

**Academic Senate Agenda
November 12, 2009
Room 400 CCC at 3:30 p.m.**

I. ROUTINE MATTERS

1. Approval of Senate summary for October 22, 2009 (page 2)
2. Approval of Curriculum summary for October 15, 2009 and November 5, 2009 (pages 37 – 43)
3. Additional Discipline Assignments:
 - David Martinez (page 3)
4. Additional Discipline Assignments in Education for : (pages 4-5)
 - Kathy Alfano Edel Alonso Pamela Brogdon-Wynne Danielle Butts
 - Victor Jadaon Melanie Lipman Chuck Lyon Chelley Maple
 - Philip Marcellin Dr. Samuel Otoo Elizabeth Shaker Diana Watkins
5. Additional Discipline Assignments in Education for : (page 6)
 - Barry Gribbons Dena Maloney Len Mohny Floyd Moos
 - Bruce Pelkey Dianne Van Hook Michael Wilding

II.REPORT/UPDATE

6. CCC update
7. Proposed Modifications to 50% Law (pages 7-10)

III. DISCUSSION ITEMS

8. District's Proposed EEO Plan (pages 11 – 23)
9. Proposed Board Policy 5900 grading (pages 24-28)
10. Proposed Board Policy 5901 Course Repetition (pages 29-31)
11. Proposed Administrative Procedures 5091 Course Repetition (pages 32-33)
12. Proposed Board Policy 5092 Academic Renewal (pages 34)
13. Proposed Board Policy 5905 Credit by Examination (page 35)
14. Proposed Administrative Procedures 5905 Credit by Examination (page 36)
15. FLEX survey

IV. ACTION ITEMS

V.Open Forum – The next Senate meeting will be December 10, 2009 in BONH 330 at 3:00 p.m.

**Academic Senate Summary
October 22, 2009**

Attendance: Michael Dermody, James Lorigan, Lea Templer, Lee Hilliard, Deanna Riveira, Ann Lowe, Robin Allison, Stan Wright, Edel Alonso, Mike Wilding, Wendy Brill, Jennifer Brezina, Chelley Maple, Joan Jacobson, Jose Martin, Pamela Borrelli, Michael Sherry and Cindy Stephens

The consent calendar was approved, which included summaries for Senate October 8, 2009; Curriculum summary for October 1, 2009 (including revisions presented at the meeting); and discipline assignments for Rika Wickelin, David Martinez and Kelly.

In the CCC report, Fred D'Astoli, reported on revisions in the "drop in office space" for adjunct faculty, separating it from CSS. A modular Coffee house is being constructed similar to the Kiosk at the Valencia campus. Medical Lab Technology is due to start offering its classes on the campus in spring 2010 semester. Other programs scheduled to be offered at the CCC are Automotive Technology, Plumbing, Alternative Energy, Solar, Electrical and Electronics. The star party will be held on Friday, October 23.

In Regards Minimum Qualifications for CWEE, a readiness checklist is being developed and reviewed by various interested campus departments. Hopefully we will have something for our next meeting.

Regarding the MQ for Education, it was recommended by the Equivalencies committee and confirmed by the Senate that we do not accept any non-transferable ITL unmits for meeting the Educaiton Equivalency. This is NOT retroactive, and will not impact any current holders of Educaiton Equivalencies.

Matriculation Cuts were described in great detail by Chelley Maple. She was concerned that the majority of faculty maury not be aware that some categorized programs will receive a 62% budget cut this year (and who knows how large next year!) Chelly will keep the Senate informed.

The Program Review revision was demonstrated. Minor changes were suggested (including the wording "approved by" on the submission buttons) and accepted. Departments will be given the option of starting the program review in a few days, and encouraged to bring forward any "bugs" that they encounter. It is anticipated that the Senate will give final approval to this years program review instrument at the November 12 meeting.

Disciplinary Notations on Transcripts is a topic brought forward by Mike Wilding. A proposal will be brought forward that would allow the college to note on a transcript if a student was dismissed for disciplinary actions. There was spirited discussion, but the consensus was that we would like to see such a draft for further discussion.

CCC Senate meeting will be November 12, 2009 at 3:30 p.m. When a room number is available we send it out.

Adjourned at 4:40 p.m.

REQUEST FOR ADDITIONAL DISCIPLINE PLACEMENT

Dr. David Martinez

Current discipline(s) on file: Engineering, Manufacturing Technology, Nanotechnology, Education

Dr. David Martinez would like his qualifications reviewed for the discipline of Physics. The following information is provided for David for an additional discipline assignment in Physics:

- B.S., Industrial Engineering, UC Berkeley
- M.S., Operations Research Engineering, USC
- Doctor of Education, Education, USC
-

The minimum qualifications for the discipline of Physics are:

- Master's in physics, astronomy, or astrophysics **OR**
- Bachelor's in physics or astronomy **AND** Master's in engineering, mathematics, meteorology, or geophysics **OR**
- The equivalent.

David would like to qualify under the second bullet of the minimum qualifications. He has a master's degree in engineering. I have attached an email from David detailing courses he has taken that he believes are equivalent to those courses required in the B.S. program in Physics at Occidental College. He would like the Senate to approve his courses as equivalent to a B.S. in Physics so he can meet the minimum qualifications.

Please advise if Dr. Martinez meets the minimum qualifications for the disciplines of:

- Physics

Date: October 26, 2009
To: Michael Dermody
President, Academic Senate
From: Julianna D. Mosier
Sr. Human Resources Generalist
Subject: Additional Discipline Assignments in Education

The following full-time faculty meet the minimum qualifications for the discipline of Education:

Dr. Kathy Alfano

Current discipline(s) on file: Counseling

The following information is provided for Dr. Alfano for an additional discipline assignment in Education:

- Ph.D., Education, UCLA

Dr. Edel Alonso

Current discipline(s) on file: Counseling, Spanish

The following information is provided for Dr. Alonso for an additional discipline assignment in Education:

- Ed.D., Organizational Leadership, University of La Verne

Dr. Pamela Brogdon-Wynne

Current discipline(s) on file: Counseling

The following information is provided for Dr. Brogdon-Wynne for an additional discipline assignment in Education:

- Ed.D., Higher Education, Nova Southeastern University

Dr. Danielle Butts

Current discipline(s) on file: Counseling

The following information is provided for Dr. Butts for an additional discipline assignment in Education:

- Ed.D., Institutional Management, Pepperdine University

Victor Jadaon

Current discipline(s) on file: Computer Science, Office Technology, Computer Electronics

The following information is provided for Victor Jadaon for an additional discipline assignment in Education:

- M.S., Educational Technology, National University

Melanie Lipman

Current discipline(s) on file: Office Technology

The following information is provided for Melanie Lipman for an additional discipline assignment in Education:

- M.S., Instructional Leadership & Educational Administration, National University

Chuck Lyon

Current discipline(s) on file: Physical Education

The following information is provided for Chuck Lyon for an additional discipline assignment in Education:

- M.A., Education: Physical Education, Azusa Pacific University

Chelley Maple

Current discipline(s) on file: Counseling, Anthropology, Psychology

The following information is provided for Chelley Maple for an additional discipline assignment in Education:

- M.S., Education, USC

Philip Marcellin

Current discipline(s) on file: Physical Education, Health

The following information is provided for Philip Marcellin for an additional discipline assignment in Education:

- M.Ed., Education: Physical Education, University of Toledo

Dr. Samuel Otoo

Current discipline(s) on file: English, ESL

The following information is provided for Dr. Otoo for an additional discipline assignment in Education:

- Ed.D., Higher Education, Nova Southeastern University

Elizabeth Shaker

Current discipline(s) on file: Counseling

The following information is provided for Elizabeth Shaker for an additional discipline assignment in Education:

- M.S., Education, USC

Dr. Diana Watkins

Current discipline(s) on file: Anthropology, Computer Information Systems, Telecommunications & Office Technology

The following information is provided for Dr. Watkins for an additional discipline assignment in Education:

- Ed.D., Computing & Information Technology, Nova Southeastern University
- M.Ed., Adult Education, University of Arkansas at Little Rock

It would appear that all of the above full-time faculty meet the minimum qualifications for the discipline of:

