1) Curriculum, including establishing prerequisites and placing courses within disciplines.
   - Non-credit - Where does it fit? Who's in charge?
   - Viable pathways - who decides course offerings and sequences?
   - Curricunet
   - Communication loop for changes
   - Lack of course structure and scheduling for disciplines that lack a full-time faculty
   - Integration of CAP classes
   - Consideration of CAP courses (pre requisites)
   - Creating a 2-yr, well thought out, student-centered schedule of courses.

2) Degree and certificate requirements
   - Non Credit certificates – where do they fit? Who determines this?
   - Changes must be made in curricunet before being given to students – communication loop. Info update
   - Integration of CAP (Acceleration) courses
   - AAT and AA Degrees. Different standards. Impacts enrollments. Where does this discussion occur
   - Course caps – reviewing revising.

3) Grading Policies
   - Clear, consistent, known
   - Grading policy for deceased students

4) Educational Program Development
   - “clean” process and “accountability” for administrators
   - Universal communication/discussion
   - Collaborate with local H.S. and 4YR for new pathways and programs.
   - Canvas Workshops for students
   - Integration of CAP (acceleration)

5) Standards/Policies Regarding Student Preparation and Success
   - Placement testing and CAP (common assessment)
   - 508 standards for all classes – accessibility for all (not just online)
   - Appropriate materials in classrooms
   - Policy on Ed plans and impacts on enrollments
   - Working computer/music equipment/ white board space
   - Continued support of SI’s
   - Min quals for Academic Support activities
   - Safety Standards for Classrooms
   - Web Presence
   - Universal Communication
   - Consider adding day, evening, weekend
   - Student Services – need to offer these in the evening and weekends.
6) **District and College governance structures, as related to faculty roles.**
- Equipment and construction need faculty input
- Enrollment: faculty involvement in cancelled classes for low enrollment scheduling
- FT/PT ratio
- Replacing sabbatical and interim deans with FT faculty, etc.
- Web presence
- Review of chair and coordinator duties

7) **Faculty roles and involvement in accreditation processes, including self-study and annual reports**
- Flex time/ pay for annual reports
- Compensation for single faculty responsible for PPR plans
- Get-it-done day in Spring service
- Some programs have multiple accreditations
- Accreditation is an everyday occurrence, not every four years

8) **Policies for faculty professional development activities**
- Clarification of non-instructional use of flex and it’s process
- Voice/policy to develop agendas for trainings
- Conference attendance approved/funded
- What is exact policy for part-time faculty compensation?
- Policy for FMLA leave and its effect on required PD/flex hours
- How calendar for flex is designed
- PD associated w/adult and transitional students
- Earlier notice of activities

9) **Processes for Program Review**
- No feedback/organizational loop
- Add drop down resource menu for costs
- Flow chart of complete process
- Simpler format
- Compensation for PPR

10) **Processes for Institutional Planning**
- PTA program
- KSC – no feedback communication

11) **Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.**
- HR not helpful
- FMLA policy affects students
- Policy integrating 508 standards for all courses including face-to-face
- Built in units for step advancements