



College of the Canyons Academic Senate

October 25, 2018

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Notification: *The meetings are audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

A. Routine Matters

1. Call to order

2. Public Comment

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

3. Approval of the Agenda

4. Committee Appointments:

- Additional Makerspace Committee Appointments

Gregory Poteat (adj Manufacturing)

Mercedes McDonald (adj Art)

Esteban Gomez (adj ASL)

5. Approval of the Consent Calendar

Academic Senate Summary, Oct. 11, 2018 (pg. 3-10)	Curriculum Committee Summary, Oct. 18, 2018 (pg. 20-28)
Academic Senate Summary, Sept. 27, 2018 (pg. 11-19)	Adjunct Senator Election Results: <ul style="list-style-type: none">○ Jessica Small○ Ron Mita○ Aaron Silverman
Program Viability Committee Summary, Oct. 18, 2018 (pg. 29-30)	

B. Reports (time limit 7 minutes each)

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

1. President's Report, Rebecca Eikey

2. Academic Staffing Report, Miriam Golbert

3. Faculty Professional Development Committee Report, Teresa Ciardi

C. Action Items

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

1. Revised Discipline Assignment for Gary Collis (pg. 31-32)

2. Adjunct Faculty MQ&E list

- Part-Time Faculty Fall 2018 (pg. 33-47)
- Part-Time Faculty Summer 2018 (pg. 48-53)
- ISA for Spring-Summer 2018 (pg. 54-60)

3. New Department: CWE

- Department Changes: Proposal CWE Fall 2018 (pg. 61-66)
- Academic Department Proposal Rubric_CWE (pg. 67)

D. Discussion

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

1. EEO Plan/Longitudinal Data, Dr. Diane Fiero (pg. 68-101)
2. AP 4023 & BP 4023 Academic Department, David Andrus (pg. 102-107)
3. Elections Procedures, Dustin Silva (pg. 108-110)
4. OEI Rubric for Course Exchange and local checklist, Anne Marengo & Brian Weston
 - California Virtual Campus – Online Education Initiative (CVC-OE) (pg. 111-120)
 - College of the Canyons Course Design Checklist (pg. 121-125)
 - California Community Colleges Online Education Initiative Course Design Rubric (pg. 126-148)
 - 5-year Roadmap for CVC-OEI (2018-2023) (pg. 149)

E. Unfinished Business

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

1. 1st Reading Resolution regarding Vote of No Confidence in Eloy Oakley
2. Program Viability (BP/AP 4021)
3. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
4. Syllabus Policies

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

AP 4023- Academic Departments
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
Student Conduct (Phase 2 – BPs 5529, 5530 & 5531
Digital Badges

H. Announcements

- Next Academic Senate meetings will be on November 8, 2018 and December 6, 2018.
- ASCCC Fall Plenary, November 1 to November 3, 2018
- Vacant At-Large Senator position

I. Adjournment

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

Academic Senate Summary for October 11, 2018

Voting Members					
Senate President	Rebecca Eikey	A	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	VACANT	X
Curriculum Chair	Lisa Hooper	A	At Large Senator	<i>Gary Collis proxy for Jennifer Paris</i>	A
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	<i>Lee Hilliard proxy for Regina Blasberg</i>	X	At Large Senator	David Brill	X
MSHP Senators	<i>Charlie Johnson proxy for Sab Matsumoto</i>	X	At Large Senator	VACANT	A
VAPA Senator	Wendy Brill-Wynkoop	A	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	VACANT	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	VACANT	X
Kinesiology/Athletics Senator	Philip Marcellin (<i>via Webex</i>)	X	Adjunct Senator	VACANT	X
SBS Senator	Rebecca Shepherd	X			

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

Guest			
Chloe McGinley	X	Collette Gibson	X
Sarah Etheridge	X	Carly Perl	X
Dustin Silva	X	Susan (via Webex)	X
Jessica Small	X	Omar Torres	X
Sarah Farnell (Student Trustee on ASG)	X		

A. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment
3. Approval of the Agenda
 - Motion to approve the Agenda for October 11th by David Andrus, seconded by Gary Collis. Unanimous. Approved.
4. Committee Appointments
 - Academic Senate sub-committees- CASL:
 - Tara Williams, MSHP

- Guido Santi, Humanities
- College Wide Committees-Makerspace:
 - Gregory Poteat, Adjunct Manufacturing
 - Mercedes McDonald, Adjunct Art
 - Esteban Gomez, Adjunct, ASL
- Academic Calendar Committee:
 - Steven Han, Adjunct Chemistry
 - David Michaels, MSHP
- Motion to approve the committee appointments by Ron Karlin, seconded by Erika Torgeson. Unanimous. Approved.

5. Approval of the Consent Calendar

Academic Senate Summary, Sept. 27, 2018 (pg. 3-11)	Curriculum Committee Summary, Oct. 4, 2018 (pg. 12-26)
Executive Senate Meeting Summary, Oct. 2, 2018 (pg. 27-31)	Election Results: <ul style="list-style-type: none"> ○ Sonny Requejo, At-Large Senator

- Warren Heaton, AFT Designee requested to table the senate summary from the Sept. 27th, 2018 meeting.
- Motion to table the summary from Sept. 27, 2018 from the consent calendar with the stipulation that Warren communicate to Rebecca his particular interest to make the summary accurate so she has some guidance to pull that one section from the minutes by David Andrus, seconded by Deanna Riviera. Unanimous. Approved.
- Motion to approve the remaining items on the consent calendar by Gary Collis, seconded by Rebecca Shepherd. Unanimous. Approved.

B. Reports (time limit 7 minutes each)

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

1. President's Report, Rebecca Eikey
 - In Support of our DACA Week (October 15-19, 2018), please refer to our previous resolution in Support of Dreamers (pg. 32-33)
 - The DACA Resolutions was brought back to both honor and to read it in support of DACA Week.
2. Vice President's Report, Jason Burgdorfer
 - There is a Facilities Planning meeting concurrently taking place as this senate meeting. If anyone knows of any faculty that is there please send them the information.
3. Scholarly Presentation Committee Report, Sarah Etheridge
 - The next Scholarly Presentation will be on Nov. 14th at 6pm, which is a Wednesday and it will not be on Thursday. Kevin Anthony and Michael McCaffrey are co-presenting on Pompeii Life and Art. It is going to be amazing and there is always a reception afterwards. Please announce this to your classes if you think it's relevant. There will be handout inside the program with questions so students can answer and get their ticket at the end to show as proof of attendance. A small disclaimer was announced that there will be nudity in art form. There will be

another presentation in the spring semester. The next four semesters have been planned out. This information is public.

- The shift of changing to Wednesdays is probably going to be permanent going forward due to a problem with Thursdays being a popular day to book the theater. There are some events which are higher priority.

C. Action Items

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

1. Discipline Assignments for New Fulltime Faculty:
 - David Stears, Drama/Theater Arts (pg. 34)
 - It was clarified that this adjunct faculty will maintain his grandfathered position from his adjunct faculty position to his full-time status. This is allowed if there hasn't been a gap of 2-3 years.
 - Motion to approve this discipline assignment by David Andrus, seconded by Ron Karlin. (9 senators voted in favor, with 2 abstentions). Approved.
2. CTE Liaison Job Description, Regina Blasberg (pg. 35)
 - With part of the Strong Workforce money one local requirement is to have a CTE Liaison. There was a question regarding consistency in using the acronyms CE or CTE, going forward it should be CE.
 - There was one change to the job description the last bullet point now reads "The CE liaison will meet with the Senate President regularly."
 - Motion to approve this job description with the understanding to substitute any language that reads CTE to CE by Lee Hilliard, seconded Erica Torgeson. Unanimous. Approved.

D. Discussion

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

1. Policies that may be relevant for inclusion in syllabi, David Andrus
 - There are some issues relating to whether there should be recommended or standard policy syllabus language. It is important to have consistency between your board policy, administrative procedures and syllabi so they do not contradict.
 - David walked everyone through the numerical categorization of board policies listed on the Board of Trustees webpage. The list includes the 4000 series (related to academic affairs) and the 5000 series (related to student services.)
 - There was a concern discussed regarding faculty unintentionally creating standards in their syllabi that contradict existing board policy or which re-state policies improperly. Mostly due to faculty trying to condense lengthy policies.
 - Senate President would like to consider if senate should ever make recommendations for the most important policies. If there are inconsistencies in policies included in syllabus, should the senate entertain recommending board policy clauses to be replicated accurately?
 - This can be an issue for adjuncts as they teach at different institutions. 50% of the grievances that are brought forth and which involve the students are because the

adjunct didn't properly outline the policy. There was hesitation to require language but perhaps more so to suggest language.

- An idea proposed regarding having a link to a website that would provide policies related to student conduct or harassment. The link could be included in syllabi.
- There was a suggestion to create a 2 page consistent addendum to the syllabus but there was concern that a one size fits all does not fit across all disciplines. For example, the Nursing Departments has certain legal guidelines they have to include regarding attendance that don't apply to other disciplines.
- It is important to identify through academic affairs, schools and department chairs the most common policies related to student conduct and discipline.
- It was emphasized that the point of recreating the syllabus is to provide a notice to students about policies but a link may eliminate the whole point of including the policies in the first place. It is also important to ensure a link would be updated as policies can change quickly.
- There was a reminder that while the syllabus is the contract between the students and the faculty the college catalog is the official overarching contract with the students. Should the college catalog link have the updated policy language and be the link provided to faculty?
- Senate agreed to report to Rebecca to determine if senate should continue with this discussion.

2. Elections Procedures, Dustin Silva (pg. 36-38)

- It was clarified that there will be no amendments made to the Senate Constitution as any changes made to the Election Procedures will be a reflection of the Constitution. The Constitution says when the elections will be held in terms of how the elections are conducted. This will be moved to either the By-laws and then down to the Elections Committee Procedures.
- The revised Elections Procedures will not be approved at this meeting, this is more so a discussion. The intent of this discussion is to reflect the changes.
- The Elections Committee was thanked for all of their hard work.
- AFT Designee Warren Heaton clarified that he ran for Senate as AFT has had difficulty finding adjunct interested in attending Senate meetings. Warren withdrew his nomination after realizing there were seven other adjunct faculty running. AFT opened up the availability for other adjunct to seek AFT's endorsement. Emails were sent to faculty to their non-COC email addresses informing them that they had the ability to request an endorsement or an interview. Only one candidate sought out an endorsement. It was also clarified that in terms of campaigning and lobbying the AFT website and Facebook page is open to the public. It is not shielded from anyone. In regards to the question of people being banned it was also clarified that only one person was banned from commenting on the Facebook page and this was due to this individual posting anti-union rhetoric. The rhetoric violated AFT's policies.

Proposed revisions to the "Elections Committee", sub-section 4.):

- Language relating to the Academic Senate Constitution was added to this section.
- The language in the Senate Constitution may be contradictory as it says “employee” and “teaching assignment.” Technically adjuncts are still employees of the district for up to three academic years even if they don’t have current teaching assignment.
- With the new assignments and scheduling there may be some adjuncts who will not get teaching assignments. These adjuncts are still employees of the district and will want to get involved. If adjuncts are eligible to receive an assignment and are an “employee” of the college they should be able to hold a seat in the academic senate. Faculty shouldn’t have to have an assignment that particular semester in order to be eligible. It was emphasized that through the new assignment scenario there may be more adjunct faculty on campus. Adjuncts will have 3 classes so that they could be more active in different committees and boards across the campus.
- The intention was that adjuncts maintain a course. That if adjuncts are teaching they are vested at that time. That intent is valid but the language may be contradictory. The wording and rules of the constitution must be looked as they pertain both to adjunct and full-time faculty. David Andrus will look into this issue.
- If full-time faculty are on sabbatical they are not sitting on senate as they are not teaching. They are still an employee and they wouldn’t be barred from attending school meetings. For adjunct faculty, regardless of the hours assigned to them, they can still sit on senate. It was suggested to clarify that if faculty are on sabbatical and “can” serve on senate it does not mean they must “serve.”
- There was a suggestion from the Elections committee to add in language relating to when a faculty member is out on medical leave or short term leave of absence.
- There was some concern that it may be a violation of the AFT contract to not allow adjuncts to participate in governance. According to AFT’s contract adjuncts are allowed to participate in governance on campus whether or not they have an assignment.
- There was a reminder shared that faculty are elected with the knowledge that they will serve for one academic year and not a 12 month calendar year. If a faculty member is nominated in the spring they will begin their term in the fall. If a faculty member is hired in the fall their terms begins immediately.

Proposed revisions to the section on “Nominating Procedures and Regulations”:

- The use of Canyons emails will be required as a way to ensure proper nominations are received. This topic may be a future discussion item due to campaigning and obtaining faculty or employee emails.
- The committee would like change the election period timeline from 10 days to 5 days to ensure senate seats are filled as quickly as possible.

Proposed revisions to the “Election Procedures and Regulations”

- There was a suggestion to have the elections committee explore investing in a secure electronic software.

- The committee would like to continue with the electronic election systems as typically electronic elections receive a higher response rate. Adjuncts have not complained about the electronic election process.
- The Elections Committee kept the Elections Procedures more generalized to allow as a fill in for what is silent on the Constitution or By-Laws.

3. Adjunct Faculty MQ&E list

- Part-Time Faculty Fall 2018 (pg. 39-57)
- Part-Time Faculty Summer 2018 (pg. 57-64)
- ISA for Spring-Summer 2018 (pg. 65-71)
- This is a list of newly hired employees. It was explained that if any mistakes are found they would be investigated before bringing this list back to senate as an action item.

4. [Resolution Packet F18 Area C Meeting V3](#)

- Resolutions brought forth by various colleges will be discussed at the upcoming ASCCC Fall 2018 Plenary session, which will take place Nov. 1st through the 3rd,
- The main focus of discussion was the Area C resolutions which will be reviewed and voted on at the meeting on October 13th to determine which to forward to plenary. Rebecca is looking for senate input for each resolution. Both Rebecca and Jason will be voting members at the meeting. Items listed with an asterisk are those resolutions which the area C reps feels can go to Plenary. It is likely that from Area C a resolution for a Vote of Confidence will be include at the Statewide Senate Plenary. This was not included in the pre-Area C packet.

Additional information was shared for the “*7.01 F18 Redefine the Faculty Obligation Number” resolution, introduced by Wendy Brill.

- Currently the full-time faculty obligation number (FON) is only based off of credit faculty and credit FTES. Given the funding formula there is now more emphasis on the non-credit courses. Theoretically a college could grow but their FON number could go down, meaning the number of FTF they are required to have could go down if the colleges shift the emphasis to non-credit. This is to make sure the FON includes credit and non-credit when it is recalculated.

Additional information was shared for the “*15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry” resolution, introduced by Rebecca Eikey.

- The issue here is a lot of the students in Chemistry and Physics transfer to the UC’s but there is no transfer degree process for these degrees. The focus on Chemistry and Physics may be due to the UC 20 pathways for STEM programs. This is to ensure that if students are applying to multiple schools that they are not having to take multiple classes based on that particular school. There is an ADT for Physics. Normal ADT’s is 60 units or less but for STEM majors there is an exception that you can complete 6 units of general education courses after you transfer. But even with that accommodation of 6 we are still not under the unit limit code due to the high unit classes we have on this campus. Perhaps this may another

resolution to change the unit limit. The SP1440 created constraints that do not best serve students. This is something to define, why is it 60 units?

Additional information was for the “9.03 F18 Local Adoption of the California Virtual Campus-Online Education Initiative Course Design Rubric” resolution.

- The Los Rios Community College District is being assigned the duties of staffing the online college. In a previous plenary session in spring of 2015 there was another resolution by the statewide senate encouraging local senates to establish rubrics for online course standards. There was a debate as to why do we have to have an online college when we could just expand the exchange between the colleges. This resolution asks that the statewide initiative course design rubric be used locally. Senate has some concerns regarding this resolution.

Additional information was shared for the “*17.02 F18 Establish Local Open Educational Resource Liaison.”

- There were some concerns that not all the challenges are mentioned. The resolution does not mention that quality is not equal from textbook to textbook or discipline to discipline. There are no editorial boards. Some textbooks don’t have ancillary materials or online support. There was a suggestion to add a few more “whereas” to expand the thoughtfulness and to add one more “resolves” to expand on what the point person should be doing.

E. Unfinished Business

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

1. 1st Reading Resolution regarding Vote of No Confidence in Eloy Oakley
2. Program Viability (BP/AP 4021)
3. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
4. Ad Hoc Committee Update – OEI Rubrics, Anne Marengo & Educational Technology Committee

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.

- Warren Heaton requested senate to consider a resolution supporting a payment for non-instructional hours for adjuncts who are going to serve in senate.
- There was a request to add a discussion item relating to the appropriateness of a joint resolution regarding compensation.
- Vote of No Confidence a committee was formulated. By-Laws state before a resolution comes to senate it has to be approved the Executive Committee.

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

AP 4023- Academic Departments
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection

Student Conduct (Phase 2 – BPs 5529, 5530 & 5531
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Digital Badges

H. Announcements

- Next Academic Senate Meetings, October 25, 2018, November 8, 2018 and December 6, 2018.
- Adjunct Senator Election, Wednesday October 10th, 2018 through Tuesday October 16th, 2018
- ASCCC Fall Plenary, November 1 to November 3, 2018
- Vacant At-Large Senator position

I. Adjournment: 4:48 pm.

Academic Senate Summary for September 27, 2018

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	VACANT	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	A	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senators	Saburo Matsumoto	X	At Large Senator	VACANT	A
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	A	Adjunct Senator	VACANT	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	VACANT	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	VACANT	X
SBS Senator	Rebecca Shepherd	X			

Non-voting Members	
Dr. Buckley	A
Marilyn Jimenez	X
Dan Portello	A
Dr. Wilding	A

Guests			
Warrant Heaton	X	Lee Hilliard	X
Sarah Farnell	X	Carly Perl	X
Aaron Silverman	X	Dustin Silva	X
Collette Gibson	X	Tara Williams	X
Jasmine Ruys	X	Andy McCutcheon	X
Micah Young	X	Melissa (via WebEx)	X

A. Routine Matters

1. Call to order: 3:04pm
2. Public Comment
3. Approval of the Agenda
 - Motion to approve the agenda by David Brill, seconded by Philip Marcellin.
Unanimous. Approved.
4. Committee Appointments
 - Classified Staffing Committee
 - Miriam Golbert
 - Tim Baber
 - Accreditation Taskforce – addition of Peter Hepburn

- Bookstore Committees-additional appointments:

Christopher Boltz	A.J. Almeda	Abram Antler	Brandon Hilst
Guido Santi	Teresa Ciardi	Lucia Pozo	

5. Approval of the Consent Calendar

Academic Senate Summary, Sept. 13, 2018 (pg. 3-12)	Curriculum Committee Summary, Sept. 20, 2018 (pg. 14-23)
Correction to the Academic Senate Summary, May 24, 2018 (pg. 13)	Faculty Professional Development Committee Summary, August 27, 2018 (pg. 24-29)
	Program Viability Summary September 13, 2018 (pg. 30-32)

- Wendy Brill requested edits to the Sept. 13, 2018 agenda on page 12 of the summary: “Wendy Brill requested agenda item, Vote of no Confidence, be revisited for discussion.”
- Motion to adopt the consent calendar with that modification included for the Sept. 13th agenda by David Brill, seconded by Marco Llaguno. Unanimous. Approved.

