



# College of the Canyons Academic Senate

May 25, 2017 3:00 p.m. to 4:50 p.m. BONH 330

## A. Routine Matters

1. Call to order
2. Public Comment

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

3. Approval of the Agenda
4. Approval of the Consent Calendar

Academic Senate Summary, May 11, 2017 (pg. 2)	Curriculum Committee Summary, May 18, 2017 (pg. 11)
Academic Senate Executive Committee Summary, May 11, 2017 (pg. 12)	CASL Committee Summary, May 10, 2017 (pg. 13)
Discipline Assignment for Samuel Bolanos (pg. 14)	Professional Development DRAFT Fall 2017 Flex Calendar (pg. 16)

## B. Reports

1. Diane Fiero, EEO Committee Report (pg. 20)
2. Dr. Pete Getz, AOC Update

## C. Action Items

1. AP 4023 Academic Departments (pg. 39)
2. Modifications to Program Review  
<https://www.canyons.edu/Offices/AcademicSenate/Documents/Program%20Review%20Slides%20with%20Notes%200518%202017.pdf>
3. New Department: Construction Technologies (pg. 43)
4. Department Chair Construction Technologies, Eric Arnold
5. BP/AP 4230 Grading and Academic Record Symbols (pg. 47)
6. Emeriti Status for:
  - Bradley Reynolds
  - Julie Visner
  - Diane Stewart
  - Audrey Green
  - Dorothy Minarsch
  - Ann Lowe
  - Robert Brode
  - Kim Gurnee
  - Connie Tripp
  - Diane Baker

7. AP 7121 Minimum Qualifications and Equivalencies (pg. 53)
8. Revisions to Online Teacher Qualifications (pg. 64)
9. Adjunct Discipline Lists
  - a. Additional faculty for Fall 2016 (pg. 67)
  - b. Winter 2017 (pg. 74)
  - c. Spring 2017 (pg. 74)

**D. Discussion Items**

1. Curriculum Committee Procedures, Lisa Hooper (pg. 79)
2. CASL Procedures, Kelly Burke (pg. 86)
3. Syllabus Addendum, Ann Lowe (pg. 89)
4. Program Review Operating Procedures, Jason Burgdorfer (pg.92 )
5. Ad Hoc Committee Update - OEI Rubrics, Anne Marenco

**E. Unfinished Business**

1. Climate Survey (Lisa Hooper, Rebecca Eikey and Wendy Brill-Wynkoop)
2. Consideration of Armed Presence on Campus (ongoing)

**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. Program Viability Standing Procedures
2. Archiving or Deletion Courses

**G. In Committee**

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact Michael Dermody if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330.

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
BP 3105 Establishment Approval or Review	AP 7120 Recruitment and Selection
Revision of Policies	BP 5055 Enrollment Priorities
Credit by Exam, BP 4235 – Phase 2	Student Discipline (multiple policies)

**H. Announcements**

- Thank you to all the Senators
- ASCCC Faculty Leadership Institute June 14 – 17, 2017, Sacramento
- ASCCC Curriculum Institute July 12 – 15, Riverside
- Academic Senate Retreat, August 24, 2017, 3:00 p.m. to 4:30 p.m. BONH 330
- September 7<sup>th</sup> Curriculum Meeting 3:00 p.m. BONH 330
- September 14<sup>th</sup> Senate Meeting 3:00 p.m. BONH 330

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

## Academic Senate Summary for May 11, 2017

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd <i>Proxy</i> <i>Michael Dermody</i>	X
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Chelley Maple	X
Policy Review Chair	Michael Dermody	X	At Large Senator	David Martinez <i>Proxy</i> <i>Kelly Burke</i>	X
AT Senator	Regina Blasberg <i>Proxy</i> <i>Lee Hilliard</i>	X	At Large Senator	Deanna Riveira	A
MSHP Senators	Mary Bates	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop <i>Proxy</i> <i>Dave Brill</i>	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Kimberly Bonfiglio	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Mercedes McDonald	X
			Adjunct Senator	Noemi Beck-Wegner	X

Non-voting Members	
Dr. Buckley	A
Lita Wangen	X
Aaron Silverman	X
Dr. Wilding	A
ASG Rep	A

Guests	
Brian Weston	Aivee Ortega
Cindy Stephens	James Glapa Grossklag
Ji-Yi Cheng Levine	

### A. Routine Matters

1. Call to order: 3:05 p.m.
2. Public Comment: None
3. Approval of the Agenda: Motion to approve the agenda Michael Dermody, seconded by Erin Barnthouse. Unanimous. Approved

4. Approval of the consent calendar: Samuel Bolanos Discipline Memo was pulled because additional education not stated in discipline assignments. Motion to approve Michael Dermody, seconded by Mary Bates. Unanimous. Approved

## **B. Reports**

1. Academic Senate President, Rebecca Eikey

### **President's Report**

**Academic Senate Executive Committee** met 4/13/17 (Lisa Hooper, Cindy Stephens, Teresa Ciardi, Miriam Golbert, Aivee Ortega, Jason Burgdorfer, David Andrus, Kelly Burke, Wendy Brill) – topics discussed:

1. Noncredit PRT Visit and Noncredit curriculum
2. CTE Committee formation
3. Formation of a new Noncredit Committee – consensus was yes
4. Committee membership – Faculty PD still needs a student representative as does COC Global; **ACTION:** send a list of committees that students can serve on to the committee chairs

**Doing What Matters Meeting 4/19/17** (Audrey Green, Jerry Buckley, Harriett Happell, Denee Pescarmona, Regina Blasberg)- discussion was on use of Regional Funds

Regional funding (one-time use) will be used to develop a Cybersecurity program. COC will host the 1-year temporary faculty position. That person will be responsible for developing the curriculum for use in the South Coast Central Region. The curriculum will be aligned for use throughout the region and will work with the regional DSN.

Other brainstorming ideas were generated for Regional funding – such as virtualization in CTE (would be useful in Welding and Construction).

Regional funding is being used to support CTE Liaison (who goes to regional events), marketing, and professional development.

### **ASCCC Spring 2017 Plenary – notes**

A very big thank you to Dr. Van Hook for purchasing a table for the ASCCC Foundation Spring Fling for the faculty who were attending the Plenary!

I am the Area C representative on the ASCCC Resolutions Committee – so Plenary is a working time for the committee. Final Resolutions posted here: <http://asccc.org/events/2017-04-20-150000-2017-04-22-230000/2017-spring-plenary-session>

Resolutions that passed by Acclamation

- 3.01 S17 Support for Marginalized Students
- 3.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status
- 5.01 S17 Sustainable Funding for Inmate Education Programs
- 7.04 S17 Accessing Data on LGBT-Identified Students from the CCC Apply
- 13.01 S17 Support for Federal Funding of Arts and Humanities Programs
- 17.02 S17 Adequate Support and a Designed Point Person for Formerly Incarcerated Students

17.01 S17 Academic Senate Involvement in and Sign-off on Grants and Initiative Plans – COC authors!

### **April 20, 2017 General Session – Curriculum Review Update with Chancellor's Office**

North Far North Project (NFNP)– CTE – happened in fall 2016 – issues were identified that were both local and state in nature. 5C Committee work discussed.

At the State Chancellor's Office – changed the SACC to 5C and updated the membership to include more faculty (8) and 4 CIOs, a curriculum specialist, Vice Chancellor of Academic Affairs, Dean of Academic Affairs, Liaisons from ACCE and CTE deans – meet monthly.

Discoveries in 5C and NFNP

- Lack of training for new curriculum chairs

- Turnover of CIOs – average tenure is 3 years across the state
- Lack of curriculum specialists or lack of training
- Variations in timelines (first readings, second readings, frequency of meetings)
- Variations in submission to the BOT – “March is Math month”
- Overall length of approval doesn’t allow for flexibility for meeting industry demands

Curriculum – three phases

1. Local Development and Approval
2. Chancellor’s Office
3. External Process – veterans for example

Curriculum Workgroup – looked at these three issues – purpose to examine processes and determine if there could be ways to improve. Workgroup composed of CEO, CIO, ASCCC, Chancellors Office, 5C (1 curriculum specialist)

Volume of curriculum at State Chancellor’s Office is very large – especially at particular times of the year – there are only 13 FT for that office. They developed a White Paper – will be released soon. Ways to increase curriculum approval – starting with credit courses, then credit programs, then ADTS and then noncredit.

1. Certificate form now
2. BOT should be approving curriculum every month

**Break-out Session - The Power of the Pen: Local Resolutions and How to Use Them**

*I co-presented with members of the ASCCC Resolutions Committee*

Examples of how local senates have used resolutions to affect change/action.

**Second General Session - Panel Discussion: Creating Spaces for Student Support and Engagement**

1. RISE Program – Jennifer Kattman, Sierra College – Pathways/FYE program – tailored to Sierra College – student intervention teams (student success teams) – goal to have them join Honors Society and RISE pays the fees for Honors Society – specific criteria – First Gen students and first time students (meeting certain ethnic/minority groups). <https://www.sierracollege.edu/student-services/support-programs/rise.php>
2. LGBTQIA+ - Steven Deineh, Mira Costa College  
<http://www.miracosta.edu/student-services/lgbtqia/index.html> <http://www.ccclgbt.org/>

Chancellor’s Office (CO) has been collecting this data from CCCApply since 2013 but has not released to the colleges despite Ed Code and ASCCC Resolution; Ed Code request a designated Point of Contact of LGT students and employees and request assessment of quality of life for LGBT students and employees.

<http://codes.findlaw.com/ca/education-code/edc-sect-66271-2.html>

- Mira Costa College have LGBT in Equity Plan in 2014, 2015-16
- Mira Costa College have 3 LGBTQIA+ Student Scholarship Endowments
- Rainbow graduation stoles at Graduation
- Safe Space Training
- New Library database subscriptions – LGBGT Life with Full Text and GenderWatch
- Completed Campus Pride Index Re-signed single user restrooms
- Included professional development workshops with cultural competency
- Letters to students/employees supporting gender rights –
- IDEA – have an LGBTQIA+ Resource Center/Pride Center – this is an equity issue
- TO DO – HR is adding gender identity and sexual orientation – voluntary – CSUN does this
- TO DO LGBT studies program and Learning Community –cohort
- TO DO Have student specialist in this area

**Break-Out Session** – Effective Practices for Educational Program Development, AB 1985 & ASCSU QRTF – Randy Beach, Ginni May

1. Paper on Effective Practices for Educational Program Development (Spring 2016)

The paper focuses more on development of program rather than evaluating programs.

Why was the resolution calling for this paper developed? Due to Task Force on Workforce, Job Creation & Strong Economy had several recommendations related to program development.

The paper is delayed because more conversation is needed, such as discussion around Guided Pathways.

Statewide service application – can request to be involved in Ed Policies Committee – and can get involved in this paper. Paper can be developed electronically; two in person meetings; phone meetings once a month.

2. Advanced Placement Exam GE Credit Policy – AB 1985

- GE AP Credit Policy – does NOT apply to courses to meet major requirements.
- CCC **must post this policy** on their website
- IF colleges does not have a course similar to the AP, then the college shall award credit for the indicated GE Area shown on the CCC GE AP List; if there is no GE Area that fits the AP, then the college may award elective credit.
- This policy does not address course-to-course awarding of AP credit as that is a local decision.  
[http://extranet.cccco.edu/Portals/1/AA/Credit/2017/AA17-20\\_AP\\_Credit\\_Policy\\_Final.pdf](http://extranet.cccco.edu/Portals/1/AA/Credit/2017/AA17-20_AP_Credit_Policy_Final.pdf)

3. Academic Senate Cal State University Quantitative Reasoning Taskforce report

A Resolution was passed fall 2016 on this report. Took picture of the slides (“in a nutshell”) – issues with meeting requirements in Title 5 for all transfer level math courses must have a prerequisite of Intermediate Algebra for CSU and UCs.

<http://www.asccc.org/sites/default/files/V.%20G.%20QRTF%20Final%20Report%2008-01-2016.pdf>

Survey sent out – response – majority of the Recommendations (I-IV) were supported by the respondents.

Friday, April 21, 2017

**Update on Statewide Issues**

1. Accreditation – ACCJC got 18-month recognition from NACIQI (<https://sites.ed.gov/naciqi/> )
2. Budget - \$150M Guided Pathways; \$20M Innovation; \$5.4M Apprenticeships, EOPS, DSPS, Calworks, Childcare Tax; \$6M Integrated Library System; \$10 M to purchase Canvas
3. Curriculum – streamlining efforts and regional workshops; PCAH 6<sup>th</sup> edition coming soon;
4. Faculty Diversity & Hiring – reimagining the hiring process; Professional development around faculty hiring and cultural competence
5. Legislative Trends – supporting undocumented students, improved access and affordability; AB 705 & AB 847(resolutions to oppose); AB 637 – Equity plans (ASCCC interest in making sure all student populations, such as LGBT+, are included)
6. MQ & Equivalency – MQ Credit Apprenticeships – hearings scheduled for May 4 (north) and TBD (south)
7. Noncredit Summit – May 4-5 – sold out!
8. Strong Workforce Program – ASCCC survey in SWP development – to determine level of local involvement of faculty; asking for local senate sign-off on plans moving forward; CTE MQ workgroup; Year 2 and the 17% funding metrics being decided
9. Transfer – TMC in environmental science, hospitality & hotel management; law; social work; UC Transfer Pathways (UCTP) is looking at creating pilot with Chemistry and Physics
10. PD College – recommend to administrators to take to learn about our curriculum and senate processes; ASCCC has developed a Participatory Governance Model; 5 modules on Curriculum; underdevelopment modules on inmate education and new faculty orientation

**Break-Out Session** – Continuing the Conversation: Using Disaggregated SLO Data to Improve Teaching and Learning, Craig Rutan & Randy Beach

1. Standard I.B.6
  - a. considered an “emerging standard” by ACCJC

- b. no sanctions yet related to this standard
  - c. if a college identifies this standard in a Quality Focus Essay, then they must address
  - d. other standards that deal with outcomes and performances (Std I.B.5, I.C.3, 2.A.3, 2.A.14, 2.A.9) should have disaggregation of data considered as part of the self-study.
2. Recommendations
- a. colleges should identify key questions about instruction that they have yet to answer no gathered data on via other means.
  - b. Do not have to focus on course level for disaggregation – recommend program or institutional level.
  - c. Doesn't have to be the same set of population of students for SLO data and achievement data, but could be.
  - d. Consider this standard as Action Research aimed at innovation and improvement.
3. Observations
- a. Colleges have only started to conduct research related to this standard
  - b. Colleges have defined sub-populations in a variety of ways and have focused on local purposes
  - c. Have found that institutional priorities have guided course outcomes, this is opposite of the commission's intent
  - d. Most colleges have focused on EQUITY
4. How should we disaggregate?
- a. Section Attributes – some examples
    - i. Online vs face-to-face vs hybrid
    - ii. On campus vs off-campus location
    - iii. Evening vs day
    - iv. Learning Community/Cohorts vs not
    - v. Accelerated courses vs not
  - b. Student Attributes – some examples
    - i. Declared vs non-declared majors
    - ii. Working vs non-working
    - iii. Dual enrollment vs not
  - c. Student Populations – similar to populations in Equity, 3SP, BSI plans
    - i. Age group
    - ii. Ethnicity
5. Questions to consider?
- a. Student privacy? Protecting faculty identity?
- How much data is needed to draw meaningful conclusions?

## 2. Academic Senate VP, Jason Burgdorfer

Academic Senate Spring Plenary April 20<sup>th</sup> -22<sup>nd</sup>, 2017 San Mateo, CA

This was my first visit to either a spring or fall plenary conference of the Academic Senate for California Community Colleges. During the conference on Thursday and Friday I attended five breakout sessions covering the following topics:

1. Plenary Session 101: I'm New and Now What
2. Educational Program Development, AB 1985, and the QRTF: What are they, what has been done, and what's next?
3. Minimum Qualifications: AN Update from the CTE Minimum Qualifications Task Force
4. The Disciplines List – What Works and What Could Be Improved
5. Dual Enrollment – Where are we now?

Also on Friday I attended the Area C meeting where we discussed and amended resolutions that were to be voted on at the general session next day. During lunch on Friday the keynote speaker gave an excellent presentation on the demographic momentum that is changing the country and how California is demographically a generation ahead of the rest of the country.

On Saturday, I stayed to observe the voting on resolutions and on candidate running for statewide Academic Senate Offices. Of note, all of the resolutions introduced were passed and our Rebeca Eikley was elected to be one of the two Area C representatives on the Academic Senate Executive Committee.

### 3. Program Review/eLumen Update Jason Burgdorfer

The committee has been working on revising the Program Review Process. We had been considering moving to eLumen to try and integrate Curriculum and SLO's so that Program Review is in the same place. That is not looking like a good option right now because of functionality of the budget module in eLumen. The Budget is very limited in eLumen. So instead we are going to modify our existing online program review system. We have come up with a list of changes which is quite extensive. Some key points:

- Embed the forms that you fill out separately (like Academic Staffing, Perkins, etc)
- Add some enrollment management prompts so that it links directly to Tableau where you can see at center times of the day how your classes are doing.
- Add some comment boxes both for the Peer Process. You will be able to share your Program Review with another faculty to get feedback on before sending it off to your Dean.
- Also there will be a required comment box for any budget items you request and are labeled 9999. What is 9999? 9999 means the requested budget item is not going to be approved.
- We also are adding market labor data, other data visualization, other possible funding sources.

If you would like to see the detailed list of changes send Jason an email and he will forward them to you. These changes won't start in fall 2017. You will use the same system so it will probably be the following fall semester where these changes will be in place. It takes time to do the programming. This will come back for a vote for the next meeting.

### 4. Plenary Report: Regina Blasberg: N/A

### 5. Plenary Report: Kimberly Bonfiglio

Kimberly highlighted on some of the breakout sessions that she attended and two that really appealed to her.