- Education

Date: October 26, 2009
To: Michael Dermody
President, Academic Senate
From: Julianna D. Mosier
Sr. Human Resources Generalist

Subject: Additional Discipline Assignments in Education

The following educational administrators meet the minimum qualifications for the discipline of Education:

Dr. Barry Gribbons

Current discipline(s) on file: Psychology

The following information is provided for Dr. Gribbons for an additional discipline assignment in Education:

- Ph.D., Education, USC
- M.S., Education, USC

Dr. Dena Maloney

Current discipline(s) on file: Political Science

The following information is provided for Dr. Maloney for an additional discipline assignment in Education:

- Ed.D., Organizational Leadership, University of La Verne

Len Mohney

Current discipline(s) on file: Physical Education

The following information is provided for Len Mohney for an additional discipline assignment in Education:

- M.Ed., Education: Physical Education, Azusa Pacific University

Dr. Floyd Moos

Current discipline(s) on file: English

The following information is provided for Dr. Moos for an additional discipline assignment in Education:

- Ed.D., Higher Education, Nova Southeastern University

Dr. Bruce Pelkey

Current discipline(s) on file: Counseling, History & DSP&S

The following information is provided for Dr. Pelkey for an additional discipline assignment in Education:

- Ed.D., Higher Education, Nova Southeastern University

Dr. Dianne Van Hook

Current discipline(s) on file: Counseling, Psychology

The following information is provided for Dr. Van Hook for an additional discipline assignment in Education:

- Ed.D., Educational Administration, University of La Verne

Dr. Michael Wilding

Current discipline(s) on file: Anthropology

The following information is provided for Dr. Wilding for an additional discipline assignment in Education:

- Ph.D., Education, UCLA

It would appear that the above named administrators meet the minimum qualifications for the discipline of:

- Education

Board of Governors
California Community Colleges
November 2-3, 2009

PROPOSED TITLE 5 REGULATIONS FOR IMPLEMENTATION OF THE FIFTY PERCENT LAW
FIRST READING

Issue

This item proposes revisions to title 5 regulations pertaining to implementation of the Fifty Percent Law. The changes, which would clarify the definition of serious hardship in the context of the state's current fiscal crisis, would be in effect for fiscal years 2009-10 through 2012-13.

Background

Education Code section 84362, commonly known as the Fifty Percent Law, requires each community college district to spend at least half of its "current expense of education" each fiscal year for salaries and benefits of classroom instructors.

Current Expense of Education (often referred to as "the denominator") generally includes the unrestricted general fund expenditures of a community college district. Excluded from the current expense of education are expenditures for student transportation, food services, community services, lease agreements for plant and equipment, and other costs specified in law and regulations. Amounts expended from State Lottery proceeds are excluded, except for expenditures for instructional salaries.

Salaries of Classroom Instructors (often described as "the numerator") are described in the California Community Colleges Budget and Accounting Manual as "Expenditures for the full or prorated portions of salaries of all employees in contract or regular faculty positions." This includes the following expenditures:

- Prorated salaries of contract or regular instructors working a reduced load or whose assignment includes both instructional and non-instructional duties.
- Prorated salaries of administrators having a teaching assignment as part of their regular work assignment.
- Salaries of instructors on sabbatical leave.
- Extra duty days or assignments paid as part of an instructor's regular salary.
- Salaries of instructors with a dual-employment relationship, under instructional service agreements.
- Instructional aides employed to assist instructors in classroom instruction tasks during any portion of their duties.
- Applicable staff benefits.

Administering the Law

The responsibility for administering the Fifty Percent Law resides with the Chancellor and the Board of Governors. Every year, exemption application forms and applicable due dates are distributed to all districts, and the annual financial and budget reports of all districts are monitored for compliance with Education Code section 84362. Upon receipt of an application for exemption, Chancellor's Office staff determines whether applicable procedures have been followed, analyze supporting documentation and data, and make recommendations to the Chancellor for presentation to the Board. An independent assessment of each district's computation of compliance is also a requirement of the annual audits conducted by contracted independent audit firms pursuant to Education Code section 84040.

Basis for Exemption

Under existing regulations, a district may request exemption from the Fifty Percent Law requirement if compliance would have resulted in serious hardship and/or if salaries of classroom instructors are higher than comparable districts. The district declares on the exemption application the basis for its exemption request. Districts may choose either one or both of the categories. Serious hardship includes four criteria, defined in section 59204(c), summarized below:

Conformance with the Fifty Percent Law requirement would have resulted in the district's inability to discharge financial liabilities. Consideration must be given to the following factors: whether the district's general fund ending balance is less than 3 percent; and whether the district's credit base FTES is less than 3,001.

The first year of infusion of new moneys would have resulted in the district's inability to comply with the requirements of the Fifty Percent Law. The percentage is recalculated without including these new moneys in order to determine if the district would have been in compliance.

Unanticipated, unbudgeted, and necessary expenditures resulted in the district's inability to comply with the Fifty Percent Law. Litigation, arbitration, costs of energy, insurance and security are among the items to be considered.

Districts with an unexempted deficiency from a prior cycle may expend funds for other than salaries of classroom instructors, but count the expenditures as instructional after reaching an agreement with faculty representatives that these expenditures, as itemized in title 5, section 59213(f), are necessary.

Salaries higher than the average of comparable districts are eligible for an exemption under title 5, sections 59204(e) and (f).

The Chancellor's Office analysis also includes consideration of any written statements of opposition timely received from faculty. The Chancellor's Office provides for an exchange of written statements and a hearing in order to allow both parties to present facts about the exemption application. Using the application and supporting documentation, the district audit, written statements of opposition, and hearing findings, the Chancellor's Office must make a recommendation to the Board of Governors

Title 5, section 59211 specifies that the Board of Governors has the responsibility to deny, grant or grant in part a district's application based entirely upon whether the Chancellor's recommendation establishes that the district exceeds expenditures for salaries of classroom instructors per FTES of the average of comparison districts or would have suffered serious financial hardship from redirecting funds sufficient to meet the Fifty Percent Law to instruction in the year under review (title 5, section 59210(d)).

Analysis

California is in the midst of its worst fiscal crisis since the Great Depression. In response to a significant, sustained drop in state revenues, state leaders adopted major revisions to the 2009-10 State Budget. These revisions, signed into law on July 28, 2009, made deep funding reductions to all sectors of the budget. For the California Community Colleges, these revisions included cuts of \$522 million, or 7.9 percent, in 2009-10. In addition to these cuts, \$117 million in enrollment growth funding that had been provided for 2009-10 was eliminated in the revised budget.

The cuts to the California Community Colleges, noted above, would have been even deeper, however, the budget package included a total of \$115 million in new revenues to mitigate the cuts. Of this amount \$80 million was the result of an increase in student fees from \$20 to \$26 per unit and \$35 million was provided from federal American Recovery and Reinvestment Act State Stabilization (ARRA) funds.

Currently, community college districts across the state are wrestling with the hard choices that accompany budget cuts of this magnitude. As they do so, many districts are reporting significant difficulties related to the Fifty Percent Law. These difficulties are in part the natural consequence of deep budget reductions. As a district's budget is cut, nondiscretionary fixed costs associated with facility maintenance, utilities, insurance premiums, administration, and other activities become a larger share of a district's spending. Given that such expenses are non-instructional, this has the effect of lowering a district's compliance with the Fifty Percent Law. However, in addition to this general dynamic associated with budget cuts, specific features of the state's recent budget revisions have further exacerbated districts' difficulties with Fifty Percent Law compliance. These features and the resulting difficulties are described below:

Categorical Programs Faced Deeper Cuts than General Purpose Funds. In order to provide community college districts with greater flexibility to manage budget cuts, state leaders reduced funding for categorical programs much more deeply than general purpose funds. Overall state funding for categorical programs was reduced by over 40 percent, with cuts to most categorical programs ranging from 38 to 52 percent. In contrast, funding for general apportionments was reduced by 3.39 percent. While protecting general purpose funds did have the intended effect of providing districts with greater flexibility in budgeting, districts have found this flexibility hampered by the fact that most categorical expenditures, such as the salaries of counselors and tutors, do not count toward compliance with the Fifty Percent Law.