B. Reports (time limit 7 minutes each)

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

1. President’s Report, Rebecca Eikey

- IE2/Meta Majors Mapping Workgroup: The proposal will be going out to various schools as in a roadshow to allow for more dialogue. The roadshows will begin next week. Rebecca thanked Erika Torgeson and Tara Williams, who will be leading the work as out GP liaisons. Rebecca, Jasmine Ruys, Wendy Brill, Jason Burgdorfer and Daylene Meuschke will all be supporting the. Both GP Liaisons attended the ASCCC Academic Academy which was focused on Guided Pathways and gave an opportunity for networking.
- Guided Pathways: Typically after the first exam students tend to drop a class. Is there a way to track and reach out to those students who drop to determine why they dropped? For example, is the drop due to changed majors or financial reasons?
- IEPI EEO Workshop: The Chancellor’s Office EEO Advisory Committee created the [EEO Longitudinal Data Guide](#), which came out in January. There was a Breakout session on this topic at the last ASCCC Plenary. There is sense of urgency from the staff at the Chancellor’s Office and the legislature to diversify faculty across the state. Rebecca was invited on behalf of ASCCC to participate in the panel for the IEPI EEO Workshop.
- The Campaign for College Opportunity: Has a new report out called “Left Out <http://collegecampaign.org/left-out-tool-about/>.” Rebecca was contacted last year for information on the demographics of the Academic Senate. They used the

roster that we have online to infer information about people's race and ethnicity. This was done for every senate in all levels of public higher education, community colleges, UC's, CSU's, and includes information on faculty and administrative profiles in the compiled report. The "Left Out" report states that student demographics (race and ethnicity) do not match the universities and community colleges. The message was clear from the Chancellor's Office that there is a sense of urgency to address this.

- Several graphs were shared such as "Faculty & Senior Leadership for CSU's, UC's and CCC's," the "Demographics for all Community Colleges."
- Most of the information was pulled from the "DATAMART" which has all information related for all the community colleges. The college is obligated, per Title 5, to send to DATAMART all of the information relating to employee groups ethnicity, race, gender, sex etc.
- The EEO Longitudinal Data Guide and Title 5:
 - Title 5 Section 53003 – requires the gathering of data and do an analysis of degree to which monitored groups are underrepresented in comparison to their representation in the field or job categories and develop methods for addressing underrepresentation – *no number exists for goal or target.*
 - It also requires methods for addressing underrepresentation.
- There is no target that exists rather it is about addressing the gap of who is available than who is working at the college. The idea is to determine how to expand the pools of applicants because that would be how we would expand the diversity of colleges in general.
- The VP of HR at Shasta College is sharing an approach <http://www.shastacollege.edu/Human%20Resources/Pages/EEO-Tools.aspx> that uses United States census data and O*Net occupation codes for data analysis. He is trying to be positive in determining what do we want to communicate to our students and why is diversity so important and addressing anything that is considered an adverse impact.
- Senate agree unanimously that this item may be a good future discussion.

2. Vice President's Report, Jason Burgdorfer

- State Chancellors office budget proposal: They are asking for 5% + COLA and money for full time faculty for next year. This is mixed with part-time faculty office hours and health care. It was 100 million between the two but this year they are only requesting 50 million. They are requesting funds to create a pilot program which will increase faculty diversity by recruiting from our own students and create a pathway for them to attend a four year grad school, internship and teaching and then be hired here. There is another request, which could seem like a power grab by the Chancellor's Office. In the budget request to the legislature there is section titled "Greater Capacity for the Chancellor's Office Leadership of Statewide Change." The Chancellors office wants to take a stronger and different role in guiding the system with the relationship between the state, the community college districts and the relationship between the community colleges

and other educational segments. There is one area of concern in which they are requesting authority to spend local funds if it would be a more efficient use of resources. They are requesting statutory change. In addition, they are requesting over \$2 million to fund additional statewide positions at the Chancellors office to assist in governing and guiding the whole system with its implementation of pathways and the vision of success.

- Enrollment Management: We have asked to reduce sections in the spring as means of achieving efficiency of about an 80% efficiency rate. At the Enrollment Management meetings, efficiency has not been discuss as an enrollment management strategy, nor an efficiency rate (such as 80%), nor other strategies as to how we can achieve efficiency. It appears that the college is haphazardly cutting sections that are low enrolled. There is concern that if we eliminate sections, are we eliminating students or will they relocate to the remaining sections? More than just FTES has to be taken into consideration. If we eliminate these sections, are delaying those students completion? According to the Student Success Funding Formula, students have to complete within 3 years for the college to get the completion points. Since completion is part of the funding formula, how this particular efficiency strategy going to help? There is interest in more discussion on what strategies the college is using to increase our efficiency.

3. FACCC Report, Wendy Brill

- FACCC is the Faculty Association of the California Community Colleges, a membership organization. This is a precursor to the unions for the faculty at the community colleges and to AB 1725 (1988) which created shared governance with faculty and senate. FACCC is likened to “the third leg of the stool,” in other words: the senate and union and FACCC. The unions are working conditions, and the senate are academic and professional matters such as 10+1. FACCC is an advocacy organization specifically for supporting the interests of faculty in the community colleges.
- Wendy appointed as faculty chair of FACCC’s legislative committee for this year. One of the first things the committee does is to develop recommendations for legislative changes or new legislation. We will be providing recommendations for the legislative priorities to the FACCC Board at the end of October.
- FACCC came to COC to hold a focus group, there was a list of 13 items to consider for legislative priorities. The top 3 that were area of concern for our focus group were 1.) Shared governance at the Chancellor’s Office, 2.) Guided pathways and AB 705 and 3.) Funding formula, the performance based funding.
- Every community college faculty can be a member of FACCC. There are 15 members on our campus. The cost for full-time faculty to be a member of FACCC is \$200 a year and part-timers is \$70 a year. FACCC is ensuring that the first year is free. They run on a staff of five and many volunteers.

C. Action Items

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

1. College Planning Team Revised Strategic Goals, Barry Gribbons (pg. 33-37)

- The workgroup that met over the summer is proposing three goals which are “Access, Success, and Engagement.” These would go into effect in our program review this year in October. Departments would be connecting their object to one of these three goals.
 - Motion to approve the new strategic goals by David Andrus, seconded by Wendy Brill. Unanimous. Approved.
2. Resolution in Support of Resources for the Academic Senate, Rebecca Eikey (pg. 38)
 - Motion to approve by Wendy Brill, seconded by Sab Matsumoto. Unanimous. Approved.
 - This resolution will be read to the Board of Trustees.
 3. Discipline Assignments for New Fulltime Faculty: (pg. 39-40)
Garrett Rieck, Noncredit (Health/Kinesiology/Physical Education)
 - Garrett meet additional discipline assignments, which have been added to this memo.
 - Motion to approve this discipline memo by Lisa Hooper, seconded by Philip Marcellin. Unanimous. Approved.
 4. Annual Credit Course and Program Certification (pg. 41-43), Lisa Hooper
 - The Curriculum Committee has adhered to all the regulations and guidelines associated with creating curriculum that is under local control. The local control prevue extends to credit courses and programs. We still do not have local control over non-credit courses or programs. The State Chancellors office has to approve those. This was an attempt to expedite curriculum changes and creation. Once the curriculum committee passes the work product to the senate and senate and BOT approves, it can be offered.
 - Motion to approve Wendy Brill, seconded by David Andrus. Unanimous. Approved.
 5. Job Descriptions Guided Pathways Liaisons, Erika Torgeson & Tara Williams (pg. 44-45)
 - Guided Pathways Self-Assessment Tool and Brief Work Plan (pg. 46-49)
 - It was important to have two positions, one for students services and another for instruction. The Self-Assessment outline was included for reference and a work plan. There was a change in the allocation for year one, it went down by \$4,000. The modifications are indicated in strikeout text.
 - Motion to adopt the GP job descriptions by Erika Torgeson, seconded by Deana Riviera. Unanimous. Approved.
 6. Basic Skills Initiative Year End Expenditure Report, Andy McCutcheon (pg. 50-54)
 - The majority of the funds have been spent on Professional Development and research coordination.
 - Motion to support the Basic Skills Initiative Year End Expenditure Report by David Andrus, seconded by Marco Llaguno. Unanimous. Approved.

D. Discussion

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

1. Elections Procedures, Dustin Silva (pg. 55-56)
Background:

- Senate president shared some background on changes made to the By-Laws & Constitution from last semester relating to the nominating period. In light of the changes to the Constitution the Elections Committee is revisiting their procedures. The current members of the Elections Committee are Dustin Silva, who is the chair, Colette Gibson and Jennifer Hauss.

Adjunct Election:

- It was stated that this is the first time an electronic ballot system election has taken place. The Adjunct election was supposed to have taken place last week.
- The President stopped the election as the Constitution is silent in terms of how long elections can run for. The President consulted and made the decision to stop the election to ensure a fair and equitable process.
- There was a posting on social media informing part-time faculty members about one particular candidate. There was also an email that went out to AFT members but it was not from a COC email account. The social media post raised concerns about the equity of the process with adjunct faculty as they stated they were blocked and censored from that post. It was clarified that the social site, which posted information about a particular candidate is the AFT Facebook page. The AFT control and monitors the messages on their AFT Facebook page.
- It was emphasized that how the AFT conducts itself during senate elections using AFT website is up to the AFT. If members of AFT are excluded from participating in social media or websites then that is something that AFT needs to address.
- There was also some concern that if the AFT President is sending an email out on behalf of one person, other nominees who are interested in the positions should afforded the same opportunity.
- It was clarified that the election was halted on Tuesday. There were concerns raised that no one was notified that the election was halted. It was explained that the constitution was put into place on the last Senate meeting of the spring semester. There were a lot of procedural issues and changes happening as to why the elections for the Adjuncts seats did not happen then.
- The AFT has always had a non-voting role or a seat delegated to them in Senate.

Election Procedures:

- The Elections Committee was looking for different ways to improve the process. Based on some feedback here are some modifications proposed:
 - In order to ensure that everyone has a voice it would be best to have all candidates have a candidate statement. The candidate statement would be sent to the elections committee then sent out to all eligible voters. Originally it was proposed to have a 200 word candidate statements but after discussion it was agreed that 400-500 may be more appropriate. However, a statement could be capped at 400-500 words. Candidate statements are optional and not required. Candidate statements may not be needed if the seat is uncontested. There was suggestion to keep a restriction on the font and allow for only single spacing. All candidate statements could be in listed in random order in one email.
 - Due to the posting on social media there was a question regarding campaigning.

- There was a suggestion to add to the “Campaigning and Lobbying Rules and Regulations” section of the procedures language regarding “other than the candidate statement” so it does not conflict with the point regarding use of COC email for campaigning or lobbying. It was clarified that the college PIO guidelines for political behavior do not apply to intra elections.
- There was a suggestion to have a voting forum in the evening, where people could have an opportunity to meet and speak with candidates one-on-one.
- It was suggested that the entire election process would run for a total of 5 weeks. A 2 week period for nominations, one week for candidate statements and a two week voting period.
- The suggested best method of distributing candidate statements is the “Senate Elections” outlook email group.
- There was a recommendation to indicate on the Election Procedures which language is being revised by identifying it as either bold or strikethrough text.
- The Election Committee chair will provide some modification based on the feedback that has been provided and return to senate.
- The Election Committee will make sure to communicate that adjunct senators the roles and responsibilities of adjunct senators.

Reminder:

- The senate’s role is not the same as unions’. It needs to clear that even if a member of any union, full-time or part-time sits on senate they do not bring union perspectives. The senate needs to hear union perspectives as it overlaps with issues that are within senate purview to handle. The idea that the senate is a place for union representation and for union representation to have voting rights is not correct. This is not the way it is structured per the senate constitution. According to the constitution both faculty unions have a non-voting seat on the senate.
- For example, the AFT union president or designee, by the nature of our constitution, which has always been in place, is a non-voting member of the Senate. That position is also a member of the Executive Committee of the Academic Senate and is an important voice. President reached out to Dan Portello to remind him of his roles.

2. Vote of No Confidence-Eloy Oakley, Wendy Brill (pg. 57-61)

- Our Chancellor was concerned that this might receive attention at the state level.
- The statewide student senate has put together for their plenary a vote of no confidence in Eloy Oakley.
- Last May, there were several union and senate bodies asking to address a vote of no confidence in our state Chancellor’s Office. Background information was put together in May and has not been updated since. The background information includes problems with the Consultation Council being dismissed several times last year by the state Chancellor.

- Chancellor Oakley representing a system that he was hired to lead has chosen to publicly state that the California Community Colleges are failing our students. He has made a vote of no confidence in our system. If there are problems in our system, and there are, a good leader would consult with stakeholders to develop solutions. In addition, he is actively, lobbying the legislature with his ideas for solutions and dismissing the community college's stakeholder's voice.
 - Other senates have passed votes of no confidence and it is likely that a similar resolution will be brought to ASCCC Plenary. In response to the local senates' votes of no confidence, the Chancellor choose to send a letter to the Board of Governors and it was posted by someone on the senate's google group. He incorrectly stated that the votes of no confidence was from one faculty union and dismissed the all other the votes of no confidence that were passed. San Diego Marymount, East La, Mesa, Santa Rosa and Glendale community colleges have all officially passed a vote of no confidence.
 - This is being discussed as it is more than likely one of delegates will have to vote at plenary on a resolution on whether the statewide senate as a body will be directed to take a vote of no confidence.
 - AB 705 changed the law and the Board of Governors does the regulation. The regulations for AB 705 are more restrictive than the law and they do not need to be that restrictive. He has gone beyond Title 5.
 - The consensus from the senate was to move towards passing a resolution.
3. Recommendations for Standard Syllabus Language (such as student behavior and excused absences), Wendy Brill (pg. 62)
- Some past information was shared regarding what the senate has done related to standard elements to be contained within syllabi. A few years ago there was an ad-hoc committee. There were some recommendation made by the committee that are included as background information. The senate had several discussion regarding adopting a list of requirements.
 - In thinking about equity and inclusion, should there be additional sample language suggested or written that faculty can adopt to include in their syllabus? For example observation of religious holidays and excused absences. There are questions to include in terms of guided pathways. This has come up as discussion in the CE committee in working with Mark Perna regarding retention. In previous recommendation there was some sample language that could be seen as off-putting for some students. There was an agreement for a recommended content neutral language. There is a need to identify what exactly are barriers for students.
 - Should syllabus language be based on college policy or law? There was concern that suggested language could become institutionalized over time and thus not accurately reflect policy or law. If we are going to have suggested language, then do we need to have various examples that people could have as guidelines?

- There is a need to clarify who will be reviewing the syllabus and how has the authority to say a change needs to be made. At this point, course coordinators are reviewing syllabi. However, the collection of the syllabi varies by school.
- The syllabus discussion will be brought back to senate.
- President ask that if there are any other resources to please send to her.

E. Unfinished Business

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

1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marengo & Educational Technology Committee

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. TOP Code Alignment Project Update (Harriet Happel)
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

AP 4023- Academic Departments
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
Student Conduct (Phase 2 – BPs 5529, 5530 & 5531
Digital Badging Policy
AP7250 Administrative Retreat Rights

H. Announcements

- Next Academic Senate Meeting, October 11, 2018
- Undocumented Student Week of Action, October 15-19, 2018
- ASCCC AREA C MEETING, October 12, 2018, Compton College
 - The actual date of the meeting is October 13th and not the 12th. This was corrected.
 - There was a suggestion to bring back the DACA resolution to senate to have as a read and to honor it.
- ASCCC Fall Plenary, November 1 to November 3, 2018, Irvine Marriot

II. Adjournment: 5:00

CURRICULUM COMMITTEE SUMMARY

October 18th, 2018

3:00 pm – 5:00 pm

Bonelli Hall 330

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

Members Absent: Rhonda Hyatt – Kinesiology, Physical Education & Athletics

MODIFIED COURSE PROPOSAL – AB705 COMPLIANCE

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
ENGL-101	English Composition	Course increasing from 3 units to 4 units to comply with AB705.	A. Terzian	Fall 2019

NEW COURSE AND PROGRAM PROPOSALS – DISCUSSION OF NEED

The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
GLST-101	Introduction to Global Studies	Courses created to match C-ID GLST 101 & C-ID GLST 102. These are required courses for the proposed Global Studies AA-T degree, and will also be going into the proposed Global Competencies Certificate of Achievement and Certificate of Specialization.	P. Gussin/N. Hernandez	TBD
GLST-102	Global Issues			
NC.EDUC-001	Test Prep for CBEST English Basic Skills Test	Brief review course is designed to prepare students for the CBEST - California Basic Education Skills Tests: Math & English. The CBEST is the standardized exam that future TK -12 teachers must pass prior to being accepted into a Teacher Credential Program or hired as a teacher in California. To date, there are no CBEST preparation	G. Rieck	TBD
NC.EDUC-002	Test Prep for CBEST Math Basic Skills Test			

		courses offered at College of the Canyons or in the Santa Clarita Valley. Additionally, a student with a BA degree who passes the CBEST, may be employed as a substitute teacher in a school district. Students who complete these two courses will be eligible to earn the CBEST Certificate of Completion.		
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-Motion to adopt the need for and conduct a full review GLST-101 & 102; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review NC.CSKL-001 & 002; Motion by Jeremy Patrich, second by Julie Hovden. All in favor: Unanimous. Tricia George was not present during this vote.