LGBTQIA+—Steven Deineh, from Mira-Costa, spoke about their LGBTQIA+ program. They really go out of their way to create an environment that is welcoming and validating to this community. ¶

¶ They have an official LGBTQIA+ contact person on campus and listed in their catalog. They regularly assess quality of life for student and faculty. They embrace LGBTQIA+ as a group that is deserving of attention re: their equity plan and have incorporated this population into all discussions re: equity. They're advocating at the state level to have LGBTQIA+ language added to policies re: equity. They've created a brochure re: LGBTQIA+ related campus resources. Their library subscribes to ProQuest: Gender Watch and EBSCO: LGBT Life with full text. They have LGBTQIA+ scholarships. At graduation they offer rainbow stoles for faculty and students. Faculty have signage that they can put on office door to demonstrate supportive space. They've designated single-user ¶

restrooms on their campus maps. There's a space dedicated to LGBTQIA+ pride which includes a resource center and they host campus pride events as well as professional development re: LGBTQIA+ issues. They've got an "Out at Mira-Costa" employee page for faculty [www.ccclgbt.org](http://www.ccclgbt.org) and <http://www.miracosta.edu/student-services/lgbtqia/safespace.html> ¶

Using Disaggregated SLO Data to Improve Teaching and Learning—Most SLO data is driven by compliance vs inquisitiveness. ¶

Disaggregating data can be a good tool to assess student learning and see if two groups are different re: outcomes. Faculty are encouraged to disaggregate based on factors not related to simple demographics: F2F vs on-line, compressed vs full-term classes, # of hours worked/wk, FT vs PT students, evening vs daytime classes, main campus vs CCC, declared vs non-declared status. Data is not meant to evaluate faculty but student learning and guide pedagogy. ACCJC is looking to see that this is happening. ¶

## C. Action

1. WICHE Passport: Motion to approve Philip Marcellin, seconded by Mary Bates. One abstained Lisa Hooper. Unanimous. Approved
2. COC CCIE Grant Proposal and CCIE 2017 institutional Grants: Motion to approve Mary Bates, seconded by Erin Barnthouse. Unanimous. Approved



3. Part Time Faculty MQE: Motion to approve Mary Bates, seconded by Kimberly Bonfiglio. Unanimous. Approved.

#### **D. Discussion**

1. AP 4023 Academic Departments, Rebecca Eikey

This AP has been revised a couple of times in 2013 and 2016. This past year has really been a new year for the Program Viability Committee. The AP establishes the charge and purview of the Program Viability in regards to Academic Departments prior to that the Academic Senate would create an Ad Hoc committee for dealing with Academic Departments. We are getting a better sense of how the Program Viability Committee is operating and what our functions and purpose are; and how we are distinguishing ourselves from Curriculum Committee. Our discussion had been focusing on creation of new programs this year. However, there are times when a department may simply want to split. Rebecca feels the AP approved in 2016 is too strict and hinders the progress for both Senate and Curriculum. Rebecca is proposing the new language to more accurately document the work that is done within the Program Viability Committee. The Program Viability Committee should be the one to present the recommendations related to Academic Departments to the Senate and allow the Senate the flexibility to decide if they need to have multiple readings or not and not say we must strictly have two readings before the Senate can take Action. A question was asked if this AP would be going to Policy Review Committee. Rebecca did not have this go through the Policy Review Committee because it is a Procedure that applies only to the Academic Senate is not a Board Policy. It is an internal procedure that helps to define the work of a standing Academic Senate subcommittee. Rebecca explained that they had new proposals come forward related to Academic Departments. There was a name change and that cannot happen unless the Academic Senate has the two reads before taking action. So a name change would not happen this semester. The Construction Technologies Program came to Program Viability in June of 2016 and the committee has reviewed the proposal at least six times in full committee, in addition to reviews conducted in Technical Review and other times. The Construction Technologies Program is a very comprehensive change to some of the existing programs we have and in creating these new programs, the need for a new department is warranted. This new department would not be able to be created this semester and the department chair could not get the necessary reassigned time for next year because of the way we have the AP written in terms of the number of reviews required by the Senate before Action. The AP also is repetitive in the number of places where an Implementation Plan is identified. There are proposed changes to move that language to one section of the AP. Rebecca felt we have a sense of urgency to modify the AP to more accurately reflect the work of the Program Viability Committee and to allow for the creation of a new department to be in place for fall. Jason asked if we could add a seventh category under Categories/Types of New Department, "Proposals that transfer programs between departments." The modification will be made and the AP will come back as an Action item.

2. AP 7121 Minimum Qualifications and Equivalencies, Aivee Ortega

Aivee spoke on the changes that have come about for AP 7121. When the Academic Senate approved the conditional equivalencies last semester that document was updated. Aivee attended a regional meeting this semester and they were told to pull the procedures that documents the Minimum Qualifications and Equivalencies. Also Aivee discovered that HR, Academic Affairs, and the BOT websites have these procedures however these website do not have the most recent changes the Academic Senate has made with regards to removing the conditional equivalency. She asked these inaccurate documents be removed. At the same time, this was the opportunity to reconsider where the information on Minimum Qualifications and Equivalencies be located. The committee decided that there should only be one document that has this information and it should be AP 7121. In updating AP 7121 the committee asked: "are we doing minimum equivalencies correctly" What do we need to do to update the procedures?" There were some

minor changes to the layout so that it reads better. After page 3 there are more changes on several items. Her goal is remove other procedures related to MQ&E and link everything to AP 7121 because that should be the most accurate and true document. She went over the changes the committee made and explained why the committee made them. They made sure there is consistency throughout the document. The document also defines the work and scope of the MQ&E Committee and serves to function as that committee's charge/charter. This will come back to the Senate for Action.

3. Revisions to the Online Teacher Qualifications, Brian Weston, Ed Tech Committee

One component that was added was a three-year renewal cycle. They are working on the technology baseline component/module. On the FAQ there is a change that came through Ed Tech. Number eight "If I'm brand-new to the College, and I've taken training elsewhere, do I need to take this training?

~~Yes.~~ Participating in the College's training is highly encouraged ensures that you are to become aware of the practices and policies in place here; however, subject to review by your department chair and the Director of Distance Learning, equivalencies can be requested."

Anything that in red is the new language. This concern was brought up by faculty so Ed Tech took a long at it. They believe this new language allows for Department Chairs to work with the Director of DE on a case-by-case basis to establish equivalencies as needed for new faculty who have online teaching experience. Even if the new faculty qualify under an equivalency, they will need to update their Online Teacher Qualifications per the three-year requirement. This will come back to Senate as Action

4. AB 798 Textbook Affordability Act OER, Erin Barnthouse

Erin reviewed the current activity that are happening with AB 798 funding.

## AB 798 Update

### Current Activities

#### Adoptions

- 212 OER sections for spring 2017, representing approximately 12% of for-credit offerings.
- Classes using OER in lieu of a textbook are double what it was a year ago.

#### Staff

- Hourly staff who assist faculty with OER are being supported by AB 798.
- Support staff conduct the initial search for OER, will copyedit, remix, format, and add images to OER for faculty.
- Support staff allow the faculty to be the subject matter expert and focus on the content rather than the logistics.

#### Faculty Inquiry Groups (FIGS)

- Math
- English
- Counseling (2 FIGS)
- Early Childhood Education
- The goal of the FIGS are to support faculty inquiry, not force adoption of OER.

## Activities That Will Be Supported

### Reading Apprenticeship

- Training to promote close reading and composition skills for non-English faculty.
- Training designed around reading in a new medium with a focus on digital reading.

### Conferences

- OpenEd-Anaheim
- Largest North American event on OER
- AB 798 funds will support 3 or 4 faculty to represent College of the Canyons.

### 5. IEIP Indicators, Preeta Saxena and Catherine Parker

The IEIP Indicators is coming to Senate for a second read. It has gone to CPT and then back to (IE)<sup>2</sup> Committee and then to BOT for approval. They were very minor changes made. There were not many questions on the indicators themselves, however there was short discussion with some questions related to disaggregation of SLO data and connecting the disaggregation of SLO data to performance indicators. Further discussion on the disaggregation of SLO data is needed. If faculty want to work with Institutional Research office on disaggregation of SLO data, they should follow up with that office.

### **E. Unfinished Business**

1. Climate Survey (Lisa Hooper, Rebecca Eikey and Wendy Brill-Wynkoop)
2. Consideration of Armed Presence on Campus (ongoing)
3. Adjunct Faculty Discipline List Spring (HR)

### **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. Program Viability Standing Procedures
2. CASL Committee Charter
3. Curriculum Committee Procedures
4. Archiving of Deletion Courses

### **G. In Committee**

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact Michael Dermody if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330.

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
BP3105 Establishment Approval or Review Revision of Policies	AP 7120 Recruitment and Selection
	BP 5055 Enrollment Priorities
Credit by Exam, BP 4235 – Phase 2	Drone Policy
Grades BP 5900	Student Discipline (multiple policies)
BP 5030 Fees	

### **H. Announcements**

- COC Guided Pathways Retreat, May 19<sup>th</sup>, from 10:00 am to 1:00 pm with Dr. Rob Johnstone, member of the CA Guided Pathways Project Advisory Committee and Found of the National Center for Inquiry & Improvements RSVP Audrey Green by Monday, May 15<sup>th</sup>
- Deliberative Dialogue Campus Culture and safety, May 24<sup>th</sup>, 2:00pm. to 4:00 pm, RSVP by May 19<sup>th</sup> [CivicEngagement@canyons.edu](mailto:CivicEngagement@canyons.edu)
- ASCCC Faculty Leadership Institute June 14 – 17, 2017, Sacramento
- ASCCC Curriculum Institute July 12 – 15, Riverside
- Academic Senate Retreat, August 24, 2017, 3:00 p.m. to 4:30 p.m. BONH 330

### **I. Adjournment:** 4:30 p.m.

## CURRICULUM COMMITTEE SUMMARY

May 18<sup>th</sup>, 2017 → → → 3:00 pm -- 5:00 pm → → → Lisa Hooper's House

### Curriculum Committee Members

**Members Present:** Patrick Backes -- Curriculum & Articulation Coordinator (Non-voting); Mary Bates -- Mathematics, Science and Health Professions; Erin Barnhouse -- Learning Resources; David Brill -- Visual and Performing Arts; Tricia George -- Humanities; Audrey Green -- Administrative Co-Chair; Lisa Hooper -- Faculty Co-Chair; Julie Jacobson -- Enrollment Services; Susan Ling -- At-large member; Anne Marenco -- Social and Behavioral Sciences; Saburo Matsumoto -- At-large member; Rebekah Villafana -- Adjunct Representative; Lori Young -- Business

**Members Absent:** Steve Erwin -- Admissions and Records (Non-voting); Rhonda Hyatt -- Kinesiology, Physical Education & Athletics; Cindy Stephens -- At-large member

### NEW PROGRAM PROPOSALS -- FINAL READ

--The following new programs were reviewed through a technical review session and will now will be reviewed by the curriculum committee. The authors are not required to attend this meeting to represent this new program proposal.

Program	Degree/Certificate	Description of Action	Author	Effective
Network Engineer	Certificate of Specialization	17.5 required units, new Program SLO. Approved as probationary program through program viability in September 2016.	L. Hilliardo	Fall 2017
System Administrator	Certificate of Specialization	14 required units, new Program SLO. Approved as probationary program through program viability in September 2016.	L. Hilliardo	Fall 2017
Web Development	A.S. Degree	35 required units, new Program SLO. Approved as probationary program through program viability in September 2016.	A. Strozer	TBD
Web Development	Certificate of Achievement	25 required units, new Program SLO. Approved as probationary program through program viability in September 2016.	A. Strozer	TBD
Web Publishing and Design	A.S. Degree	36.5 required units, new Program SLO. Approved as probationary program through program viability in September 2016.	A. Strozer	TBD
Web Publishing and Design	Certificate of Achievement	26.5 required units, new Program SLO. Approved as probationary program through program viability in September 2016.	A. Strozer	TBD



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

Subject & Number	Title	Description of Action	Author	Effective
CAWT-076	Introduction to WordPress	Changed to Degree Applicable course as a result of being added to the Web Development and Web Publishing & Design A.S. Degrees and Certificates	A Strozer	Fall 2017
HLHSCI-100	Health Education	Added Hybrid option to existing DLA	L Hooper	Fall 2017
PARLGL-180	Estate Planning	Revising description to "Focuses on the preparation of wills, trusts, and administration after death procedures, and analyzes life insurance, annuities, tax issues and administration after death."	L Young	Fall 2017
SURV-103	Advanced Applications in Surveying-I	Added DLA	R Blasberg	Fall 2017
SURV-104	Advanced Applications in Surveying-II	Added DLA	R Blasberg	Fall 2017
SURV-105	Boundary Control and Legal Principles-I	Added DLA	R Blasberg	Fall 2017



**MODIFIED COURSES--CONSENT CALENDAR**  
 The following modified course was reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. This course will not be reviewed during this committee meeting, and the author of the following course is not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
HLHSCI-151	Emergency Medical Technician-I	Revised description, objectives & content, updated textbooks.	P Haley	Fall 2017



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

Subject & Number	Title	Type of Delivery	Author
SURV-103	Advanced Applications in Surveying-I	Online/Hybrid	R Blasberg
SURV-104	Advanced Applications in Surveying-II	Online/Hybrid	R Blasberg
SURV-105	Boundary Control and Legal Principles-I	Online/Hybrid	R Blasberg



Motion to approve the New Programs and Consent Calendar on the 05/18/2017 Curriculum Committee Agenda; Motion by Audrey Green, second by David Brill. All in favor: Unanimous.



New Courses--Includes ISA's	-0-	Modified Non-Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	6	New DLA's	3	Deleted Courses	-0-
Modified Courses	-0-	New SLO's	6	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Sessions	7
New Non-Credit Courses	-0-	New Prerequisites	-0-	Proposals Returned from Technical Review Sessions	-0-



## Academic Senate Executive Committee Summary, 5/11/17

Present: Rebecca Eikey, Jason Burgdorfer, Kelly Burke, Wendy Brill, Kimberly Bonfiglio, Claudia Acosta, David Andrus, Michael Sherry, Aivee Ortega, Miriam Golbert

1. Discussed developing a process for a Vote of No Confidence  
**Proposed Process for Vote of No Confidence**

- A resolution must be used to initiate the process. The resolution must provide the rationale for the need of a Vote of No Confidence. Approval of the resolution by the Academic Senate must be done by 2/3 majority of the full Academic Senate.
- Multiple Town-Hall style meetings will be held at various times to allow for the majority of the faculty an opportunity to voice their opinions and concerns. The Town Hall meetings will not have a quorum of the voting members of the Academic Senate.
- The Academic Senate must approve voting dates and voting procedures (including the method for counting/certification of the votes) for the Vote No Confidence.
- A Vote of No Confidence is declared by a two-third majority of the Full-time Faculty.
- The Vote of No Confidence results will be published widely, including contacting state-wide organizations.

**Recommendation** to discuss this proposed Vote of No Confidence process in full Academic Senate for fall 2017.

2. Discussed events the Senate should endorse each academic year. The events would be endorsed and promoted with help of the Academic Senate. These include events that the Senate has previously endorsed such as Scholarly Presentation and Oktoberfest, but other events such as Deliberative Dialog and Honors Student Showcase could be included.

**Recommendation** to identify academic events that could be endorsed by the Academic Senate in fall 2017 for the 2017-18 academic year and to continue to do at the start of each academic year.

### **CASL meeting, 5.10.17, Summary for Academic Senate**

1. The Committee members engaged in hands on access to their eLumen profiles with Melissa from eLumen. The session focused on considerations regarding the following:
  - Current and future processes connected to curriculum mapping and how those processes will fit in eLumen
  - Who will be updating curriculum mapping
  - How eLumen Reflection Templates fit in with the current processes of Analysis of Assessment and Action Plan on Assessment
  - Who would develop, implement the reflection templates for COC Course SLO assessments
  - Reviewing previous work on setting up assessment in eLumen
  - Clarification between Assessment and Assignment for eLumen purposes and how that fits in the current practice
  - Who will determine the format/content of SLO scales in eLumen.
2. It was determined that further discussion and clarification is needed.
3. A smaller group of the CASL committee members will meet with eLumen/Melissa for further considerations and review on May 22<sup>nd</sup>. All are welcome to attend.

## HUMAN RESOURCES OFFICE

Date: 9/16/2016  
To: Rebecca Eikey  
President, Academic Senate  
From: Yvette Pesina-Vazquez  
Sr. Human Resources Generalist  
Subject: Discipline Assignment for Samuel Bolanos

---

The following information is provided for discipline assignment

### **Mr. Samuel Bolanos:**

Mr. Bolanos has been hired as a Computer Networking Instructor effective 8/12/16. The minimum qualifications for a Computer Information Systems and Computer Service Technology Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Computer Networking
- OR - Any Bachelor's degree and two years of professional experience.
- OR - Any Associate degree and six years of professional experience.
- Equivalency Option #1 & Option #2

The following is provided for discipline assignment:

- M.S., Electrical Engineering, Loyola Marymount University
- B.S., Electronics Engineer ITESO University, Guadalajara, Mexico
- 11 years as Classified Instructional Lab Technician in the Computer Networking Program
- 4.38 years as Adjunct Computer Networking Instructor

**It appears Samuel Bolanos qualifies for the discipline of:**

- **Computer Information Systems**
- **Computer Service Technology**

In addition to his current discipline assignment of "Computer Networking Instructor", Mr. Bolanos has requested to have his qualifications reviewed for the following additional discipline assignments:

- **Engineering**
- **Electronic Technology**

The minimum qualifications for an **Engineering** Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Engineering.
- OR- Master's in any field of engineering
- OR- Bachelor's in any of the above AND master's degree in mathematics, physics, computer science, chemistry, or geology
- OR – Bachelor's in a field of engineering AND a professional engineer's license
- OR- Equivalent (none accepted)

The following is provided for discipline assignment:

- M.S., Electrical Engineering, Loyola Marymount University
- B.S., Electronics Engineer ITESO University, Guadalajara, Mexico

**It appears Samuel Bolanos qualifies for the discipline of:**

- **Engineering**

The minimum qualifications for an **Electronic Technology** Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Computer Networking
- OR - Any Bachelor's degree and two years of professional experience.
- OR - Any Associate degree and six years of professional experience.
- Equivalency Option #1 & Option #2

The following is provided for discipline assignment:

- M.S., Electrical Engineering, Loyola Marymount University
- B.S., Electronics Engineer ITESO University, Guadalajara, Mexico
- 2.27 years as an Adjunct Electronic Systems Instructor
- 8 years as an Electronic Engineering Lab Manager

**It appears that Sam Bolanos qualifies for the discipline of:**

- **Electronic Technology**



*DRAFT*  
*Fall 2017 Faculty Professional Development (FLEX) Week*

<b>August 11, 2017</b>		<b>DRAFT SCHEDULE</b>	
<b>Friday</b>			
8:00 AM			
8:30 AM			
9:00 AM	eLumen	Pros & Cons Faculty OER Roundtable	
9:30 AM			
10:00 AM			
10:30 AM		From Adjunct to Full-time	
11:00 AM			
11:30 AM			
12:00 PM			
12:30 PM			
1:00 PM	Sports (Volleyball/Softball)		
1:30 PM			
2:00 PM			
2:30 PM			
3:00 PM			
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			

**To Be Scheduled:**

CPR

<b>August 14, 2017</b>		<b>DRAFT SCHEDULE</b>	
<b>Monday</b>			
8:00 AM			

8:30 AM			
9:00 AM	Welcome Back Breakfast		
9:30 AM			
10:00 AM		Generations in the Classroom	Appreciative Education
10:30 AM			
11:00 AM	Wellness		
11:30 AM			
12:00 PM			
12:30 PM			
1:00 PM	All IN - COC Global	eLumen	
1:30 PM			
2:00 PM	Speaking Freely or Shouting Fire	What's new with non-credit	Chemical Safety in the Lab
2:30 PM			
3:00 PM			
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			

**CCC**

***To Be Scheduled:***

New Faculty Orientation

<b>August 15, 2017</b>		<b>DRAFT SCHEDULE</b>	
<b>Tuesday</b>			
8:00 AM			
8:30 AM	Fodd History & Security		
9:00 AM			Garden Walk
9:30 AM			
10:00 AM			CETL Highlights
10:30 AM			
11:00 AM	Protecting Journalists: A Global Perspective	Canas Open Lab	
11:30 AM			

12:00 PM				
12:30 PM				
1:00 PM	Title V Speaker	Positive relationships		
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM		Emergency Preparedness	An Introduction to Sustainability Committee	
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				