ARRA Funds. As noted earlier, the state budget provided \$35 million in ARRA funds. In enacting the revised budget, the Legislature stated its intent that these funds be provided to community college districts to help them mitigate deep cuts to categorical programs. Due to local needs, and based on legislative intent, many districts have pursued plans to use the ARRA funds to backfill cuts to categorical programs. However, recent clarification provided by the Department of Finance that ARRA funds must be provided to districts as general purpose funds has put districts in a bind. Because the funds are now considered general purpose, they are subject to the Fifty Percent Law. As a result, should a district choose to use the ARRA funds to backfill cuts to categorical programs, they will undermine their compliance with the Fifty Percent Law.

Proposed Regulatory Change

Given the difficulties that many districts are experiencing relative to the Fifty Percent Law, the Chancellor's Office recommends modifying current title 5 regulations to provide some limited relief to districts. The proposed changes would not address the underlying challenges presented by the pressure fixed costs place on a shrinking budget, rather the changes would mitigate the specific difficulties districts face as they attempt to use ARRA funds and unrestricted general fund resources to maintain core levels of support for categorical programs.

The recommended change to regulations (see attachment) would provide an additional definition of "serious hardship" in recognition of the great pressure faced by many districts to maintain core support for categorical programs in the context of deep cuts in state funding. Key features of the proposed regulatory change include:

- The proposed change would not alter the methodology or process for determining a district's compliance with the Fifty Percent Law. Rather, the change would come into play only if a district was found to be out of compliance with the Fifty Percent Law.
- A district which fails to comply with the Fifty Percent Law would be allowed to submit to the Board of Governors, as part of its application for exemption, evidence that all or part of the district's noncompliance was attributable to the use of general purpose funds to backfill cuts to categorical programs.
- The Board of Governors could then choose whether to take this circumstance into account when determining the amount of the penalty.
- The proposed regulatory change is narrowly tailored to address only the hardship created due to the deep cuts to categorical programs, not broader challenges in meeting the requirement.
- The relief provided to a district under this provision would be capped at the amount of unrestricted general purpose funds the district uses to backfill cuts to state funding for categorical programs. Two examples are provided to illustrate how the proposed change would be implemented:
 - A district experiences a \$1 million reduction in state funding for categorical programs and, in response, increases its unrestricted general fund support for categorical programs by \$500,000. This district would be eligible to have up to \$500,000 in Fifty Percent Law penalties waived.
 - A district experiences a \$1 million reduction in state funding for categorical programs and, in response, increases its unrestricted general fund support for categorical programs by \$1.5 million. This district would be eligible to have up to \$1 million in Fifty Percent Law penalties waived.
- This additional definition of serious hardship would be in effect through the 2012-13 fiscal year, consistent with the categorical flexibility established in the recent budget package.

The proposed regulatory change was heard by the Consultation Council at its November meeting. There was no consensus as to whether the proposed regulatory change was needed. Strong opinions were aired ranging from strong support to strong opposition. Many parties, however, expressed concern for the deep cuts in state support for categorical programs and the resulting impacts on students.

Conclusion

The proposed regulatory changes are presented to the Board for a first reading. The Board should hold a public hearing and consider any testimony which is offered. It is anticipated that the regulations will be presented to the Board for final action at its January meeting.

College of the Canyons Equal Employment Opportunity Plan

DRAFT – Revision IV

November 5, 2009

Santa Clarita Community College District

NOTE: Pagination refers to original document, not the copy in the Senate agenda. Charts at the end are available for those who would like to see them.

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I. Introduction

The Santa Clarita Community College District Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on **(date tbd)**. 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 equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) 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; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.



Dr. Dianne G. Van Hook

Chancellor

II. Definitions

- a. *Adverse Impact*: means a statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. 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. *Business Necessity*: means circumstances which justify an exception to the requirements of Title 5 section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business

convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

- c. *Cultural Proficiency*: means the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; an ongoing vigilance toward the dynamics of diversity, difference and power; and the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways. Culturally proficient services require that both the individual and the institution be culturally proficient. (Based on *Cultural Proficiency: A Manual for School Leaders* by Randall B. Lindsey, Kkanza Nuri Robins, and Raymond D. Terrell Corwin Press, 2003)
- d. *Diversity*: means a condition of broad inclusion in an employment environment that promotes equal employment opportunity and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.
- 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 and in all job categories listed in Title 5 section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Title 5, section 53000 et seq.
- f. *Equal Employment Opportunity Officer*: means the designated person in charge of administering the District's EEO plan as well as investigating EEO complaints.
- 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](#).
 - 1. *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

2. *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.
- i. *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
- j. *Monitored Group*: means those groups identified in California Code of Regulations, Title 5 section [53004](#)(b) for which monitoring and reporting is required pursuant to California Code of Regulations, Title 5 section [53004](#)(a).
- k. *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.
- l. *Reasonable Accommodation*: means the efforts made on the part of the District to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in California Code of Regulations, Title 5 section [53025](#).
- m. *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; physical, educational, and work experience requirements; interviews; and review of application forms.

III. 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 ethnic group identification, **race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, medical condition, 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.**¹ 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.

IV. 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. *Governing Board*

The governing board 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. *Chief Executive Officer*

The governing board 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. The chief executive officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

¹Individuals in the protected categories bolded above, and those perceived as having or associated with persons or groups having one or more of these characteristics, are covered by the nondiscrimination regulations adopted by the Board of Governors (Title 5, sections 59300 et seq.). Individual districts may broaden the scope of protected categories, and in some cases may be required to do so by other law or local ordinance. Although districts may broaden who is protected under their nondiscrimination statement, these additional groups will not be entitled to the safeguards under the Title 5 regulations in regards to appeal and/or review by the State Chancellor's Office.

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 also responsible for receiving complaints described in Section 6 and for ensuring that applicant pools and selection procedures are properly monitored.

d. *Equal Employment Opportunity Advisory Committee*

The District has established an Equal Employment Opportunity Advisory Committee 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 Committees assists in the development and 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 governing board 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* and will be given a copy of it.

f. *Good Faith Effort*

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

V. Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in implementing its *Plan*. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may serve as a pilot group for the newly revised hiring committee training, sponsor events and/or additional training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Equal Employment Opportunity Officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee 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 advisory committee members who are members of monitored groups. The committee will be composed of four faculty members, four classified members, four administrators/managers, and one to two students, if available. Ex officio members shall include the human resources

director, the Equal Employment Opportunity Officer, the Title IX officer, and the ADA coordinator.

The Equal Employment Opportunity Advisory Committee will be chaired by the Equal Employment Opportunity Officer and shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Equal Employment Opportunity Officer, the Chief Executive Officer, and the Governing Board.

VI. 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 regulations 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 compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* 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. As directed by the State Chancellor's office, the decision of the District in complaints pursuant to section 53026 is final.

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 with the Chief Executive Officer. 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. 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 # 811 and 812 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.

VII. Notification to District Employees

The commitment of the governing board and the Chief Executive Officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to all District employees, Foundation employees, and the Governing Board. 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 written notice described above when they commence employment with the District. Each year, the District will inform all employees of the *Plan's* availability including a written summary of the provisions. The annual notice will:

- a. Emphasize the importance of the employee's participation and responsibility in ensuring the *Plan's* implementation, and;
- b. Provide notification on where complete copies of the *Plan* are available, including in every campus library, on the District Internet site, the Office of the Chief Executive Officer, and the Office of Human Resources.

VIII. Training for Screening/Selection Committees

Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening/selection of personnel, is subject to the equal employment opportunity requirements of Title 5¹ and the District's Equal Employment Opportunity Plan. Such an individual shall receive appropriate training on the following:

- 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. Principles of diversity and cultural proficiency²,
- f. The value of a diverse workforce, and
- g. Recognizing bias.

Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The District's Equal Employment Opportunity Officer ensures that the required training is provided.

IX. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will include a summary of the *Plan*, inform these organizations how they may obtain a copy and shall solicit their assistance in identifying diverse qualified candidates. 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. The District will actively seek to reach those institutions, organization, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice, is attached to this *Plan*. This list may be revised from time to time as necessary.