NEW COURSE PROPOSALS – FINAL READ

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

Subject & Number	Title	Description of Action	Author	Effective
MATH-100	Liberal Arts Mathematics	3 units, 54 hours lecture. New SLO, new prerequisite of “Completion of MATH-070 (Intermediate Algebra) or higher placement.”	S. Matsumoto	TBD
WELD-111A	Introduction to Semiautomatic Welding	2.5 units, 27 hours lecture, 54 hours lab. New SLO’s (2).	T. Baber	TBD
WELD-111B	Intermediate Semiautomatic Welding	2.5 units, 27 hours lecture, 54 hours lab. New SLO’s (2). New prerequisite of WELD-111A.	T. Baber	TBD
WELD-111C	Advanced Semiautomatic Welding	2.5 units, 27 hours lecture, 54 hours lab. New SLO’s (2). New prerequisite of WELD-111A and recommended preparation of WELD-111B.	T. Baber	TBD

-Motion to approve MATH-100; Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous.

NEW PROGRAM PROPOSALS – FINAL READ

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

Program	Degree/Certificate	Description of Action	Author	Effective
Semiautomatic Welding	Certificate of Achievement	16.5 required certificate units, new program SLO.	T. Baber	TBD

-Motion to approve WELD-111A, 111B, 111C, and the Semiautomatic Welding Certificate of Achievement; Motion by Anne Marengo, second by Lee Hilliard. All in favor: Unanimous.

TECHNICAL CHANGES (COURSES)

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
CMPSCI-235	Introduction to C Programming	Adding DLA, Hybrid option only.	B. Riveira	Fall 2019

DELETED COURSES – CONSENT CALENDAR

The following course deletions have been recommended for approval as part of the Consent Calendar of this agenda. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
WELD-120	Industrial Welding I	Course will no longer be offered.	T. Baber	Fall 2019
WELD-122	Industrial Welding II	Course will no longer be offered.	T. Baber	Fall 2019
WELD-124	Industrial Welding III	Course will no longer be offered.	T. Baber	Fall 2019

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
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HIST-111	United States History I	Revised objectives, content and textbooks.	B. Riffel	Fall 2019
HIST-111H	United States History I - Honors	Revised objectives, content and textbooks.	B. Riffel	Fall 2019
HIST-120	The Role of Women in the History of the United States	Revised description, objectives, content, and textbooks.	J. Johnson	Fall 2019
HIST-120H	The Role of Women in the History of the United States – Honors	Revised description, objectives, content, and textbooks.	J. Johnson	Fall 2019
HIST-240	Latin American Civilization	Revised objectives and content.	J. Varga	Fall 2019
PHILOS-101	Introduction to Philosophy	Revised objectives, content and textbooks.	A, Jones-Cathcart	Fall 2019
PHILOS-101H	Introduction to Philosophy – Honors	Revised objectives, content and textbooks.	A, Jones-Cathcart	Fall 2019
PHILOS-106	Critical Reasoning	Revised objectives, content and textbooks.	A, Jones-Cathcart	Fall 2019
PHILOS-120	Introduction to Ethics	Revised objectives, content and textbooks.	A, Jones-Cathcart	Fall 2019
PHILOS-130	Introduction to Social and Political Philosophy	Revised objectives, content and textbooks. Added DLA, 100% Online and Hybrid.	A, Jones-Cathcart	Fall 2019

MODIFIED PROGRAMS – CONSENT CALENDAR

The following modified programs have been recommended for approval as part of the Consent Calendar of this agenda. These program modifications will not be reviewed during this committee meeting, and the author of the following program modifications is not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Welding Technology	AS Degree	Restructuring degree outline, adding in WELD-111A/B/C, removing deleted courses. Required major units increased to 31 (formerly 30 units).	T. Baber	Fall 2019
Welding Technology	Certificate of Achievement	Restructuring certificate outline,	T. Baber	Fall 2019

		adding in WELD-111A/B/C, removing deleted courses. Required certificate units increased to 31 (formerly 30 units).		
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NEW INSTRUCTIONAL SERVICE AGREEMENT (ISA) PROGRAMS – CONSENT CALENDAR

The following new programs were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Arrest and Control Instructor	Certificate of Achievement	4 courses (LEPD-065, 086, 100A, 100B) 31 total certificate units, new Program SLO.	A. Dotson	TBD
Bicycle Patrol and Response	Certificate of Achievement	4 courses (LEPD-030, 083, 100A, 100B) 26 total certificate units, new Program SLO.	A. Dotson	TBD
Control, Escort, Restrain and Takedown	Certificate of Achievement	5 courses (LESD-028, 037, 038, 100A, 100B) 24 total certificate units, new Program SLO.	J. Farhat	TBD
Incident Command System	Certificate of Achievement	4 courses (LEPD-074, 099, 100A, 100B) 26 total certificate units, new Program SLO.	A. Dotson	TBD
Institute of Criminal Investigation	Certificate of Achievement	7 courses (LEPD-100A, 100B, 140, 142, 143, 144, 145) 38 total certificate units, new Program SLO.	A. Dotson	TBD
Jail Operations	Certificate of Achievement	21 courses (LESD-006, 007, 014, 015,	J. Farhat	TBD

		028, 030, 031, 032, 036, 037, 038, 044, 045, 046, 047, 048, 049, 050, 053, 100A, 100B) 33.90 total certificate units, new Program SLO.		
Jail Operations	Certificate of Specialization	19 courses (LESD-006, 007, 014, 015, 028, 030, 031, 032, 036, 037, 038, 044, 045, 046, 047, 048, 049, 050, 053) 9.90 total certificate units, new Program SLO.	J. Farhat	TBD
LAPD Basic Academy	Certificate of Achievement	2 courses (LEPD-100A, 100B) 24 total certificate units, new Program SLO.	A. Dotson	TBD
LASD Basic Academy	Certificate of Achievement	2 courses (LESD-100A, 100B) 24 total certificate units, new Program SLO.	J. Farhat	TBD
Leadership	Certificate of Achievement	4 courses (LEPD-100A, 100B, 111, 112, 113, 114) 9.25 total certificate units, new Program SLO.	A. Dotson	TBD
Protective Measures for Weapons of Mass Destruction Response	Certificate of Achievement	5 courses (LEPD-056, 057, 077, 100A, 100B) 24.5 total certificate units, new Program SLO.	J. Farhat	TBD

NEW NONCREDIT INSTRUCTIONAL SERVICE AGREEMENT (ISA) PROGRAMS – CONSENT CALENDAR

The following new programs were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. These courses will not be reviewed during this

committee meeting, and the authors of the following courses are not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Beginning Fire Apparatus Driver/Operator	Certificate of Completion	3 courses (NC.FIRT-006, 007, 008) 79.25 total hours, new Program SLO.	D. Breshears	TBD
Fire Investigation	Certificate of Completion	3 courses (NC.FIRT-009A, 009B, 009C) 113 total hours, new Program SLO.	D. Breshears	TBD
Intermediate Fire Apparatus Driver/Operator	Certificate of Completion	3 courses (NC.FIRT-010, 011, 012) 120 total hours, new Program SLO.	D. Breshears	TBD
Fire Command	Certificate of Completion	3 courses (NC.FIRT-013, 014, 015) 120 total hours, new Program SLO.	D. Breshears	TBD
Fire Instructor Training	Certificate of Completion	3 courses (NC.FIRT-016, 017, 018) 120 total hours, new Program SLO.	D. Breshears	TBD
Incident Command System	Certificate of Completion	3 courses (NC.FIRT-020, 021, 022) 52 total hours, new Program SLO.	D. Breshears	TBD
Fire Incident Management	Certificate of Completion	2 courses (NC.FIRT-025 & 028) 68 total hours, new Program SLO.	D. Breshears	TBD
Wildland Fire Behavior	Certificate of Completion	2 courses (NC.FIRT-026 & 027) 50-64 total hours, new Program SLO.	D. Breshears	TBD
Fire Inspector	Certificate of Completion	4 courses (NC.FIRT-047A,	D. Breshears	TBD

		047B, 047C, 047D) 88 total hours, new Program SLO.		
Fire Inspector 2	Certificate of Completion	4 courses (NC.FIRT-048A, 048B, 048C, 048D) 88 total hours, new Program SLO.	D. Breshears	TBD
Rescue Systems	Certificate of Completion	3 courses (NC.FIRT-070, 071, 072) 104 total hours, new Program SLO.	D. Breshears	TBD
Rope Rescue	Certificate of Completion	2 courses (NC.FIRT-075 & 077) 50-64 total hours, new Program SLO.	D. Breshears	TBD
Swift Water Rescue	Certificate of Completion	3 courses (NC.FIRT-078, 079, 083) 49-55 total hours, new Program SLO.	D. Breshears	TBD
Company Fire Officer	Certificate of Completion	5 courses (NC.FIRT-120, 121, 122, 123, 124) 180 total hours, new Program SLO.	D. Breshears	TBD
Chief Fire Officer	Certificate of Completion	4 courses (NC.FIRT-125, 126, 127, 128) 92 total hours, new Program SLO.	D. Breshears	TBD
Executive Chief Fire Officer	Certificate of Completion	5 courses (NC.FIRT-129, 130, 131, 132, 133) 122 total hours, new Program SLO.	D. Breshears	TBD

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
MATH-100	Liberal Arts Mathematics	New prerequisite of “Completion of MATH-070 (Intermediate Algebra) or higher placement.”	S. Matsumoto
WELD-111B	Intermediate Semiautomatic Welding	New prerequisite of WELD-111A.	T. Baber
WELD-111C	Advanced Semiautomatic Welding	New prerequisite of WELD-111A and recommended preparation of WELD-111B.	T. Baber

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
CMPSCI-235	Introduction to C Programming	Hybrid option only.	B. Riveira
PHILOS-130	Introduction to Social and Political Philosophy	100% Online and Hybrid.	A. Jones-Cathcart

-Motion to approve all items on 10/18/2018 Consent; Motion by Mary Bates, second Lori Young. All in favor: Unanimous.

New Courses - Includes ISA's	4	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	28	New DLA's	2	Deleted Courses	3
Modified Courses	10	New SLO's	35	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	5	Proposals Reviewed in Technical Review Session	43
New Non Credit Courses – Including ISA's	-0-	New Prerequisites	3	Proposals Returned from Technical Review Session	5

Program Viability Committee

October 18th 2018, 9:00 a.m. to 10:00 a.m.

BONH330

Summary

Members Present: Rebecca Eikey, Lisa Hooper, Jason Burgdorfer, Chris Boltz, Jerry Buckley, Omar Torres, Albert Loiaza

Members Absent: David Andrus, Wendy Brill, Lauren Rome

Guests: Harriet Happel, Russell Waldon, Nicole Faudree, Cynthia Nelson, Christina Chung, Sarah Ehram, Howard Fisher, Garrett Riech

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 – motion made by Albert Loiaza, Seconded by Lisa Hooper

B. Reports

1. Pilot Status Reports & Tracking of Pilot Programs – only Technical Theatre report has been received.

C. Discussion

1. Cooperative Work Experience Education (CWE) Academic Department
Nicole Faudree explained the history and rationale of the proposal for a new department. The committee discussed where the CWE Department would live in terms of the School. There was discussion that the CTE Dean would be the supervisor for this department (in terms of curriculum review and program review). In terms of merging with an existing department, no other department was willing to do that. There are 5 committee members present who are in favor of this new department; one abstained.

Program Viability Committee Recommendation: **Approve New Department, CWE Academic Department**

2. Physical Therapy Assistant (PTA) Program Initiation
The history and origination of the new credit program proposal was described by Sarah Ehram. According to Advisory Board members, there is not a path from PTA to PT, the students need a doctorate for PT. Cerritos College has a PTA program where the demand exceeds the capacity of the program. There are potential partnerships with Henry Mayo, Vargo Physical Therapy, and Southern California Orthopedic Institute. The PTA program would need significant investment in terms of human resources (need for director), equipment, and lab space. Thus, the committee recommended that the author and administration secure a partnership with local clinical sites and return to PV Committee with that MOU.

3. Human Resources Academy Program Initiation

Christina Chung explained the rationale to create three new noncredit certificates. There were questions about the different levels of certificates and how they are distinguished from each other. The development of these courses is based on industry partners, thus there are differences between the courses. Thus, the committee recommends the names of the courses may need to be change. The certificates are distinct and are meant to serve different populations. However, there is a possibility of progress of the individual. In terms of a connection of this proposed certificates to industry-recognized certificates, it was explained that two professional organizations, SHRM and PHRA have professional development requirements, such as 65 hrs/year. Thus, these could be used for that as Continuing Education Units. This would require COC to obtain approval from SHRM and PHRA to use these certificates as Continuing Education Units. There was research to support that it would go through.

Motion from Lisa Hooper to approve these new certificates; seconded by Jerry Buckley. All the voting members are supportive.

Program Viability Committee Recommends **Initiation as Pilot Status**.

D. Announcements

Program Viability Committee Meeting Dates for 2018-2019 Academic Year

- November 15, 2018, 9:00 am – 10:00 am, Bonelli 330
- February 21, 2019, 9:00 am – 10:00 am, Bonelli 330
- March 21, 2019, 9:00 am – 10:00 am, Bonelli 330
- April 18, 2019, 9:00 am – 10:00 am, Bonelli 330
- May 16, 2019, 9:00 am – 10:00 am, Bonelli 330

The Program Viability Committee is a standing committee of the Academic Senate. It is responsible for the evaluation of proposals to initiate, modify, or discontinue academic programs. The committee makes recommendations to the Academic Senate. Per the AP 4021, program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President *no later than the eighth week* of the fall semester.

HUMAN RESOURCES OFFICE

Date: October 18, 2018

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Gary Collis

Name: Gary Collis

Position: Full-time Business/Business Law Instructor

Discipline Assignment: Business

The minimum qualifications for the discipline of Business:

- Possession of an unexpired California Community College Instructor Credential in Business/Business Law.
- Master's degree in business, business management, business administration, accountancy, finance, marketing, or business education;
- ✓ Bachelor's degree in any of the above AND Master's degree in economics, personnel management, public administration, or J.D. or LL.B.;
- Bachelor's degree in economics with a business emphasis AND Master's degree in personnel management, public administration, or J.D. or LL.B. degree;
- No equivalency accepted.

Gary Collis meets minimum qualifications with:

- Bachelor's degree in Business Administration from University of Illinois at Urbana
 - Juris Doctor degree from Pepperdine University, School of Law
-

Discipline Assignment: Law

The minimum qualifications for the discipline of Law:

- Possession of an unexpired California Community College Instructor Credential in Law.

- ✓ JD or LL.B.

Gary Collis meets minimum qualifications with:

- Juris Doctor degree from Pepperdine University, School of Law
-

Discipline Assignment: Legal Assisting (Paralegal)

The minimum qualifications for the discipline of Legal Assisting (Paralegal):

- Possession of an unexpired California Community College Instructor Credential in Law.
- ✓ Any bachelor's degree or higher and two (2) years of professional experience;
- Any associate's degree and six (6) years of professional experience.

Gary Collis meets minimum qualifications with:

- Bachelor's degree in Business Administration from University of Illinois at Urbana
- 17.8 years of professional experience directly related to the faculty members teaching assignment. Gordon & Rees, LLP (2015-2017 & 2006-2014), Breidenbach, Huchting & Hamblet (2001-2006), Sedgwick, Detert, Moran & Arnold (2000-2001), Spray, Gould & Bowers (1998-1999)

Santa Clarita Community College District
COLLEGE OF THE CANYONS

Adjunct Faculty Fall 2018

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Fleishman, Richard	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 or finance OR Bachelor's degree in accountancy or business administration with accounting concentration AND a CPA license	BS in Business Administration, Option Accounting, California State University, Los Angeles and MBA, Technology Management, University of Phoenix
Green, Janice	Adjunct – American Sign Language	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Business Administration, 17.71 full time years of professional experience related to the assignment
Atsales, Kia	Adjunct – Anthropology	Master's degree in anthropology or archaeology OR Bachelor's degree in either of the above AND master's degree in sociology, biological sciences, forensic sciences,	MA Anthropology, University of Minnesota

		genetics or paleontology or the equivalent.	
Hernandez, Oscar	Adjunct – Anthropology	Master’s degree in anthropology or archaeology OR Bachelor’s degree in either of the above AND master’s degree in sociology, biological sciences, forensic sciences, genetics or paleontology or the equivalent.	MA Anthropology, California State University, Northridge
Lewis, Pamela	Adjunct – Art	Master’s degree in fine arts, art, or art history OR Bachelor’s degree in any of the above AND master’s degree in humanities or the equivalent.	MFA in Art, California Institute of the Arts
Varamini, Hannah	Adjunct - Art	Master’s degree in fine arts, art, or art history OR Bachelor’s degree in any of the above AND master’s degree in humanities or the equivalent.	MFA in Art, California Institute of the Arts
Night, Kimberly	Adjunct- Automotive Technology	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent. OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	AA Automotive Technology, College of Canyons and 7.3 years of professional experience in the discipline
Reilley, Ty	Adjunct – Automotive Technology	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s	AA Automotive Technology, College of the Canyons and 6.1 years of professional

		teaching assignment or the equivalent.	experience in the discipline
		OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Ahmadpanah, Seyed	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.	MD, Shahid Chamran Medical School, degree evaluated by Foundation for International Services
Clayton, Anthony	Adjunct – Business	Master's in business, business management, accountancy, finance, marketing, or business education OR Bachelor's in either of the above AND Master's in economics, personnel management, public administration, or J.D. or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's degree in personnel management, public administration, or J.D. or LL.B. degree	MBA, University of Phoenix
Keelin, Christine	Adjunct – Business	Master's in business, business management, accountancy, finance, marketing, or business education OR Bachelor's in either of the above AND Master's in economics, personnel management, public administration, or J.D. or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's degree in personnel management, public administration, or J.D. or LL.B. degree	MBA, Claremont Graduate University