**CCC**

**To Be Scheduled:**

New Faculty Orientation

<b>August 16, 2017</b>			
<b>Wednesday</b>		<b>DRAFT SCHEDULE</b>	
8:00 AM	Coffee Around the World		
8:30 AM			
9:00 AM	Fall Convocation	Confrontational Students	
9:30 AM			
10:00 AM			
10:30 AM			
11:00 AM		Event Planning	
11:30 AM			
12:00 PM			
12:30 PM			
1:00 PM		Wellness	
1:30 PM			
2:00 PM			
2:30 PM			
3:00 PM			

3:30 PM	Chemical Safety in the Lab	Emergency Preparedness	
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			

<b>August 17, 2017</b>			
<b>Thursday</b>		<b>DRAFT SCHEDULE</b>	
8:00 AM	Yoga		
8:30 AM			
9:00 AM	Dianne Van Hook Presentation	COCFA Update	
9:30 AM			
10:00 AM		Faculty Leadership by Faculty	
10:30 AM			
11:00 AM	Canvas Open Lab	TLC Online Tutoring	
11:30 AM			
12:00 PM			
12:30 PM			
1:00 PM	Department Retreats		
1:30 PM			
2:00 PM			
2:30 PM			
3:00 PM			
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			

**Equal Employment Opportunity Fund Multiple Method  
Allocation Model Certification Form, Fiscal Year 2016-17**

**District Name:** Santa Clarita Community College District

**The district met Multiple Method #1 (District's EEO Advisory Committee and EEO Plan).**

Yes

No

**The district met at least 5 of the remaining 8 Multiple Methods? (Please mark your answers.)**

Yes

- Method 2 (Board policies and adopted resolutions)
- Method 3 (Incentives for hard-to-hire areas/disciplines)
- Method 4 (Focused outreach and publications)
- Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
- Method 6 (Consistent and ongoing training for hiring committees)
- Method 7 (Professional development focused on diversity)
- Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
- Method 9 (Grow Your Own programs)

No

***I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda of when District's EEO Advisory Committee certified this report form.***

**Chair, Equal Employment Opportunity Advisory Committee**

Name: Dr. Diane Fiero → Title: Asst. Supt./Vice President, Human Resources →

Signature: → Date: →

**Chief Human Resources Officer**

Name: Dr. Diane Fiero → Title: Asst. Supt./Vice President, Human Resources →

Signature: → Date: →

**Chief Executive Officer (Chancellor or President/Superintendent)**

Name: Dr. Dianne G. Van Hook → Title: Chancellor →

Signature: → Date: →

**President/Chair, District Board of Trustees**

Date of governing board's approval/certification: →

Name: Mr. Steven Zimmer → Title: President/Chair, Board of Trustees →

Signature: → Date: →

**Date Due at the Chancellor's Office: June 1, 2017**  
 Return to: Javier Gonzalez ([jgonzalez@cccco.edu](mailto:jgonzalez@cccco.edu))  
 Chancellor's Office California Community Colleges: 1102 Q Street, Ste. 4500, Sacramento, CA 95811

**Equal Employment Opportunity Fund Multiple Method  
Allocation Model Certification Form, Fiscal Year 2016-17**

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 *Multiple Methods*. The Chancellor's Office will select some of the practices reported and highlight them in an "EEO and Diversity Best Practices Handbook".

When providing explanation(s) and evidence of your district's success in implementing the *Multiple Methods*, please write a response suitable for publication in the best-practices handbook. Please keep narrative to no more than one page per Multiple Method.

**Nine (9) Multiple Methods**

**Pre-Hiring**

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Section Break (Continuous)

**Hiring**

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Section Break (Continuous)

**Post-Hiring**

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**Does district meet Multiple Method #1 (District's EEO Advisory Committee and EEO Plan)?**

- Yes**  
 **No**

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee and an updated EEO Plan.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, Section 53003).
- EEO Plans are considered active for three years from the date of when the District's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, Section 53005).

Please provide an explanation and evidence of meeting this Multiple Method, #1.

- The District's most recent revised EEO Plan was submitted and approved by the Board of Trustees on September 28, 2015. The Plan was submitted timely to the State Chancellor's Office. Its development and implementation is facilitated through an EEO Advisory Committee comprised of:

**Equal Employment Opportunity Fund-Multiple Method  
Allocation Model-Certification Form, Fiscal Year 2016-17**

**2017 EEO ADVISORY COMMITTEE**

MEMBERS	TITLE	GROUP REPRESENTATION
Diane Fiero, Chair	Assistant Superintendent/Vice President, Human Resources	Admin.
Jerry Buckley	Assistant Superintendent/Vice President, Instruction	Admin.
Michael Wilding	Assistant Superintendent/Vice President, Student Services	Admin.
Jim Temple	Vice President, Technology	Admin.
Renard Thomas	Director, Veteran/Re-entry	Admin.
Daylene Meuschke	Dean, Institutional Research, Planning and Institutional Effectiveness	Admin.
Jasmine Ruys	Dean, Enrollment Services	Admin.
Leslie Carr	Director, Professional Development	Admin.
Paul Wickline	Dean, Social Sciences	Admin.
Rian Medlin	Director, Recruitment & Employee Services	Admin.
Karen Carr	Director, EEO, Diversity & Title IX	Admin.
Catherine Grooms	Director, SBDC	Admin.
Rebecca Eikey	President, Academic Senate	Faculty
Pamela Brogdon	Faculty Director, (EOPS)/CARE/ <u>CalWORKS</u>	Faculty
Jane Feuerhelm	Faculty Director, DSPS (ADA Coordinator -- Students)	Faculty
Galeen Roe	Librarian/Equity & Outreach	Faculty
<u>Scott McAfee</u>	DSPS	Classified
Samantha Weber	Student Services, CCC	Classified
Kathy Martinez	ASG Student Appointment	Students
<u>Ezi Nneoma Okoro</u>	ASG Student Appointment	Students

**Equal-Employment-Opportunity-Fund-Multiple-Method**  
**Allocation-Model-Certification-Form,-Fiscal-Year-2016-17**

To receive funding for that year's allocation amount, districts are also required to meet 5 of the remaining 8 Multiple Methods.

**Does the District meet Method #2 (Board policies and adopted resolutions)?**

**Yes**

**No** Please provide an explanation and evidence of meeting this Multiple Method, #2.

**The Board of Trustees have developed specific policies to demonstrate the District's commitment to diversity.**

**BP-1200 – District Mission**

The mission of the Santa Clarita Community College District is:

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce skills development, and attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

**BP-2715 Board of Trustees - Code of Ethics/Standards of Practice\***

In relation to diversity, the policy states that the Board Members will:

- Ensure the District maintains equality of opportunity for all students regardless of race, creed, sex, religion, age, physical ability, national origin, or sexual orientation.
- Hold the educational welfare of the students as the primary concern in all decisions and assure that opportunity for high quality education for all students regardless of sex, race, color, religion, ancestry, national origin or handicap.

\*This language is in the process of being updated to include additional protected classes.

**BP-3050 Statement of Professional Ethics (All Employees)**

The policy states, in relevant part, that those acting on behalf of the college should demonstrate:

- Impartiality by treating others fairly and equitably;
- Respect all people by treating them with civility and decency;
- Appreciation for the cultural and economic make-up, characteristics, and educational needs of the community.



**Equal Employment Opportunity Fund-Multiple Method  
Allocation Model Certification Form, Fiscal Year 2016-17**

**BP/AP-3410-Nondiscrimination**

**BP/AP-3430 and 3435-Prohibition on Harassment**

**BP-7100-Commitment to Diversity**

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

**BP/AP-7120—Recruitment and Selection**

This Board Policy and the associated Administrative Procedures encompass all of our EEO-compliant hiring procedures for full-time and part-time faculty, classified staff, and administrators.

**Equal-Employment-Opportunity-Fund-Multiple-Method  
Allocation-Model-Certification-Form,-Fiscal-Year-2016-17**

**Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?**

**Yes**

**No**

**District meets Method #3 (Incentives for hard-to-hire areas/disciplines)?**

**Future Instructors in Training (FIT) Program**

<http://www.canyons.edu/Offices/HumanResources/Pages/FutureInstructorsInTrainingProgram.aspx>

**Executive Summary**

The District continues its commitment to the Future Instructors in Training (FIT) internship program, guided by the mission to inspire, recruit, and prepare diverse career professionals and graduate students for a career in community college teaching. FIT is modeled after the Los Angeles Community College District's (LACCD) Project Match, a program that has been in existence at LACCD for over 20 years and won the John D. Rice Diversity Award in 2013. This program is conducted at College of the Canyons and managed by a steering committee comprised of experts from the Center for Excellence in Teaching and Learning, Human Resources, and Full-time Faculty. The program strives to assist in growing a more diverse adjunct faculty pool and securing adjunct faculty in hard-to-fill disciplines.

The District is in year two of implementing the FIT program. In the first year we partnered with Nursing/CNA, Math, Biology, Chemistry, Health Science, Astronomy, History, ECE, Psychology, & Anthropology in recruiting faculty interns from both local industry and graduate students at CSUN. This year, we expanded our recruitment efforts by participating in the California Community College Registry Job Fair held near the Los Angeles International Airport in January 2017 and CSUN Job Fair in March 2017. This Southern California regional participation broadened our geographic and demographic recruitment and increased the pool of potential candidates overall, including those with diverse backgrounds. In addition, we have partnered with a fulltime faculty member who is serving as a liaison for this program. Their knowledge, expertise and relationships with other faculty will help in recruiting and training faculty mentors for the program.

**Description**

Many districts struggle to find qualified, diverse adjunct instructors, and CTE, math and nursing are the more challenging disciplines for placement. FIT was designed to address the challenge by accomplishing the following:

- Increase the number of qualified, diverse adjuncts in hard to recruit disciplines.
- Educate professionals and graduate students from diverse backgrounds about the value of community college teaching as a career.
- Build connections between the College and professional and University communities.

The Future Instructors in Training (FIT) program provides a unique opportunity for qualified individuals to explore and prepare for a career in community college instruction. FIT combines pedagogical training with mentorship and hands-on classroom experience, providing an invaluable experience through participation in projects and assignments that allow for the practical application of academic knowledge and the development of skills necessary for a career in higher education.

**Equal-Employment-Opportunity-Fund-Multiple-Method**  
**Allocation-Model-Certification-Form,-Fiscal-Year-2016-17**

The Future Instructors in Training program components include:

- A two-week evening summer "Future Instructors Academy"
- A fall internship, where each participant based on their minimum qualifications, demonstrated aptitude and career goals, is paired with a mentor from among COC's dynamic faculty.
- Two follow-up meetings during the fall semester.
- A stipend for both the mentoring faculty and the faculty intern.

Following successful completion of the Fall Internship, FIT participants graduate with the preparation and tools necessary to pursue adjunct and full-time teaching positions at COC.

Designed to provide essential training in teaching methodology, as well as encouragement, inspiration, and guidance, the Future Instructors in Training program offers significant opportunities for the creation of valuable connections for the future and role models for a new generation of educators.

Equal-Employment-Opportunity-Fund-*Multiple-Method*  
Allocation-Model-Certification-Form,-Fiscal-Year-2016-17

¶  
Does the District meet Method #4 (Focused outreach and publications)?

Yes

No

\_ Please provide an explanation and evidence of meeting this Multiple-Method, #4.

" The following is a list of publications where we post our job announcements. Those noted with an asterisk are diverse groups. ¶

VENUE	*
*	*
Academic Keys	*
ACCCA.org	*
Asiansinhighered.com	*
Blacksinhighered.com	*
Careerbuilder.com	*
Careers @ COC Facebook page	*
Careers @ COC LinkedIn page	*
Careers @ COC Twitter page	*
CCCRegistry.com & email blast	*
ChronicleVitae.com	*
City of Santa Clarita	*
COC Career Center	*
COC Marquees	*
COC Website	*
CommunityCollegejobs.com	*
CSUN Job Fair	*
Diverseeducation.com*	*
Diversejobs.net	*
Edjoin.com	*
Facebook	*
HigherEdjobs.com	*
Hispanicsinhighered.com*	*
IM Diversity*	*
Indeed.com	*
LinkedIn	*
Monster	*
SantaClarita.com	*
Scvjobs.com	*
Southern California Regional Job Fair - California Community College District	*
Twitter	*
America's Job Center of California-EDD*	*

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**Equal-Employment-Opportunity-Fund-Multiple-Method**  
**Allocation-Model-Certification-Form-Fiscal-Year-2016-17**

**Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?**

**Yes**

**No**

Please provide an explanation and evidence of meeting this Multiple-Method, #5.

**Advertising/Job-Description-Creation:** All job descriptions and requirements are reviewed for fairness and to eliminate any adverse impact for any group. Job announcements try to depict our diverse student population by featuring pictures of students and employees. Job announcements are then placed in several publications and on several diversity employment websites.

**Committee-Composition:** We also try to ensure that every hiring committee has a balance of gender and racial diversity. If a committee lacks diversity, we ask that other members be considered that still adhere to the hiring procedures for that employee group.

**Committee-Orientation:** All of our hiring procedures require a selection committee representative on every hiring committee who monitors the entire process. A new addition to our hiring committee training includes sharing with the department their diversity statistics in comparison with our student population. This is to illustrate where there are deficiencies in supporting our students and providing mentors and role models for them.

**Screening-criteria/interview-questions:** All screening criteria and interview questions are created by the committee, with the guidance of the Senior HR Generalist, prior to the committee members reviewing any employment applications to ensure unbiased criteria and questions.

**1<sup>st</sup>-level-committee:** All applicants are treated equally and given the same amount of time for their interview and asked the same questions. Questions are scored by individual committee members using a Likert scale. Committee members sign a confidentiality agreement and do not discuss the candidates with anyone. Committee members do not discuss any of their scores until all candidates have been interviewed and the deliberations meeting is held. The deliberations meeting is guided by the Senior HR Generalist, the Committee Chair, and the Selection Committee Representative. During the first-level interview every candidate is asked a diversity question, determined by the committee, where the applicant is to give examples that illustrate their ability to work successfully with diverse populations.

**Final-interview-committee:** The same structure of the first-level interview committee, such as a uniform list of questions and each applicant being given the same amount of time for interviewing exists at the final interview. Our Chancellor, per Title V, exercises her right to reject a panel of finalists that contain no diversity. Our faculty and administrative hiring policies include a section that addresses this right and the process to communicate this decision to the committee. The committee then may either return to the previous 1<sup>st</sup>-level pool of candidates to select additional finalists or start the recruitment over again.

Equal Employment Opportunity Fund *Multiple Method*  
Allocation Model Certification Form, Fiscal Year 2016-17

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Every hiring committee is trained by Human Resources employees prior to engaging in any activity related to the hiring process. Per California Title 5 § 53003(c), our screening/selection committees are trained on:

- (a) federal and state law, including Title 5;
- (b) the educational benefits of workforce diversity;
- (c) the elimination of bias in hiring decisions; and
- (d) best practices in serving on a selection/screening committee.

We have recently updated our training to ensure compliance with recent changes to the law.

Prior to the face-to-face training, committee members are provided with a handout with all the laws governing the hiring process to review. It is also included with their hiring committee folder materials as a reference document. In addition, the face-to-face training is also supplemented by an online component for the unconscious bias training. Committee members are required to participate in an online test as part of a Harvard study titled "Project Implicit". It assesses their association with each Implicit Association Test topic, such as race or disability, and educates and makes committee members aware of their own potential implicit (unconscious) biases. The committee member will be the only one that receives the results from this test/training so the information is confidential to allow them to feel comfortable answering the questions in an honest way. While individual results from these tests are not discussed during the face-to-face portion of the training, it does open up the dialogue on this topic and allows for a more general discussion regarding unconscious bias and how each individual can work towards eliminating their biases.

All permanent employees, many of whom serve on hiring committees, have been assigned training regarding anti-harassment. A component of our on-line training also includes the benefits of diversity in higher education. This training is completed by employees and Board of Trustee members.



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**Does the District meet Method #7 (Professional development focused on diversity)?**

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

College of the Canyons is very fortunate to have a whole campus community, including departments, organizations, student clubs, and individuals that offer varied and interesting diversity programming throughout the year. As of April 27, 2017 the past and future offerings consist of:

- 06/15/2016 → Cultural Immersion - Study Abroad in Spain
- 08/15/2016 → Creating Equity by Design (Title V funded) by Dr. Lindsey Malcom Piqueux
- 09/13/2016 → Hispanic Heritage Month Film Series - "Pan Negro", Spain
- 09/23/2016 → Romance Languages Series: *Portuguese for Spanish-speakers*
- 09/23/2016 → International Film Festival - Look Back in Anger (UK, 1959) and Les 400 Coups (France, 1959)
- 09/23/2016 → Faculty Collaborative: Crossing Boundaries for Equity-Minded Teaching and Learning
- 09/23/2016 → Domestic Violence Summit - Multiple breakout sessions, partnership with local law enforcement, City Council, local service providers and experts. Keynote Speaker, Dr. Jackson Katz
- 09/27/2016 → Modern Languages Film Series: Mid-August Lunch (Italy, 2008)
- 09/28/2016 → Health & Wellness Summit - "You Are Beautiful" - topics include domestic violence, veteran's issues and gender appreciation
- 09/29/2016 → Diversity in the Arts Poet and Speaker, Robin Coste Lewis
- 09/29/2016 → International Music and Dance Festival - Cross-cultural immersion for students, faculty and staff
- 09/30/2016 → Human Trafficking Summit - Keynote Speaker, Rachel Thomas, Educator/Survivor
- 10/05/2016 → Sociology Lecture Series - Living and Interacting with Autism
- 10/10/2016 → Safe Zone Training - Creating equity for LGBTQ community
- 10/11/2016 → Cross-Cultural Forum - Dialogue across cultures
- 10/11/2016 → Hispanic Heritage Artistic Immersion - "Making Paper Flowers"
- 10/11/2016 → Hispanic Heritage Month Film Series - "The Year My Parents Went on Vacation", Brazil (2008)
- 10/12/2016 → Sexual Assault 101 Workshop (Prevention and Interventions)
- 10/12/2016 → Hispanic Heritage Month Cross-Cultural Forum Artistic Exchange
- 10/13/2016 → Hispanic Heritage Month Cultural Celebration - "Apriendo Puertas"
- 10/19/2016 → Sociology Series - "Micro-Aggressions - What are they?"
- 10/21/2016 → Romance Languages Series: *Catalan for Spanish-speakers*
- 10/22/2016 → Domestic Violence Center - Walk against Domestic Violence
- 10/24/2016 → Hispanic Heritage Month Cultural Celebration - "Dias de Muertas" Exhibit - Cross-disciplinary project with 7 different departments using the display (10/24/16-11/02/16)
- 11/10/2016 → Veteran Resources Information Fair
- 11/10/2016 → Military Friendly Training - Veteran Engagement, Dr. David Joseph
- 11/16/2016 → Autism Awareness Seminar
- 11/17/2016 → International Poetry Reading - Multi-lingual cross-cultural experience