⁴See Title 5, §53020(c)

²Cultural proficiency means the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; an ongoing vigilance toward the dynamics of diversity, difference and power; and the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways. Culturally proficient services require that both the individual and the institution be culturally proficient. (Based on Cultural Proficiency: A Manual for School Leaders by Randall B. Lindsey, Kkanza Nuri Robins, and Raymond D. Terrell Corwin Press, 2003)

X. Analysis of District Workforce and Applicant Pool

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

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate two ethnicities they identify with, 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). If additional colleges are added to the District, this survey will be done for each college in the District. The District will annually report to the State Chancellor the results of its annual survey of employees. 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 identified job categories:

1. Executive/Administrative/Managerial

2. Full-time and Part-time Faculty and other Instructional Staff in the following departments/programs:

- | | |
|--|---------------------------------|
| • Admin. of Justice | • ESL |
| • Animation | • Fire Technology |
| • Anthropology | • Geography |
| • Art | • Geology |
| • Astronomy/Physics | • Graphic and Multimedia Design |
| • Auto Technology | • Health Science |
| • Biological Science/ Physical Science | • History |
| • Business | • Hotel Restaurant Management |
| • Chemistry | • Humanities |
| • Cinema | • Interior Design/ Architecture |
| • Communication Studies | • Kinesiology/P.E. |
| • Computer Electronics | • Library |
| • Computer Information Technology | • Library Media Tech. |
| • Computer Networking/
Telecommunications | • Mathematics |
| • Computer Science | • Media Entertainment Arts |
| • Construction Tech./ Mftg Technology | • Modern Languages |
| • Counseling | • Music |
| • Culinary Arts | • Nursing Science |
| • Dance | • Paralegal |
| • Early Childhood Education | • Philosophy |
| • Economics | • Photography |
| • Engineering | • Political Science |
| • English | • Psychology |
| | • Recreation Management |

- Sign Language
 - Sociology
 - Surveying
 - Theater
 - Other Student Services, Non-Instructional Faculty
 - Tutoring Learning Center
 - Water Systems Technology
 - Welding
 - Wine Studies
3. Professional Non-faculty
 4. Secretarial/Clerical
 5. Technical/Paraprofessional
 6. Skilled Crafts
 7. Service and Maintenance

The District's Workforce Analysis as of September 1, 2009 and Applicant Pool Analysis for 2008-2009 are attached.

XI. Other Measures Necessary to Further Equal Employment Opportunity

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 the District will implement a diversity program. Having a district that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is visible, well planned out, well funded, and supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and will work with the collective bargaining units towards developing an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. Pending budget availability, in implementing a diversity program the District shall strive to:

- a. Establish a formal Office of Diversity that is part of the structure of the District and that will be adequately funded and supported by the District leadership;
- b. Conduct campus climate studies to identify hidden barriers;

- c. Include guest speakers from monitored groups who are in leadership positions and who may inspire students and employees alike;
- d. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications;
- e. Conduct diversity dialogues, forums, and cross-cultural workshops;
- f. Work with the District's Curriculum Committee and the Professional Development's Faculty Development Committee to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty to infuse diversity and multiculturalism into their instruction or services to students;
- g. Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;
- h. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award;
- i. Offer a series of EEO/diversity workshops at instructional improvement days (flex week or staff development day) accessible to all employees;
- j. Evaluate administrators on their efforts to meet the District's equal employment opportunity and diversity efforts;
- k. Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity 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;
- l. Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives;
- m. Promote various cultural celebrations and diversity activities on campus through the District's Diversity Partnership Committee;
- n. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees;
- o. Consider alternative educational or experience requirements for nonacademic positions;
- p. Ensure that top administrative staff support diversity objectives and that the diversity and/or Equal Employment Opportunity Officer position is maintained as a cabinet or other high-level administrative position;
- q. Consider seeking input from student, professional, community and other organizations that represent the diverse community we serve on matters related to the District's EEO and diversity efforts, as appropriate;

- r. Make progress on diversity activities designed to promote student success for all students which have been identified in the District's Student Equity Plan;

XII. Persons with Disabilities

Reasonable Accommodations

Applicants and employees with disabilities shall 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 aides such as readers, interpreters, and notetakers.

The Human Resources Benefits Coordinator is responsible for handling requests for accommodations from current employees. The Senior Human Resources Generalist facilitating the applicable recruitment is responsible for handling requests from applicants seeking such accommodations during the application process. Requests for accommodation must be made in writing.

1) Monitoring Representation of Persons with Disabilities

The District will monitor representation of persons with disabilities in applicant pools, throughout the recruitment process, and in its employee population. The District will make every effort to remove barriers in hiring and employment processes to ensure these processes do not adversely affect persons with disabilities.

XIII. Benefits of 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 disseminate information through a variety of mediums likely to reach or be accessible by students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Santa Clarita Community College District
PROPOSAL – BOARD POLICY 5900

POLICY MANUAL

POLICY: STUDENT SERVICES

SECTION 500Q

PAGE 1 OF 5

~~BP 5900 GRADING~~~~Policy 508 – GRADING~~

DATE ADOPTED 7/11/01 (Revised 12/7/05)

~~BP 5900~~ GRADING

Reference:

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

5900 ~~508.1~~

~~In accordance with Education Code Section 76224, w~~When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course. The determination of the student's grade, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

5900.1~~508.2~~

~~In accordance with Title 5, Section 55758, t~~The grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The following equivalent symbols shall be used:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade points per unit
F	Failing	0 grade points per unit
FWFW	Failing; stopped attending after W deadline <u>Failing (stopped attending after the W deadline</u>	0 grade points per unit <u>0 grade points per unit</u>
CR	Credit (at least satisfactory)	Units not counted in GPA
NC	No Credit (less than satisfactory or failing)	Units not counted in GPA

~~508.2~~5900.1A: Credit, No Credit Pass, No Pass Grading

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

~~508.2~~5900.1A(1) Courses wherein all students are evaluated on a "~~credit-no credit~~pass-no pass" basis.

~~508.2~~5900.1A(2) Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be "~~credit-no credit~~pass-no pass" or a letter grade. Once selected a student may not reverse the grading option for the course.

~~508.2~~5900.1A(3) All units earned on a "~~credit-no credit~~pass-no pass" basis in accredited California institutions of higher education or equivalent

out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.

508.25900.1A(4) ____ Units earned on a "~~credit no credit~~pass-no pass" basis shall not be used to calculate grade point averages. However, units attempted for which "~~NCNP~~" is recorded shall be considered in probation and dismissal procedures.

508.25900.1A(5) ____ Independent study courses may be graded on a "~~credit no credit~~pass-no pass" basis in accordance with this policy.

508.25900.1A(6) ____ For courses in which there is a single standard of performance for which unit credit is assigned, the "~~CR/NCP/NP~~" grading system shall be used to the exclusion of other grades. Credit Pass shall be assigned for meeting that standard, ~~no credit~~No Pass for failure to do so.

508.35900.2 ÷

The "FW" grade symbol will be used to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances.

508.35900.2A ____

For the purposes of calculating grade points, and for determining academic standing per District Policy 5365906, the "FW" symbol will be treated in the same manner as the "F".

508.35900.2B

____ For the purposes of determining course repetition per District Policy 5395901. The FW symbol will be treated in the same manner as the "F".

508.4

5900.3 ____ Per the California Code of Regulations, Title 5, Section ~~55758(e)~~55023(e) the District will use the following non-evaluative symbols:

508.45900.3A: ____ Incomplete (I)

____ Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

508.45900.3A(1) ____

The "I" must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.

508.45900.3A(2) ____

Students who have been issued an "I" symbol may not re-enroll in the same course while the "I" is pending completion.

~~508.45900.3~~A(3)

_____ An Incomplete may not be issued unless the withdrawal deadline for the course has passed.

~~508.45900.3~~A(4)

_____ The instructor and student must mutually agree ~~to issue an before the instructor can issue an~~ Incomplete.

~~508.45900.3~~A(5)

_____ The "I" symbol shall not be used in calculating units attempted or for grade points. However, per District Policy ~~5365906~~, the "I" is used when calculating progress probation and dismissal.