Robert, Donna	Adjunct - Business	Master's in business, business management, accountancy, finance, marketing, or business education OR Bachelor's in either of the above AND Master's in economics, personnel management, public administration, or J.D. or LL.B. degree OR- Bachelor's in economics with a business emphasis AND Master's degree in personnel management, public administration, or J.D. or LL.B. degree	MBA, University of Southern California
Lofton, Maggie	Adjunct – CAWT	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Education and 5.34 years of professional experience in the discipline
Nishimura, Nobuko	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry or the equivalent.	PhD Chemistry, University of California, Los Angeles, MS Biology, California State University, Northridge
Bongarra, Lucas	Adjunct – Coaching	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Physical Education, The Master's College and 7.2 years of professional experience in the discipline

Brackett, Trevor	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. (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.)	MS Educational Counseling, Fresno Pacific University
Hong, Nathasha	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. (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.)	MS Guidance Counseling, California State University, San Bernardino
Hulien Cardenas, Sherry	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. (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.)	MS Educational Counseling, University of LaVerne
Lindgreen, Gretchen	Adjunct – Counseling	Master's in counseling, rehabilitation counseling,	MS Educational 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. (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.)	University of LaVerne
Pellegrin, Nathan	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. (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.)	MS Educational Counseling, University of LaVerne
Robinson, London	Adjunct – Early Childhood Education (Child Development)	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 either of the above AND Master's in social work, educational supervision, elementary education,	MA in Early Childhood Education, Pacific Oaks College

Heaton, Robert	Adjunct – Emergency Medical Technician	special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies. Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Nursing, West Coast University and 4.1 years of professional experience in the discipline
Kayzakian, Arthur	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.	MA English, California State University, Northridge
Rego, Garrett	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.	MA English, California State University, Northridge
Schilling, Tova	Adjunct – English as a Second Language	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL	MS in Education Specialization in TESOL, Shenandoah University

		emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language	
Moradian, Soudabeh	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass communication. OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	MFA in Film and Video, California Institute of the Arts
Smith, Tyler	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass communication. OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	MA in Film and Television, University of California, Los Angeles
Buitrago, Erick	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.	MS Physical Education, Southern Illinois University

Escobar, Ruben	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.	MS Physical Education, Azusa Pacific University
Freeman, Daniel	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.	MS Kinesiology, California State University, Northridge
Kissling, Stephen	Adjunct – Manufacturing Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty	BS Mechanical Engineering, Georgia Institute of Technology and 24 years of professional experience in the discipline

Milne, Susan	Adjunct – Mathematics	member's teaching assignment or the equivalent. 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.	MS Mathematics, California State University, Channel Islands
Mundsack, Allan	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.	MS Mathematics, San Diego State University
Brown, Joshua	Adjunct – Medical Laboratory Technician	Any Bachelor's degree or better AND two years of experience in the discipline 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 specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160 OR Any Bachelor's degree or better AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3. OR Any Associate's degree AND six years of experience in the discipline AND one or more of the following: - must be a physician or surgeon licensed under chapter 5 OR -a	PhD Biochemistry and Molecular Biophysics, California Institute of Technology, BS Biochemistry and Cell Biology, University of California, San Diego; 7.2 years of professional experience in the discipline and Clinical Laboratory Scientist license

		doctorial scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160. OR Any Associate's degree AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3 AND One year of additional experience in the discipline. OR- Equivalent (none accepted)	
Stone, Brian	Adjunct – Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities or the equivalent.	MA in Music Conducting and PhD in Musical Arts Conducting, Johns Hopkins University
Dizon, Arthur	Adjunct – Nursing	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	BS Nursing, University of Phoenix and 4.3 years of professional experience in the discipline including 4.3 years of experience in direct patient care within the last 5 years
Nikbakhsh, Sanaz	Adjunct – Paralegal Law	JD or LL.B. OR- Any bachelor's degree and two (2) years of full-time equivalent professional experience	JD, University of West Los Angeles

		directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Mahmud, Aida	Adjunct – Psychology	Master's in psychology. OR Bachelor's in psychology AND Master's degree in counseling, sociology, statistics, neuroscience, or social work.	MA in Psychology, General-Experimental, California State University, Northridge
Lorenzen, Matthew	Adjunct – Psychology	Master's in psychology. OR Bachelor's in psychology AND Master's degree in counseling, sociology, statistics, neuroscience, or social work.	MS in Psychology, California Polytechnic State University
Gobulukoglu, Ismail	Adjunct – Physics	Master's in physics, astronomy, or astrophysics OR- Bachelor's in physics or astronomy AND master's degree in engineering, mathematics, meteorology, or geophysics	MS Physics and Astronomy, University of Nebraska - Lincoln
Nusierat, Ola	Adjunct – Physics	Master's in physics, astronomy, or astrophysics OR- Bachelor's in physics or astronomy AND master's degree in engineering, mathematics, meteorology, or geophysics	PhD Physics, University of Mississippi, MS Mathematics, University of Alabama at Birmingham
Regier, Maud	Adjunct – Physics	Master's in physics, astronomy, or astrophysics OR- Bachelor's in physics or astronomy AND master's degree in engineering,	MS Physics, Nantes University, degree evaluated by International Education Research Foundation, Inc.

Tripathi, Om	Adjunct – Physics	<p>mathematics, meteorology, or geophysics</p> <p>Master’s in physics, astronomy, or astrophysics OR- Bachelor’s in physics or astronomy AND master’s degree in engineering, mathematics, meteorology, or geophysics</p>	MS Physics, University of Allahabad, degree evaluated by International Education Research Foundation
Atkinson, Kimberly	Adjunct - Theatre	<p>Master’s degree or Master of Fine Arts in drama/theatre arts/performance OR Bachelor’s degree or Bachelors of Fine Arts in drama/theater arts/performance AND Master’s degree in comparative literature, English, communication studies, speech, literature, or humanities or the equivalent.</p>	MFA Drama/Acting, University of Washington
Bye, Ryan	Adjunct – Water (Environmental Technology)	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	BA Organizational Management, The Master’s College and 11.4 years of professional experience in the discipline
Margheritis, Luis	Adjunct – Water (Environmental Technology)	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional	AA, Water Systems Technology, College of the Canyons and 8.6 years of professional experience in the discipline

McQueen, Crystal	Adjunct – English as a Second Language	<p>experience directly related to the faculty member's teaching assignment or the equivalent.</p> <p>Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language.</p>	MA in TESOL, University of Southern California
Walia, Natasha	Noncredit – English as a Second Language	<p>Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.</p> <p>bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment</p>	BA in Arabic and Greek/Latin, University of California, Los Angeles, MA in Linguistics, California State University, Northridge, Certificate of TESOL, California State University, Northridge

as a noncredit instructor.

OR a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.

OR possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

Moore, Cofley

Noncredit – Basic Skills Mathematics

Bachelor's degree in mathematics.

BA in Mathematics, California State University, Los Angeles

Adjunct Faculty Summer 2018

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Vannix, Cecil Robert	Adjunct – Automotive Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six	BS Industrial Studies, Loma Linda University and 11.25 years of experience in the discipline

Klaasmeyer, Katrina	Adjunct – Art	<p>(6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.</p> <p>Master's degree in fine arts, art, or art history</p> <p>OR- Bachelor's degree in any of the above AND master's degree in humanities</p> <p>OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education 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.</p>	MA Art History, University of Oregon
Chien, Jason	Adjunct – Biological Sciences	<p>Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science</p> <p>OR the equivalent</p>	PhD, Biological Sciences, UC Berkley; BS Cell and Molecular Biology, University of California, Los Angeles
Gasparian, Hovik	Adjunct – Biological Sciences	<p>Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science</p> <p>OR the equivalent</p>	PhD, Cell & Molecular Biology, UC Riverside; BS Microbiology Immunology and Molecular Genetics, University of California, Los Angeles
Keller, Carson	Adjunct – Biological Sciences	<p>Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science</p> <p>OR the equivalent</p>	MS Biology, California State University, Northridge

Sanei, Maryam	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	PhD Biological Science, Martin Luther University, Germany, degree evaluated by Foreign Academic Credential Services; MS, Plant Breeding, Mazandaran University, Sari, degree evaluated by Foreign Academic Credential Services
Haiges, Ralf	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR- equivalent	PhD and MS Chemistry, University of Wuppertal/Germany degrees evaluated by International Education Research Foundation, Inc.
Junius, Jermaine	Adjunct Communication Studies	Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication. OR- Bachelor's degree in any of the above AND master's degree in drama/ theater arts, mass communication, or English. OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division AND graduate level, a	BA in Social Work, California State University, Los Angeles, PhD Mass Communication and Media Studies, Howard University, 39 graduate level in the Communication/Mas s Communication

		minimum of which must be 12 graduate level semester units.	
Lohse, Jenna	Adjunct Communication Studies	<p>Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication.</p> <p>OR- Bachelor's degree in any of the above AND master's degree in drama/ theater arts, mass communication, or English.</p> <p>OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education 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.</p>	MA Communication Studies, California State University, Northridge
Sikkema, Dwight	Adjunct – Computer Science	<p>Master's in computer science or computer engineering OR- Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR- Bachelor's in engineering AND master's degree in cybernetics, engineering, mathematics, or business administration OR- Bachelor's in mathematics</p>	MS Computer Science, Clemson University

		AND master's degree in cybernetics, engineering, mathematics, or business administration OR- Bachelor's in any of the above AND master's degree in information science, computer information systems, or information systems or the equivalent	
Adams, Lauren	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. (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.)	MS Educational Counseling, University of La Verne
Srapyan, Gohar	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. (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.)	MS Counseling, University of La Verne
Zamudio, Sandra	Adjunct – Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology,	MS Educational Counseling,

		guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (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.)	University of LaVerne
Acosta, Rebecca	Adjunct – Economics	Master's in economics OR- Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science	MA in Economics & PhD in Economics, University of California, Los Angeles
Wright, Jerome	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.	MS Physical Education, Azusa Pacific University
Hernandez, Maria G.	Adjunct – Modern Languages (Spanish) (Foreign Languages)	Master's degree in Spanish; OR- Bachelor's degree in Spanish AND Master's degree in another language or linguistics; OR- Equivalency: An official transcript documenting successful	MA Spanish, California State University, Northridge

Flestado, Sharlene	Adjunct – English as a Second Language	<p>completion of any Master's degree from an accredited institution of higher education 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.</p> <p>Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR- Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language</p>	MA in Teaching English to Speakers of Other Languages, Azusa Pacific University
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ISA's for Academic Senate – Spring/Summer 2018

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Acosta, Maria Mauro	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Sociology (Criminology), California State University Northridge and at least 2 years of experience in law enforcement
Atteberry, Kevin	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time	BA Social Sciences from Washington State University and at least

		equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	2 Years of experience in fire technology
Born, Dora	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA General Studies from Reedley College and at least 6 years of experience in law enforcement
Brawer, Stan	Los Angeles County Fire Department		
Bruce, Gregory	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Liberal Arts, Regents College and at least 2 years of experience in law enforcement.

Cleon, Joseph	Los Angeles Police Department	<p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.</p> <p>Equivalency to AA: Option #1: Successful completion of a minimum of 60 semester units of college coursework at an accredited institution of higher learning including a minimum of 15 general education course units AND 18 discipline-specific semester units in courses for any one discipline-specific major.</p> <p>Option #2: Successful completion of a minimum of 40 semester units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units, as described below and required for the Associate degree and documented AND verifiable evidence of 320 hours of significant</p>	<p>Meets equivalency to AA option #1: 60 Semester units of college coursework with at least 15 semester units in general education coursework and 18 semester units of discipline specific coursework and at least 6 years of experience in law enforcement</p>
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		professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline.	
Cross, Dennis	Los Angeles County Fire Department		
Ferguson, Howard	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA Fire Technology from Allan Hancock College and at least 6 years of experience in fire technology
Goulet, Glenn	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA Liberal Arts and Sciences from Moorpark College and at least 6 years of experience in fire technology
Haskett, Kenichi	Los Angeles County Fire Department – Lifeguard Division	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly	BA Philosophy from Cal Poly San Luis Obispo and at least 2 years of experience as a Lifeguard

		related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Kim, Danny	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Communications from Cal State San Bernardino and at least 2 years of experience in law enforcement
Kim, Yun Son	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Nursing, Azusa Pacific University and at least 2 years of experience in fire technology
Lebel, Jonathan	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time	Meets equivalency to AA option

equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.

#2: 121.5 semester units of college coursework including a minimum of 18 semester units of general education and at least 320 hours of law enforcement training

Equivalency to AA:

Option #1:
Successful completion of a minimum of 60 semester units of college coursework at an accredited institution of higher learning including a minimum of 15 general education course units AND 18 discipline-specific semester units in courses for any one discipline-specific major.

Option #2: successful completion of a minimum of 40 semester units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units, as described below 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.	
Leverich, Edward	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Microbiology, UCLA and at least 2 years of experience in law enforcement
Nuesca, Jason	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA History, UCLA and at least 2 years of experience in fire technology

Tombar, Monica	Los Angeles Police Department	5/10/18 – 5/9/21	AA Administration of Justice, East Los Angeles College plus at least 6 years of experience in law enforcement
Wogau, Ilse	Los Angeles County Fire Department	7/12/18 – 7/11/21	AA Nursing, Pasadena City College plus at least 6 years of experience in fire technology

Academic Department Proposal

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
<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.

Since Stan Wright was reassigned in January 2012, the CWE program has not had a full-time faculty responsible for the various academic components of the program. During this period, Nicole Faudree and CWE staff and adjunct CWE faculty Cindy Nelson have ensured the curriculum, SLOs, department/retreats, etc. have been conducted. This

proposal is not a result of conflict or difficulties. On the contrary, all parties have a positive and supportive working relationship. This proposal to separate the academic and student services is supported by Gina Bogna, Dean Career Services and Special Programs and the longest-teaching CWE full time faculty, Nicole Faudree. This proposal is to ensure that faculty work should be done by faculty. Other than Counseling, this is the only program on campus where instructional work is performed by and/or overseen by non-instructional leadership.

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?

The past two CWE program reviews support this program viability proposal. In Year Three (2016-2017) CWE program review, General Section, level 1 comments state: I [Gina Bogna] propose separating the program budget and functions to delineate Student Services from Instruction. This would allow CWE student services functions and support to slide under “Career Services” and giving Academic Affairs full control over instructional elements.

In Year Four (2017-2018) CWE program review, Student Learning Outcomes section, level 1 comments reflect the start of the split of academic and student services. The comments state: I [Gina Bogna] welcome the change and believe that it is in the student and district’s best interest for CWE to be given attention and faculty oversight.

Note: year four program review incorrectly states that the Business department would bring CWE under its umbrella. That is not the current proposal before the Program Viability committee. CWE should be its own department.

Current and prior years’ program reviews highlight the difficulty of trying to meld an academic program and student services department. Nearly all of the objectives and narrative reflects the student services part of CWE. By splitting the program’s responsibilities, focus and attention on each component could be better achieved.

2018-2019 Program Review has already been assigned to Nicole Faudree and level two assigned to Omar Torres.

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?

This proposal concerns a long-standing, successful program that supports various degrees and certificates. This proposal would result in faculty performing the duties of 10+1 and those of department chair enumerated in COCFA collective bargaining agreement. Faculty should be responsible for the 10+1 components of a department including program review, curriculum, hiring, staffing, etc., as well as the department chair duties in the collective bargaining agreement. See full list of department responsibilities in Article 12 K, MOU pages 165-167 of COCFA/SCCCE Collective Bargaining Agreement.

As for the CWE being absorbed into an existing department, currently at least 12 different departments have CWE courses. Absorbing CWE courses into these departments would be difficult. Faculty in these departments would like the program to continue as it has in the past, with a separate collective internship department being responsible for the classes. This position is understandable because CWE has a host of legal requirements different from a typical college course. These 12 different departments would need to become experts at CWE's nuances and changes for one course. Every time a department hired a CWE faculty, these legal requirements and nuances would have to be training and enforced. CWE is a different kind of course than a typical college course. Having there be one department in charge of these courses provides consistency and accountability.

3. Is the proposed department's academic discipline common to the California Community College system and mission?

This proposal concerns a long-standing, successful program that supports various degrees and certificates. The mission of the Cooperative Work Experience Education and Internship program is to strengthen student learning by engaging students in enhanced on-the-job learning opportunities and provide meaningful internship opportunities to students of all majors, enabling students to apply the skills and knowledge acquired in their academic coursework while adhering to generally accepted business principles, standards and work ethics.

4. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?

Across the state, CWE courses are either imbedded into the departments of the CWE specialty or a separate department. Based upon how CWE developed at COC, keeping a separate department is being proposed.

- a) If this departmental structure currently exists at other community colleges, please provide a few examples.

In the past several years, five community colleges (Alan Hancock, Los Angeles Mission College, Crafton Hills, Chaffey College, and Mount San

Antonio College) have traveled to campus to learn how to emulate COC's CWE program.

- b) If this departmental structure similar to those found at UC or CSU, please provide a few examples.

Not applicable.

Section 3 – Stakeholders

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

The following departments have CWE courses. None of the departments want to take the CWE courses into their departments. Thus, the faculty are in support of keeping the CWE department separate.

Departments requiring CWE course as part of a degree(s):

American Sign Language

Construction Management Technology

Culinary Arts

Graphic and Multimedia Design

Media Entertainment Arts (sound arts)

Paralegal Studies

Departments recommending or offering CWE courses:

Automotive Technology

Business

Computer Networking

Media Entertainment Arts (computer animation & filmmaking)

Photography

Welding

6. Does the Office of Academic Affairs support this proposal? Please explain why or why

not.

Statements made during the process started in Spring 2018 make it seem so.

7. Are there any additional issues raised by the Academic Senate or the Office of Academic Affairs that should be considered?

Not applicable.

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?

This proposed department would be small, similar to Humanities and Real Estate. This fall, Humanities has 5 sections. In the last 6 ½ years, Humanities has served 1,953 students. Likewise, Real Estate has 4 sections this fall. In the last 6 ½ years, Real Estate has served 780 students. On the other hand, CWE has at least 30 sections and has served over 2,500 students in the last 6 ½ years.

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

Since Stan Wright was reassigned in 2012, there hasn't been a full time faculty responsible for the academic components of the program. There has been faculty involvement, but not a faculty department chair. The current chain of command for the academic portion is to Student Services. By creating a department of CWE, the academic portions of CWE could be served by the academic part of the college.

Current and prior years' program reviews highlight the difficulty of trying to meld an academic program and student services department. Nearly all of the objectives and narrative reflects the student services part of CWE. By splitting the program's responsibilities, focus and attention on each component could be better achieved.

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

None are foreseen. Should be seamless.