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11/29/2016	→	International Music and Dance- Expressive forms of cultures and heritage
11/29/2016	→	Poet Diversity Series- Reading and lecture featuring Robin Coste-Lewis
12/02/2016	→	International Film Festival- <u>Le Locataire</u> (The Painter)- Parisian satirical film
12/08/2016	→	ERC: Building Workforce Diversity- "It Takes a Village"
01/20/2017	→	Performance Duo "Black Violins" - Defying stereotypes through the arts
02/01/2017	→	Cultural Humility as a Path to Equity (Title V funded) Speaker, Dr. Veronica Neal
02/01/2017	→	Creating Equity in the Classroom - "10 Myths About Race You and Your
	→	Students May Not Know" - Dr. Pamela Williams-Paez (offered twice)
02/02/2017	→	Tackling the Un-Discussable: Promoting Diversity Awareness
02/24/2017	→	International Film Festival- "Le Tableau" French cultural animation
03/01/2017	→	#YOUAREWELCOMHERE- Day of Celebrating International Students
03/03/2017	→	Deliberative Dialogue Training community for engagement on diverse
		<u>viewpoints</u> and experience, Dr. John Theis
03/04/2017	→	Annual Women's Conference- Community event theme - Inspiring Voices: Making a Difference in an Ever-Changing World
03/08/2017	→	Book & Ideas- Claudia Rankine's <i>Citizen</i> & the Black Lives Matter
	→	Movement, Professor Adam Kaiserman
03/08/2017	→	Affirmative Consent Workshop
03/09/2017	→	Faculty Leadership training: "Embracing Diversity"
03/09/2017	→	Film & Discussion: "Night and Fog" Lessons of the Holocaust
03/10/2017	→	International Film Festival- " <u>Hotaru no haka</u> " (Grave of the Fireflies) and " <u>Mononoke hime</u> " (Princess Mononoke) Japanese cultural animation
03/14/2017	→	"Ask a Lawyer: Changes to Immigration Law in 2017." Immigration lawyer, Patrick Valdez
03/14/2017	→	Film & Discussion: "Listen, It Only Takes a Moment"
03/14/2017	→	Modern Language Film Series: Fatima, France, 2016
03/15/2016	→	Life Under Dictatorship- Polish film presentation "Blind Chance" →
03/15/2017	→	Speaker Series: "Muslim Women in the US & US Women in the Arab World" - Dr. Laila Dahan
03/22/2017	→	Human Trafficking Awareness- Keynote Speaker, Dawn Schiller
03/24/2017	→	International Film Festival- " <u>Le Petit Prince</u> " - Parisian animated storytelling
03/28/2017	→	Modern Language Film Series: Pinocchio, Italy, 2002 →
03/29/2017	→	Human Trafficking Awareness (CCC) - Keynote Speaker, Dawn Schiller
03/29/2017	→	Safe Zone Training: LGBTQ Inclusion Training
03/29/2017	→	"Dead in Public": The Politics of Spectacle and Affect in Claudia Rankine's <i>Citizen</i> , an exploration of the Black Lives Matter movement, Adam Kaiserman
03/29/2017	→	"Cesar Chavez" - Film screening
04/04/2017	→	"There's More to Me Than What You See" - Speaker Jacinta Mpalvenkana
04/14/2017	→	International Film Festival- " <u>Avril et le Monde Truque</u> " (Germany, 2015),
04/11/2017	→	Intra-Planetary Animation- Exploration of cross-cultural animation
04/17/2017	→	Celebrating the Humanities - Middle Eastern Poetry of Protest and the Arab Spring, Prof. Arlene Terzian
04/17/2017	→	Romance Language Series- Ten English/French Linguistic Tidbits Spring, Prof. Arlene Terzian

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Page Break

- 04/18/2017 → Modern-Language-Film-Series: The-Club, Chile, 2015
- 04/21/2017 → Film-Series-"Moonlight" the-2017-the-coming-of-age-of-an-African-American-gay male as he navigates his life challenges and emerging sexuality
- 04/22/2017 → Student-Symposium-on-race,-gender-and-socio-economic-issues
- 04/25/2017 → Modern-Language-Film-Series: Toni-Erdmann, Germany, 2016
- 04/26/2017 → "Denim-Day" Sexual-Violence-Prevention-Campaign
- 04/28/2017 → International-Film-Festival-2017 --Chico & Rita and Kirikou et la Sorciere
- 05/03/2017 → Full-day-Cinco-de-Mayo-Celebration, crafts, student-panel, music, and dancing lessons
- 05/09/2017 → Modern-Language-Film-Series: Black-Orpheus, Brazil, 1959
- 05/10/2017 → Transgender-Students: A-Forum-for-Understanding-the-College-Experience
- 05/19/2017 → "Communicating-in-a-Multi-generational-World"-Chancellor's-Workshop
- 05/23/2017 → Modern-Language-Film-Series: Julieta, Spain, 2016

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Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

We mostly meet method #8.

For all **Full-time and adjunct faculty**, the student evaluation survey includes the following rated question:

"Instructor demonstrates sensitivity to student diversity."

The Student Evaluation survey as well as the classroom observation and self-evaluation are the three components of all faculty evaluations. During the tenure review process, student evaluations are done each semester they are evaluated.

For **Administrative employees**, this past year a question was added to the self-evaluation instrument that stated:

"Please list your 2016-17 Goals. Highlight goals specifically associated with Student Equity, Diversity, 3SP, Enrollment Management, and the Doing What Matters Initiative. Please indicate which strategic goal your accomplishment aligns with in your response."

For **Classified employees** we will be negotiating new diversity evaluation language in the 2017-18 contract year.

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Does the District meet Method #9 (Grow-Your-Own programs)?

Yes

No

Please provide an explanation and evidence of meeting the Multiple Method, #9

Information for all of the programs below can be found at:

<http://www.canyons.edu/offices/pd/Pages/default.aspx>

**Leadership Education in Action Program (LEAP)** was designed to assist those who want to advance at the college or provide leadership in their current roles, by focusing on the information and skills they need to succeed. There are two versions of LEAP and they are open to all employees.

**LEAP-1**

LEAP-1 was created to foster the development of effective and visionary administrative leaders. It is designed to promote the development of "agents of institutional change" while providing "big picture" skills and the knowledge required to lead and shape our district and the community college system. LEAP-1 provides individuals who want to be leaders the opportunities to develop a plan to be successful. There have been seven LEAP-1 classes (2008, 2009, 2010, 2012, 2013, 2015, 2016) with 267 total participants -- 89 classified staff, 55 full-time faculty, 20 adjunct faculty, 87 administrators, 3 hourly employees and 13 non-COC participants. Special guest speakers presented sessions on topics such as leading through change, entrepreneurial leadership, planning, advocacy, developing partnerships, networking, and generating resources. Each LEAP class developed original leap solution team projects, a total of 46 for all seven classes.

**LEAP<sup>2</sup>**

LEAP<sup>2</sup> is designed to for those individuals who have completed LEAP-1 and are ready to take the next transformative step in their careers. This program focuses on the further development of leadership skills and competencies through a personalized program that focuses on advanced leadership topics. Their leadership development will include guest speaker presentations on relevant personal, organizational, and external/community management enhancements that will maximize leadership potential. LEAP<sup>2</sup> participants will develop a Signature Project to address real campus or community opportunities through utilization of the skills they developed in LEAP.

**LEAP (2017)**

LEAP 2017 is a new, unique, personalized program unlike any of the other LEAP programs we have offered in the past. LEAP 2017 will focus on identifying your leadership strengths and developing the skills you need to master to fulfill your vision and be prepared to move into a vice president, president, or Chancellor position. Activities may include executive coaching, identifying your leadership strengths and capabilities, pairing with an executive cabinet mentor, participating in planned visits with community organizations attending community events, attending relevant statewide conferences/meetings, engaging in an informal community college leaders session, participating in job shadowing, working on a district/state level initiative or project, and engaging in legislative advocacy.

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**Mentoring**

The Professional Development Mentor Program is a unique program designed for employees who are passionate about their professional growth and development at COC. Mentoring acknowledges, encourages, and honors the uniqueness of each individual and brings something new and exciting to the relationship. It is a sharing relationship in which the mentor and mentee share their particular expertise and knowledge, actively listen, encourage creative thinking and the discovery of new ideas, and pathways to professional growth. The open nature and inclusivity of the program means that knowledge-sharing flourishes beyond department boundaries and learning connections can occur across campus.

There are six additional mentor programs that address a specific mentoring topic:

➤ **Mentor Program for New Online Faculty**

The Mentor Program for New Online Faculty is designed to provide additional support to instructors during the first semester or two of online teaching. The program pairs new online instructors with instructors who are experienced with online teaching in order to provide feedback on course design and offer ongoing encouragement and advice.

➤ **Mentor Program for Faculty Teaching Canvas**

The Mentor Program for Faculty Teaching Canvas is designed to provide additional support to instructors during the first semester or two of teaching online using Canvas. The program pairs instructors with instructors who are experienced with Canvas in order to provide feedback on course design and offer ongoing support.

➤ **New Fulltime Faculty Mentor Program**

Newly hired fulltime faculty are assigned a mentor for their first year. Mentors can help newcomers work on professional projects, develop curriculum, or they can be simply a source of guidance and information, all in a non-evaluative manner.

➤ **Mentor Program for Noncredit Faculty**

The Mentor Program for Noncredit Faculty is designed to provide additional support to noncredit instructors who are interested in improving their teaching skills. The program pairs noncredit instructors with others who are experienced teachers in order to provide feedback on course design as well as ongoing encouragement and advice. Some participants may desire feedback and advice regarding general teaching strategies, while other participants may be interested in issues specific to noncredit teaching, such as managing multi-level classes, open entry/open exit classes, and off-campus teaching. The primary purposes of this program are to encourage reflection and discussion of noncredit pedagogy and to provide moral support for noncredit instructors.

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➤→ **Adjunct-Faculty-Mentor-Program**

Adjunct faculty bring a wealth of experience to COC, often from other campuses and also from industry. Newly hired adjuncts can be "shown the ropes," including the resources that are available on campus, by a colleague who understands what it is like to work in different locations at odd hours.

➤→ **New-Administrator-Mentor-Program**

Each new administrator is assigned a mentor for their first year to:

- Provide useful information to help them be successful in their new role;
- Gain familiarity with the wide range of programs on campus;
- Provide opportunities for them to meet and network with other employees;
- Encourage them to become involved in campus committees and events;
- Acclimate them to our unique campus culture.

**Synergy**

SYNERGY is a faculty learning community designed specifically to assist new faculty in their first year at COC and to promote success by providing a wide range of useful information and connecting new faculty to experienced members of the campus. As a learning community, it also provides a supportive venue for new faculty to share their concerns and experiences with their peers. Each session will focus on issues particularly relevant to new faculty, including panels and discussions on the tenure process, teaching and learning strategies, and first-year challenges and successes. Participants will experience energizing workshops, informative gatherings, social activities, and intellectually stimulating seminars as part of the SYNERGY program.

**Management Academy**

Well-trained managers provide leadership, stability, and motivation for their direct reports and the entire management team. Frequently, employees are promoted to supervisory or management positions because they are good at the job they're doing. But a whole new set of skills is necessary to become an effective manager. This program is designed to help participants develop those critical skills, including working with others, helping a team be productive, resolving conflicts, giving feedback, correcting performance problems, and coaching.

**Session Topics:**

- The Manager's Role: Responsibilities, Expectations, Delegation
- Problem Solving & Decision-Making: Root Cause, Risk Assessment, Analyzing Facts
- Teams and Team Leadership: Building, Motivating and Goal-Setting
- Legal Considerations: Harassment & Discrimination, Workplace Concerns, Discipline
- Effective Communication Skills
- Key Provisions of Bargaining Unit Contracts
- Clarifying Performance Expectations & Preparing Performance Evaluations
- Effective Project Management
- Facilitating Effective Meetings



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Who should attend: ° This program is ideal for: ¶

- ✓ → Employees new to a supervisory or people management role ¶
- ✓ → Employees who have been in the role for a while, but who have had little or no formal management training ¶
- ✓ → Current managers who want to brush up on their skills ¶
- ✓ → Employees who aspire to a management position in the future ¶

¶

**Skilled-Teacher-Certificate** ¶

College of the Canyons' Skilled-Teacher-Certificate program is a professional development opportunity for faculty to become familiar with 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. A series of professional development workshops and a teaching portfolio project completed over the course of an academic year leading to a certificate of completion. The STC is comprised of sixteen 90-minute on-ground workshops, which equal 24 hours of instruction. In addition to these on-ground hours, participants complete 16 hours of online classroom learning activities. Finally, participants complete a 14-hour teaching portfolio—a capstone project, for a total of 54 hours. ¶

¶

**Online-Instructor-Certificate** ¶

Employees who desire to teach online must earn the Online-Instructor-Certificate. ° There are three required training components to earn this certificate: °°°°°°°°°° ¶

- ° 1. Complete the online Introduction to Online Teaching & Learning course (36 hrs) ¶
- ° 2. Complete Canvas Communication/Assessment & Organization/Content workshops (4 hrs) ¶
- ° 3. Complete "Section 508 Information Technology Compliance" workshop (1 hour) ¶

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## AP 4023 ACADEMIC DEPARTMENTS

*Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130;*

### 4023.1 Definitions

a. Academic Department - “academic department”, hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines.

### 4023.2 Proposals for Academic Department Initiation, Merger, Splitting or Renaming

- a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.
1. Categories/Types of New Departments
    - i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.
      - A. If the new discipline/departmental proposal includes a proposed new educational program, that proposed educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.
    - ii. Proposed departments that merge two existing departments.
    - iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Academic Affairs.
    - iv. Departments resulting from a proposal to split an existing department into two or more departments.
    - v. Proposals to rename an existing department without splitting or merging the department.
    - vi. Proposals to rename an existing department as the result of a proposal to merge or split a department.
    - vii. Proposals that transfer existing programs between departments.  
*(Some proposals may fall within more than one category of “new” departments.)*
- b. Upon receipt of the written proposal the Academic Senate will send the proposal to the Program Viability Committee for review. The Program Viability Committee shall assume the responsibility for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.
- c. Program Viability Committee Functions (for AP 4023 proposals):
1. Determining the initial proposal’s evidentiary sufficiency per Section 4023.2(g) of this procedure.



2. Gather all qualitative and quantitative evidence into a narrative written report.
  3. Make recommendations to the Academic Senate as to the proposals validity.
  4. Use as its guiding principles for recommendation, the following:
    - i. The proposed department is based on the need of the District and not other national or regional standards alone.
    - ii. The District planning mechanisms have collaboratively and democratically prioritized this proposal.
    - iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.
    - iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.
- d. The written proposal shall address the following issues:
5. How will the proposal help the students of the college?
  6. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
  7. What is the proposal's impact on existing students and faculty members?
  8. Does the Office of Academic Affairs support the proposal? Please explain, why or why not?
  9. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why?
  10. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?
  11. Is the size of the proposed department a relevant factor to consider? If so, why?
  12. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
  13. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the curriculum committee?
    - i. *Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is required.*
  14. CCC, CSU and UC Considerations:
    - i. Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?
    - ii. Is the proposed department's academic discipline common to the California Community College system and mission?
    - iii. Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?
  15. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
  16. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.
    17. Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?

18. Can the proposed department be absorbed into an existing department?
19. Will existing full-time faculty be assigned or transferred to the new Department? And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?
20. The proposal must include a feasible implementation plan, to include funding for at least three years.

e. The Program Viability Committee shall submit its written report to the full Academic Senate. The report shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposal. The proposal will be forwarded to the Chief Instructional Officer and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCFA) to ensure that implementation of the proposal will not be hindered by, and the District will be able to honor, all existing bargaining contract provisions. ~~All proposals submitted to the Academic Senate must contain an implementation plan.~~ If the proposal is approved by the Academic Senate and there is mutual agreement between the Academic Senate and the Chief Instructional Officer, the proposal will be advanced for implementation.

#### 4023.3 Implementation

- a. Unless a specific implementation date is detailed in the approval process, implementation will take place at the start of the next academic year.
- b. If the proposal results in substantive alterations to curriculum or student expectations, the initiation, merger, split or renaming must be approved and completed by the print deadline for the coming academic year college catalogue.
- c. All appropriate college offices shall be notified for any changes required in the college catalog, brochures, and other publications;

#### d. Pilot Department Status

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.<sup>1</sup>

1. Staffing – the authorization to hire full time staff to support any new Department may need to be restricted until the conclusion of the three-year pilot process. Any recommendations to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

#### 2. Required Reporting Content

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<sup>1</sup> The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content's historical existence on campus.

- i. Year One Report – the report shall be an informational status update to include evidence of the department’s growth, success and challenges to date.
- ii. Year Two Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s likelihood for sustainable success by the end of its third year.
- iii. Year Three Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s immediate institutional sustainability.

### 3. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot department shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.

- i. Discontinuance – all pilot departments failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation.

4023.4 This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #7215). It is an area where the Senate and the District will reach mutual agreement.

*Revision Approved by Academic Senate 11/07/2013*

*Revision Approved by Academic Senate 05/19/2016*

*Revision Approved by Academic Senate*

**Academic Department Proposal Rubric: CONSTRUCTION TECHNOLOGIES**

**Section 1 - Basic Information**

1. Type of Change Requested (please select all that apply):

<input checked="" type="checkbox"/> Create a New Department from Previously Unaffiliated Existing Courses/Programs [NOTE: addition of new courses/programs as well]
<input type="checkbox"/> Create a New Department by Merging Existing Departments
<input type="checkbox"/> Split an Existing Department into One or More Departments

2. Please provide a brief (no more than a paragraph) description of the change requested and how this change will help the students of the college.

Construction Technologies is a proposed new department that combines the previous solar, plumbing, and construction management programs into a new department that will also offer new construction courses. This department will be offering an AS degree along with a variety of certificates of specialization and achievement, in both credit and noncredit. The combination of these programs into one department will allow for students to have access to a more comprehensive program. Students could start in noncredit and then transition the credit program. If they decide to earn the AS degree, there will be alignment with the Contractor State License Board so that the AS degree will give the students credit towards that license. Having more comprehensive and thoughtful course offerings via the Construction Technology Department should help students to qualify for entry-level and mid-career employment opportunities.

**Section 2 – Background Information**

1. Is the proposal part of a program review recommendation or objective? If not, what has changed since the last program review that would support the proposal?

Yes, with a Pathways Trust Grant, it has been an objective to combine Construction Management with other programs (new or existing) to create a more comprehensive Construction Technologies program.

2. Why is this proposal necessary to achieve programmatic success? For example, for initiating a new department, could the proposed department be absorbed into an existing department instead?

It is necessary due to the complexity of the programs being combined or created for a new department to be created. The department cannot be absorbed into another department. In fact, Construction Management is being split from Engineering Technologies which has been a long-standing objective of Engineering Technologies based on its program view.

3. Is the proposed department's academic discipline common to the California Community College system and mission? Yes
4. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?

Yes – this similar structure is found at Orange Coast Community College, San Jose City Community College, Norco College and Cosumnes River College

### **Section 3 – Stakeholders**

5. Are the affected faculty members in support of this proposal? Please explain why or why not.

Yes. Regina Blasberg, Department Chair of Engineering Technologies and Eric Arnold, new faculty member in that department are both supportive of this proposal.

6. Does the Office of Academic Affairs support this proposal? Please explain why or why not.

Yes. Creation of this new department is in alignment with the Pathways Trust Grant.

