Growing a Sustainable Business) and needs to be deleted. - **Approved**

- **BUS. 397 Developing Tools to Create a Marketing Plan**

Presented by Paul Roscelli

This one-unit course has been incorporated into a three-unit course, BUS 393 (Starting and Growing a Sustainable Business) and needs to be deleted. - **Approved**

#### **5) ADDITION OF COURSES**

- **ART 114 The Art History of Paris**

Presented by Denise Erikson

This course will be a core requirement of the upcoming Art History Certificate and for transfer. Catalog course description: A cultural and historic survey of the art and architecture of Paris: the Gallo-Roman settlement, Medieval Paris, the Renaissance and Baroque periods, revolutionary and Napoleonic Paris, the Second Empire and the Fin-de-Siècle, and modern Paris. This course includes a discussion of the historic figures, the social and political movements, and the artists who shaped the art history of the city. Emphasis is on architecture, painting, sculpture, and museum collections. - **Approved**

## **6) MODIFICATION OF ASSOCIATE DEGREES AND/OR CERTIFICATE**

- **Political Science (AA Degree)**  
Presented by Lezlee Ware  
Deleted PLSC 130, 150, 170 and added 120 to list of required core course (3 units), deleted PLSC 200, 210, ANTH 110, HIST 100/101, HIST 202, PHIL 300 and added PLSC 130, 150, 170 200, COMM 110, ECON 100, GEOG 110, PLSC 310, SOCI 141 to list of selectives (15 units). - **Approved**
- **Entrepreneurship and Small Business Management (AS Degree)**  
Presented by Paul Roscelli  
Deleted BUS 395, 396, and 397 to core courses (21 units) and added BUS 393. – **Approved**
- **Entrepreneurship and Small Business Management (Certificate of Achievement)**  
Presented by Paul Roscelli  
Deleted BUS 395, 396, and 397 to core courses (21 units) and added BUS 393. – **Approved**

## **7) DELETION OF ASSOCIATE DEGREES AND/OR CERTIFICATE**

- **Political Science With Emphasis in Pre-Law (AA Degree)**  
Presented by Lezlee Ware  
Deleted due to addition of the AA-T in Political Science. - **Approved**
- **Political Science With Emphasis in Pre-Law With Transfer Status (AA Degree)**  
Presented by Lezlee Ware  
Deleted due to addition of the AA-T in Political Science. - **Approved**
- **Political Science With Emphasis in Public Administration And Service (AA Degree)**  
Presented by Lezlee Ware  
Deleted due to addition of the AA-T in Political Science. - **Approved**
- **Political Science With Emphasis in Public Administration And Service With Transfer Status (AA Degree)**  
Presented by Lezlee Ware

Deleted due to addition of the AA-T in Political Science. – **Approved**

## 8) **ADDITION OF ASSOCIATE DEGREES FOR TRANSFER**

- **Political Science For Transfer** (AA–T Degree for Transfer)

Presented by Lezlee Ware

To create a clear pathway for Political Science students to complete an AA-T in Political Science that is aligned with this TMC to adequately be prepared for transfer to and major in Political Science at a CSU or UC. 60 total units: 3 units required core course (PLSC 210), 9-10 units from List A, min 6 units for List B 34-39 units of CSU GE or 37 units IGETC for CSU Pattern. - **Approved**

## 9) **All Divisions – Inactivation of Courses and Modification of affected Programs**

The following courses were presented and APPROVED for deleted/banked together due to being outdated, and therefore removed from the catalog effective Fall 2014.

The programs affected by the inactivation of these courses are listed at the bottom of this memo.

BUS. 399 Small Business Development Center Training	Deleted
CHEM 112 Chemistry in Action	Banked
CRER 140 Peer Counseling	Deleted
CRER 410 College and Career Awareness	Deleted
CRER 650 Special Interest Discussion Groups	Deleted
DRAM 101 History of Theatre	Deleted
DRAM 208 Acting Practicum I (Acting laboratory)	Deleted
DRAM 209 Acting Practicum II (Acting laboratory)	Deleted
DRAM 210 Acting Practicum III (Acting laboratory)	Deleted
DRAM 212 Stage Voice	Deleted
LCTR 110 Teaching/Tutoring Practicum	Banked
LIBR 120 Information Competency	Banked
LIT. 152 Introduction to Shakespeare II	Banked
LIT. 251 Women in Literature	Banked
MART 365 Photographic Retouching and Restoration	Deleted
MART 410 3D Spatial Visualization	Deleted
MUS. 461 Instrumental Ensemble I	Deleted
MUS. 462 Instrumental Ensemble II	Deleted
MUS. 463 Instrumental Ensemble III	Deleted
MUS. 464 Instrumental Ensemble IV	Deleted
MUS. 490 Peninsula Cantare I	Deleted
P.E. 305 Theory of Basketball	Deleted
P.E. 306 Theory of Coaching Soccer	Deleted