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*].

No. Changes being made to the curriculum now are outside of this proposal and would have to be made regardless of new department.

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

No.

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

This proposal would result in faculty performing the 10+1 duties and those of department chair enumerated in COCFA collective bargaining agreement.

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).*]

No. Minimum qualifications to teach CWE are established and faculty who teach would continue to do so regardless of program of primary teaching. For example there are two, soon to be three, full-time faculty teaching CWE courses: Nicole Faudree, Brittany Applen, and Ali Naddafpour. These full-time faculty would remain in Paralegal, ASL, and Business, but also would be Senate-approved to teach CWE classes. The adjunct faculty teaching CWE would not change: Cynthia Nelson and Scott Schiffman.

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

No, other than funding for department chair duties, which is contractual.

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).

Ideally effective spring 2019, the CWE department would come into existence, separate from the CWE Student Services department. The faculty would perform the job duties of building sections, staffing, hiring, evaluating, program review, curriculum and SLO updates, etc. according to the deadlines set by the District.

Academic Senate Review Date(s):

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

Approval of COCFA President (Signature & Date):

Academic Department Proposal Rubric Attached? Yes or No

[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 Department Proposal Rubric: Create New Department

Program Viability Committee
Date 10/18/19 Members Present: Rebecca Eikey, Lisa Hooper, Jason Burgdorfer, Chris Boltz, Jerry Buckley, Omar Torres, Albert Loiaza Members Absent: David Andrus, Wendy Brill, Lauren Rome
Proposal Submitted by: Nicole Faudree
New Department Name: Cooperative Work Experience & Education (CWE) Department
Names of Faculty in Department: Nicole Faudree (FT)

Brittany Applen (FT) Cynthia Nelson (PT)
School Department will be housed in: School of Business
Department Chair: Nicole Faudree

The PV committee recommends the formation of this new department which will be housed the School of Business. However, the committee recommends that due to the nature of the program that the Dean who would be involved in the Curriculum review and Program Review process should be the Dean of Career Technical Education in Academic Affairs.

AP 3420 Equal Employment Opportunity

References:

20 U.S. Code Sections 1681 et seq.;
Education Code Sections 87100 et seq.;

Title 5 Sections 53000 et seq. and Sections 59300 et seq.

ACCJC Accreditation Standard III.A.12
Government Code Sections 12940 and 11135

The Equal Employment Opportunity (EEO) Plan is a District-wide, written

plan that implements the District's EEO Program and addresses all legal references above. The District's EEO Plan is attached herein.

Approved 11/28/2010

Revised 10/13/2015, XX/XX/XXXX



Santa Clarita
Community College District
Equal Employment Opportunity
Plan

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I. Introduction

The Santa Clarita Community College District Equal Employment Opportunity Plan (*Plan*) was first adopted by the District Board of Trustees on November 28, 2010, and later revised on October 13, 2015 and _____. The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity, and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is to ensure equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq. and 59300 et. seq.). This *Plan* will assist our students in achieving their educational goals and supports the Vision for Success goals established by the California Community College State Chancellor's Office including:

- Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.
- Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing the strongest performance on this measure.
- Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent— the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.
- Reduce regional achievement gaps.

The *Plan* contains a longitudinal and annual report of the demographic makeup of the district's workforce and applicant populations. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; the

identification of methods to support equal employment opportunity, continuation of our efforts to create and sustain an environment which is welcoming to all; and the development of procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the district will continue our efforts to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

A handwritten signature in black ink, reading "Dr. Dianne G. Van Hook". The signature is written in a cursive, flowing style.

Dr. Dianne G. Van Hook
Chancellor, Santa Clarita Community College District

II. District Plan Requirements

The following section outlines the Equal Employment Opportunity plan requirements per Title V section 53003.

- (a) The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the State Chancellor's Office. The State Chancellor's Office retains the authority to review district plans on a case-by-case basis.
- (b) Each district shall review its EEO Plan at least once every three years and revise as determined necessary. Any revised EEO Plan shall be submitted to the State Chancellor's Office, which retains the authority to review such revisions on a case-by-case basis.
- (c) In particular, the plan shall include all of the following:
 - (1) the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of this subchapter pursuant to section 53020;
 - (2) the procedure for filing complaints pursuant to section 53026 and the person with whom such complaints are to be filed;
 - (3) a process for notifying all district employees of the provisions of the plan and the policy statement required under section 53002;
 - (4) a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation. Training shall include, but need not be limited to:
 - (A) the requirements of this subchapter and of state and federal nondiscrimination laws;
 - (B) the educational benefits of workforce diversity;
 - (C) the elimination of bias in hiring decisions; and
 - (D) best practices in serving on a selection or screening committee;
 - (5) a process for providing annual written notice to appropriate community-based and professional organizations concerning the district's plan and the need for assistance from the community and such organizations in identifying qualified applicants. "Written" notice may include mailings and electronic communications;
 - (6) a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each of the job categories listed in section 53004(a) to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. Each district, based on its size, demographics and other unique factors shall determine the appropriate time frame for periodic review, and reflect this in its EEO Plan;

- (7) to the extent data regarding potential job applicants is provided by the State Chancellor, an analysis of the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the State Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant;
 - (8) methods for addressing any underrepresentation identified pursuant to paragraph (7) of this subdivision; and
 - (9) a process for developing and implementing strategies, as described in section 53024.1, necessary to demonstrate on-going, institutional commitment to diversity and equal employment opportunity, as defined in sections 53001(c) and (e).
- (d) The plans submitted to the State Chancellor shall be public records.
- (e) Each community college district shall make a continuous good faith effort to comply with the requirements of the plan required under this section.

III. Definitions

- a. **Adverse Impact:** means a statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b. **Chief Executive Officer (CEO):** The CEO for the District is the District Chancellor.
- c. **Chief Human Resources Officer (CHRO):** The CHRO for the District is the Asst. Superintendent/Vice President, Human Resources.
- d. **Diversity:** means a condition of broad inclusion in an employment environment that promotes equal employment opportunity and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, ancestry, religious, gender, sexual orientation, disability and socio-economic backgrounds.
- e. **Equal Employment Opportunity (EEO):** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. ~~Ensuring~~ Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- f. **Equal Employment Opportunity Officer:** means the designated person in charge of administering the District's EEO plan as well as ensuring the investigation of EEO complaints. For our District, this person is the CHRO.
- g. **Equal Employment Opportunity Plan:** means a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- h. **Equal Employment Opportunity Programs:** means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of California Code of Regulations, Title 5 section 53006.
- i. **Equity:** the "state, quality or ideal of being just, impartial and fair." The concept of equity is synonymous with fairness and justice. Equity centers on providing individuals the tools they need to be successful. Because individuals face disparate

barriers based on their identities and experiences, these tools are personalized and can differ from one member of the community to the next. At College of the Canyons, our Equity Minded Practitioners workgroup has defined Equity-Mindedness in Education as: “Acknowledging, and empathizing with disparate life-experiences contributing to inequities/gaps in educational outcomes. Attributing those inequities/gaps to unfair/structural/political/environmental/ social/cultural/historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement. Responding to these barriers with deliberate efforts to eliminate them, and co-creating more fair and just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion through inquiry, shared dialogue, and reflection.”

- j. **Ethnic Group Identification:** means an individual’s identification in one or more of the ethnic groups reported to the State Chancellor pursuant to California Code of Regulations, Title 5 section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.
- k. **Inclusion:** the deliberate act of welcoming diversity, valuing all individuals, and exerting a conscious effort to create a warm and accepting environment that involves all in the fabric and mission of the District.
- l. **In-house or Promotional Only Hiring:** means that only existing District employees are allowed to apply for a position.
- m. **Monitored Group:** means those groups identified by the State Chancellor’s Office for which monitoring and reporting is required pursuant to California Code of Regulations, Title 5 section 53004(a). Current monitored groups include:
 - 1. American Indian/Alaskan Native
 - 2. Asian
 - 3. Black/African-American
 - 4. Caucasian
 - 5. Hispanic
 - 6. Native Hawaiian/Other Pacific Islander
- n. **Person with a Disability:** means any person who (1) has a physical or mental impairment as defined in California Government Code, section 12926 which limits one or more of such person’s major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.
- o. **Reasonable Accommodation:** means the efforts made on the part of the District in compliance with Government Code section 12926.
- p. **Screening or Selection Procedures:** means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- q. **Significantly Underrepresented Group:** means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

IV. Policy Statement

The Santa Clarita Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of:

- Race;
- Color;
- Religion, religious creed (including religious dress and grooming practices);
- National origin, ancestry, citizenship;
- Physical or mental disability;¹
- Medical condition (including cancer and genetic characteristics);
- Genetic information;
- Marital status;
- Sex (including pregnancy, childbirth, breastfeeding, or related medical conditions);
- Gender, gender identity, gender expression;
- Age (40 years and over);
- Sexual orientation;
- Veteran and/or military status;
- Protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act or the California Family Rights Act);
- Domestic violence victim status;
- Political affiliation; and/or
- Any other status protected by state or federal law or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity *Plan* will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

¹ The Santa Clarita Community College District recognizes and supports the obligation to reasonably accommodate employees with disabilities or religious beliefs or practices in order to allow those employees to perform the essential functions of their jobs. If an employee believes they need a reasonable accommodation based on disability or a religious belief or practice, the employee should discuss the matter with their supervisor or the human resources unit.

V. Delegation of Responsibility, Authority and Compliance

It is the goal of the Santa Clarita Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

a. *Board of Trustees*

The Board of Trustees is ultimately responsible for proper implementation of the District's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

b. *Chancellor (Chief Executive Officer)*

The Board of Trustees delegates to the chief executive officer the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation and effectiveness. The CEO shall evaluate the performance of all administrative direct reports on their ability to effectively follow and implement the *Plan*.

c. *Equal Employment Opportunity Officer*

The District has designated the Assistant Superintendent/Vice President, Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the Equal Employment Opportunity Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is responsible for receiving complaints described herein and for ensuring applicant pools and selection procedures are properly monitored.

d. *Equal Employment Opportunity Advisory Committee (EEOAC)*

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.

e. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan*.

f. Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

g. Accountability and Corrective Action

The District shall certify annually to the Chancellor of the California Community Colleges that they have timely:

- Recorded, reviewed and reported the data required regarding qualified applicant pools;
- Reviewed and updated, as needed, the Strategies Component of the district's EEO *Plan*; and
- Investigated and appropriately responded to formal harassment or discrimination complaints filed.

Upon review of a district's certification, data reports, or any complaint filed, the State Chancellor may review a District's EEO *Plan* and Strategies Component for the required indicia of institutionalized and on-going efforts to support diversity and/or District's compliance. Where the State Chancellor finds that the District's efforts have been insufficient, they will inform the District of his/her specific area(s) of concern, and direct the District to submit a revised EEO *Plan* within 120 days. Upon review of the revised EEO *Plan*, the State Chancellor will either:

- A. Determine the revisions are sufficient, and provide a deadline by which the District must provide proof that the new measures have been implemented; or
- B. Find that the revised *Plan* is still lacking and will direct the District to implement specific measures from those listed in Title 5, section 53024.1, and provide a timeline for doing so.

VI. Advisory Committee

The District established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in implementing its *Plan* in 2010. The EEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEOAC sponsors events, trainings, and other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

- The EEO Officer shall ensure that the EEOAC receives training in all of the following:
 - (a) the requirements of this subchapter and of state and federal nondiscrimination laws;
 - (b) identification and elimination of bias in hiring;
 - (c) the educational benefits of workforce diversity; and
 - (d) the role of the advisory committee in carrying out the District's EEO plan.
- The EEOAC shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit EEOAC members who are members of monitored groups. The EEOAC will be composed of four faculty members, one to two adjunct faculty members, four classified members, four administrators, and one to two students, if available. Ex officio members shall include the Human Resources Director over recruitment efforts, the Equal Employment Opportunity Officer, the Title IX Officer, and the ADA coordinator.
- The EEOAC will:
 - Be chaired by the Equal Employment Opportunity Officer;
 - Hold a minimum of two (2) meetings per fiscal year;
 - Hold additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.
 - Make recommendations, when appropriate, to the Equal Employment Opportunity Officer, the CEO, and the Board of Trustees, regarding *Plan* provisions.

VII. Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5 Section 53026).

The District established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations² have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation.

All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Complaints involving current hiring processes must be filed as soon as possible after such occurrence of the alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* or regulations that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by Title 5, section 53026.

The *Plan* complaint procedure is outlined below and detailed in Administrative Procedure (AP) 3435.

See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx> (Complaint Form)

<http://extranet.cccco.edu/Divisions/Legal/Resources.aspx> (Guidelines for Minimum Conditions Complaints)

The District may return without action any complaints that are inadequate because they do not state clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed

² The Equal Employment Opportunity regulations are found in California Code of Regulations, Title 5, section 53000 *et seq.*

with the Chief Executive Officer. At the discretion of the CEO, an outside investigator will be used when the responsible District Officer is named in the complaint or implicated by the allegations in the complaint.

To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of filing the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The Equal Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor's Office upon receipt. The State Chancellor's Office may require that the district provide a written investigative report within ninety (90) days. In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.).

The District has adopted Board Policies BP3410 and BP3430 for complaints alleging unlawful discrimination or harassment. The Assistant Superintendent/Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The entire complaint procedure is outlined in Santa Clarita Community College District Administrative Procedures AP 3435 and can be found online at: http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/3000/Ap_3435.pdf

VIII. Notification to District Employees

The commitment of the Board of Trustees and the CEO to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the CEO, administrators, the Academic Senate President, union representatives, and members of the EEOAC. The *Plan* will be available on the District's Website, and when appropriate, distributed by e-mail. The Office of Human Resources will provide all new employees with a copy of the *Plan* when they commence employment with the District. Each year, the District will provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in *Plan* Component 3 of this *Plan*) and a notice containing the provisions. The annual notice will contain the following provisions:

- a. The importance of the employee's participation and responsibility in ensuring the *Plan's* implementation, and;
- b. Where complete copies of the *Plan* are available, including in every campus library, on the District Internet site, the Office of the CEO, the Office of Human Resources, and each department office.

IX. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and search/selection process of candidates for employment shall receive appropriate training on:

- a. The requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.),
- b. The requirements of federal and state nondiscrimination laws,
- c. The requirements of the District's Equal Employment Opportunity *Plan*,
- d. The District's policies on nondiscrimination, recruitment, and hiring,
- e. Diversity awareness and cultural proficiency;
- f. The educational benefits of workforce diversity,
- g. The recognizing and eliminating of bias in hiring decisions; and
- h. Best practices in serving on a selection or screening committee.

The training is mandatory to serve on any Search/Selection Committee and must be completed prior to beginning service on any committee. The District Office of Human Resources, is responsible for developing and conducting the required training. Any individual, whether or not an employee of the District, who is acting on behalf of the District in regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5 and the District's Equal Employment Opportunity *Plan*.

X. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate, diverse, community-based, and professional organizations concerning the EEO *Plan*:

- ✓ The notice will inform these organizations that they may obtain a copy of the *Plan* by contacting the Office of Human Resources;
- ✓ The plan shall solicit their assistance in identifying diverse qualified candidates;
- ✓ The notice will include a summary of the *Plan*;
- ✓ The notice will also include the Internet address where the District advertises its job openings and the Office of Human Resources phone number to call in order to obtain employment information. "Written" notice may include mailings and electronic communications;
- ✓ The District will actively seek to reach those institutions, organization, and agencies that may be recruitment sources, especially for underrepresented populations; and

A list of organizations, which will receive this notice, is included in this *Plan* as appendix B. This list may be revised from time to time as necessary and in order to be current.

XI Analysis of District Workforce and Applicant Pool

The Office of Human Resources will annually collect the District's workforce composition and shall monitor applicants for employment on an ongoing basis in order to evaluate the District's progress in implementing its Equal Employment Opportunity *Plan*, to provide data needed for the reports required by the *Plan*, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the data collection and reporting each applicant and employee will be afforded the opportunity to voluntarily identify their gender, ethnic group, veteran status and, if applicable, disability. Persons may designate multiple ethnic groups with which they identify, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s).

The district will annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for employees at each college in the district. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following seven job categories:

- (1) Executive/Administrative/Managerial;
- (2) Faculty and Other Instructional Staff;
- (3) Professional Non-Faculty;
- (4) Secretarial/Clerical;
- (5) Technical and Paraprofessional;
- (6) Skilled Crafts; and
- (7) Service and Maintenance.

The District's optional confidential applicant data collection sheet is included as Appendix A of the *Plan*. The District's workforce trends are included as Appendix C of the *Plan*.

XII. Analysis of degree of Underrepresentation and Significant Underrepresentation

XIII. Methods to Address Underrepresentation

The Santa Clarita Community College District will ensure equity, inclusion, and equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all, regardless of gender identity and expression, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the search/selection process to allow for the hiring of candidates with varied backgrounds who can contribute to and effectively communicate in a diverse community.

The equal employment opportunity provisions below are applicable to all full-time and part-time hiring to ensure equal employment opportunity. The District's Recruitment and Hiring provisions include:

A. Recruitment

The District aggressively pursues a broad recruitment campaign that is equitable, inclusive, and open to all individuals.

Efforts are undertaken on a regular basis to develop and contact new recruitment sources that include diverse pools of candidates. Diverse pools should include, but not be limited to, all individuals regardless of gender identity and gender expression, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee (EEOAC) is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer" and will include the following provisions:

1. For all job categories, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract, without first notifying the CEO and CHRO in writing of the compelling reason to do so. If the CEO and CHRO determine that an exception to a full and open recruitment is warranted, the CHRO will notify the EEOAC and the appointment will be recommended to the Board of Trustees.
2. Recruitment for all open positions may include, but not be limited to, placement of job announcements using the following methods:
 - a) General circulation newspapers and general circulation publications, including electronic media.
 - b) Local and regional community sources.

- c) Recruitment sources that provide information in languages other than English.
- d) Recruitment sources that provide information to low-income communities.
- e) Publications, including electronic media, that are distributed to the general market, and to newspapers, publications, and/or radio and television stations, whose primary audience is comprised of monitored groups.
- f) Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as those events drawing significant participation by monitored groups.

The District will survey and request input and assistance on resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human resources will compile, store, and update this list.