7. Are there any additional issues raised by the Academic Senate or the Office of Academic Affairs that should be considered? No.

### **Section 4 – Potential Impacts**

1. What will be the size of the proposed department(s)? Is this a relevant factor to consider? If so, why?

The size of the proposed department will be small. There will be one full-time faculty member who will serve as Department Chair, Eric Arnold. Prior to Eric Arnold, solar and plumbing programs have been "orphaned." Thus the combination of these programs with construction management and expansion with construction technology is likely to be beneficial to the programs. Even with the small department size, it is essential to have a faculty champion. It is beneficial for these programs will have a unified vision.

2. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why.

Yes. The previously orphaned programs will now have a FT faculty champion. With the combination of construction technology with construction management there is a more thoughtful and comprehensive sequence of courses for students to gain the skills they need for employment.

3. What is the proposal's impact on existing students?

The current programs are small and there is expected to be a beneficial impact on existing students.

4. Would there be any resulting changes to curriculum, and, if so, what is the intended timeline for

implementation and approval by the curriculum committee?

[Note: *Close consultation with the Curriculum Chair, Counseling Office, and Articulation Officer is recommended*].

Yes, please see Program Viability's rubric for Construction Technology.

5. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? If so, what will they be?

Yes. An AS degree and multiple certificates in both credit and noncredit. Please see Program Viability's rubric for Construction Technology.

6. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?

Yes. Reassign time for a new department chair will need to be considered. However, the COCFA contract allows for this.

7. Will exiting full-time faculty be assigned or transferred to the new department? And if so, has funding been secured to provide replacement for any vacancies created by this transfer?

[Note: *transfer only can occur if there is a BOT- approved open position (new or replacement)*].

Yes. Eric Arnold would be transferred from Engineering Technologies department to this new department. However, this was originally the intent of the Engineering Technologies which was "housing" the construction management program with the expectation that that program would be combined with a new construction technologies program and split into a new department.

8. Would this proposal require any additional funding or other resources? How will these be provided?

The funding is provided through the Doing What Matters Initiative, Pathways Trust Grant and the programs will be eligible for Perkins funding. Additional resources will be requested through the normal program review process.

## **Section 5 – Implementation Plan**

Please provide a detailed implementation plan (including dates) and documentation of any needed funding or other resources (at least one year of documented funding needed).

The implementation of this department will be part of the implementation of the Pilot status as determined by Program Viability Committee and the corresponding AP 4021.

### Curriculum Changes and Timeline for implementation

The new Construction Management and Technology Department will be formed by combining the existing Construction Management Program with the newly developed Construction Technology Program. The construction Technology Program will consist of 8 new courses as shown in Table 1 below. NC CONS 100A and NC CONS 100B have been approved and will be offered in fall 2017. Curriculum for plumbing and electrical have been submitted and are currently at

stage 7 of the approval process. Curriculum for carpentry will be submitted during summer 2017 semester. Each of the proposed courses (program electives) are 8 week courses which will be offered every semester, thus allowing students to earn a Certificate of Specialization (or a Certificate of Completion for non-credit courses) every semester. Courses will be offered in sequence based upon curriculum process approvals and lab space limitations. Tentative initial course offering sequence is as follows:

**Table 1 - Initial Course Offering Sequence**

Course	Fall 2017		Spring 2018		Fall 2018	
	week 1-8	week 9-16	week 1-8	week 9-16	week 1-8	week 9-16
NC CONST A	X		X		X	
NC CONST B		X		X		X
PLUMBING I			X		X	
PLUMBING II				X		X
ELECTRICAL I			X		X	
ELECTRICAL II				X		X
CARPENTRY I					X	
CARPENTRY II						X

Funding

Funding for the new Construction Technology Program will initially be provided by the California Career Pathways Trust (CCPT) Grant, but district funding will be needed once the CCPT grant has ended. Perkins funds may also be requested in future years.

Collective Bargaining

Appropriate department chair allocations for the Construction Management and Technology Department have been established per a meeting (5/16/17) with a union representative from COCFA.

Academic Senate Action (Vote to Approve or Not Approve) Date: \_\_\_\_\_

Approval of COCFA President (Signature & Date): \_\_\_\_\_

*[Note: If the proposal is approved by the Academic Senate and there is mutual agreement between the Academic Senate and the Chief Instruction Officer, the proposal will be advanced for implementation. All newly initiated departments are deemed pilot departments for a period of three years with required yearly reporting.]*

**Academic Senate**  
**Proposed Revisions for Grading Policy**

**Proposal:**

1. Provide for the implementation of a new academic symbol for non-credit classes.
2. Create a separate Board Policy on Grading, and change the current BP on grading into an AP.

**Rationale:**

1. Proposed Board Policy

The templates provided by CCLC follow the practice that the Board POLICY (BP) be the voice of the Board of Trustees; while the Administrative PROCEDURES (AP) is the process through which the District implements the voice of the Board. The templates from CCLC provide a separate BP for Grading Symbols, and an accompanying AP for grading symbols. It is our belief that the District should adopt the CCLC template on this issue.

2. Insertion of new symbol

The nexus for the proposed change is the recent change in EdCode instituting the notation of “SP (Satisfactory Progress)” to apply to non-credit courses. It is in the best interests of our students that we make this change as soon as possible.

“...The SP designation completes the list of noncredit progress indicators, which already includes P (passing) and NP (no pass). These two grade indicators have been in existence but were insufficient on their own because the progress of noncredit students cannot be divided into passing and non-passing cohorts without losing track of efforts made towards attendance and course completion by students who, for a variety of reasons, cannot complete their courses in a single academic term....The SP designation shows that students are progressing and have acquired some of the skills and knowledge needed to achieve course outcomes but still have work to do; they are worthy of the state reimbursement. The SP designation is therefore a reflection of student progress and success....The SP indicator is a means of tracking the efforts of countless noncredit students who progress through academic programs in an open-entry system with stops and starts along the way. The SP designation is meant for noncredit faculty to document the effort of their students, to encourage the students to pursue their education, and, ultimately, to be used as a measure of noncredit student success....”

---From “*SP Grading – Huge Win for Noncredit*”, Academic Senate Rostrum, February, 2017.

**Near-future revisions**

There are a few formatting issues that should be addressed, moving the Pass/No Pass into a separate AP, as well as a wholesale renumbering of the AP. However, that is not an immediate concern. We would recommend approval of this proposal so that the District can start using the SP grade as soon as possible. The additional revisions can be worked on at a later date.

**10+1 implications**

While the Senate believes in the collegial discussion and input of these policies from all campus constituencies, it would appear that these revisions fall under Board Policy 7215, “At **COC**, those matters in which the Board of Trustees will **rely primarily** on the advice and judgment of the Academic Senate [include]...3. “The establishment and review of grading policies”.



## **BP 4230 Grading and Academic Record Symbols<sup>2</sup>**

### **Reference:**

1. **Title 5 Section 55023**

**Courses shall be graded using the grading system established by Title 5.**

**The grading system shall be published in the college catalog(s) and made available to students.**

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**The grading system shall include the “FW” grade for unofficial withdrawal.**

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<sup>2</sup> As a side note: although this might be the equivalent of re-opening of a Pandora’s box, the District has the option of including letter grades with “plus/minus” symbols. In the past the Senate has recommended that we do not use “plus/minus”; however, in all fairness it has been many years since that issue was reviewed. At some point the Senate may choose to revisit the question of “plus/minus” symbols.

## AP 4230 Grading and Academic Record Symbols

Reference:

Education Code Sections 76224; Title 5, Sections 55020 – 55025

4230 When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course. The determination of the student’s grade, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

4230.1 The grading scale shall be averaged on the basis of the point equivalencies to determine a student’s grade point average. The following equivalent symbols shall be used:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade points per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline)	0 grade points per unit
P	Credit (at least satisfactory)	Units not counted in GPA
NP	No Credit (less than satisfactory or failing)	Units not counted in GPA
<b><u>SP</u></b>	<b><u>Satisfactory Progress towards completion of the course</u></b>	<b><u>Used for noncredit courses only and is not supplanted by any other symbol</u></b>

### 4230.1A<sup>3</sup>: Pass, No Pass Grading<sup>4</sup>

The District may offer courses in either or both of the following categories and shall specify in the catalog the category into which each course falls:

- 4230.1A(1) Courses wherein all students are evaluated on a “pass-no pass” basis.
- 4230.1A(2) Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be “pass-no pass” or a letter grade. Once selected a student may not reverse the grading option for the course.
- 4230.1A(3) All units earned on a “pass-no pass” basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.
- 4230.1A(4) Units earned on a “pass-no pass” basis shall not be used to calculate grade point averages. However, units attempted for which “NP” is recorded shall be considered in probation and dismissal procedures.
- 4230.1A(5) Independent study courses may be graded on a “pass-no pass”

<sup>3</sup> The numbering for the existing wording is not consistent and hurts clarity. For ease of reading we are not including renumbering, but before submission to CPC and the Board we recommend that this section be renumbered.

<sup>4</sup> For later revision: There is a separate AP CCLC template for Pass/No Pass. We would recommend that in the near future there be a revision which removes section 4230.1A (pass/no pass) from this AP and move it into a separate AP4233 per CCLC template.

basis in accordance with this policy.

- 4230.1A(6) For courses in which there is a single standard of performance for which unit credit is assigned, the "P/NP" grading system shall be used to the exclusion of other grades. Pass shall be assigned for meeting that standard, No Pass for failure to do so.
- 4230.2 The "FW" grade symbol will be used to indicate a student has both ceased participating in a course sometime after the last day to officially withdraw from the course without having achieved a final passing grade, and the student has not received district authorization to withdraw from the course under extenuating circumstances.
- 4230.2A For the purposes of calculating grade points, and for determining academic standing per District Policy 5906, the "FW" symbol will be treated in the same manner as the "F".
- 4230.2B For the purposes of determining course repetition per District Policy 5901. The "FW" symbol will be treated in the same manner as the "F".
- 4230.3 Per the California Code of Regulations, Title 5, Section 55023(e) the District will use the following non-evaluative symbols:
- 4230.3A Incomplete (I)
- Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.
- 4230.3A(1) The "I" must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.
- 4230.3A(2) Students who have been issued an "I" symbol may not re-enroll in the same course while the "I" is pending completion.
- 4230.3A(3) An Incomplete may not be issued unless the withdrawal deadline for the course has passed.
- 4230.3A(4) The instructor and student must mutually agree that the instructor can issue an Incomplete.
- 4230.3A(5) The "I" symbol shall not be used in calculating units attempted or for grade points. However, per District Policy 5906, the "I" is used when calculating progress probation and dismissal.
- 4230.3A(6) The District board shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.
- 4230.3B In Progress (IP)
- The "IP" symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.
- 4230.3B(1) The "IP" shall not be used in calculating grade point averages.
- 4230.3B(2) If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not

re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

4230.3C Report Delayed (RD)

The "RD" symbol may be assigned by the Admissions & Records office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

4230.3C(1) "RD" shall not be used in calculating grade point averages.

4230.3D Withdrawal (W)

Withdrawal from a class or classes shall be authorized through 75% of the term.

4230.3D(1) The academic record of a student who remains in a class beyond the time allowed by district policy must reflect a symbol as authorized in this Section other than a "W."

4230.3D(2) In accordance with Title 5, section 55024, a student may receive no more than three withdrawals for any one course.

4230.3D(3) Students may withdraw from a class or classes in verifiable extenuating circumstances after 75% of the term upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.4230.3D(4) No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first two weeks, or 20% of a term, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first two weeks or 20% of the term.

4230.3D(5) Withdrawal after the end of 75% of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W." A student who completes a course, for example, by taking a final exam, turning in a final paper or project, or giving a final speech or performance, is not eligible for a late withdrawal under any circumstance.

4230.3D(6) For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, division Dean, or appropriate administrator, will act on behalf of the instructor.

4230.3D(7) The "W" shall not be used in calculating grade point averages, but excessive "W"s (as defined in District Policy 5906 shall be used as factors in probation and dismissal procedures.

4230.3D (8) All petitions for withdrawals without a "W" or withdrawals with a "W" must be completed and submitted to the Academic Standards Committee no later than 12 months subsequent to the end of the term for which the student is requesting the withdrawal. This 12-month timeframe also applies to student's who enroll in a class or classes and never attend. Students may appeal to the Chief Student Services Officer for a maximum 12 month extension of this time limit. Appeals must be based upon extenuating circumstances as defined

elsewhere in this policy The maximum timeline for which the Academic Standards Committee will consider a petition is 24 months from the end of the term for which the student is requesting the late withdrawal, regardless of whether the student ever attended the course. If the appeal is approved, and the timeline extended, the Academic Standards Committee will review the petition at that time.

- 4230.3D (9) A maximum of 15 cumulative units taken at College of the Canyons may be notated as either “W,” or drop without a “W,” or some combination thereof, through the petition process, unless a recommendation is made to exceed that maximum by an academic counselor. This does not preclude students from withdrawing themselves using the standard method and timelines available.
- 4230.3D(10) According to Title 5, section 55024, a “W” shall not be assigned, or if assigned shall be removed, from a student’s academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleged discriminatory treatment.4230.3D(11) A “W” shall not be assigned to a student subject to fire, flood or other natural disasters. Students affected by this type of situation should file a petition to the academic standards committee to remove the “W.”
- 4230.3D(12) The District will notify a student after the second withdrawal from a course of this policy and refer them to the Counseling Office. The Counseling Office will provide guidance to enable the student to successfully complete the course.

4230.4E Military Withdrawal (MW)

“Military Withdrawal” occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a “MW.”

- 4230.4E(1) Military withdrawals shall not be counted in progress probation and dismissal calculations.
- 4230.4E(2) In no case would a military withdrawal result in a student being assigned an “FW” grade.
- 4230.4E(3) Military withdrawals shall not be counted in the total of three withdrawal limitation of any one course.

Approved 04/11/12

**Academic Senate Reviewed xx/xx/17**

# AP 7121 Minimum Qualifications and Equivalencies

## Reference:

Education Code 87001, 87003 and 87743.2

Title 5 Sections 53400 et seq.

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2016 (CCCCO publication, 2012)

Equivalence to the Minimum Qualifications (ASCCC publication, 2016)

ASCCC Curriculum Committee website: <http://www.ccccurriculum.net/about-us/> accessed August 5, 2012.

## I. MINIMUM QUALIFICATIONS

It is the philosophy of the ASCCC and of the Academic Senate of College of the Canyons that faculty hiring procedures and guidelines provide for qualified college faculty who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the students they serve. The Board of Trustees, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility to ensure the quality of its faculty peers through the development and implementation of policies and procedures governing the hiring process.

The Office of Human Resources, in consultation with the Academic Senate's Minimum Qualification and Equivalencies Committee and the Department Chairs, evaluates the minimum qualifications of an applicant to teach in a discipline at COC. The determination is based on the requirements determined by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for the California Community Colleges (ASCCC) and published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines, not for programs or for divisions/**schools**.

Disciplines are divided into 3 categories:

1. Disciplines requiring a Master's degree
2. Disciplines in which a Master's degree is not generally available
3. Disciplines in which a Master's degree is not generally available but which requires a specific Bachelor's or Associate degree.

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, Disabled Student Programs and Services personnel, Extended Opportunity Programs and Services personnel, learning assistance and tutoring coordinators, and work experience coordinators.

The minimum qualifications for disciplines, in which a Master's degree is not generally available, are one of the following:

1. Any Bachelor's degree and two years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

2. Any Associate degree and six years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

#### **a) EQUIVALENCY TO THE MINIMUM QUALIFICATIONS**

The faculty in each discipline determine whether they will accept equivalencies to the minimum qualifications to teach in their discipline.

Beginning in 2015 and every five years thereafter, the discipline/department faculty will review, decide, and inform the Academic Senate whether the discipline will accept equivalencies to the minimum qualifications. These decisions will be presented to the Academic Senate at the second Academic Senate meeting of the academic year.

If a discipline needs to make a change in their acceptance of equivalencies prior to the Senate's established five-year cycle due to Board Certification or other professional requirements, such as in Nursing or Paralegal Studies, the department must make a request to the MQE Committee to make a change off cycle in the acceptance of equivalencies.

#### **b) BURDEN OF PROOF AND QUESTIONABLE MINIMUM QUALIFICATIONS**

The burden of proof, with regard to the degree and with regard to experience, is on the applicant. Clear and thorough evidence with substantiating documentation must be presented with the application for employment. The Human Resources Office will verify minimum qualifications using the published *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List."

Applications with questionable minimum qualifications will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If an agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

Information and links to past and current disciplines lists are available on the Academic Senate's website at [www.canyons.edu/offices/Acad\\_Sen](http://www.canyons.edu/offices/Acad_Sen).

## **II. EQUIVALENCY TO A DEGREE**

AB1725 provides for the hiring of faculty who do not meet minimum qualifications, provided that "the governing board determines that he or she possesses qualifications that are at least equivalent" (title 5, Sec 87359). The criteria and process for reaching this judgment must be determined jointly by the Board of Trustees of a Community College District and the Academic Senate (Title 5, Sec 53430).

Together, they are responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to maintaining standards. The agreed upon process includes reasonable procedures to ensure that the governing Board of Trustees relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty employed possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in **the published** *Minimum Qualifications for Faculty and Administrators of California Community Colleges*.

The process also requires that the Academic Senate be provided with an opportunity to present its views to the Board of Trustees before the governing board makes a determination; and that the written record of the decision, including the views of the Academic Senate, shall be available for review pursuant to Education Code Section 87358. Until a joint agreement is reached and approved, the faculty member will be bound by the minimum qualification.

The authority to determine equivalent qualifications allows College of the Canyons (COC) to hire the most qualified individuals. The standards of the disciplines list published in the Minimum Qualifications for Faculty and Administrators of California Community Colleges cannot be waived. The fact that a particular candidate is the best that the college can find does not affect the question of whether he or she possesses equivalent qualifications. Professional experience includes both work/occupational experience and teaching experience. Regardless of staffing needs, faculty must meet the minimum qualifications or equivalency. Care has been given in this document to establish guidelines for equivalent criteria and to draft a supplemental application page that elicits relevant information. Determination of equivalency must be done fairly and expeditiously while maintaining the standards of AB1725.

#### **a) CRITERIA FOR DETERMINING DEGREE EQUIVALENCY**

As per the paper, Equivalence to the Minimum Qualifications adopted by ASCCC in spring 1999 and revised spring 2016, the Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized. Therefore, the Academic Senate supports the following basic principles for granting equivalency:

1. Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal
2. The applicant for an equivalency must provide evidence of attaining coursework or experience equal to the general education component required of an Associate or Bachelor degree
3. The applicant for an equivalency must provide evidence of attaining the skills and knowledge provided by specialized course work component required for a major in an Associate, Bachelor's or Master's degree

The Academic Senate has developed procedures to meet the responsibility to determine equivalencies when an applicant for a faculty position, though lacking the exact degree or experience specified in the disciplines list, nonetheless does possess qualifications that are at least equivalent. The equivalency process is, by statute, is one upon which the Board of Trustees and the Academic Senate jointly agree.

The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.