~~508.4900.3~~A(6)

_____ The District board shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

~~508.45900.3~~B: _____ In Progress (IP)

_____ The "IP" symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

~~508.45900.3~~B(1)

_____ The "IP" shall not be used in calculating grade point averages.

~~508.45900.3~~B(2)

_____ If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

~~508.45900.3~~C: _____ Report Delayed (RD)

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

~~508.45900.3~~C(1)

_____ "RD" shall not be used in calculating grade point averages.

~~508.4900.3~~D: _____ Withdrawal (W)

____ Withdrawal from a class or classes shall be authorized through 50% of the term.

~~508.45900.3~~D(1)

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

~~508.45900.3~~D(2)

____ In accordance with Title 5, section 55024, a student may receive no more than four withdrawals for any one course. The withdrawals may be submitted by a student, an instructor, or by petition. A student may not earn a fifth withdrawal for any one course. On the fifth attempt to take the same course, a grade other than a "W" must be assigned by the instructor and will appear on the student's academic record beyond the fourth week, or 30% of the term, whichever is less.

~~5900.3~~D(3)

____ Students may withdraw from a class or classes in verifiable extenuating circumstances after 50% of the term upon petition (to the Academic Standards Committee) ~~of by~~ the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

~~508.45900.3~~D(~~34~~)

No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks, or 30% of a term, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first four weeks or 30% of the term.

~~508.4900.3~~D(~~45~~)

____ Withdrawal after the end of 50% of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W." A student who completes a course, for example, by taking a final exam, turning in a final paper or project, or giving a final speech or performance, is not eligible for a late withdrawal under any circumstance.

~~508.45900.3~~D(~~56~~)

____ For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, ~~or~~ division dean, or appropriate administrator, will act on behalf of the instructor, when he or she is not available.

~~508.4900.3~~D(~~67~~)

_____ The “W” shall not be used in calculating grade point averages, but excessive “W”s (as defined in District Policy ~~536-5906~~) shall be used as factors in probation and dismissal procedures.

~~508.4900.3D~~ (~~78~~)

_____ All petitions for withdrawals without a “W” or withdrawals with a “W” must be completed and submitted to the Academic Standards Committee no later than one year subsequent to the end of the term for which the student is requesting the withdrawal. This one-year timeframe also applies to student’s who enroll in a class or classes and never attend. Students may appeal to the Chief Student Services Officer for an extension of this time limit. Appeals must be based upon extenuating circumstances as defined elsewhere in this policy.

~~508.4900.3D~~ (~~89~~)

_____ A maximum of 15 cumulative units taken at College of the Canyons may be notated as “W” through the petition process, unless a recommendation is made by an academic counselor. This does not preclude students from withdrawing themselves using the standard method.

~~5900.3D(10)~~ According to Title 5, section 55024, a “W” shall not be assigned, or if assigned shall be removed, from a student’s academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment, or due to retaliation for alleged discriminatory treatment, or that the student reasonably believed that remaining in the course would subject him or her to discriminatory treatment.

~~5900.3D(11)~~ A “W” shall not be assigned to a student when he or she has been subject to fire, flood or other natural disasters.

~~508.45900.4E:~~ _____ Military Withdrawal (MW)

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

~~5085900.4E~~(1)

_____ Military withdrawals shall not be counted in progress probation and dismissal calculations.

~~5085900.4E~~(2)

In no case would a military withdrawal result in a student being assigned an “FW” grade.

~~5900.4E~~(3) Military withdrawals shall not be counted in the total of four withdrawal limitation of any one course.

PROPOSAL BOARD POLICY 5901

BP 5901 COURSE REPETITION

Reference:

Education Code Sections 66700, 70901, 70902; Title 5, Sections 55040 – 55043, 55253 and 58161

5901 The Santa Clarita Community College District has adopted the following policy with regard to course repetition. Nothing in this policy shall conflict with Education Code section 76224 or Title 5 section 55025 that pertains to the finality of grades assigned by instructors or pertaining to the retention and destruction of student records.

5901.1 Definitions

- A. "Course repetition" occurs when a student who has previously received a grade in a particular course reenrolls in that course and receives a subsequent grade.
- B. For the purposes of course repetition, academic renewal, and all other grade related issues, **substandard** grades shall be defined as meaning course work for which the student has earned a "D," "F," "FW," and/or "NP."
- C. For the purpose of course repetition, academic renewal, and all other grade related issues, **non-substandard** grades shall be defined as meaning course work for which the student has earned a "C," "B," "A," or "P"
- D. For the purpose of this policy "Extenuating Circumstances" is taken to mean verified cases of accidents, illness, or other life changing events beyond the control of the student.
- E. For the purpose of this policy "Activity Courses" are those that allow the student to meet course objectives by repeating a similar primary educational activity and gain expanded educational experience each time the course is taken. Activity courses consist of courses in physical education, visual and performing arts courses in music, fine arts, theater or dance.

5901.2 Course repetition conditions in this policy will:

- A. Designate certain types of course as "repeatable courses" consistent with Title 5 section 55041 and the number of course repetitions allowed for each course will be published annually in the College catalog.
- B. Allow a student to repeat a course in an effort to alleviate substandard grade.
- C. Permit or require a student to repeat a course due to significant lapse of time.
- D. Permit a student to repeat a portion of a variable unit open-entry/open-exit course.
- E. Permit a student to repeat a course to meet a legally mandated training requirement as a condition of continued or volunteer employment.

- F. Permit a student to repeat a course, which is not designated repeatable, regardless of whether or not substandard academic work was previously recorded, when there are extenuating circumstances which justify the repetition.
- G. Permit a student to repeat a course in general or occupational work experience. When an occupational course is repeated, the grade received each time shall be included in calculating the student's grade point average.
- H. Permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that student. The previous grade and credit will be disregarded in computing the student's GPA each time the course is repeated.

In all conditions described above, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and annotated in such a manner that work remains legible, insuring a true and complete academic history.

5901.3 Course Repetition to Alleviate Substandard Grades

- A. Students may repeat course for which they have earned a substandard grade two times.
- B. If a student repeats a course for which he or she has earned a substandard grade and receives a non-substandard grade (A, B, C or P), he or she cannot repeat the course a second time.
- C. If the student repeats a course for which he or she has earned a substandard grade and receives a second substandard grade, he or she can repeat the course one more time.
- D. After course repetition occurs to alleviate substandard grades, the previous grade and unit credit will be disregarded in computing the student's GPA for each the previous two instances of substandard repetition. The course will be annotated such that the GPA calculation occurs for the most recent grade.

5901.4 Students cannot repeat courses where a non-substandard grade was received, unless there has been a significant lapse of time or extenuating circumstances. Course repetition for a significant lapse of time can occur only once. A significant lapse of time is defined as at least two years. All course work shall remain on the student's permanent record. The course will be annotated such the grade point calculation and unit credit occurs for the first grade received.

5901.5 Course repetition due to extenuating circumstances can be granted when the student files a petition and the academic standard committee, or its designee, grants written approval of the petition based on a finding that the student's previous grade (whether substandard or non-substandard) was, at least in part, the result of extenuating circumstances. The previous grade and unit credit will be disregarded in computing the student's GPA each time it is recorded.

5901.6 Students may repeat activity courses for not more than three semesters, even if one of the grades received is substandard. The grade received each time shall be included for purposes of calculating the student's GPA.

5901.7 Students may repeat cooperative work experience courses for a total of 16 semester units. General work experience courses can be repeated for up to six semester units of credit. Occupational work experience course can be repeated up to 8 units of credit per semester. The combination of both types of work experience classes cannot exceed 16 units total. The grade received each time shall be included for purposes of calculating the student's GPA.

5901.8 Students may enroll in a variable unit open entry/open exit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit are to be disregarded in computing the student's GPA.

5901.9 Apportionment for Course Repetition

The District may claim the attendance of students who repeat credit course for state apportionment as follows:

- A. Where substandard academic work has been recorded, apportionment may be claimed for a maximum of two repetitions to alleviate substandard grades.
- B. The attendance of students in legally mandated training may be claimed without limitation.
- C. The attendance of students enrolled in credit activity course may be claimed for a maximum of four semesters, regardless of standard or substandard grades
- D. The attendance of a student with a disability may be claimed each time the student repeats a credit special class as a disability related accommodation.
- E. The attendance of a student repeating a credit course by petition for extenuating circumstances may be claimed for a maximum of two repetitions.
- F. The attendance of a student repeating a credit course by petition for a significant lapse of time may be counted only once beyond the prior enrollment.
- G. The attendance of a student repeating a cooperative work experience course may be claimed for state apportionment ~~without limitation~~ up to the 16 unit limit.