B. Job Announcements

The District Office of Human Resources will ensure the following provisions:

1. Job announcements will state clearly the minimum qualifications setting forth the knowledge, skills, and abilities necessary to job performance. For all faculty and administrator positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job descriptions, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the District Office of Human Resources before the position is announced to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Employment Opportunity Employer”.
2. For identified **public contact or community liaison positions**, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

C. Search/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on a combination of education and

experience, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:

(1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;

(2) Based solely on job-related criteria; and

(3) Designed to avoid an adverse impact.

When possible, every effort will be made, within the limits allowed by federal and state law, to ensure that search/selection committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Search/selection committees will be encouraged to include members from monitored groups.

The CHRO or designee will approve the makeup of search/selection committees. If the CHRO or designee does not approve a search/selection committee for lack of diversity, the CHRO or designee should take necessary steps to remedy the lack of diversity.

Before a person can serve on a search/selection committee, they must receive equal employment opportunity and diversity training.

Interviews will include question(s) that solicit the candidate's sensitivity to, understanding of, and commitment to supporting underrepresented groups and/or his or her level of cultural proficiency. Reference checks may also include at least one question addressing such issues.

All screening materials must be approved for compliance with equal employment opportunity principles.

Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

(1) After the search/selection committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been reviewed by the HR Director of Recruitment Services or designee.

(2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been reviewed by the HR Director of Recruitment Services or designee.

If the Human Resources Director over recruitment or designee determines that any selection technique or procedure has adversely impacted any monitored group, the HR Director of Recruitment Services or designee will advise the CHRO, and the CHRO may do the following:

- (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
- (2) When appropriate, assist the search/selection committee by discussing the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
- (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, gender, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.

The CEO shall make all final hiring recommendations to the Board of Trustees based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right for the CEO to reject all candidates and to order further review or to reopen the position when necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.

The District will review the pattern of its hiring decisions over time. If it determines that those patterns do not achieve the objectives of the *Plan*, the District will request the EEOAC to review hiring procedures, recommend new methods to achieve the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equity, inclusion, and equal employment opportunity.

XIV. Additional Measures Necessary to Further Equal Employment Opportunity

A. Districts shall review the information gathered pursuant to Title 5, section 53003, subdivision(c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

- (1) Longitudinal analysis of data regarding job applicants, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
- (2) Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
- (3) Analysis to determine whether the group is significantly underrepresented.

B. Where the review described in subdivision (A) identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

- (1) The District will request that the EEOAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and identify and make recommendations on modifications that would address the underrepresentation;
- (2) The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs, develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommended changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly underrepresented group. ;
- (3) The District will actively monitor the representation rate of each group, which was identified in Section XII as being significantly underrepresented in one or more categories; and

- (4) Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - A. Any requirements of federal law; and
 - B. Qualifications which the District has found to be job-related, including the requirement that applicants for academic and administrative positions demonstrate sensitivity of community college students.
- (5) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect; and
- (6) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.
- (7) Meet with the administrator for the division or department where the significant underrepresentation persists; a subcommittee of the EEOAC chosen by its members; and the Human Resources Director over recruitment to review the effectiveness of the recruitment and hiring program described in *section 2* above. This group will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation.

XV. Developing and Maintaining Institutional Commitment to Diversity and Inclusion

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity and inclusion program. Having a district that has accepted principles of diversity, inclusion, and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded diversity and inclusion program supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on diversity, inclusion, and explore how to infuse diversity and inclusion into the classroom and curriculum. The District will promote the concept of cultural proficiency and it has developed an evaluation form that integrates diversity into the evaluation of all employees. The District will also promote learning opportunities and personal growth in the area of diversity and inclusion and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District shall do the following:

Bolded items have already been implemented:

- a. Commit to a formal diversity and inclusion program that is adequately funded and supported by the District and campus leadership.**
- b. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.**
- c. Conduct diversity and inclusion dialogues, forums, and cross-cultural workshops.**
- d. Offer a series of EEO/diversity and inclusion workshops year-round and at flex week or staff development day accessible to all employees.**
- e. Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity, diversity, and inclusion efforts.**
- f. Promote various cultural celebrations and diversity and inclusion activities on campus.**

- g. Ensure that top administrative staff support diversity and inclusion objectives and that the diversity and/or Equal Employment Opportunity officer position is maintained as a cabinet or other high-level administrative position.**
- h. Provide training on elimination of bias in hiring and employment.**
- i. Provide cultural awareness training to members of the campus community.**
- j. Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.**
- k. Thoroughly investigate, in a timely manner, all complaints filed under this chapter, and all harassment and discrimination complaints filed and take appropriate corrective action in all instances where a violation is found.**
- l. Convey via the district mission statement its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.**
- m. Require via district hiring procedures that applicants for all positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.**
- o. Address issues of inclusion/exclusion in a transparent and collaborative fashion.**
- p. Make progress on diversity and inclusion activities designed to promote student success for all students which have been identified in the District's Student Equity Plan.**

The following items are either in progress or yet to be started:

- q. Conduct campus climate surveys on a regular basis to identify hidden barriers and implement concrete measures that utilize the information drawn from the surveys.**
- r. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity and inclusion into their major job duties.**
- s. Work with the District's Professional Development's Faculty Development Committee to assist in the development of a "Diversity and Inclusion Instructional**

Tool Kit” as a resource for faculty to infuse diversity, inclusion and multiculturalism into their instruction or services to students;

t. Convey via the district publications, marketing collateral (traditional and digital), and website, its diversity, inclusiveness, and commitment to Equal Employment Opportunity.

u. Recognize and value staff and faculty who have promoted diversity, inclusion, and equal employment opportunity principles by giving diversity recognition awards.

v. Establish an “Equal Employment Opportunity, Diversity and Inclusion” online presence by highlighting the district’s diversity, inclusion, and Equal Employment Opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district’s website. The website will also list contact persons for further information on all of these topics.

w. Consider providing for alternative educational or experience requirements for non-academic positions.

x. Develop leadership opportunities with current staff focusing on diversity and inclusion.

y. Involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).

z. Seek direct contact with student, professional, community, and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

aa. Conduct exit interviews with employees who voluntarily leave the district, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.

bb. Train the district’s board of trustees on the elimination of bias in hiring and employment at least once every election cycle.

cc. Ensure website content, including the online hiring process are mobile friendly, to serve individuals who may only have access to mobile devices.

dd. Encourage District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO, diversity, and inclusion enhancement.

ee. Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

ff. Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it.

gg. Conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

XVI. Persons with Disabilities

1. Reasonable Accommodations

The District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers.

The CHRO, in the role of ADA Coordinator, is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the "Request for Reasonable Accommodations" form.

2. Goals for Persons with Disabilities

Currently the projected representation for persons with disabilities is only required by the total District workforce and not by job categories. The District will monitor applicants and employees with disabilities and address based on assessment of underutilization.

The District will work with Disability Student Programs and Services (DSPS) Program to communicate job openings to persons with disabilities.

XVII: Encouraging Graduate Employment in Community Colleges

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Appendix B

Annual Written Notice to Community Organizations

Effective December 1, 2018 the following community organizations will receive an annual written notice regarding the District's Equal Employment Opportunity *Plan* as provided for in Section XI of the EEO *Plan*. This list may be revised from time to time as necessary.

AppleOne Employment Services
25350 Magic Mountain Pkwy, #300/#353
Valencia, CA 91355
661-912-0142

California School Employee Assoc.
Fresno Field Office
2501 W. Shaw Ave., #107
Fresno, CA 93711
800-439-6626

Express Personnel
28111 Avenue Stanford
Santa Clarita, CA 91355
661-775-2570

NewMarket Careers
21900 Moveo Drive
Santa Clarita, CA 91350
661-755-3308

Personnel Plus
25115 Avenue Stanford, #B-121
Valencia, CA 91355
661-702-0110

Sage Staffing
27441 Tourney Rd., #150
Valencia, CA 91355
661-254-4026

Santa Clarita WorkSource Center
20730 Soledad Street
Santa Clarita, CA 91351
661-298-0152

Scvjobs.com
25852 McBean Parkway., Unit 534
Santa Clarita, CA 91355

SCV Teachers Association
26111 Bouquet Canyon Rd., #H-5
Santa Clarita, CA 91350
661-255-0311

United Staffing Services, Inc.
28159 Avenue Stanford, #170
Santa Clarita, CA 91355
661-253-4466

DRAFT

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, **and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within 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 merges 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.

(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:

1. How will the proposal help the students of the college?
2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
3. What is the proposal’s impact on existing students and faculty members? Does the Office of Academic Affairs support the proposal? Please explain, why or why not?
4. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why?
5. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?
6. Is the size of the proposed department a relevant factor to consider? If so, why?
7. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?

8. 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.

9. CCC, CSU and UC Considerations:

a. Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?

b. Is the proposed department's academic discipline common to the California Community College system and mission?

c. 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?

10. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?

11. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.

12. Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?

13. Can the proposed department be absorbed into an existing department?

14. 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?

15. The proposal must include a feasible implementation plan, to include funding for at least three years.

e. The proposal will be forwarded to the Chief Instructional Officer (**CIO**) 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, **and unless mutual agreement is reached between the Academic Senate and the CIO**, 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. **The CIO, being a non-voting member of the Academic Senate, shall speak to the matter as it is before the full Academic Senate. In the absence of any stated opposition from the CIO, or designee, and if the proposal is then approved by the Academic Senate, it shall be concluded that mutual agreement has been reached and** ~~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, ~~final~~ 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.³

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
 - 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

³ 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.

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

DRAFT

BP 4023 ACADEMIC DEPARTMENTS

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

4023.1 An Academic Department is an organizational structure composed of one or more related disciplines, and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within disciplines.

4023.2 The Santa Clarita Community College District CEO shall establish administrative procedures to implement this policy, including the implementation of proposals for Academic Department Initiation, Merger, Splitting, or Renaming.

Academic Senate Elections Committee Procedures and Regulations (Proposal)

Election Committee:

1. Elections of officers and members of the College of the Canyons Academic Senate should be run by the Elections Committee.
2. This committee will comprise of three members reporting to the Academic Senate.
 - a. The Academic Senate will appoint the chair of the committee.
 - b. The Academic Senate President will seek ~~volunteers from the members of the Academic Senate and appoint them to the committee~~ **out faculty volunteers to serve on the Elections Committee which will be approved by the Academic Senate.**
3. The committee's duties include seeking nominations, running ~~the election~~ **elections, and** declaring the results to the Academic Senate.
 - a. ~~Nominations will be obtained from the appropriate faculty groups.~~
 - b. ~~Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member.~~
 - c. ~~Individuals nominated should be consulted for approval before having their names on the ballot.~~
4. The committee will ensure that elections are held at appropriate ~~time~~ **times and in a timely manner.**
 - a. The eligible voters, per the Academic Senate Constitution, will participate in the appropriate election **which include nominations and voting.**
 - b. The President and the Vice President elections shall be conducted ~~during the 2nd week of the Spring Semester~~ **no later than the 4th week of the spring semester of even years. A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester. The nominating period shall be open and extend until the conclusion of the second week of the spring semester. (Section 6.A. of Constitution)**
 - c. The Division **or School** Representatives elections shall be conducted in the respective divisions **or schools** ~~during the 4th week of the Spring Semester~~ **no later than the 6th week of the Spring Semester of even years. (Section 6.B. of Constitution)**
 - d. The At-Large Senator elections shall be conducted during the 8th week of the Spring Semester **of odd years. (Section 6.C. of Constitution)**
 - e. ~~Division Representatives and At-Large Senators will be staggered in alternate years.~~
 - f. ~~Adjunct Senator Elections shall be conducted as early as possible in the beginning of each Fall Semester.~~ **Adjunct Senators will be elected during each spring semester after the Office of Instruction confirms teaching assignments for the subsequent fall semester.**

Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances Adjunct Senators will then be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the subsequent fall semester. (Section 6.D. of Constitution)

- g. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- 5. Elections will be conducted by the ~~Election committee~~ **Elections Committee** either by paper or electronic ballots.
- 6. The results will be confirmed by the Academic Senate ~~at the next Academic Senate meeting~~ **by the conclusion of the semester in which they are held.**

Nomination Procedures and Regulations:

- a. **The nominating period shall be no less than two weeks in duration with the nomination period longer for both senate president and vice president positions, see above.**
- b. **Nominations will be obtained from the appropriate faculty groups.**
- c. **All nominations must be done through the use of the Canyons email system. Nominations received by non-Canyons emails will not be accepted.**
- d. **Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member only with the nominee's permission and with the nominee carbon copied on the nomination email.**
- e. **Nominees will be given the full nomination list.**
- f. **Individuals nominated should be consulted for approval before having their names on the ballot.**

Election Procedures and Regulations:

- a. **Candidates may provide a candidate statement that is single spaced, in Times New Roman size 12 font, no more than ~~200~~ 400 words, and fits within half a page. Candidate statements will be formatted to the required specifications as needed. Candidates are not required to provide a statement as they are optional.**
- b. **Candidates will be given at least 5 business days to provide a candidate statement. ~~Candidate statements must be received by the elections committee~~**

~~no later than 2 business day before the opening of the election or by the date and time set by the elections committee.~~

- c. Candidate statements will only be accepted by candidates and through the use of the Canyons email system. Candidate statements will not be accepted otherwise.
- d. Candidate statements will be compiled and sent out to eligible voters in random order, ~~by last name in alphabetical order,~~ prior to or at the opening of the election.
- e. If an election has multiple seats for the same position, then eligible voters will be able to vote for multiple candidates equal to the number of available seats, no more than one vote per candidate.
- f. The voting period will be held for a minimum of ~~5 business days and no longer than 10 business days.~~

Campaigning and Lobbying Rules and Regulations:

- The Canyons email system may not be used for campaigning or lobbying either by the candidate or any other college employee, except by Senate Elections to disseminate candidate statements to eligible voters.

The Narrative from the application from
Foothill-De Anza Community College District

for funding to implement

California Virtual Campus - Online Education Initiative (CVC-OEI)

RFA Specification Number: 18-073

NEED (STATEMENT OF PROBLEM)

The starting point for the proposed program can best be understood in the context of the ambitions and milestones of the previous Online Education Initiative (OEI) grant. Foothill-De Anza Community College District (FHDA) was awarded the original OEI grant and has managed the grant and sub-grantee from 2013 to 2018. In the five years since the OEI program launched, it has established a common technology ecosystem and a suite of centralized services available at different levels to all 114 colleges in the system. This included both leading an inter-campus selection process that ended with a consensus decision for a common course management system (CCMS), Canvas, and an implementation process in which all 114 colleges migrated to the new platform substantially ahead of schedule. Further, OEI has taken steps to create a social infrastructure, through a high-profile platform for system-wide collaboration supported by some initial tools and web services that promote social functionality and an online inter-campus course exchange that has driven early improvement in student outcomes.

Due to these rapid successes in building a culture, establishing and implementing common technology infrastructure, and showing early positive impact on student outcomes, the OEI's team has received national recognition—see the Program Management section for details, intersegmental recognition in California's higher education systems, and legislative success in support of passing Assembly Bill 637 to address policy barriers for student cross-enrollment.

Having established this unprecedented system-wide coalition, there are different sorts of challenges that are much more operationally oriented to solve the problems that get in the way of student success—starting with doing a better job of helping students to enroll in the courses they need to graduate. These next challenges can only be effectively addressed through tighter integration between program design and infrastructure implementation, as well as an iterative, research-backed approach to systematically finding and eliminating the many stumbling blocks to student success.

This RFA proposal to combine California Virtual Campus (CVC) and OEI platforms, tools, and services will build on OEI's successes and accelerate the achievement of new and redefined goals that align directly with the CCC [Vision for Success](#).

LOW LEVELS OF ACADEMIC GOAL COMPLETION AND TRANSFER

CVC-OEI must address a fundamental problem—the California Community Colleges' student success pipeline is 'leaking' students. Under half (48.2%) of all degree, certificate and/or transfer seeking students starting for the first time in 2011-12 achieved their goal in six years (Source: 2018 Student Success Scorecard). This systemic achievement problem is uneven and includes wider achievement gaps for various demographic groups (RP Group, 2017). These problems are all the more serious due to growing imbalances in the job market. The Public Policy Institute of California projects that over the next decade the state faces a workforce skills gap of over one million college graduates (Johnson, Cuellar-Mejia & Bohn, 2015).

Because the problem is not one large leak in the student success pipeline but many small ones, meaningful progress going forward will require a sustained focus on continuous improvement across diverse areas, supported by complementary technology infrastructure improvements.

BARRIERS TO ENROLLMENT

The longer it takes a student to complete their degree, the less likely they are to do so. While OEI has made progress attacking this problem by implementing a system-wide course management system and course exchange, many students whose ability to find a course on the exchange could mean the difference between them completing a degree or not are discouraged by the poor functionality of the registration portal. The custom-built system is neither scalable nor easy to use.

Student-centric insights into the registration system's design must be the primary drivers of a registration redesign process that employs modern, Agile software development principles rather than the home-grown, technology-centric "big bang" approach of the efforts to-date. The FHDA-OEI pilot program has yielded significant insights that should inform a new, best-of-breed approach to commercial integrations that will yield quicker results and continuous improvement of impact on student success measures.

THE CHALLENGE OF FURTHER RETENTION & SUCCESS IMPROVEMENTS

Despite the leaky online enrollment process, 860,000 CCC students (unduplicated) were enrolled in at least one online class in 2016-17. The more this number grows, the more important it will be to address the next leak by increasing the percentage of students who complete the courses for which they have registered.

Compared to face-to-face sections, average online credit course success rates statewide are 4 percentage points lower (source: CCCCO Data Mart). This difference is consistent with other studies of online course success rates at the community college level (e.g., Xu & Jaggars, 2014).

However, current OEI courses that are aligned to the rubric, checked for accessibility and fully resourced have an average student success rate of 67.4%, which is 4.9 percentage points higher than the statewide average online success rate of 62.5% (Nguyen, 2018).

This success should be seen as the cumulative effect of many incremental improvements embodied in the rubric and the entire OEI support system in which it is embedded.

While the current OEI program has significantly moved the needle in online course success rates for OEI rubric-aligned courses, there is more that can be done, including but not limited to scaling the number of rubric-evaluated courses available in the CVC Exchange, integrating further research-backed practices into the rubric and faculty professional development programs to increase student success and close achievement gaps, and increasing support for online degree and certificate pathways.