The equivalencies established in this document will apply to new full-time and part-time faculty employees hired after June 1, 2014. Current full-time faculty employees of the district hired prior to this date are subject to prior established equivalencies. Prior part-time faculty employees will be grandfathered under the prior equivalencies but they must meet new equivalencies starting June 1, 2014, if they have not taught in the district for three continuous years.

**b) EQUIVALENCY TO A MASTER DEGREE**

(Applies to disciplines in category 1 – Disciplines requiring a Master’s degree)

*Revised 2016<sup>1</sup>*

In order to establish the equivalent of a Master’s degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Master’s degree in a requested discipline lies with the applicant. Documentation must include ~~one of~~ the following ~~two options~~:

An official transcript documenting successful completion of any Master’s degree from an accredited institution of higher education ~~learning~~ AND official transcripts documenting successful 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.

An applicant who does not provide conclusive evidence in regard to all sections of an option above does not possess the equivalent of the Master’s degree in question. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for the relevant degree but the degree has another name. A review of the transcript might show that the coursework completed is the same as the coursework required by the Master’s program and establishes that an applicant does have the broad background and depth of experience to be judged equivalent to the content of the academic work of the Master’s degree in question.

<sup>1</sup> On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

**c) EQUIVALENCY TO A BACHELOR DEGREE**

(Applies to disciplines in categories 2 and 3 – Disciplines in which a Master’s degree is not generally available)

*Revised 2016<sup>1</sup>*

In order to establish the equivalent of a Bachelor’s degree in a requested discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Bachelor’s degree lies with the applicant. Documentation of equivalency must meet the requirements of one of the following two options:

**Option 1**

The applicant must submit an official transcript documenting successful completion of 120 semester units of college coursework **at an accredited institution of higher learning**. The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework. Also, the transcript must include successful completion of 36 semester units of general education courses as described in ~~the Academic Senate’s approved Operating Procedures for *The Minimum Qualifications and Equivalency Committee (MQE) to Determine Equivalencies to Minimum Qualifications*~~ **Academic Procedures 7121 Minimum Qualifications and Equivalencies** and 24 discipline-specific semester units in courses 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 combination of a minimum of 80 semester units of college coursework at an accredited institution of higher learning including the general education course units, as described in ~~the Academic Senate’s approved Operating Procedures for *The Minimum Qualifications and Equivalency Committee (MQE) to Determine Equivalencies to Minimum Qualifications*~~ **Academic Procedures 7121 Minimum Qualifications and Equivalencies**, required for the Bachelor’s degree and documented and verifiable evidence of 640 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.

<sup>1</sup> On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

## **General Education for the Bachelor Degree**

To meet the general education requirements for the Bachelor's degree, the applicant must include an official transcript documenting successful completion of a minimum of 36 semester units including 3 semester units in each of the following courses. A passing grade on a CLEP, IB, or AP exam are equivalent to 3 units for the related general education course. Credits by exam are acceptable.

- English Composition (Expository writing)
- Critical Thinking (e.g. Logic, Argumentation, Composition based on analytical reading)
- Oral Communications (e.g. Public Speaking, Group Communications)
- Physical Science\* (e.g. Astronomy, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physical Science, Physics)
- Biological/Life Science\* (e.g. Biology, Physical Anthropology)
- College Level Math (e.g. Mathematics above Intermediate Algebra)
- Fine/Performing Arts (e.g. Animation, Art, Dance, Design, Graphic Design, Music, Photo, Theater)
- Humanities (e.g. Foreign Language, Humanities, Literature, Philosophy) One course in either Fine/Performing Arts or Humanities
- One course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A second course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A third course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)

\* One of the Physical or Biological science courses above must include a laboratory.

An applicant who does not provide conclusive evidence in regard to both general education and major courses does not possess the equivalent of a Bachelor's degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of a Bachelor's degree.

#### **d) EQUIVALENCY TO AN ASSOCIATE DEGREE**

(Applies to disciplines in categories 2 and 3)

*Revised 2016<sup>1</sup>*

In order to establish the equivalent of an Associate degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to an Associate degree in a requested discipline lies with the applicant/candidate. Documentation of equivalency must meet the requirements of one of the following options:

##### **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 **below 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 **below 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.

<sup>1</sup> On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

## **General Education for the Associate Degree (Title 5 Section 55063(b))**

To meet the general education requirements for the Associate degree or equivalent, the applicant must include an official transcript documenting successful completion of a minimum of 18 semester units from the course categories listed below and including a minimum of 3 semester units in each of the 5 areas. A passing grade on a CLEP, IB, or AP exam are equivalent to 3 units for the related general education course. Credits by exam are acceptable.

- Natural Science (e.g. Astronomy, Biology, Chemistry, Environmental Science, Physical Anthropology, Physical Science, Physics)
- Social Sciences (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- Humanities (e.g. Art, Dance, Design, Foreign Language, Humanities, Literature, Music, Philosophy, Photography, Theater)
- English Composition (Expository writing)
- Communication and Analytical Thinking (oral communication, mathematics at minimum one level below transferable, logic, statistics, computer language and programming)

An applicant who does not provide conclusive evidence in regard to both general education and major specific courses does not possess the equivalent of the Associate degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component.

No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of an Associate degree.

### **III. CRITERIA FOR DETERMINING EXPERIENCE**

In order to establish experience, a candidate must show possession of thorough and broad skill and knowledge for each of the following:

1. Mastery of the skills of the vocation thorough enough for the specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline
2. Extensive and diverse knowledge of the working environment of the vocation.

Examples of documents in support of relevant experience might include:

- Documentation of prior teaching experience in the requested discipline.
- Employer statements or other evidence validating related work experience. In the case of self-employment, continuity of experience evidenced by presenting copies of relevant tax forms (schedule C or partnership forms) over the number of requested years.
- Documentation of apprenticeships and journeyman training.

- Examples of substantial evidence of work products that show a command of the discipline and time expended on the products.

#### IV. EQUIVALENCY COMMITTEE OF THE ACADEMIC SENATE

##### a) APPLICATION TO REQUEST EQUIVALENCY

1. The ~~Application to Request Equivalency~~ *Request for Equivalency form* must be completed and attached to the application for employment together with official transcripts and/or other supporting documentation as evidence of equivalency and submitted to the Office of Human Resources. *Request for Equivalency to an Associate's Degree, to a Bachelor's Degree and to a Master's Degree forms are available on the Office of Human Resources Website: <http://www.canyons.edu/Offices/HumanResources/Pages/minimum.aspx>*
2. The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet

3. Decisions regarding equivalencies to the minimum qualifications for a discipline when an applicant for employment submits the application will be made prior to the hiring interview. If the discipline faculty members on the Hiring Committee do not reach a unanimous decision, the equivalency is not granted.
4. ~~An Application to Request Equivalency will be referred to the Equivalency Committee of the Academic Senate if a full-time faculty member requests an additional equivalency after hiring.~~ *If a full-time faculty member requests an additional equivalency after hiring, a **Request for Equivalency form** will be referred to the Equivalency Committee of the **Academic Senate**.* Official transcripts and other supporting documentation must be attached to the application and submitted to the Office of Human Resources. If the Equivalency Committee does not reach a unanimous decision, the equivalency is not granted. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.
5. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.
6. Decisions of the Equivalency Committee will be *reported to Human Resources for a possible interview and upon hire* submitted to and approved by the Academic Senate in the same

way that decisions of the Curriculum Committee are submitted to and approved by the Academic Senate.

7. In all equivalency procedures, the Office of Human Resources shall inform the applicant of the decision.
8. All records involved in equivalency proceedings, regardless of whether the equivalency was granted or not, shall be confidential. At the conclusion of the equivalency determination by the Equivalency Committee, the ~~Application to Request Equivalency~~ *Request for Equivalency form* and all supporting documents shall be returned to the Office of Human Resources.

**b) COMMITTEE MEMBERSHIP**

1. All faculty members serving on the committee shall be contract faculty.
2. Members of the committee will participate in annual training to take place at the first meeting of each academic year.
3. *Members of the committee will review the Administrative Procedures of the Minimum Qualifications and Equivalencies (AP 7121) each spring term of the academic year.*
4. All decisions of the Equivalency Committee will be made by vote of its members. A vote will not take place unless a quorum, as established by a majority of its members, is present.
5. The committee will have one faculty representative from each division/*school*. The Equivalency Committee may consult with discipline faculty for the requested discipline if no faculty member from the division/*school* where the discipline resides serves on the Equivalency Committee.
6. The committee will have two non-voting members from the Human Resources Office.
7. A full-time faculty member seeking an equivalency must abstain from deliberating on the determination of that equivalency if the faculty member making the request serves on the Equivalency Committee. In such a case, the committee must request an alternate faculty member from the division, which the faculty member represents on the committee.
8. The Committee will meet at least once a month during the fall and spring semesters, the date and time to be determined by the members of the committee.
9. A unanimous decision of the quorum (defined as 50%+1) must be reached by the Equivalency Committee or the equivalency is not granted. A member of the Committee who is not present when ~~an Request for Equivalency~~ *a Request for Equivalency form* is reviewed forfeits his or her right to vote. *Voting will take place at the scheduled monthly committee meetings, however, in the event when a timely vote must take precedence, voting may take place by email.*

**c) APPEAL PROCEDURE FOR CONTRACT FACULTY ONLY**

If a contract faculty member applies for equivalency for an additional discipline disagrees with the decision, the applicant may appeal by submitting new written documentation or clarifications to the

Equivalency Committee. This appeal must be submitted within 15 contract days after the applicant has received notification of the committee's decision. The applicant may make an oral statement explaining this new material to the committee at its next scheduled meeting. The committee will deliberate again without the applicant present and the committee's decision shall be final. If a unanimous decision cannot be reached, the equivalency is not granted and the appeal process ends.

#### **d) RE-APPLICATION PROCEDURE**

If a current full-time or part-time faculty was denied an equivalency in the past but has after one academic year since completed additional coursework and/or possesses new supporting documentation, the applicant may re-apply for the equivalency. This is not an appeal; this is a re-application because of the time elapsed since the last equivalency decision. The Equivalency

Committee will review any and all records involved in past considerations of equivalency for that particular applicant, along with the new supporting documentation. Faculty members may not re- apply unless there is new coursework and/or new supporting documentation. The re- application process is subject to the appeal procedure.

#### **SOURCES**

1. Minimum Qualifications for Faculty and Administrators in California Community Colleges ~~2012~~ 2016 (CCCCO publication, ~~2012~~ 2016)  
<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>
2. Equivalence to the Minimum Qualifications (ASCCC publication, 2016)  
<http://www.asccc.org/papers/equivalence-minimum-qualifications-1>
3. ASCCC Curriculum Committee website: <http://www.ccccurriculum.net/about-us/> accessed August 5, 2012.

Revised May 2017



Refresh Recommendations for Online Instructor Qualifications  
Submitted to and endorsed by the Ed Tech Committee on May 27,  
2015

Ed Tech Online Instructor Qualifications Sub-committee:  
Kelly Burke, Mike Gunther, Chad Estrella, Mindy Albee, James Glapa-Grossklag,  
Regina Blasberg, Katie Coleman, Diane Solomon

## Background

The 2014 ACCJC external evaluation team made the following recommendation:

*Recommendation 2. In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality.*

In response to the recommendation above, and in recognition that the existing Online Instructor Qualifications were prepared by the Educational Technology Committee in October 2005 and approved by the Academic Senate in September 2006, the Educational Technology Committee convened a sub- committee to examine how to update and improve the Online Instructor Qualifications.

The group consisted of the faculty co-chair of Ed Tech, administrators from Distance Learning and IT, classified staff from Distance Learning and IT, a faculty department chair, and an adjunct faculty member.

The sub-committee met multiple times over the course of the semester, investigated current practices at other Community Colleges and gathered input during additional meetings and conversations with Jennifer Brezina, Ron Dreiling, Miriam Golbert, Diane Sionko, Diane Solomon, and Paul Wickline (this does not necessarily mean that these colleagues endorse these recommendations). The following outline and recommendations are the result.

## Outline

<b>Current Modules</b>	<b>New Modules</b>	<b>Notes</b>
	0. Technology baseline (self-paced, online)	Basic computer skills: network access, attachments, saving documents, etc.
1. LMS 1, 2, 3 (6 hours)	1. LMS 1, 2 (4 hours)	
2. Introduction to Online Teaching and Learning (ITL 106)	2. Introduction to Online Instruction (CETL)	

3. Section 508 accessibility	3. Section 508 accessibility	Project based: format a document, caption a video add alt tags to images, etc.
	(Above training recommended for all LMS users; required for hybrid and online instructors)	

	4. Certificate Renewal every 3 years (~2 hour self-paced, online)	Updates on: -Technology -New legal & accreditation requirements -Best practices -Reminders
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## FAQs

1. What changes are being proposed?
  - a) Add a “technology baseline” assessment, to ensure that people who want to teach online know how to save files, send attachments, log in, etc. This will be online and self-paced.
  - b) Make the Section 508 training project-based. In addition to learning about accessibility, actually add alt tags to an image or use styles to format a class document.
  - c) Add a renewal requirement every 3 years to learn about new regulations and technology.  
This will be online and self-paced.
2. Will there be an easy place to find all this training information?  
Yes, Distance Learning will maintain a website with current training information.
3. Will I get FLEX credit for all of this?  
This sub-committee recommends that FLEX credit be provided.
4. Will I earn a certificate for completing the workshops?  
Yes, you will earn a certificate upon completing the training, which will be project-based and involve creating a class syllabus or course modules, for example.
5. Who will keep track of all this?  
This sub-committee recommends Professional Development do so.
6. Who will decide what should be covered in the basic computer skills assessment?  
Faculty and staff who have trained instructors, and seen the challenges that arise, have compiled a list of recommended topics: Mindy Albee, Anne Marengo, Thea Alvarado, and Katie Coleman.
7. Who will create the online basic computer skills assessment? IT will be asked to do so.
8. If I’m brand-new to the College, and I’ve taken training elsewhere, do I need to take this training?  
~~Yes.~~ Participating in the College’s training is highly encouraged ensures that you are to become aware of the practices and policies in place here; however, subject to review by your department chair and the Director of Distance Learning, equivalencies can be requested.
9. If I’ve been working here for a while and I’ve already taken equivalent training elsewhere, do I need to take this training?  
No, but you will need to complete the renewal process every 3 years.
10. If I’ve been working here for a while can I take equivalent training somewhere else?  
Yes, subject to review by your department chair and the Director of Distance Learning.
11. If I’ve taken the training here, do I have to go back and take the technology baseline assessment?  
No, but you will need to complete the renewal process every 3 years.
12. If I’ve taken the training here, will you accept an outside equivalent for the renewal process?  
  
No substitution should be accepted for the renewal process.
13. When will all this start? If adopted, the new training should be in place within a year. Currently certified instructors should renew every 3 years.
14. The sub-committee recommends that:
  - a) Online instructors should be evaluated in their online courses periodically in accordance with established procedures in collective bargaining agreements.
  - b) Training should be free to participants.

## Additional Adjunct Faculty Fall 2016

Name	Position Title (Discipline Assignment, if different)	Minimum Qualifications or Equivalency (MQ&E) for the specified discipline as listed in the current state MQ&E state handbook/ Equivalency.	Evidence for how the faculty member meets MQ&E
Blazey, Christine	Adjunct Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, economics, taxation, finance or the equivalent. (NOTE: A bachelor's degree in accountancy or business administration with accounting concentration, with a CPA license is an alternative qualification for this discipline	BA Accounting, California State University, Northridge and MA Taxation, Golden State University and a CPA license
Dougherty, James	Adjunct Accounting		Master of Accountancy; Stetson University
Dempsey, Charles	Adjunct – ISA (Administration of Justice)	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	AS in Vocational Nursing from Glendale Community College and at least 6 years of experience.
Martinez, Carlos	Adjunct – ISA (Administration of Justice)		BS in Business – Small Business Management & Entrepreneurship from University of Phoenix and at least 2 years of experience.
Rogers, Richard	Adjunct – ISA (Administration of Justice)		AA degree equivalency (Option 1) 99.5 semester units, including 15 units general ed and 18 units discipline specific semester units & at

			least 6 years of experience.
Smith, Jennifer	Adjunct – ISA (Administration of Justice)		BA in Human Development from California State University, Long Beach and at least 2 years of experience
Madrigal, Hector	Adjunct – ISA (Administration of Justice)		MA in Leadership from University of Southern California, and at least 2 years of experience
Meneses, John	Adjunct – ISA (Administration of Justice)		BS in Organizational Management from University of La Verne and at least 2 years of experience
Fernandez, William	Adjunct – ISA (Administration of Justice)		AS in Drafting and Design Technology from Don Bosco Technical Institute and at least six years of experience
Yanez, Raquel	Adjunct – ISA (Administration of Justice)		AA degree equivalency (Option 1), 184 Semester units including 15 units of general ed, 18 discipline specific semester units and at least six years of experience
Cruz Saint-James, Alicia	Adjunct – ISA (Administration of Justice)		AA degree equivalency (Option 2) 62.25 semester units, including 18 units of general education course units & and at least 320 hours of significant professionally sanctioned discipline-specific training.
Marshall, John	Adjunct – ISA (Administration of Justice)		AA degree equivalency (Option 1) 147.5 semester units, including 15 units general education course units and 18 units discipline specific units and at least 6 years of experience
Shafer, Matthew	Adjunct – ISA (Administration of Justice)		AA degree equivalency (Option 2) 44.50 semester units including 18 units of

			general education and at least 320 hours of significant professionally sanctioned discipline-specific training
Hernandez, Manuel	Adjunct – ISA (Administration of Justice)		AA degree equivalency (Option 1) 122 semester units from University of LaVerne, including 15 semester units of general education, 18 semester units of discipline specific courses and at least six-years of experience
Spencer, Nataka	Adjunct – ISA (Administration of Justice)		AA in Liberal Arts and Sciences from West Los Angeles College and at least six years of experience
Ludwig, Kirstsen	Adjunct Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science OR the equivalent (none accepted)	PhD in Microbiology; University of Virginia
Thon, Vicki	Adjunct Biological Sciences		PhD in Microbiology; University of Missouri-Columbia
Cordero, Antoinette	Adjunct Child Development (Early Childhood Education)	Master’s in child development, early childhood education, human development, home economics/ family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education OR Bachelor’s in any of the above AND Master’s in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home	Master of Science-Family and Consumer Sciences; CSUN

		economics, family life studies or family and consumer studies OR the equivalent (none accepted)	
Rome, Lauren	Adjunct Communication Studies	Master's in speech, speech broadcasting, Studies (Speech telecommunications, rhetoric, communication, Communication) communication studies, speech communication or organizational communication OR Bachelor's in any of the above AND Master's in drama/ theater arts, mass communication or English OR the equivalent (#1)	Equivalency Option #2:BA Communication, CSULA, 20 Semester Units in a Communication Studies Graduate Program at CSULA (Grandfathered under EQ#2)  <i>Ms. Rome is graduating May 2017 and will receive her master's degree in Communication Studies.</i>
Javaherpour, Nima	Adjunct Culinary Arts	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Associate of Arts in Social Science; College of the Canyons and over six years of exp.
Shin, Hans	Adjunct Engineering		Master of Science-Materials Engineering; CSUN
Chmiel, Rebecca	Adjunct English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism OR the equivalent (#1)	Master of Science-Literature and Modernity; University of Edinburgh
Srinivasa, Asha	Adjunct Environmental Studies (Interdisciplinary Studies)	Master's degree in Interdisciplinary discipline OR Master's degree in any of the disciplines included in the interdisciplinary area and 6 units of upper division or graduate course work in at least one other constituent discipline	MS Civil Engineering (program specialization in Civil and Environmental Engineering), UCLA
Ane, Darus	Adjunct – ISA (Fire Technology)	Any bachelor's degree or higher and two years of	BS in Business Administration