PSYC 201 Child Development	Banked
RADT 475 Specialized Techniques: Principles of Computed Tomography	Banked
SPAN 196 Spanish Language Laboratory	Deleted
SPAN 801 Conversational Spanish I	Deleted
SPAN 802 Conversational Spanish II	Deleted
SPAN 803 Conversational Spanish III	Deleted
SPAN 804 Conversational Spanish IV	Deleted

**PROGRAMS AFFECTED AND THEREFORE BEING MODIFIED:**

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COMMUNITY HEALTH WORKER (Certificate of Achievement)	Modified
INTERDISCIPLINARY STUDIES WITH EMPHASIS IN ARTS & HUM. (AA Degree)	Modified
PSYCHOLOGY (AA Degree)	Modified
PSYCHOLOGY for Transfer (AA-T Associate in Arts Degree for Transfer)	Modified
THEATRE ARTS (AA Degree)	Modified

## **10) Course Outline of Record Policy**

**Committee discussed changes to the draft COR policy. Paul Naas will look at the overall look of the document. Once all changes/additions are made to the document, it will brought for action then submitted to Academic Senate for final approval.**

## **11) Announcements**

- **Handbook**

Paul Roscelli shared that the new handbook will clarify three questions: the flow process (VPI, Chair, Technical Review) of the course/programs, the number of people in a meeting to approve a course/program modification, delete specific date on the document to avoid having to modify the handbook each year, and to integrate CurricuNET into the policy. Recommendation included one representative from each division instead of two, one single vote with a maximum of two.

It is the goal of the subcommittee that in February, the new handbook will be ready to presented to the Curriculum Committee and reviewed for approval.

Discussion about division representation was also discussed.

## **12) Adjournment**

The meeting adjourned at 10:35 am

## Academic Senate Governing Council

### Academic Senate Governing Council – 2013-2014

**Meeting Minutes for Thursday, December 12, 2013**

**Room: CIETL (9-154)**

**2:10 to 4:00 p.m.**

**Academic Senate Governing Council Members in Attendance:** Doug Hirzel, Anne Nicholls, Sandra Mendez, Denise Erickson, Alicia Aguirre, Leonor Cabrera, Lorraine Barrales-Ramirez, David Meckler, Ana Miladinova, Hyla Lacefield

**Academic Senate Members in Attendance:** Yolanda Valenzuela, Lisa Palmer, Salumeh Eslamieh, Jeanne Gross, Patty Hall, Jenny Castello, Heather Ott, David Clay

**Guests in Attendance:** VPI Anderson, Dean Hsieh, Dean Stringer, President Buckley, Dean Hayes, Dean Lopez, Kay O'Neil, Lucy Carter

**1. Call to Order:** 2:18PM

**2. Introductions:** None.

**3. Adoption of Agenda:** Moved/seconded/approved unanimously.

**4. Approval of Minutes 11/14/13:** Moved/seconded/approved unanimously.

#### **5. Questions/comments on non-agenda items:**

Basic Skills Committee – Plan to designate a “Majors day” each semester for Basic Skills students to become aware of the opportunities available at Cañada and beyond.

Letter of Inquiry from the Dreamers Task Force – New screen on the CCC apply application now requires that students have a SSN. If students do not have one they have to use ITN. This issue was brought to the attention of the administration. IRS, state law, and Kathy Blackwood have been working on a response to the situation. Request to place this item as an agenda item for future meeting.

#### **6.1 District Committees – Key topics from District Academic Senate are listed below:**

The AFT will hold a district-wide vote to ratify appendix G “faculty evaluation” sometime in spring semester. If ratified, the new process and documents will be in effect by Fall 2014.

AB86 – The purpose of AB86 is to provide grant funds to regional consortium to create and implement plans to better serve the educational needs of adults. Senate is interested in following up on this bill and to learn more about our district’s role.

Study abroad program – The program is now housed at Skyline College. Gary Fleener and Sarah Perkins are the contacts at Skyline. Patty Hall and Paul Stegner are contacts at Cañada.

STOT – Goal is to increase faculty interest in STOT. The District is moving to WebAccess 2.0. The deadline for doing so is January 8th. Various workshops are taking place to facilitate this transition. Please contact Jane Rice to sign up for a workshop.

Proposal for F/W grade – A proposal is being developed to consider adopting a new FW grade. For financial aid accountability, the colleges must distinguish between a student who fails a course because they stopped attending but did not withdraw, from one that tries to complete the

DASGC is looking to advertise professional development activities district-wide so that faculty can attend regardless of their assigned campus. They are also looking at a new proposal for funding sabbaticals.

**6.2 Curriculum** – Reviewing over 77 courses; in January over 100 courses will be reviewed. A breakfast meeting will be held to recognize the wonderful faculty members who take an active role to serve on the committee. The curriculum handbook and by laws are being review and should be ready by the end of the semester. ASGC would like to commend the outstanding work done by the members of the Curriculum Committee, faculty, staff and management.