SCOPE AND SCOPE EXCLUSIONS

This proposed CVC-OEI program will support the 114 current California Community Colleges and can also support the state's planned fully online community college, if desired. It does not include conducting any operations for the proposed college.

TARGET GROUP(S) TO BE SERVED

The target populations for the proposed California Virtual Campus-Online Education Initiative include: current and future CCC students, particularly equity groups identified in Title 5 section 78220; CCC faculty; CCC campuses; and the statewide community college system as a whole.

RESPONSE TO THE NEED

The FHDA staff recognized from the beginning that the program's success, both past and future, depends on an integrated services strategy—from the technology stack up to student and academic services—designed with a laser focus on continuous improvement of student outcomes. In the first phase, that strategy worked as follows:

1. The implementation of a common course management system enabled cross-registration and common technology services.
2. The common technology infrastructure and services enabled the creation of a course exchange.
3. The course exchange enabled the improvement of online course quality through a course review process and course design rubric.
4. The course review process and rubric enabled the propagation of effective teaching practices.
5. The propagation of effective teaching practices created a rationale for a coherent, system-wide professional development program.
6. These changes increased the number of available, quality courses that students need and that have higher completion rates.
7. The program applied a variety of measures to gauge the individual and cumulative impact of these changes and will use the data to improve the program.

For CVC-OEI to build on these initial successes, it needs to scale out the improvements it is already making, drive its approach deeper into the design and management of the technology stack (particularly the registration interface), continue and refine its iterative, evidence-driven approach to continuous improvement, and expand its reach.

FHDA'S CURRENT PRACTICES

It is worth highlighting a few of the current, high-value practices in more detail in order to clarify their role in meeting the challenges ahead.

STUDENT-FOCUSED TECHNOLOGY SERVICES

From the beginning, the FHDA team has approached technology by starting with student needs and integrating in a lightweight and iterative manner. This started with a common technology base, Canvas, which impacts 860,000 unduplicated students taking at least one distance education course (based on 2016-17 CCCCO data), as all **114** colleges have now implemented or have committed to implement Canvas.

The OEI has integrated the following additional technology services into that base:

- **NetTutor Online Tutoring:** 75 colleges
- **Cranium Café Online Counseling Platform:** 43 colleges
- **“Quest” Online Student Readiness Program:** 45 colleges
- **Proctorio Online Proctoring System:** 28 colleges
- **Online Counseling Network** (professional development support): 43 colleges
- **Regional Proctoring Network:** 18 Colleges
- **VeriCite Plagiarism Detection Tool:** 29 colleges

APPROACH TO TECHNOLOGY

Because of its iterative and student-focused approach to technology, the OEI has made great strides in creating statewide online teaching and learning infrastructure that has the capacity to serve all California Community Colleges. The OEI is currently projected to save the system over \$9.8 million annually for Canvas and other essential student support services at scale rather than by individual colleges and/or districts.

For this CVC-OEI proposal, the FHDA team will build on its continuous improvement approach by applying modern, user-focused software development methodology to evolve to a more functional and student-friendly course registration interface. The last decades of software experience have shown that big, monolithic, and homegrown software solutions never solve complex problems well, quickly, or on budget. Therefore, the FHDA team will fold in best-of-breed solutions to address specific challenges and integrate them in a lightweight, iterative, and user-focused approach designed to focus engineering resources on addressing urgent student needs.

SYSTEMIC IMPROVEMENT THROUGH COLLABORATIVE PARTNERSHIPS

Technology infrastructure is, at best, an enabler of the fundamentally human activity of education. The full value of the OEI's technology approach can only be fully appreciated in the context of the critical social ecosystem that it supports. In the areas of Academics, Student Services and Professional Development, FHDA-OEI works with a range of partners to increase student success, support faculty and enrich the online ecosystem. Key partnerships include, but are not limited to:

- **The Online Network of Educators (@ONE):** Working with @ONE, the FHDA team has created professional development programs that support OEI faculty in adopting best online teaching practices and integrating basic skills support into course design.
- **TTIP / CCC TechConnect:** The OEI works with CCC TechConnect on online services and projects like Professional Learning Network, CCC Confer and 3CMedia. The team also collaborates in planning the Online Teaching Conference.
- **CSU & UC systems:** The FHDA team has engaged in inter-segmental collaboration with the CSU and UC systems, e.g., Summer 2018 course marketing and cross-enrollment allowing search of 10,000 sections throughout the state.
- **Instructure (Canvas):** Adopting Canvas as the CCMS has been central to the development of the rich ecosystem that has allowed increases in student success. OEI's partnership with Instructure allows the CCC to have a significant voice on the Canvas development roadmap.
- **Academic Senate for the California Community Colleges (ASCCC):** ASCCC is one of the FHDA team's most important partners in expanding student online success in a manner that respects the faculty primacy in the academic matters.
- **OEI Consortium Colleges:** The FHDA team's partnership with colleges participating in the OEI Consortium enables the initiative to test and implement programmatic and technological solutions to improve student success. There are currently 23 participating colleges, and 33 more are preparing to join the Consortium, bringing the total to 56 members for Fall 2018.

- **Foundation for California Community Colleges:** In its work with the Foundation, OEI cooperatively negotiates contracts for all the CCC to generate discounts at scale in developing the ecosystem for success. Analysis by the FCCC of the savings from the OEI support of negotiating at scale for the system shows that the OEI consortium colleges are saving the state over \$1.8M (42% of the total cost) for five online student support tools.

ACCESSIBILITY AND COURSE DESIGN SUPPORT

In tandem with technology efforts, the FHDA team has also prioritized improving the quality and accessibility of online teaching through the creation and use of the OEI Course Design Rubric and Course Design Academy. This process includes faculty engagement through Peer Online Course Review. Further, an instructional designer and an accessibility expert offer much needed assistance to create courses that are equitable and support student success. As part of its overall approach of iterative and continuous improvement, the FHDA team is now developing and streamlining a local course review process to efficiently create quality at scale.

KEY STRATEGIES AND BENCHMARKS FOR EVALUATING PROGRESS AND EFFORTS

OEI proposes the following goals for the implementation of the CVC-OEI:

- **Goal 1:** Increase the number of CCC students who attain ADTs and certificates, workforce outcomes, and transfers;
- **Goal 2:** Reduce online student success achievement gaps, with focus on students who are underserved and underrepresented, including individuals with disabilities and those with basic skills needs, through improved course quality and increased access to online student support services;
- **Goal 3:** Increase the number of online course and program pathways that are driven by employment needs;
- **Goal 4:** Increase ease of use and convenience of the online experience;
- **Goal 5:** Decrease the cost of student education;
- **Goal 6:** Increase the number of seats available in quality online courses; and
- **Goal 7:** Improve the retention and success of online students, particularly those enrolled in Consortium college courses and programs.

To meet these goals, the FHDA team will implement or is now implementing the following strategies for evaluating progress and efforts of a new CVC-OEI program.

Key Strategies	Metrics for Evaluation
Support the development of a seamless online student experience by expanding and integrating the CCC online education and student support ecosystem.	<ul style="list-style-type: none"> • Adoption and use of OEI tools and services (# campuses, # students, % of completed registrations)
Increase the number of accessible, high-quality online courses that adhere to the highest standards in online education,	<ul style="list-style-type: none"> • # online courses aligned with the OEI rubric • # online courses reviewed and approved for accessibility

Key Strategies	Metrics for Evaluation
contributing to student success and completion.	<ul style="list-style-type: none"> # colleges locally adopting a peer review process # colleges and # of students utilizing the OEI support ecosystem of Readiness, Counseling, Tutoring and Proctoring Peer review from educational colleagues
Provide professional development opportunities that increase online teaching effectiveness by offering support to faculty teaching online courses.	<ul style="list-style-type: none"> Improved student retention and success statistics in courses aligned with the OEI rubric, compared with system average Implementation fidelity studies conducted by external academic researchers
Work with Consortium colleges to identify and promote fully online program offerings (certificates and ADTs); select technology to allow students seamless access.	<ul style="list-style-type: none"> # fully online certificate programs that can be accessed through CVC-OEI # fully online ADT programs that can be accessed through OEI
Develop and offer online student support services to increase retention and success rates in online courses and in support of online student pathways, in keeping with the Chancellor's Office Vision for Success .	<ul style="list-style-type: none"> Changes in overall success (pass) rates for students who have equity/achievement gaps # students served by student support services
Support the localized deployment of a state-wide CCMS to effectively deliver and manage online courses, and deliver additional resources and services for on-campus students.	<ul style="list-style-type: none"> # OEI supported services implemented at colleges
Expand access to student opportunities for completion by refining and scaling an online Course Exchange including cross-enrollment features with opportunities to take online credit-bearing courses aligned with their educational pathway, singularly or through collaborative program offerings between consortium colleges.	<ul style="list-style-type: none"> # of students enrolled in CVC Exchange Courses # students from targeted equity groups enrolled in CVC Exchange Courses # total enrollments in all CVC Exchange Courses (aggregated over time) % of online courses offered by consortium campuses that are in the Exchange

ASSUMPTIONS ABOUT EXISTING OEI TECHNOLOGY PLATFORMS AND SERVICES

Many aspects of the OEI's existing technology infrastructure are working well. A small percentage, particularly the cross-enrollment functionality, have not yet achieved viability or scale. As a result, the FHDA team has already terminated custom work by the CCC Tech Center on the cross-enrollment project. Based on lessons learned from FHDA's collaborative partnerships, the CVC-OEI will adopt an architectural approach that is agile, responsive to growth, cost efficient, and easier to implement quickly. In terms of this proposal, key activities will include:

- Contracting commercial partners with proven track records of supporting an excellent student experience at scale;

- Leveraging commercial partners' capacity to rapidly scale the course exchange;
- Reducing the number of clicks and generally optimizing the student experience; and
- Focusing on supporting integrations that improve the student experience (e.g., single sign on, streamlined cross-enrollment, live seat counts, etc.).

LEVERAGING EXISTING RESOURCES TO IMPLEMENT THE CVC-OEI

FHDA has adapted to changes over time. Given the agile nature of the original initiative, the work plans continue to reflect system-wide priorities and the environment as it has evolved since the original first-year grant award. See Appendix A for FHDA's 5 Year Roadmap.

INCREASING USE OF THE OEI COURSE DESIGN RUBRIC

The OEI Course Design Rubric is one aspect of the initiative that has gained considerable traction and success in developing a peer review process for online course design, faculty learning of effective teaching practices, and promoting best practices for improving student outcomes. As a result of these successes, the OEI proposes to take steps to make its use more consistent across the CCC system and update it with a goal of continuous improvement, including but not limited to:

- Increasing support for campuses and districts using the OEI Course Design Rubric.
- Increasing the number of training sessions on using the rubric to evaluate courses.
- Providing centralized support for scalable calibrated peer review.
- Outlining a coordinated approach to online course design, development, facilitation and evaluation of online courses.
- Continue to offer instructional design support and accessibility expertise particularly to smaller colleges without this essential capacity.

FOSTERING INTER-DISTRICT COLLABORATION FOR ONLINE STUDENT EQUITY

While OEI has made online student equity integral to all of the work to date, the next phase of the project will make many more resources available in this area. The Foothill- De Anza (FHDA) district is well positioned in online education and, within its mission statement, holds an intrinsic focus on equity. The OEI proposes to leverage the district's capabilities to develop an Equity Rubric for Online Instruction; provide professional development related to equity for online instruction; select and implement additional tools to support diverse students; and find, advertise and provide Internet access pathways for students who do not have reliable access at home.

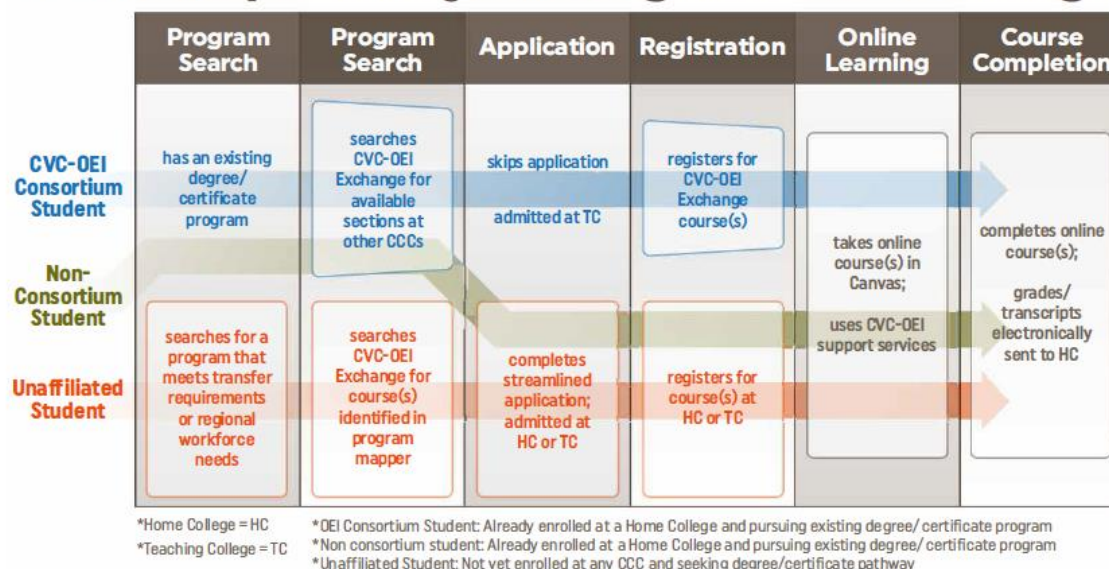
EXPANDING THE OEI COURSE EXCHANGE TO BECOME THE CVC EXCHANGE

The original OEI Course Exchange was created to enable students at any participating community college to a) identify degree-applicable online courses offered at other colleges; b) enroll in those courses; and c) have their attendance, units earned, and associated funding attributed to the appropriate colleges. Activities that were intended to create seamless registration within the cross enrollment aspect of the existing Course Exchange have started a broader conversation about integrating new, third-party vendor technology tools with existing college processes.

Based on lessons learned from the original pilot, the FHDA team has made the Exchange a critical area of focus. FHDA proposes to work with commercial solution providers to create a new "California Virtual Campus (CVC) Exchange" that more fully integrates with student information and course registration systems used at the campus and district levels. Through this more robust Exchange, integrations will support quick scaling, expansion of student access to and/or improvement of the student experience with: finding online degree and certificate program pathways, searching for available course sections, applying to teaching and home colleges, registering for courses, participating in online learning (i.e., Canvas) and using support services and transferring course completion data.

See **Student pathway through CVC Exchange** for FHDA's vision for CCC students' through the new CVC Exchange.

Student pathway through CVC Exchange



WARRANTEES OF SUCCESSFULLY MEETING EDUCATION TECHNOLOGY STANDARDS

FHDA has reviewed the RFA appendices and warrants that our proposal is in compliance. FHDA current organization policies and protocols will enable the initiative to successfully meet the expectations of the Education Technology standards and controls as outlined in Appendices D and E. There are no standards or control requirements that can't be immediately and successfully met. Additionally, FHDA continues to remain committed to standards including, but not limited to:

- *Data and data transfer standards* and other standards provided by Postsecondary Electronic Standards Council - PESC (<http://www.pesc.org/>);
- *Interoperability standards*, such as those provided by IMS Global Learning Consortium - IMS Global (<https://www.imsglobal.org/>);
- *End user compatibility and accessibility standards*, such as Web Content Accessibility Guidelines (WCAG 2.0), Section 508 and the Voluntary Product Accessibility Template (VPAT) for vendors;
- *Security standards* and vendor adherence to all CCC security standards; and
- Standards listed in FHDA's *Technical Infrastructure Program Project*

APPENDIX F – REFERENCES

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This Course Design Checklist is NOT intended as a formal evaluation tool of instructors or courses, and is not to be used as part of a formal review of instructors or courses.

College of the Canyons Course Design Checklist

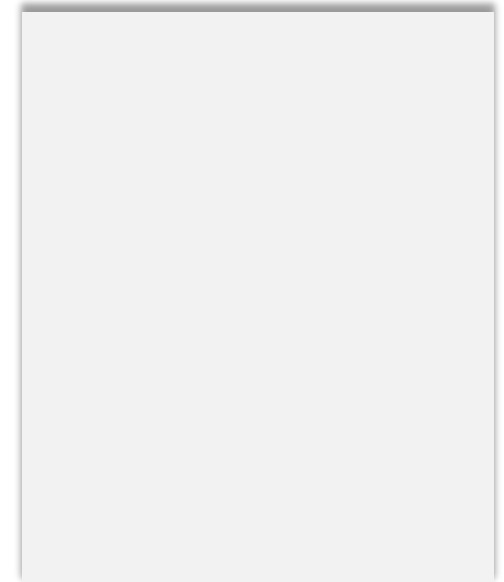
This Course Design Checklist is based on the Online Education Initiative (OEI) Course Design Guide (CDG). The purpose of this checklist is to provide insight to instructors who may wish to compare their existing courses with the best practices for on-line education established by the OEI. Each section of the checklist is linked to the OEI Online Course Design Guide (OEI-CDG) where additional resources, explanations and examples are provided. You can access the OEI-CDG online at bit.ly/OEICDG

Please note: This checklist is NOT intended as a formal evaluation tool of instructors or their courses.

[Section A- Content Presentation](#)

- ☐ 1. Course/Unit/Chapter Objectives/Learning Outcomes are included in the course (e.g., syllabus, modules, and chapters).
- ☐ 2. Course is easy to navigate.
- ☐ 3. Course navigation menu displays only items that are relevant to the course.
- ☐ 4. Units/Modules/Pages are chunked into manageable segments.
- ☐ 5. A variety of modalities, (e.g., text, audio, video, images, graphics) are used.
- ☐ 6. Course design includes instructions for learners to work with content in meaningful ways (e.g., instructing students to take notes during a video, explaining the purpose of an external resource).
- ☐ 7. Individualized learning opportunities are provided (e.g., optional academic support workshops through the TLC; links to practice activities, videos, or audios; activities that present more challenging concepts; self-checks).

Notes



For resources and examples to help you understand each section and assist you in reviewing your course, click on the title link or go to bit.ly/OEICDG

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Notes

- ☐ 8. Learners have the opportunity to give anonymous feedback to the instructor regarding course design and or course content.
- ☐ 9. Institutional policies and services relevant for learner success are included (e.g., plagiarism, academic honesty, technical support, TLC, technology support, library, veteran's office, DSPS, Health Center) and are easy to find (e.g., syllabus, modules, and external links.)