		professional experience, or any associate degree and six years of professional experience (#1 & 2)	(Finance-Real Estate) from California State University, Long Beach and at least 2 years of experience
Bartram, Steven	Adjunct – ISA (Fire Technology)		BS in English from California State University, Bakersfield and at least 2 years of experience
Jimenez, Arturo	Adjunct – ISA (Fire Technology)		AS in Fire & Emergency Tech. – P. Tech from El Camino College and at least 6 years of experience
Martinez, Alfred	Adjunct – ISA (Fire Technology)		MS in Physical Education (Exercise Science) from University of Illinois at Chicago and at least 2 years of experience
Wilson, Travis	Adjunct – ISA (Fire Technology)		BS in Business Administration from Loyola Marymount University and at least 2 years of experience
Moss, Cole	Adjunct Graphic Arts	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Bachelor of Fine Arts-Graphic Design; Otis College of Art and Design and two years of exp.
King, Travis	Adjunct History	Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science or ethnic studies OR the equivalent (none accepted)	Master of Arts in History, CSUN
Morgenstern, Adam	Adjunct History		Master of Arts in History, CSUN
Fleming, Natalie	Adjunct Kinesiology/Physical Education	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education  OR Bachelor's degree in any of the above AND Master's	Master of Science in Kinesiology, CSUN



		degree in any life science, dance, physiology, health education, recreation administration or physical therapy  OR the equivalent (#1)	
Heim, Michael	Adjunct Kinesiology/Physical Education		Master of Sport Science- Sport Fitness, United States Sports Academy
Abed, Karineh	Adjunct Mathematics	Master's in mathematics or applied mathematics  OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education  OR the equivalent (#1)	Master of Science in Mathematics, CSULA
Moss, Jason	Adjunct Mathematics		Master of Science in Mathematics- Didactics of Mathematics (transcript evaluation)
Riasati, Mohamadreza	Adjunct Mathematics		Master of Science in Mathematics- The University of Alabama at Birmingham
Kim, Alvin	Adjunct Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent (#1)	Master of Science in Mathematics, Claremont University
Van, Karen	Adjunct Medical Laboratory Technologies (Health Care Ancillaries)	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience AND one or more of the following: -must be a physician or surgeon licensed under chapter 5 OR -a doctoral scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory	BS Medical Technology, Michigan State University, plus 2+ years of professional experience, and possession of a Clinical Lab Scientist License

		specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160	
Guerra, Yalil	Adjunct Music	Master's degree in music OR bachelor's degree in Music AND master's degree in Humanities OR the equivalent (#1)	Master of Music, Shepherd University
Wamboldt, James	Adjunct Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher AND A valid, active California RN license	MS Nursing - Education, Western governors University, California RN license
Alshawa, Ahmad	Adjunct Physical Science (Chemistry)	Master's in chemistry  OR Bachelor's in chemistry or biochemistry  AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry  OR the equivalent (#1)	Ph.D. Chemistry, UC Irvine
Back, Wallis	Adjunct Psychology	Master's in psychology  OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience or social work  OR the equivalent (none accepted)	Master of Arts-Psychology, PACE University
Spillman, Kelly	Adjunct Psychology		Master's in Counseling, Georgia State University and Bachelor's in Psychology, Florida State University
Ballesteros, Nancy	Adjunct Spanish (Foreign Languages)	Master's in the language being taught  OR Bachelor's in the language being taught AND	Master of Arts in Spanish, UCLA

		Master's in another language or linguistics OR the equivalent (#1)	
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<b>Adjunct Faculty Winter 2017</b>			
<b>Name</b>	<b>Position Title (Discipline Assignment, if different)</b>	<b>Minimum Qualifications or Equivalency (MQ&amp;E) for the specified discipline as listed in the current state MQ&amp;E state handbook/ Equivalency.</b>	<b>Evidence for how the faculty member meets MQ&amp;E</b>
Arora, Chander	Adjunct Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent (none accepted)	

**Adjunct Faculty Spring 2017**

<b>Name</b>	<b>Position Title (Discipline Assignment, if different)</b>	<b>Minimum Qualifications or Equivalency (MQ&amp;E) for the specified discipline as listed in the current state MQ&amp;E state handbook/ Equivalency.</b>	<b>Evidence for how the faculty member meets MQ&amp;E</b>
Succar, Maya	Adjunct Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, economics, taxation, finance OR the equivalent (none accepted) (NOTE: A bachelor's degree in accountancy or business administration with accounting concentration, with a CPA license is an alternative qualification for this discipline)	Master of Science-Accounting; University of Phoenix
Allen, Marshav	Adjunct – ISA (Administration of Justice)	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	BA in sociology from California State University, Dominguez Hills and at least 2 years of experience

Austin, Nicole	Adjunct – ISA (Administration of Justice)		BA in music education from California State University, Northridge and at least 2 years of experience
Korinek, Kyle	Adjunct – ISA (Administration of Justice)		BS in Criminal Justice from Central Missouri State university and at least 2 years of experience
Lopez, Tony	Adjunct – ISA (Administration of Justice)		BS in Criminal Justice Administration from University of Phoenix and at least two years of experience
McIntyre, Curtis	Adjunct – ISA (Administration of Justice)		Ed.D. in organizational leadership from University of La Verne and at least 2 years of experience
Wolfe, John	Adjunct – ISA (Administration of Justice)		BS in Criminal Justice from The University of Dayton and at least two years of experience
Gomez, Carlos	Adjunct Architecture	Any bachelor’s degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Master of Science-Advanced Architectural Design; Columbia University in the City of New York, plus two years of exp.
Lewis, Pamela	Adjunct Art	Master’s in fine arts, art, or art history OR Bachelor’s in any of the above AND Master’s in humanities OR the equivalent (#1) (NOTE: “Master’s in fine arts” as used here refers to any master’s degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the “Master of Fine Arts” (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing or other non-plastic arts)	Master of Fine Arts-Art; California Institute of the Arts
Evans, Katlin	Adjunct Art		Master of Fine Arts-Art; Cal State Fullerton

Lam, Tai	Adjunct Chinese Language (Foreign Languages)	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another language or linguistics OR the equivalent (#1)	Bachelor of Arts-Chinese Language and Literature; Xiamen University (Transcript evaluation) and Master of Arts- English/ESL; Cal State Dominguez Hills
Alva, Larry	Adjunct Communication Studies	Master's in speech, speech broadcasting, Studies (Speech telecommunications, rhetoric, communication, Communication) communication studies, speech communication or organizational communication OR Bachelor's in any of the above AND Master's in drama/ theater arts, mass communication or English OR the equivalent (#1)	Master of Arts in Communication and Leadership Studies-Gonzaga University
Opffer, Elenie	Adjunct - Communication Studies		PhD-Communication; University of Colorado
Viveros, Carmen	Adjunct Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent (none accepted) (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	Master of Science-Counseling; CSUN
Law, Tony	Adjunct Counseling		Master of Science-Counseling, Psychology; Mount Saint Mary's University
Andrasian, Savanna	Adjunct English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism OR the equivalent (#1)	Master of Arts-English; Cal State Bakersfield
Ryder, Elisha	Adjunct English		Master of Arts-English; CSUN

MacDougall, Adam	Adjunct English		Master of Arts-English; Humboldt State University
Martin, Brian	Adjunct – ISA (Fire Technology)	Any bachelor’s degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	BS in fire science from Kaplan University and at least 2 years of experience
Robertson, Jason	Adjunct – ISA (Fire Technology)		MPA from University of Southern California and at least 2 years of experience
Rojales, Joshua	Adjunct – ISA (Fire Technology)		AA in general arts & sciences from College of the Canyons and at least 6 years of experience
Carson, Michael	Adjunct Geography	Master’s degree in geography OR bachelor’s degree in geography AND master’s degree in geology, history, meteorology, or oceanography OR the equivalent (#1).	Master of Arts-Geography; Cal State Long Beach
Bojorquez, Nery	Adjunct Graphic Arts	Any bachelor’s degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Associate of Arts-Graphic Design & Multimedia; COC, plus two years of exp.
Lee, Mark	Adjunct Kinesiology/Physical Education	Master’s degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor’s degree in any of the above AND Master’s degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent (#1)	Master of Science-Kinesiology; CSUN
Costello, Lindsay	Adjunct Kinesiology/Physical Education		Master of Science-Kinesiology; CSUN
Lyans, Brandon	Adjunct Kinesiology/Physical Education		Master of Science-Exercise Science & Health Promo; California University of Pennsylvania
Morales, Bryan	Adjunct Kinesiology/Physical Education (Coaching)	Any bachelor’s degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Bachelor of Science-Kinesiology;CSUN plus two years exp.

Wyan, Taylor	Adjunct Manufacturing Technology	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Bachelor of Science-Welding; The Ohio State University, plus two years of exp.
Payne, Brandi	Noncredit Basic Skills Interdisciplinary	Bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course	Bachelors of Art-English; Henderson State University
Shulyakova, Marina	Noncredit Basic Skills Math	Bachelor's in mathematics	Bachelor of Science-Mathematics/Applied Mathematical Sciences; CSUN
Flestad, Sharlene	Noncredit ESL	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.	Master of Arts-Teaching English to Speakers of Other Languages; Azusa Pacific University
He, Yichen	Noncredit ESL		Master of Science-Teaching English to Speakers of Other Languages; USC
Martinsson, Cynthia	Noncredit ESL		Master of Arts-Teaching English to Speakers of Other Languages; CSUN
McQueen, Crystal	Noncredit ESL		Master of Arts in Teaching- Teaching English of Other Languages; USC
Sheridan, Joshua	Adjunct Nursing (clinical)	Any bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	Master of Arts-Master of Arts Biblical Counseling; The Master's College plus at least 2 years of relevant experience and valid RN license
Thaw, Russell	Adjunct Paralegal (legal Assisting)	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Juris Doctorate; College of Law, plus two years of exp.
Beasley, Brittany	Adjunct Psychology	Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience or social work OR the equivalent (none accepted)	PhD-Psychology; Southern Illinois University

Ramirez, Hernan	Adjunct Sociology	Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work or psychology OR the equivalent (#1)	PhD-Sociology; USC
Baljet, Joseph	Adjunct Surveying (Engineering Support)	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2)	Associate of Science-Land Surveying; Santiago Canyon College, plus six years exp.

## **CURRICULUM COMMITTEE PROCEDURES**

### **I. SCOPE AND DUTIES**

1. Review and recommend action on existing curricula
2. Review and recommend action on proposed curricula
3. Encourage and foster the development of new curricula
4. Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum
5. Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees
6. Implement state-mandated regulations or policies that affect curriculum
7. Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees
8. Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC)
9. Review all curriculum proposals to ensure congruence with the college's mission, need, quality, feasibility, and compliance with Title V

### **II. MEMBERSHIP**

1. As an academic and professional matter, the composition of the Curriculum Committee will be mutually agreed upon by the Academic Senate and the District
2. The Academic Senate will develop procedures to select the faculty members of the committee
3. The following are considered voting members of the committee:
  - a. Faculty Chair of the Curriculum Committee
  - b. One representative from each school or division
  - c. 3 At-Large Faculty Representatives
  - d. 1 Adjunct Representative
  - e. Chief Instructional Officer or designee from the Office of Instruction



- i. The Chief Instructional Officer, or designee from the Office of Instruction, may serve as Administrative Co-Chair of the Curriculum Committee
  - ii. Every two years, during the Spring Semester, the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair
- 4. If they are not already voting members, the following shall be appointed as Non-Voting members and contribute to discussions when warranted:
  - Coordinator
    - a. Curriculum Specialist/Coordinator
    - b. Representative from Associated Student Government
    - c. Representative of Counseling (if no elected member is a counselor)
    - d. Matriculation Office/Student Skills & Success Director
    - e. Director of Admissions & Records
    - f. Articulation Officer
- 5. The following committees will provide a representative to serve as a resource to the Curriculum Committee. They are considered non-voting resource members and are not expected to attend meetings unless they are requested:
  - a. Minimum Qualifications
  - b. Student Learning Outcomes Coordinator(s)
  - c. Ed-Tech Committee

### III. MEMBER RESPONSIBILITIES

- 1. Attend and fully participate in committee meetings
- 2. Serve as a consultant to members of his/her school/division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings
- 3. Inform and update their school/division about curriculum issues such as (but not limited to):
  - a. Proper preparation of course outlines
  - b. Prerequisite/co-requisite policies
  - c. Curriculum Committee deadlines
  - d. Development of Student Learning Outcomes
- 4. All members of the committee shall make decisions based on a college-wide perspective and the college mission
- 5. It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
  - a. Read all the course/program outlines before the meeting
  - b. Stay current on Title V and Education Code requirements regarding curriculum
  - c. Participate in required trainings (e.g. Stand Alone Certification)
  - d. Participate in Technical Review sessions
  - e. Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and submission deadlines
- 6. Members are expected to find and orient a substitute if they are unable to attend a meeting

7. If a member misses more than 50% of the meetings in a single semester, it will be assumed that they have tendered their resignation

#### IV. FACULTY CO-CHAIR RESPONSIBILITIES

1. Serve as a resource person to assist faculty in the development of curriculum proposals
2. Develop a recommended curriculum committee schedule each year
3. Review all courses and programs prior to establishing agendas
4. Establish the agenda for Curriculum Committee meetings
5. Schedule and conduct the technical review meetings
6. Conduct Curriculum Committee meetings
7. Provide advice and guidance on curriculum issues, such as: Education Code regulations, Title V compliance, course numbering sequence, and prerequisite regulations
8. Update the Academic Senate regularly regarding committee activities
9. Review minutes of meetings prior to submitting to the Academic Senate

#### V. ADMINISTRATIVE CO-CHAIR RESPONSIBILITIES

1. Work with faculty co-chair to fulfill college Curriculum Committee responsibilities
2. Manage course and program review workflow
3. Interface with the Curriculum and Articulation Coordinator to:
  - a. Maintain all curriculum files
  - b. Submit curriculum materials for state and local approval
  - c. Maintain the curriculum database and forms in WebCMS
  - d. Prepare and submit curriculum materials for review and approval by the Academic Senate
4. Facilitate technology training for all committee members and faculty authors
5. Serve as a resource to Academic Deans in fulfilling their curriculum responsibilities

#### VI. AUDIT TRAIL

1. Proposals will not be considered until they have completed the Audit Trail
  - a. Proposals will be submitted by faculty meeting the minimum qualifications to teach the proposed/revised course
  - b. If no faculty member meets the minimum qualifications to teach a proposed/revised course, an out-of-discipline faculty member must serve as the “author” for the proposal and be responsible for any revisions during the audit and technical review processes
2. Selection of Auditors
  - a. Some positions on the audit trail are automatically appointed such as the Dean, Chair, and Articulation Officer
  - b. The following audit trail positions are appointed positions. The Curriculum Committee Faculty Co-Chair will solicit input from relevant campus committees for a faculty member to fill these positions. The Curriculum Committee Co-chairs will mutually agree on a recommendation
    - i. Distance Learning

- ii. Minimum Qualifications
    - iii. SLO
  - c. The initial term of service shall be two years. Auditors may be reappointed for additional one year terms
- 3. Auditor responsibilities
  - a. Department Chair
    - i. Check course outlines for accuracy in all sections
    - ii. Check to see that course is congruent with the program review
    - iii. Check for appropriateness to college mission
    - iv. Ensure that SLO's, objectives, and content are divided into lecture/lab sections if appropriate and that all aspects of the outline are consistent with each other
    - v. Check that outline meets curriculum standards as well as represents the current standards for that discipline
    - vi. Verify that the SLO(s) is consistent with the relevant program and institutional SLO(s)
  - b. Academic Dean
    - i. Review entire proposal for congruence with department program review
  - c. SLO
    - i. Ensure that SLO's are properly written and that the objectives are distinct from, but related to, the SLO's
    - ii. Compare content with SLO's & objectives to ensure consistency
    - iii. Check that methods of assessment are consistent with SLO's
  - d. Discipline (Minimum Qualifications)
    - i. Ensure correct discipline assignment
    - ii. Verify composition of group of disciplines for those courses deemed "Interdisciplinary"
  - e. Articulation Officer
    - i. Review program, general education, and articulation information for accuracy
    - ii. Ensure that proposal (description, content, assignments) meet articulation requirements.
- 4. If a proposal does not progress from stage one within 6 months, the Curriculum Specialist/Coordinator will contact the author to determine if the author anticipates completing the course. If a proposal is inactive for 12 months, it will be removed from the curriculum management system.
- 5. Proposals do not require approval to be forwarded to the next stage. However, auditors may opt to return a course to the author if it does not meet curriculum standards. For example:
  - a. Incorrect format (e.g.: no, or poorly written, SLO(s); lecture/lab not separated; no assignments that measure SLO(s))
  - b. Does not meet Title V requirements (i.e.: minimal critical thinking objectives, no evidence of writing or problem solving in the methods of evaluating student achievement)
  - c. Does not meet articulation requirements

- d. Course is inconsistently written: (e.g.: a course with lecture units is written as a lab class)
6. The final stage of the Audit Trail is review by the Curriculum Specialist/Coordinator, he/she will:
  - a. Verify that the audit trail for the proposal has been completed. This will include:
    - i. All required supplements (e.g., DLA and Prerequisite form) have been completed
    - ii. Appropriate changes to a relevant program have been made. New, deleted, and/or modified courses will not be reviewed if relevant program changes have not also been simultaneously submitted
  - b. Return all proposals that have been identified as incomplete to the author. The School/Division Dean, chair, and the author will be notified which areas need to be completed (see Appendix A)

## VII. TECHNICAL REVIEW

1. Held prior to each regularly scheduled Curriculum Committee meeting
2. The purpose of the technical review is to review proposals for clarity and provide guidance for further revision
3. The faculty co-chair will establish the agenda
4. To be eligible for technical review, all proposals will be certified as complete by the Curriculum Specialist/Coordinator
5. At a minimum, the Technical Review Committee will consist of the faculty Co-Chair, a rotating member from the Curriculum Committee, and the Curriculum Specialist/Coordinator.
6. The Technical Review Committee will make one of the following determinations for every proposal reviewed:
  - a. Return to author for further refinement
  - b. Place on consent calendar
  - c. Schedule on agenda for final read

## VIII. CURRICULUM MEETING AGENDA

1. The faculty co-chair will develop the meeting agendas. Only those proposals that have been certified by the Technical Review Committee will be placed on the agenda
2. The agenda will consist of:
  - a. Technical changes
  - b. Consent items
  - c. Modified-courses
  - d. New courses: discussion of need and/or final read
  - e. Modified programs