PROPOSAL – ADMINISTRATIVE PROCEDURES 5901

AP 5901 COURSE REPETITION

Reference:

Education Code Sections 66700, 70901, 70902; Title 5, Sections 55040 – 55043, 55253 and 58161

1. Admissions & Records will work with the office of Academic Affairs to ensure that all courses published in the college catalog and schedule of classes include information regarding each course's repetition limitations, including the number of times the course can be repeated as required by Title 5 section 55041 and outlined in BP 5901.2 (A).
2. As outlined in BP 5901.2 (E), students may repeat a course to meet a legally mandated training requirement as a condition of continued or volunteer employment. Such courses may be repeated, for credit, any number of times, regardless of whether or not substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA. The District reserves the right to require a student to certify or document that course repetition is necessary to complete legally mandated training pursuant to this section.
3. As outlined in BP 5901.2 (G) and 5901.7, Occupational and General Work Experience courses (CWEE) will be listed in the college catalog and schedule of classes the appropriate number of units a student may complete under Title 5 section 55253. The computer system will be programmed to ensure compliance with the unit limitation and the student's academic record will be annotated accordingly.
4. As outline in BP 5901.2 (H), "student with disabilities courses (GENSTU)," allow additional course repetition based on individual determination, which will be made by the Director of Disabled Students and Programs. The student's academic record will be annotated to disregard previous unit credit and grade each time the student repeats a course. **(GENSTU 081,082, 090, 091 and 092 courses are currently set to unlimited repeats, should we say that in here?)**
5. As outline in BP 5901, the computer system will be programmed to allow two course repetitions for all appropriate courses. The college catalog and schedule of classes will reflect the each course's repetition limit. The student's The student's academic record will be annotated to disregard previous unit credit and grade for each of the two allowable repetitions and shall reflect that the most recent grade is calculated into the student's GPA.
6. Students repeating a course due to "significant lapse of time," as outlined in BP 5901.4, shall file a "Course Repetition Repeat" form with Admissions & Records department. Designated staff will ensure that two years have elapsed before granting the request and that the student has not requested such action previously on the same course. The course repetition will not affect the student's previous grade and unit credit. The academic record will be annotated accordingly.

7. Students requesting a repeat due to “extenuating circumstances,” as outline in BP 5901.5, shall file a “Course Repetition Repeat” form with Admissions & Records department. Designated staff will ensure that the extenuating circumstances are verified cases of accidents, illness, or other life changing events beyond the control of the student, and that a petition for extenuating circumstances has not occurred more than twice before for the same course. The student’s academic record will be annotated to disregard previous unit credit and grade for each of the two allowable repetitions and shall reflect that the most recent grade is calculated into the student’s GPA.
8. As outlined in BP 5901.6, students may not file a petition for “extenuating circumstances” to eliminate a substandard grade that occurs in one of the allowable course repetitions for activity courses beyond the allowable unit limit (maximum of four times depending on the course). The college catalog and schedule of classes shall list the course repetition limit for all activity courses in physical education, and visual and performing arts courses in music, fine arts, theater or dance. The computer system will be programmed to ensure compliance with the unit limitation of each activity course, and the student’s academic record will be annotated accordingly.
9. The CCFS-320 Attendance Accounting report shall be modified to include all apportionment limits outlined in 5901.9.

Santa Clarita Community College District
POLICY MANUAL

PROPOSAL – BOARD POLICY 5902

POLICY: STUDENT SERVICES

Section 5000

Page 1 of 1

~~5405902.~~ ____ ACADEMIC RENEWAL

DATE ADOPTED: MAY 24, 2000

Reference:

Title 5, Sections 55046

~~5405902~~ ____ Academic Renewal Policy

____ If the following conditions are met the Santa Clarita Community College District may disregard from all consideration associated with the computation of a student's cumulative grade point average, up to a maximum of two (2) semesters of coursework or three (3) quarters taken at ~~any college~~ the Santa Clarita Community College District.

~~5405902.1~~ ____ These conditions are:

A. The coursework to be disregarded is substandard. The semester/quarter grade point average of the courses to be disregarded is less than 2.0.

B. A minimum of 24 semester units have been completed at a college in the Santa Clarita Community College District with a grade point average of at least 2.0, subsequent to the coursework to be disregarded.

C. At least 3 (three) calendar years have elapsed since the most recent coursework to be disregarded.

D. Academic renewal cannot be used to set aside semester containing units or course work which hs been used to meet graduation requirements.

~~5405902.2~~ ____ Even though academic renewal is granted, all coursework will remain legible on the student's permanent record (transcript), ensuring a true and complete academic history. The student's permanent record will be annotated, however, so that it is readily evident to all users of the records that the units, even if satisfactory, are to be disregarded. This notation will be made at the time that the appropriate college office has received notification of approval. ~~from the Academic Standards Committee.~~

~~5405902.3~~ ____ All units and grade points earned during such a semester shall be disregarded, even satisfactory units. Subject credit may be allowed for work completed satisfactorily during disregarded terms.

~~5405902.4~~ ____ If another accredited college has acted to remove previous coursework from consideration in computing the grade point average such action shall be honored in terms of its policy. However, such units/semesters disregarded shall be deducted from the two semester maximum of coursework eligible to be disregarded in the Santa Clarita Community College District.

~~5405902.5~~ ____ Academic renewal actions are irreversible. Students should meet with a counselor before taking such an action.

~~5405902.6~~ ____ If the student is otherwise eligible for graduation, academic renewal may not be used to raise the grade point average in order to qualify for graduation with honors.

~~5405902.7~~ ____ This policy is adopted for use in the Santa Clarita Community College District. Other institutions may have adopted different policies. The transfer status of such action depends upon the policy of the college to which a student transfers.

Santa Clarita Community College District

PROPOSAL – BOARD POLICY 5905
POLICY MANUAL

POLICY: STUDENT SERVICES

SECTION 5000

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~~537-5905~~ CREDIT BY EXAMINATION

DATE ADOPTED 8/9/00 (Revised 1/18/06)

~~537-5905-~~ CREDIT BY EXAMINATION

Reference:

Title 5, Section 55050

~~537-5905.1~~ Credit by Examination may be granted for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses. Credit attempted by this method shall be so marked on the student's permanent record on an A-F grading system. Exceptions will be given if the course in question is graded using Pass/No Pass only. Units and grade points earned shall be counted toward the Associate degree.

~~537-5905.2~~ Units earned by Credit by Examination are not considered as part of the student's official program and will not be used for reports to insurance companies or other similar agencies.

~~537-5905.3~~ Students must obtain permission from the lead instructor of the department from which the course is offered (or division dean if there is no lead instructor) and obtain approval from a counselor. Lead instructors (or division deans) will forward the results of the examination to the Admissions and Records Office for processing and recording.

~~537-5905.4~~ Requirements for Credit by Examination:

- ~~A.~~ Students wishing to receive credit by examination must be ~~a student~~ in good academic standing at College of the Canyons and be currently enrolled ~~in at a minimum, of six units as a half time student.~~
- ~~B.~~ Petitions for credit by examination in approved courses must be submitted ~~by the eighth week of the semester no later than fifty percent of the term.~~ Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of finals for the semester or term.
- ~~C.~~ Courses taken through credit by examination are subject to A – F grading. Exceptions are given for courses that are offered for Pass/No Pass grading only. Incompletes, withdrawals, or no-~~credit-pass~~ grades are not allowed.
- ~~D.~~ Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for pre-requisites once the more advanced course has been completed.
- ~~E.~~ A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.
- ~~F.~~ The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.
- ~~G.~~ A maximum of 18 units may be ~~taken-awarded~~ through credit by examination.
- ~~H.~~ Students will be charged the current enrollment fee at the time of exam plus an additional \$9.00 per unit to cover the cost of creating and administering the examination by faculty. Students will be charged these fees prior to the time the examination is attempted.
- ~~I.~~ Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.