Section B- Interaction

- ☐ 1. The Instructor initiates contact prior to or at the beginning of course and provides the syllabus, welcome letter, or other relevant resources.
- ☐ 2. The instructor's engagement in regular and effective contact includes the use of a variety of communication tools (e.g., email, inbox, announcements, chat).
- ☐ 3. Contact information for the instructor is easy to find (e.g., syllabus, syllabus page, home page, modules) and includes expected response times.
- ☐ 4. Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged in the syllabus and monitored by the instructor (e.g., discussion forums, synchronous chats, email).
- ☐ 5. Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building (e.g., discussion forums, group projects).
- ☐ 6. The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the class.
- ☐ 7. Rubrics or details of grading criteria are included for all assessments.

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Section C- Assessment

- ☒ 1. Assessment activities lead to the demonstration of learning outcomes.
- ☒ 2. Both formative and summative assessments are used.
- ☒ 3. Multiple modes of assessment are used throughout the course.
- ☒ 4. Instructions for all assessments are written clearly with exemplary detail to ensure understanding.
- ☒ 5. Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
- ☒ 6. Multiple opportunities for student self-assessment with feedback are present.

Section D - Accessibility – Content Pages

- ☐ 1. Heading styles are used consistently (i.e., Heading 2, Heading 3).
- ☐ 2. Lists are created using the Bullet or Numbered List tool.
- ☐ 3. Links are descriptive, and avoid redundancy and non-descriptive phrases; Underlining is only used to denote active hyperlinks.
- ☐ 4. Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.
- ☐ 5. There is sufficient color contrast between foreground and background to meet Section standards.
- ☐ 6. Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.
- ☐ 7. Every image uses descriptive alternative text that includes any text visible in the image.

Notes

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Section D - Accessibility – Files

- ☐ 8. For PowerPoints, every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.
- ☐ 9. PDFs pass the Adobe Accessibility Check with no substantial errors.
- ☐ 10. Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.
- ☐ 11. Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.
- ☐ 12. Live broadcasts include a means for displaying synchronized captions.
- ☐ 13. Multimedia is not set to auto-play.
- ☐ 14. Multimedia (including gifs and images) do not blink or strobe.

Section E-Institutional Accessibility

- ☐ 1. Any apps used in the course have been verified as accessible.
- ☐ 2. Any third-party media players used in the course have been verified as accessible.
- ☐ 3. Any third-party websites used in the course have been verified as accessible.
- ☐ 4. Any publisher content used in the course has been verified as accessible.

Notes

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Notes

College of the Canyons Resources for Online Instructors

- Disabled Students Programs & Services (DSPS): www.canyons.edu/Offices/DSPS/Pages/Resources.aspx
- Online Instructor Resources (Distance Learning): www.canyons.edu/onlinefaculty
- Canvas Instructor Resources: www.canyons.edu/canvas
- Mentor Program and Training Opportunities: www.canyons.edu/offices/pd

For resources and examples to help you understand each section and assist you in reviewing your course, click on the title link or go to bit.ly/OEICDG



CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

COURSE DESIGN RUBRIC

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high quality online courses**.



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Revisions approved by the Online Education Initiative Steering Committee December 9, 2016.

Online Course Review Information

Faculty Name:	
Date:	
College:	
Local Course ID:	
Course C-ID:	
Review type:	<input type="checkbox"/> Self <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> ACE
Reviewer Name:	



Information below this line will be completed by the Lead Reviewer

Lead Reviewer:	
Aligned Sections:	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

For a course to be offered to students in the CCC Course Exchange, it must first go through a course review process that ensures alignment with the OEI Course Design Rubric. The Rubric is divided into five sections.

Creative Commons Licensed Content

In addition to preparing courses for the CCC Course Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a local POCR (Peer Online Course Review) Club.

Visit cconlineed.org for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions

SECTIONS A-C

Section A: Content Presentation

The 13 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The 8 elements in this section address instructor initiated and student initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners.

Section C: Assessment

The 8 elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing assessments, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that further enhance the student experience in the online learning environment.

Review Results

If any element in Section A-C is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist to bring the element(s) into alignment with the rubric.

SECTION D

Accessibility

The 23 elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance").

Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as **Incomplete** or **Aligned**.

Review Results

If any element in Section D is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist or an Accessibility Expert to bring the element(s) into alignment with the rubric.

SECTION E

Institutional Accessibility Concerns

The 4 elements in this section cover accessibility of external tools and third-party content. While the accessibility elements in Section D are primarily under the control of faculty when developing a course, the elements in Section E may be outside the purview of the instructor which would require additional consideration or intervention at the institutional level.

Review Results

If a course is aligned in all Sections except E, the OEI Chief Professional Development Officer and the Director of Accessibility will look at the specific accessibility issue(s) and work with the instructor on a plan for making the course accessible.

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Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Unit-level Objectives		
<input type="checkbox"/> Objectives are not included in individual learning units/modules.	<input type="checkbox"/> Objectives are included in the individual learning units/modules.	<input type="checkbox"/> Objectives are included in assessments.
A2: Clarity of Unit-level Objectives		
<input type="checkbox"/> Objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Objectives include demonstrable learning outcomes.	<input type="checkbox"/> Objectives are written in language that is student centered.
A3: Alignment of Unit-level Objectives		
<input type="checkbox"/> Unit content and activities are not aligned with unit objectives.	<input type="checkbox"/> Unit content and activities are aligned with unit objectives.	<input type="checkbox"/> The connection between the content/activities and the unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
<input type="checkbox"/> Navigation and content flow are not easily determined.	<input type="checkbox"/> Navigation and content flow are easily determined by the user.	<input type="checkbox"/> Clearly labeled tutorial materials that explain how to navigate the specific course are included.
A5: Unit-level Chunking		
<input type="checkbox"/> Content is not presented in visibly distinct learning units or modules.	<input type="checkbox"/> Content is presented in visibly distinct learning units or modules.	<input type="checkbox"/> Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.
A6: Page-level Chunking		
<input type="checkbox"/> Page content is not chunked in manageable segments using headings; long pages of text make online reading difficult.	<input type="checkbox"/> Page content is chunked in manageable segments using headings that facilitate online reading.	<input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.

Criteria A4 – A6 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A7: Effective Use of CMS Tools		
<input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.	<input type="checkbox"/> Course Management System (CMS) tools are used to reduce the labor-intensity of learning in a way that streamlines access to materials and activities for students.	<input type="checkbox"/> CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Student Centered Teaching		
<input type="checkbox"/> Content is presented using only one modality.	<input type="checkbox"/> A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.	<input type="checkbox"/> Technology is used creatively to emphasize student-centered learning throughout the course.
A9: Instructions		
<input type="checkbox"/> Instructions for working with course content is incomplete, or non-existent.	<input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).	<input type="checkbox"/> Instructions are directly embedded with the content or activity.
A10: Individualized Learning		
<input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	<input type="checkbox"/> Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.	<input type="checkbox"/> Numerous individualized learning opportunities are provided throughout the course.
Criteria A7 – A10 Comments:		

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A11: Learner Feedback <input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	<input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	<input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.
A12: Institutional Policies <input type="checkbox"/> Institutional policies relevant for learner success are not included or are difficult to find.	<input type="checkbox"/> Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.	<input type="checkbox"/> Institutional policies are provided in units or activities where they are most relevant.
A13: Student Services <input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.	<input type="checkbox"/> Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.	<input type="checkbox"/> Links to institutional services are provided in units or activities when they may be needed most.

Criteria A11 – A13 Comments:

Section B: Interaction

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
B2: Instructor Initiated Contact		
<input type="checkbox"/> The plan for communication is unclear or missing.	<input type="checkbox"/> The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.	<input type="checkbox"/> The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.
B3: Technology Support		
<input type="checkbox"/> The instructor's role for supporting course technology is not explained to the students.	<input type="checkbox"/> The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	<input type="checkbox"/> Links to technology support are provided where needed throughout the course.
B4: Instructor Contact Info		
<input type="checkbox"/> Contact information for the instructor is missing or not easy to find.	<input type="checkbox"/> Contact information for the instructor is easy to find and includes expected response times.	<input type="checkbox"/> Students can choose from a variety of tools to contact the instructor.

Criteria B1 – B4 Comments:

Section B: Interaction

Incomplete	Aligned	Additional Exemplary Elements
B5: Student Initiated Interaction		
<input type="checkbox"/> Students are not given opportunities to initiate interaction.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged.	<input type="checkbox"/> Student-initiated interaction contributes to a student-centered learning environment.
B6: Student-to-Student Interaction		
<input type="checkbox"/> Student-to-student interaction may be present but is not a required part of the course.	<input type="checkbox"/> Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.	<input type="checkbox"/> Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.
B7: Learning Community		
<input type="checkbox"/> Communication activities that help build a sense of community among learners are not included.	<input type="checkbox"/> The course includes communication activities that are designed to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B8: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.	<input type="checkbox"/> A rubric or equivalent grading document is included to explain how participation will be evaluated.

Criteria B5 – B8 Comments:

Section C: Assessment

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
<input type="checkbox"/> There is little or no evidence of authenticity built into assessments.	<input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes.	<input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
<input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives.	<input type="checkbox"/> Assessments appear to align with the objectives.	<input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
<input type="checkbox"/> Assessment types are limited to only one type of assessment (either formative or summative).	<input type="checkbox"/> Both formative and summative assessments are used.	<input type="checkbox"/> Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
<input type="checkbox"/> Assessments are few and infrequent.	<input type="checkbox"/> Multiple assessments are administered during the duration of the course.	<input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.

Criteria C1 – C4 Comments:

Section C: Assessment

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide <input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities.	<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included.	<input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of "good work."
C6: Assessment Instructions <input type="checkbox"/> Assessments include little or no instruction.	<input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/> Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback <input type="checkbox"/> There is little to no evidence of meaningful feedback on student assessments.	<input type="checkbox"/> The course includes a clear plan for providing meaningful, timely feedback on assessments.	<input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment <input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment	<input type="checkbox"/> Opportunities for student self-assessment with feedback are present.	<input type="checkbox"/> There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Criteria C5 – C8 Comments:

Section D: Accessibility – Content Pages

Incomplete	Aligned	N/A
D1: Heading Styles <input type="checkbox"/> Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.	<input type="checkbox"/> Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).	<input type="checkbox"/>
D2: Lists <input type="checkbox"/> Numbers, letters, or symbols are manually inserted to create a list.	<input type="checkbox"/> Lists are created using the Bullet or Numbered List tool in the rich text editor.	<input type="checkbox"/>
D3: Links <input type="checkbox"/> Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.	<input type="checkbox"/> Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.	<input type="checkbox"/>
D4: Tables <input type="checkbox"/> Tables do not use designated header cells.	<input type="checkbox"/> Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.	<input type="checkbox"/>
D5: Color Contrast <input type="checkbox"/> Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.	<input type="checkbox"/> There is sufficient color contrast between foreground and background to meet Section 508 standards.	<input type="checkbox"/>
D6: Color and meaning <input type="checkbox"/> Visual elements alone have been used to convey meaning.	<input type="checkbox"/> Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.	<input type="checkbox"/>
D7: Images <input type="checkbox"/> Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	<input type="checkbox"/> Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.	<input type="checkbox"/>

Criteria D1 – D7 comments on following page.

Content Pages (Criteria D1 – D7) Comments:

Section D: Accessibility – Files

Incomplete	Aligned	N/A
D8: Heading Styles		
<input type="checkbox"/> Documents do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.	<input type="checkbox"/> Documents consistently use heading styles (i.e. Heading 2, Heading 3, etc.).	<input type="checkbox"/>
D9: Lists		
<input type="checkbox"/> Numbers, letters, or symbols are manually inserted to create a list.	<input type="checkbox"/> Lists are created using the Bullet or Numbered List tool.	<input type="checkbox"/>
D10: Links		
<input type="checkbox"/> Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.	<input type="checkbox"/> Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.	<input type="checkbox"/>
D11: Tables		
<input type="checkbox"/> Tables do not use designated header cells.	<input type="checkbox"/> Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.	<input type="checkbox"/>
D12: Color Contrast		
<input type="checkbox"/> Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.	<input type="checkbox"/> There is sufficient color contrast between foreground and background to meet Section 508 standards.	<input type="checkbox"/>
D13: Color and meaning		
<input type="checkbox"/> Visual elements alone have been used to convey meaning.	<input type="checkbox"/> Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.	<input type="checkbox"/>
D14: Images		
<input type="checkbox"/> Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	<input type="checkbox"/> Every image uses descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.	<input type="checkbox"/>

Section D: Accessibility – Files criteria continued on following page.

Section D: Accessibility – Files continued

Incomplete	Aligned	N/A
D15: Digital Reading Order		
<input type="checkbox"/> Reading order is not correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	<input type="checkbox"/> Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	<input type="checkbox"/>
D16: Digital Presentations		
<input type="checkbox"/> Some slides have identical titles, reading order is not properly set (slides have had elements added to the layout), and/or images/charts do not include alternative text. Some text visible in slides is not visible in Outline View.	<input type="checkbox"/> Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.	<input type="checkbox"/>
D17: PDFs		
<input type="checkbox"/> PDFs contain accessibility issues and do not pass the Adobe Accessibility Check.	<input type="checkbox"/> PDFs pass the Adobe Accessibility Check with no substantial errors.	<input type="checkbox"/>
D18: Spreadsheets		
<input type="checkbox"/> Spreadsheets lack labels and supplemental explanations that would allow a student with visual or motor impairment to make use of the content using assistive technologies.	<input type="checkbox"/> Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.	<input type="checkbox"/>

Criteria D8 – D18 comments on following page.

Files (Criteria D8 – D18) Comments:

Section D: Accessibility – Multimedia

Incomplete	Aligned	N/A
D19: Audio and Video		
<input type="checkbox"/> Accurate transcripts are not included for audio and/or closed captioning for video is not present.	<input type="checkbox"/> Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.	<input type="checkbox"/>
D20: Live Broadcast		
<input type="checkbox"/> Live broadcasts do not have synchronized captions.	<input type="checkbox"/> Live broadcasts include a means for displaying synchronized captions.	<input type="checkbox"/>
D21: Auto-Play		
<input type="checkbox"/> Multimedia is set to auto-play.	<input type="checkbox"/> Multimedia is not set to auto-play.	<input type="checkbox"/>
D22: Flashing Content		
<input type="checkbox"/> Contains blinking or strobing multimedia.	<input type="checkbox"/> Multimedia (including gifs and images) do not blink or strobe.	<input type="checkbox"/>

Section D: Accessibility – Accommodation

Incomplete	Aligned	N/A
D23: Instructional Materials Inventory		
<input type="checkbox"/> Inherently inaccessible learning objects are present, and an instructional material inventory and plan for accommodation has not been provided.	<input type="checkbox"/> An Instructional Material Inventory of each inherently inaccessible learning object is provided with a plan that has been reviewed and approved by the DSPS office for accommodating students with disabilities.	<input type="checkbox"/>

Instructional material inventory form available at: <http://bit.ly/material-inventory>

Criteria D19 – D23 comments on following page.

Multimedia (Criteria D19 – D22) & Accommodation (D23) Comments:

Section E: Institutional Accessibility Concerns

Incomplete*	Aligned	N/A
E1: LTI/Apps		
<input type="checkbox"/> LTI or Apps used in the course have not been verified as accessible.	<input type="checkbox"/> Any LTI or Apps used in the course have been verified as accessible.	<input type="checkbox"/>
E2: Media Players		
<input type="checkbox"/> Third-party media players used in the course have not been verified as accessible.	<input type="checkbox"/> Any third-party media players used in the course have been verified as accessible.	<input type="checkbox"/>
E3: Websites		
<input type="checkbox"/> Third-party websites used in the course have not been verified as accessible.	<input type="checkbox"/> Any third-party websites used in the course have been verified as accessible.	<input type="checkbox"/>
E4: Publisher Content		
<input type="checkbox"/> Publisher content used in the course has not been verified as accessible.	<input type="checkbox"/> Any publisher content used in the course has been verified as accessible.	<input type="checkbox"/>

*A determination of incomplete may result in an additional level of review for OEI Exchange courses.

Criteria E1 – E4 Comments:



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5-year Roadmap for CVC-OEI (2018-2023)

		2018-19	2019-20	2020-21	2021-22	2022-23	Objectives
CONSORTIUM	Governance structures	Identify & address major barriers		Ongoing consultation with stakeholder groups			1, 2, 4, 11
	Home and teaching colleges	Revise language & criteria for teaching & home colleges	Support home colleges transition to teaching colleges				
		All 114 colleges are home colleges; 56 are teaching colleges	75 teaching colleges	85 teaching colleges	100 teaching colleges	All 114 colleges are teaching colleges	
GROWTH	Increase # online ADT & certificate programs	Program Mapper Integration proof of concept	50 ADT 50 Certificate	100 ADT 100 Certificate	150 ADT 150 Certificate	200 ADT 200 Certificate	5, 6
	Increase # course sections in Exchange	600	1500	2250	3500	5000	
ECOSYSTEM	CVC Exchange	Search available for EVERY CCC online course in CVC-OEI	1-click cross-registration among Consortium colleges	On-going implementations and scaling		One-Click cross-registration used systemwide	2, 10
	CVC.edu website	Create new, forward-facing CVC-OEI website	Students select full pathways	Embedded Student Services Hub evolves (readiness, mental health, peer mentoring)			
	Canvas	Recommend changes to Canvas LMS to support CVC-OEI needs	Identify new tools to address unmet needs; improve CCC analytics	Enhanced product release & integration: outcomes/analytics tools		Canvas integrated more deeply with student support tools	
STUDENTS	Student awareness	Create 5-year marketing plan; Market to 100K equity students	Continue to increase CVC-OEI visibility				7, 8, 9
	Student success	Conduct equity research with institutional partners	Implement research based strategies to increase student success and close achievement gap			Achievement & equity gaps gone	
FACULTY	Course quality	CCC Senate Resolution re: local adoption of OEI rubric	Implementation of localized course review process		20% of Consortium Courses are aligned to the OEI rubric	OEI rubric & course review process used systemwide	13, 14
	Instructor & staff support	Support PD for equity and online counseling	Expand professional development and access to the Course Design Academy to all colleges				
		2018-19	2019-20	2020-21	2021-22	2022-23	