**6.3 Prof. Personnel** – Received two outstanding long term proposals from Carol Rhodes and Jessica Einhorn 4 units of release time each. Deadline Deadlines for Fall semester is March 1. Faculty are encouraged to continue to apply for both long and short term proposals. Additional details can be found at <http://www.canadacollege.edu/professionaldevelopment/faculty.php>

**6.4 Division Reports –**

**Humanities** – No report

**Business/Workforce** – No report

**Science** – No report

**Counseling** – As a result of the Student Success Initiative faculty/staff are looking at Modules for online and face to face students. The SARS record keeping system is streamlined to accurately capture the services being provided to students for MIS purposes.

**Kinesiology** – Dean Position and Coordinator Position are being discussed.

**7.1: Annual Program Plan Survey**

<http://tinyurl.com/AnnualProgramPlan>

Flex day in January will provide departments with an opportunity to work on their Annual Program Plans and to submit feedback via the survey.

**Reassigned Time Presentation**

Defined:

Reassigned time, or “release time”, is time getting paid for doing non-instructional work.

3 units = 0.2 FTE = 7.5 hours/week

Reassigned time is given for several reasons: (a) by Aft contract – AFT, ASGC, Curriculum reps;

(b) by regulation – some CTE coordinators and MESA director; (c) Other – special programs/projects, CIETL, SLOAC, program coordination; or (d) by “buying out” through use of grant funding or banked time.

Amount of reassigned time at Cañada:

There are currently 26 full time instructional faculty members (42% of all FT faculty) that have partially reassigned time out of the classroom. That is, they may spend, for example, only 80% of their time on instruction. Some of this reassigned time is contractual and/or mandated, other for special projects (e.g. accreditation or PETF), and much of the rest is for coordination time.

Taken together, all of this reassigned time is the equivalent of 6.7 FT-FTEF (FT-full time equivalent faculty). In case you are wondering, this level of reassigned time is slightly less than that at our sister colleges. The net result for Cañada is approximately 55 FT-FTEF in the classroom.

Goal: Create a transparent process for allocating reassigned time and ensure accountability

Proposal: To include requests for reassigned time in the annual program plan

Possible questions for the APP: “Does your program need its reassigned time to continue at current levels? Explain. Are there ways to mitigate the loss/reduction of this reassigned time? Does your program need new/additional reassigned time? Explain. How will you mitigate the loss of fulltime instructional faculty?

from those in attendance:

- Moving forward it is a good idea to place the request in the program review.
- Who will receive and prioritize these requests?

## **.2 Adoption of Distance Ed. Checklist**

Successful online teaching requires following a number of state and federal policies regarding student contact and attendance that are different for online classes compared to face-to-face classes. The following documents list the rules and requirements for online instruction.

<http://www.canadacollege.edu/academicsenate/1314/faculty%20checklist.pdf>

Motion to: approve the recommendations of the Distance Ed. Checklist.

Moved/seconded/approved unanimously.

## **7.3 Endorse COR Review Policy**

[http://www.canadacollege.edu/academicsenate/1314/COR\\_Policy\\_Approved\\_112213.pdf](http://www.canadacollege.edu/academicsenate/1314/COR_Policy_Approved_112213.pdf)

Motion to: endorse COR Review Policy. Moved/Seconded/approved unanimously.

## **7.4 Prioritization of New Faculty Position Proposals**

The Academic Senate Governing Council reviewed and discussed the five proposed new faculty positions and made a recommendation for prioritizing the hiring proposals based on the rules listed below.

### **Discussion Points:**

**English 1 & English 2** – Need to increase student contact = more fulltime faculty; FT faculty ratio to adjunct very low 38%. Have been requesting new hire for 8 years; two positions are necessary to make up for lost faculty and fill program review request.

**Math** – Growing demands, high loads, more collaboration and projects; FT/PT ratio not Acceptable

**Kinesiology/Coach** – Is it reasonable to have expertise in both fields?-YES. Growing enrollment and demand on the student side. If we want growth, we need another hire. Kinesiology is an exploding area of our economy. Goal is to expand the current curriculum of the department.

**Workforce Development** – Will this set precedent? 40% teaching = FT tenure track? Do we have enough demand for courses at this time? Counts toward faculty member, yet 40% teaching?

**Voting on New Positions - Rules:**

1. Only voting members of the ASGC may submit a ballot.
2. You can only vote for as many or as few positions as you feel are justified.
3. Place the name of the position in the table above according to your assigned priority.
4. Each position can only receive one priority.
5. Only one position can be assigned to each priority.
6. Any narrative comments/explanation can be included in the space below.

Ten ASGC members voted and the results are listed below: 5=highest priority, 1=lowest priority,

Narrative comments submitted on ballots:

- ESL should move forward with an ESL replacement hire (i.e., Linda Haley's position).
- The College should consider funding workforce development as a non-faculty position

The ASGC thus recommends that hiring proposals be given the following priority:

**Priority Position Points**

**1st English 1 39**

**2nd Math 37**

**3rd Kinesiology/Coach 34**

**4th Workforce 18**

**5th English 2 14**

**7.5 Resource Allocation Model: Faculty factors** – postponed for future meeting

**8.1 CIETL-** No report

**8.2 PBC** – No report

**9. Adjourn:** 4:00PM

**Next meeting:** January 23, 2014

## Comprehensive Program Review Template

## **Curriculum Committee Handbook Excerpts**