PROPOSED ADMINISTRATIVE POLICIES - 5905

AP 5905 CREDIT BY EXAMINATION

Reference:

Title 5, Section 55050

5905 Credit By Examination

5905.1 Students must obtain and complete the first portion of the "Petition for Credit by Examination" form and submit it for approval to the Admissions & Records office before 50% of the term has passed.

5901.2 The Admissions & Records staff will verify and approve the following:

- A. The student's in good academic standing (meaning a 2.0 cumulative GPA or better to date).
- B. The student has not completed a more advanced course,
- C. The student is not petitioning for the prerequisite of a more advanced course.
- D. The student is attending at least half time in the current term.
- E. The student has completed less than 18.0 units of Credit by Examination to date.
- F. Fifty percent of the term has not passed.

5901.3 Once verified and approved by Admissions & Records, the student must submit the petition to the Department Chair or Lead Faculty member and the Division Dean for approval of the course.

5901.4 Once approved by the department and division, the petition must be approved by the Counseling department to ensure the course will transfer appropriately.

5901.5 Once all approvals are obtained, the student submits the petition to the Student Business Office and pays fees. Fees are non-refundable, regardless of the outcome of the examination. The student and the business office will retain a copy of the petition.

5901.6 The student will then submit the completed original form to the Instructor administering the examination.

5901.7 Once the exam has been administered, the Instructor of record will sign, forward and retain a copy of the completed form with course information, examination date, and grade received to his or her department chair or division dean.

5901.8 The division will then forward the form to the Admissions & Records office with the grading information prior to the last day of the semester/term the exam was taken.

5901.9 Admissions & Records staff will post the grade on the student's academic record (transcript) and the original petition will be filed in the student's permanent record.

CURRICULUM COMMITTEE AGENDA

OCTOBER 15, 2009

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting that took place on October 6th, 2009:

Members present: Backes, Patrick – Curriculum Coordinator, Non-voting member; Benedicto, Alto – Math & Science; Brill, David – Fine & Performing Arts; Green, Audrey - Co-Chair, Administrator, Articulation Officer; Hilliard, Lee – Member at Large; Jacobson, Joan – Student Services; Ann Lowe – Co-Chair, Faculty; Lucy, Nicole – Social Science & Business; Marengo, Anne – Member at large; Parker, Catherine – Adjunct Faculty; Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics.

Members absent: None

MODIFIED PROGRAMS on Consent:

Program	Degree/Certificate	Description of action	Author
CAD/CAM	Certificate of Specialization	Unit reduction from 9 units to 6 units. Removed MFGT 133 as required course. Approved	D. Martinez

MODIFIED COURSES on Consent:

Subject	#	Title	Description of action	Author
BIOSCI	107	Molecular & Cellular Biology	Updated descriptions, texts, methods and objectives. Updated Lab SLO. Lab content added. Added Supp. Form A. Deleted Form B. Approved	K. Cude
BIOSCI	230	Introduction to Biotechnology	Reduced from 5 unit to 4 units. Separated Lecture SLO. New textbook, added lab content. Added Supp. Form A, deleted Form B. Approved	M. Golbert
ENGL	273	World Literature I	Updated texts & descriptions. 3 specific SLO's reduced from 6. Updated DLA. Approved	S. Lynch
PSYCH	105	Personal Growth and Adjustment	Revised SLO, course objectives taken out of SLO and placed in appropriate location. Updated texts and methods. Approved	D. Riveira
PSYCH	172	Developmental Psychology	Updated descriptions, methods and texts. Updated DLA & SLOS's. Added to Assoc Degree. Approved	T. Mahan
SOCI	108	Thinking Critically About Social Issues	Added SLO and Objectives. Added Supp. Form A. Deleted Form B Updated texts, assignments, methods and descriptions. Approved	A. Marengo

NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author
Web Development	Certificate of Achievement	29.5 required units, no required or recommended electives. Approved	A. Strozer
Web Publishing and Design	Certificate of Achievement	29.5 required units, no required or recommended electives. Approved	A. Strozer
Web Development	Associate of Science Degree	32.5 required units, no required or recommended electives. Approved	A. Strozer
Web Publishing and Design	Associate of Science Degree	32.5 required units, no required or recommended electives. Approved	A. Strozer

NEW COURSES:

Subject	#	Title	Description of action	Author
CWEXP	189	Cooperative Work Experience Education – General	1-5 variable units, 18-90 hours. class size 125, repeatable 1 time. No supplemental forms. Approved	S. Wright
MLT	110	Clinical Hematology Lecture	3 units, 54 hours of lecture/discussion. class size 24, not-repeatable. Form A (3) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, MLT 110L co-req. Approved	D. Berardo
MLT	110L	Clinical Hematology Lab	1 unit, 54 hours of lab. class size 24, not-repeatable. Form A (4) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, NURSNG (MLT) 056 pre-req, MLT 110 co-req. Approved	D. Berardo
MLT	112	Clinical Urinalysis Lecture	1 unit, 18 hours of lecture/discussion. class size 24, not-repeatable. Form A (3) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, MLT 112L co-req. Approved	D. Berardo
MLT	112L	Clinical Urinalysis Lab	.5 units, 27 hours of lab. class size 24, not-repeatable. Form A (3) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, MLT 112 co-req. Approved	D. Berardo
MLT	114	Clinical Coagulation Lecture	1 unit, 18 hours of lecture/discussion. class size 24, not-repeatable. Form A (3) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, MLT 114L co-req. Approved	D. Berardo
MLT	114L	Clinical Coagulation Lab	.75 units, 40.5 hours of lab. class size 24, not-repeatable. Form A (3) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, MLT 114 co-req. Approved	D. Berardo
MLT	116	Clinical Microbiology Lecture	3 units, 54 hours of lecture/discussion. class size 24, not-repeatable. Form A (2) – BIOSCI 221 pre-req, MLT 116L co-req. Approved	D. Berardo
MLT	116L	Clinical Microbiology Lab	1 unit, 54 hours of lab. class size 24, not-repeatable. Form A (2) – BIOSCI 221 pre-req, MLT 116 co-req. Approved	D. Berardo

MLT	118	Clinical Immunology/Immunohematology Lecture	3 units, 54 hours of lecture/discussion. class size 24, not-repeatable. Form A (3) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, MLT 118L co-req. Approved	D. Berardo
MLT	118L	Clinical Immunology/Immunohematology Lab	1 unit, 54 hours of lab. class size 24, not-repeatable. Form A (3) – BIOSCI 204 pre-req, BIOSCI 205 pre-req, MLT 118 co-req. Approved	D. Berardo
REC	105	Leadership in Recreation and Leisure Services	3 units, 54 hours of lecture/discussion. class size 35, not-repeatable. No supplemental forms. Approved	R. Hyatt
SOCI	103H	Intimate Relationships and Families – Honors	3 units, 54 hours of lecture/discussion. class size 25, not-repeatable. Distance Learning Addendum. Approved	A. Marengo

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
SOCI	103H	Intimate Relationships and Families – Honors	Online hybrid, 100% online, PACE. Approved	A. Marengo

Discussion items/Notes

1) Ann Lowe let the committee know that Jennifer Brezina will be joining the Curriculum Committee as the Humanities representative. Ann will begin processing the paperwork for Jennifer to approved by the Academic Senate.

New Courses Includes ISA's	13	New Non Credit Courses	-0-	New Prerequisites	-0-
New Programs	4	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
Modified Courses	6	New DLA's	1	Deleted Courses	-0-
Modified Programs	1	New SLO's	13	Deleted Programs	-0-
Stand Alone Courses	-0-	Modified SLO's	6		

CURRICULUM COMMITTEE SUMMARY

November 5, 2009

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting that took place on October 29th, 2009:

Members present: Backes, Patrick – Curriculum Coordinator, Non-voting member; Benedicto, Alto – Math & Science; Brezina, Jennifer – Humanities; Brill, David – Fine & Performing Arts; Green, Audrey - Co-Chair, Administrator, Articulation Officer; Hilliard, Lee – Member at Large; Jacobson, Joan – Student Services; Ann Lowe – Co-Chair, Faculty; Lucy, Nicole – Social Science & Business; Marengo, Anne – Member at large; Parker, Catherine – Adjunct Faculty; Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics.