- f. New programs
  - g. DLAs
  - h. Pre-requisites/co-requisites
  - i. Stand-Alone courses
  - j. Program/course approvals
  - k. Discussion items
3. Courses will generally be reviewed in the order in which they are received, however other issues may take priority. Priority is established based on the following criteria:
- c. Title V and other changes mandated by legislation
  - d. Revisions required for articulation
  - e. New courses in new programs
  - f. Courses in existing programs
  - g. Stand-Alone courses
  - h. New Distance Learning Addendums (DLA's)

## IX. MEETINGS

1. Meetings are held during the fall and spring semesters on the first and third Thursday of each month
  - a. The last meeting of the academic year will address
    - i. The calendar for the next academic year
    - ii. Courses meeting the diversity requirement
    - iii. Courses meeting new GE requirements
    - iv. An update from CSU/UC & Chancellor's Office regarding new articulation and course/program approvals.
2. In order to conduct business, the Curriculum Committee will require a quorum of the voting members. A quorum is defined as 50% + one (1) of the voting membership. A proxy vote may not count in order to establish a quorum. Faculty acting as substitutes for a regular member may be counted in establishing a quorum.
3. There may be times when unscheduled meetings may be warranted to address issues in a timely manner. Meetings may be called only:
  - a. If the two chairs agree
  - b. Once the chairs agree to call a meeting, the members will be polled to ascertain if a quorum can be established. If a quorum cannot be reached, an email meeting may be held
  - c. If this additional meeting falls during a non-service day, the faculty members required to be present may be compensated according to the appropriate contractual procedures
4. Authors, or designee, must be present for the committee to discuss a proposal. If the author of the proposal is an adjunct, the department chair (or designee) must be present for the committee to consider the proposal.
  - a. Proposals may only be authored by faculty
  - b. A full-time faculty member must "author" proposals in the curriculum management system and steward the proposal through the audit trail

- c. Only faculty may represent proposals to the Curriculum Committee
5. Presentations to the committee should include sufficient information to allow the committee to review all aspects of the proposal
- a. Basic information requirements:
    - i. Relevance to the mission
    - ii. Evidence of need
    - iii. Articulation information
    - iv. Program(s) information
    - x. SLO mapping
  - b. CTE curriculum:
    - i. Labor market research
    - ii. Advisory committee minutes
  - c. Programs:
    - i. Completed Program Viability Proposal
    - ii. Program Viability Committee recommendations documentation

## X. CERTIFICATION OF DECISIONS

1. At the conclusion of the meeting, a written summary will be presented to the Academic Senate. Proposals will not be forwarded to the Board until the Senate confirms that all procedures were correctly followed
2. The Senate will only confirm that the procedures were followed – the Senate will not confirm the content of the meeting
3. As per Title V, courses cannot be placed on the schedule until approved by the Board of Trustees and the Chancellor's Office (when necessary). Courses are not, generally, placed on the schedule until published in the catalog

## VIII. GENERAL PROVISIONS

1. At the end of the academic year, the Curriculum Committee will present the Senate with a proposed calendar for the upcoming academic year, along with the copy of these operating procedures
2. An annual calendar will be developed to meet the UC/CSU deadlines, the catalog schedule, as well as other external requirements. This calendar will be submitted for approval to the Academic Senate in the spring semester of the proceeding academic year
3. The Curriculum Committee may create ad hoc subcommittees to review and report back on specific curricular items. Examples:
  - a. Diversity Class listing
  - b. AA/AS Requirements
  - c. Out-of-discipline pre-requisites
  - d. Other topics as deemed appropriate by the Curriculum Committee

## College of the Canyons

### Committee for Assessing Student Learning (CASL)

#### Mission Statement

The mission of the Committee for Assessing Student Learning (a subcommittee of the Academic Senate) is to ensure that the college goes through an ongoing, systematic process that clarifies and improves Student Learning Outcomes (SLOs) at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Committee for Assessing Student Learning works with faculty to ensure the methods of assessment of course SLOs, program SLOs, and Institutional SLOs are authentic, aligned, and consistent across the college.

#### Operating Procedures:

#### Committee Co-Chairs

SLO Co-Coordinators

#### Academic Senate Standing Committee

#### Connections

##### Academic Senate Standing Committees:

Program Review (PR)

Curriculum Committee

Center for Excellence in Teaching and Learning (CETL)

Faculty Professional Development Committee (PD)

##### Collegial Consultation Committees:

Accreditation Committee

College Planning Team (CPT)

President's Advisory Council on Budget (PAC-B)

Institutional Effectiveness and Inclusive Excellence Steering Committee (IE<sup>2</sup>)

#### Oversight

The CASL reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committee (OASA)

#### Duties and Functions

CASL responsibilities include but are not limited to:

- guiding and facilitating faculty and staff in implementing outcome and assessment processes;
- supporting faculty and staff about institutional, program, degree/certificate, course level SLOs as well as the processes and timing for establishing and assessing them;
- providing colleagues with guidance, training, tools, rubrics, models and other resources that will assist them in SLO alignment, development and authentic assessment;
- assisting faculty and staff in analyzing the results of assessment to improve learning and services;
- maintaining open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department

Chairs, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Academic Affairs, and College Planning Team.

### Committee Membership

The committee is co-chaired by SLO Coordinator(s), appointee(s) of the Academic Senate. Membership includes representatives from Office of Instruction, Professional Development, Curriculum Committee, Program Review Committee, and Institutional Research, adjunct faculty, and one faculty member from each Academic School:

The following academic schools shall have 1 academic senate appointed voting member:

- Applied Technology
- Business
- Visual & Performing Arts
- Humanities
- Kinesiology, Physical Education, & Athletics
- Learning Resources
- Math, Science & Health Professions
- Social and Behavioral Sciences
- Student Services
  - 2 at large full time faculty
  - 2 at large adjunct faculty

### Management and Expectations of Committee Members

1. Committee members will attend and fully participate in committee meetings
2. Academic School Representatives serve as consultants to members of their schools.
3. Committee members will inform and update their school about SLO issues such as (but not limited to):
  - a. Processes and timing for establishing and assessing SLO's
  - b. Available training, tools, rubrics, models available for SLO development & authentic assessment
  - c. Student Learning Outcome reporting deadlines
  - d. Assisting with analysis of assessment results
4. All members of the committee shall make decisions based on a college wide perspective.
5. It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
  - a. Read the Student Learning Outcome Assessment Reports in the Program Review or CurricuNET Assessment Module (eLumen projected date of Fall 2017) prior to meeting
  - b. Stay current on ACCJC requirements regarding Student Learning Outcomes and assessment
  - c. Be knowledgeable about Student Learning Outcomes, Curriculum, and Program Review policies, procedures, writing standards, resources, forms, and deadline dates



6. Only faculty school representatives are given voting rights. Faculty co-chairs vote only in the event of a tie vote. A quorum will be 50% of the total current voting members of the committee.

### **Attendance Expectations**

As a courtesy to the committee, any member unable to attend should notify a co-chair, and is encouraged to ask another faculty member from their school to attend in his/her place.

### **Meetings**

Faculty co-chairs will set the Agenda for meetings, which are held twice a month during fall and spring semesters. The first meeting of each semester will be a planning meeting. Additional meetings may be held based on mutual agreement of co-chairs. A summary of committee activities will be reported to the Academic Senate and the Outcomes and Assessments Steering Committee on a regular basis.

### **Program Review**

The committee Co-Chairs prepare an Annual Program Review integrating work of the committee as it relates to the goals and objectives.

The committee also confers and works in conjunction with the Program Review committee.

### **Joining/Observing**

The committee is open to all. Interested individuals may attend any meeting and should contact the Co-Chairs to formally join the committee.

**SYLLABUS ADDENDUM**  
**CAMPUS RESOURCES**  
*Semester (Spring vs Fall)*  
**Year**

<i>Admissions and Records</i>	Admission to the college, transcripts, and My Academic Plan (MAP) <b><u>Complete your Educational Plan Online</u></b> A good educational plan is critical to college and career success. All current students should complete their comprehensive educational plan for College of the Canyons by visiting your My Canyons account. Students can also receive help in creating their education plan by visiting <a href="http://www.canyons.edu/MAP">http://www.canyons.edu/MAP</a> website for details and workshops. <a href="http://www.canyons.edu/Offices/Admissions/Pages/default.aspx">http://www.canyons.edu/Offices/Admissions/Pages/default.aspx</a>
<i>ASG Computer Lounge</i>	Free to students who pay their student support fee. <b>Valencia Campus Hours – Student Center, room 124</b> <a href="http://www.canyons.edu/Offices/StudentDevelopment/Pages/ASG-Computer-Lab.aspx">http://www.canyons.edu/Offices/StudentDevelopment/Pages/ASG-Computer-Lab.aspx</a> <b>Canyon Country Campus Hours – Quad 2, room 204</b> <a href="http://www.canyons.edu/Offices/StudentDevelopment/Pages/Canyon-Country-Campus-Services.aspx">http://www.canyons.edu/Offices/StudentDevelopment/Pages/Canyon-Country-Campus-Services.aspx</a>
<i>Bookstore</i>	<b>Valencia Campus – Student Center</b> (661) 362-3255 <a href="http://coc.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=24054&amp;catalogId=10001&amp;langId=-1">http://coc.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=24054&amp;catalogId=10001&amp;langId=-1</a>
<i>Campus Maps</i>	<a href="http://www.canyons.edu/Offices/PIO/Pages/CampusMaps.aspx">http://www.canyons.edu/Offices/PIO/Pages/CampusMaps.aspx</a>
<i>Canvas</i>	Support: 661-362-3344 <a href="https://coc.instructure.com/login/canvas">https://coc.instructure.com/login/canvas</a>
<i>Career Services</i>	The Career Center provides resume workshops, job fairs, interview preparation, job search strategies, and more. <a href="http://www3.canyons.edu/offices/careercenter/">http://www3.canyons.edu/offices/careercenter/</a>
<i>Counseling Department</i>	The Counseling Department provides workshops, classes, consultations at the drop-in-desk, and answering questions by a program advisor at the counter. <a href="http://www.canyons.edu/offices/Counseling/Pages/default.aspx">http://www.canyons.edu/offices/Counseling/Pages/default.aspx</a>
<i>Disabled Students Programs and Services</i>	You may qualify for extra time on exams and other resources if you have any of the following: an identified learning disability or a history of difficulties in school, memory problems, recent stroke or head trauma, hearing impairment, visual impairment, identified psychological disorders, attention deficit disorder (ADD or ADHD), communication disorders, other physical disabilities. <a href="http://www.canyons.edu/offices/dsps/Pages/default.aspx">http://www.canyons.edu/offices/dsps/Pages/default.aspx</a>
<i>Early Childhood Education</i>	The Canyon Country and Valencia campuses have a preschool that operate Monday through Friday if you have young children. <a href="http://www.canyons.edu/Departments/ECE/Pages/default.aspx">http://www.canyons.edu/Departments/ECE/Pages/default.aspx</a>
<i>Extended Opportunity Programs &amp; Service (EOPS)</i>	EOPS is a state funded program, which provides support services to eligible students attending College of the Canyons. The program’s aim is to serve and encourage students to continue their education on the community college level. The specific responsibility of EOPS is to develop and provide programs, services, techniques and activities that support students in addition to the support received through traditional college program. <a href="http://www.canyons.edu/offices/eops/Pages/default.aspx">http://www.canyons.edu/offices/eops/Pages/default.aspx</a>

<i>Financial Aid</i>	<p>The financial aid office offers a complete array of financial support services to assist students in meeting their educational goals.</p> <p><b>Valencia Campus Hours – Canyons Hall 1<sup>st</sup> floor</b> (661) 362 - 3215</p> <p><b>Canyon Country Campus – Quad 1-A</b> (661) 362 - 3215</p> <p><a href="http://www.canyons.edu/offices/FinancialAid/Pages/default.aspx">http://www.canyons.edu/offices/FinancialAid/Pages/default.aspx</a></p>
<i>Health and Wellness Center</i>	<p>The health center provides physical and mental health services, health education, referrals, and assistance in getting health insurance.</p> <p><b>Valencia Campus Hours – Student Center, room 122</b> Phone: (661) 362-3259</p> <p><b>Canyon Country Campus Hours – Quad I-B, room 109</b></p> <p><a href="http://www.canyons.edu/offices/Health/Pages/default.aspx">http://www.canyons.edu/offices/Health/Pages/default.aspx</a></p>
<i>Internship Opportunities</i>	<p>Did you know that students with internship experience earn more money and find jobs faster than classmates without internship experience?</p> <p><a href="http://www.canyons.edu/offices/cwee/Pages/default.aspx">http://www.canyons.edu/offices/cwee/Pages/default.aspx</a></p>
<i>Library</i>	<p>The Library carries a full range of materials to support the curriculum and the lifelong learning needs of our students</p> <p><b>Online Access:</b></p> <p>Username:</p> <p>Password:</p> <p><a href="http://www.canyons.edu/Offices/library/Pages/Hours.aspx">http://www.canyons.edu/Offices/library/Pages/Hours.aspx</a></p>
<i>MESA Math, Engineering, Science Achievement</i>	<p>MESA serves to enrich the experience of students majoring in math, science and engineering at College of the Canyons. MESA supports financially disadvantaged and/or historically underrepresented students by providing a variety of services including academic advisement, discipline specific enrichment and community building opportunities. Their primary goal is to equip MESA students with the skills and attitudes necessary for their successful transfer to university.</p> <p><a href="http://www.canyons.edu/offices/mesa/Pages/default.aspx">http://www.canyons.edu/offices/mesa/Pages/default.aspx</a></p>
<i>The Learning Center (TLC)</i>	<p><b>Valencia Campus Hours - LTLC</b></p> <p><b>Canyon Country Campus Hours – CCC 306</b></p> <p>A student ID card is required to receive tutoring support, use a computer, or complete a workshop/guided learning activity. Student ID cards may be obtained in Quad 1C (Admissions and Records) at Canyon Country or in STCN-102 at Valencia.</p> <p>If you only need to take an exam in the TLC, you may use a photo ID to receive your exam, but you do not need your student ID. Some other notes about taking exams in the TLC: Have your scratch paper stamped by a TLC employee, to not leave the testing room in the middle of the exam unless you are willing to turn in your exam as completed at that time, to leave your backpack/purse and electronic devices with the information desk, and to arrive more than 1 hour before the TLC closes in order to be given your exam.</p> <p><a href="http://www.canyons.edu/offices/TLC/Pages/default.aspx">http://www.canyons.edu/offices/TLC/Pages/default.aspx</a></p>
<i>Transfer Center</i>	<p><a href="http://www.canyons.edu/offices/transfercenter/Pages/default.aspx">http://www.canyons.edu/offices/transfercenter/Pages/default.aspx</a></p> <p>You should also view the webpage <a href="http://www.assist.org/">http://www.assist.org/</a> for which classes articulate between COC and other colleges for different majors.</p>
<i>Veterans and Adult Reentry</i>	<p><b>Valencia Campus – Building X9</b> (661) 362-3469</p> <p><a href="http://www.canyons.edu/offices/VA/Pages/default.aspx">http://www.canyons.edu/offices/VA/Pages/default.aspx</a></p> <p><b>Canyon Country Campus - Quad 1B</b></p> <p><a href="http://www.canyons.edu/offices/AdultReentry/Pages/default.aspx">http://www.canyons.edu/offices/AdultReentry/Pages/default.aspx</a></p>

<i>Virtual Learning Lab (VLL)</i>	The Virtual Learning Lab provides practical strategies to anyone interested in becoming an expert learner. Eight lessons help students prepare for thoughtful study, acquire essential learning skills, and cultivate determination and persistence. <a href="https://app2.canyons.edu/Offices/matric/vll/">https://app2.canyons.edu/Offices/matric/vll/</a>
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## Program Review Committee Operating Procedures

### Mission

The purpose of the Program Review Committee (an Academic Senate subcommittee) is to provide training, advisement and assistance to College of the Canyons faculty and staff to facilitate and improve the program review process. The committee will provide leadership and guidance by reviewing comprehensive program reviews, annual plans, outcomes and assessment cycles, and evaluating the program review planning process.

### Oversight

The Academic Senate reviews the activity of the Committee and gives general direction to its work.

### Connections

Committee on Assessment of Student Learning (CASL)

President’s Advisory Council on Budget (PAC-B)

College Planning Team (CPT)

Program Viability Committee

- Accreditation Committee

Institutional Effectiveness and Inclusive Excellence Steering Committee (IE2)

### Duties and Functions

- The Program Review Committee will be responsible for maintaining a process by which instructional and academic support programs (TLC, Library, Counseling, Service Learning, etc.) systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes.
- The committee will review all proposed procedural and content changes to the program review including budget processes.
- The Committee will develop, write, evaluate and update program review forms and procedures in collaboration with other constituencies, as appropriate.
- Review final instructional and academic support program reviews, identifying themes, and providing advisory guidance to faculty, staff and administrators.
- Provide an annual report of its activities and actions to the College Planning Team, the Academic Senate, and other constituencies.

### Membership

- The committee will be composed of appointed and standing members from faculty and administration.
- The Program Review Committee is open to all but the goal is to include at least one representative from each academic school, with possible alternates to attend in case of absences.

#### Appointed members:

One faculty member from each instructional school:

Math, Science, and Health Professions

Business

Applied Technologies

Student Services

Visual and Performing Arts

Humanities

Kinesiology/PE/Athletics

Learning Resources

Social and Behavioral Sciences

Two “at large” faculty members

One adjunct faculty member

#### Standing members or their designee:

CIO

Dean, Instructional Support and Student Success

Deputy Chancellor

Dean, Institutional Research

Dean, Instructional School

Academic Senate President

SLO coordinator or committee member

Curriculum Committee Chair or committee member

- Any change in membership structure of the committee must be approved by the Academic Senate.
- If a new academic school is created, it will be immediately entitled to representation within the committee.

#### Management

- Two co-chairs will be appointed by the Academic Senate president.
- The co-chairs shall have served at least one semester on the committee prior to his/her term.
- The committee will meet on twice each month during the fall and spring semesters.
- All changes to procedures and forms will be submitted to constituencies for review before implementation.
- All documents related to the business of the Committee will be posted on the COC intranet committee website.
- Committee members will share the responsibility of taking minutes if a staff member from Academic Affairs is unavailable.
- The Committee will review this agreement on an annual basis.

#### Voting

- Only faculty members will have voting rights concerning academic program review processes and functions.
- While alternates may attend in place of school representatives, they will not have voting rights unless the appointed representative has given permission for his/her proxy to vote.
- Committee chairs may vote only if they are also acting as their school’s main representative.
- Quorum will be 50% of current voting members.
- The Committee will make decisions based on a majority vote.

#### Committee Member Expectations

- The members of the Committee will be collaborative, engage in collegial discussions, be respectful of other members and presenters and their different points of view, and consider the college and community as a whole, not just the constituent group that the member represents.
- Faculty members of the committee will participate in at least one faculty peer review of an academic program review per year.
- Members of the committee representing academic schools will report back to and solicit feedback from their constituencies regarding academic program review
- Members of the committee will be encouraged to help facilitate program review training sessions

#### **Attendance**

- It is the responsibility of the committee member to notify a co-chair when he/she is unable to attend a scheduled meeting.
- If a member of the Committee isn't able to attend a meeting, he/she is encouraged to ask another faculty member from the school to attend in his/her place.