Members absent: Waller, Tina – Allied Health

DELETED Courses on Consent:

Subject	#	Title	Description of action	Author
CIT	098G	Tech Tools Workshop	Delete, outdated course. Approved	V Jadaon
EDUC	105	Literacy Tutoring and Early Field Experience	Delete, no longer offered. Approved	D. Stewart
EDUC	200	Introduction to Special Education	Delete, no longer offered. Approved	D. Stewart
NC:HLS F	02	Food Handler Certification	Delete, no longer offered. Approved	K. Kistler
NC:OA D ART	06	Gardening as Self Expression	Delete, no longer offered. Approved	K. Kistler
NC:OA D LLL	07	The Law and How to Use it	Delete, no longer offered. Approved	K. Kistler
PHOTO	165	Digital Photography I	Delete, course outdated. Approved	W. Brill- Wynkoop
PHOTO	175	Intermediate Photography	Delete, course outdated. Approved	W. Brill- Wynkoop

MODIFIED ISA Courses on Consent:

Subject	#	Title	Description of action	Author
FIRETC	098CA	S-445 Incident Training Specialist	Adjusted hours to variable 14 – 24. Approved	s. Dixon

NEW ISA Courses on Consent:

Subject	#	Title	Description of action	Author
FIRETC	098CB	Fire Command 1A	2.25 Units, 40 lecture hours, class size 35, unlimited repeats, Pre-req: must completion of Regional Firefighter I Academy. Approved	S. Dixon
PUBSA F	10AI	Developing Learning Activities	1 Unit, 8 lecture hours, 16 lab hours, class size 35, unlimited repeats, Pre-req: successfully pass a written exam, test in physical agility and strength, a medical examination, background investigation and psychiatric eval. Approved	S. McLean R. Burns
PUBSA F	20AL	Motorcycle Training Instructor	2.75 Units, 25 lecture hours, 55 lab hours, class size 35, unlimited repeats, Pre-req: successfully pass a written exam, test in physical agility and strength, a medical examination, background investigation and psychiatric eval. Approved	S. McLean R. Burns
PUBSA F	40AE	Special Weapons and Tactics	11.5 Units, 74 lecture hours, 390 lab hours, class size 50, unlimited repeats, Pre-req: successfully pass a written exam, test in physical agility and strength, a medical examination, background investigation and psychiatric eval. Approved	R. Burns

MODIFIED Courses on Consent:

Subject	#	Title	Description of action	Author
CMPNE T	131	Voice and Data Cabling	Class size increased from 20 to 24, Added DLA, Modified SLO's , updated descriptions, texts, outline, and assignments. Approved	L. Hilliard
CMPNE T	132	A+ Certification	Added DLA, Modified SLO's , updated descriptions, texts, outline, and assignments. Approved	L. Hilliard
CMPNE T	133	Server + Certification	Added DLA, Modified SLO's , updated descriptions, texts, outline, and assignments. Approved	L. Hilliard
CONST	103	Blue Print Reading for Construction	Class size reduced from 35 to 30, DLA Added , updated descriptions, texts, content and objectives. Approved	R. Blasberg
DANCE	161	COC Dance Company Production	Changed from var. units to 3 units 1 unit lec. 2 units lab, Added DANCE-111 as pre-req. Modified descriptions, content, objectives, and assignments. Approved	P. Smith
ECON	202	Microeconomics	Updated DLA, Modified SLO , updated descriptions, texts, assignments. Approved	L. Templer

ENGL	204	Technical Report Writing	Modified SLO's , updated content, descriptions, and assignments. Approved	L. St. Martin
ENGL	251	British Literature II	Modified DLA, New SLO's added , modified objectives, assignments, updated texts. Approved	D. Pescarmona
ENGL	263	Introduction to Poetry	Updated descriptions, Modified SLO's , updated assignments and texts. Approved	T. Sherard
ENGL	274	World Literature II	Added DLA, Modified SLO's. added objectives, updated texts, assignments and descriptions. Approved	S. Lynch
GENST H	404	Tutoring Methods	Modified SLO's , updated descriptions, content, and texts. Not approved, course cannot be a variable unit course.	M. Mahn
MEA	090L	Media Production Lab	Formerly RTVF 090L, Revised SLO's, New MEA Title , updated descriptions with standard lab language, updated objectives, outline and assignments. Approved	D. Brill
MEA	091L	Advanced Media Production Lab	Formerly RTVF 091L, Revised SLO's, New MEA Title , updated descriptions with standard lab language, updated objectives, outline and assignments. Approved	D. Brill
MEA	114	Digital Audio for Multimedia	Formerly RTVF 074, Revised SLO's, New MEA Title , updated descriptions with standard lab language, updated objectives, outline and assignments. Approved	J. Amador
MEA	119	Announcing and Media Performance	Formerly RTVF 151, Revised SLO's, New MEA Title , updated descriptions with standard lab language, updated objectives, outline and assignments. Approved	D. Brill

NEW Courses:

Subject	#	Title	Description of action	Author
MLT	120	Clinical Chemistry I Lecture	3 units, 54 hours of lecture/discussion. class size 24, not-repeatable. Co-req: MLT 120L. Approved	D. Berardo
MLT	120L	Clinical Chemistry I Lab	1 unit, 54 hours of lab. class size 24, not-repeatable. Co-req: MLT 120. Approved	D. Berardo
MLT	124	Clinical Chemistry II Lecture	3 units, 54 hours of lecture/discussion. class size 24, not-repeatable. Pre-reqs: MLT 120 and MLT 120L, Co-req: MLT 124L. Approved	D. Berardo
MLT	124L	Clinical Chemistry II Lab	1 unit, 54 hours of lab. class size 24, not-repeatable. Pre-reqs: MLT 120 and MLT 120L, Co-req: MLT 124. Approved	D. Berardo
MLT	128	Clinical Hematology/ Urinalysis/ Coagulation Practicum	4 units, 216 hours of lab. class size 24, not-repeatable. Pre-req: MLT 110, MLT 110L, MLT 112, MLT 112L, MLT 114, MLT 114L. Approved	D. Berardo

MLT	129	Clinical Microbiology Practicum	4 units, 216 hours of lab. class size 24, not-repeatable. Pre-req: MLT 116 and MLT 116L. Approved	D. Berardo
MLT	130	Clinical Immunology/ Immunohematology Practicum	3 units, 162 hours of lab. class size 24, not-repeatable. Pre-req: MLT 118 and MLT 118L. Approved	D. Berardo
MLT	131	Clinical Chemistry Practicum	4 units, 216 hours of lab. class size 24, not-repeatable. Pre-req: MLT 124 and MLT 124L. Approved	D. Berardo
THEATR	190B	Classical Theater Production	1-4 variable units, 18 hours of lecture/discussion, 27-162 lab hours. class size 30, repeatable 3 times. Approved	D. Stears

NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author
Medical Laboratory Technician	Associate of Arts Degree	Program Pre-requisites (21.5 units) – BIOSCI 204, 205, 221; CHEM 151, MLT 050. Required Courses (40.25 units) – MLT 110, MLT 110L, MLT 112, MLT 112L, MLT 114, MLT 114L, MLT 116, MLT 116L, MLT 118, MLT 118L, MLT 120, MLT 120L, MLT 124, MLT 124L, MLT 128, MLT 129, MLT 130, MLT 131. Approved	S. Albert

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
CMPNET	131	Voice and Data Cabling	Online hybrid. Approved	L. Hilliard
CMPNET	132	A+ Certification	Online hybrid. Approved	L. Hilliard
CMPNET	133	Server + Certification	Online hybrid. Approved	L. Hilliard
ENGL	274	World Literature II	100% Online. Approved	S. Lynch

Discussion items/Notes:

1) Jennifer Brezina let the committee know that the Student Learning Outcome field in WebCMS will soon be a separate field. This way we when we extract the Student Learning Outcomes all of the objectives will not be included. Jennifer also brought up the need for Program Student Learning Objectives to be visible somewhere.

New Courses Includes ISA's	13	New Non Credit Courses	-0-	New Prerequisites	16
New Programs	1	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
Modified Courses	15	New DLA's	4	Deleted Courses	8
Modified Programs	-0-	New SLO's	13	Deleted Programs	-0-
Stand Alone Courses	-0-	Modified SLO's	12		