

Academic Senate Agenda
September 24, 2009
BONH 330 3:00 p.m.

I. ROUTINE MATTERS

1. Approval of Curriculum summary for September 3, 2009 (pages 26-39)
2. Faculty Seniority list (page 2-9)
3. Emeriti Faculty list (page 10)
4. Administrative Retreat Right list (page 11)
5. Discipline Assignments, David Martinez (page 12)

II. REPORT/UPDATE

6. CCC report – Fred D’Astoli
7. Grades & Attendance
8. Honors Program
9. Shredding

III. DISCUSSION ITEMS

10. Program Review
11. Course Currency
12. Plagiarism Policies (pages 13-15)
13. Students as Customer (pages 16-19)

IV. ACTION ITEMS

14. Concurrent Enrollment Policy/Procedure Revisions (pages 20-24)
15. Change to minimum qualifications and equivalency – Nursing (Clinical Practice) (page 25)

V. Open Forum

FACULTY SENIORITY LIST

SORT BY SENIORITY

Rank	Official Start Date	Name	First Full Academic Year	Rank
1	1/1/1972	Takeda, Donald	1972-73	Professor
2	9/1/1973	Jacobson, Joan	1973-74	Professor
3	9/11/1973	Choate, Cherie	1973-74	Professor
4	8/18/1977	Reynolds, Bradley	1977-78	Professor
5	8/29/1983	Morrow, Dennis	1983-84	Professor
6	8/21/1984	Peterson, Gary	1984-85	Professor
7	8/26/1985	Forbes, Douglas	1985-86	Professor
8	8/26/1985	Templer, Lea	1985-86	Professor
9	10/14/1985	Visner, Julie	1985-86	Professor
10	1/27/1986	Rose, Betty	1986-87	Professor
11	1/5/1987	Bauwens, Dennis	1988-89	Professor
12	1/5/1987	Richardson, Russell	1988-89	Professor
13	1/5/1987	Gerda, Joseph	1988-89	Professor
14	1/5/1987	Stanich, Diana	1988-89	Professor
15	8/23/1988	Tolar, Robert	1988-89	Professor
16	8/23/1988	Ayres, Diane	1988-89	Professor
17	8/23/1988	Dermody, Michael	1988-89	Professor
18	8/23/1989	Feldman, Bernardo	1989-90	Professor
19	8/22/1990	Shanks, Sydney	1990-91	Professor
20	8/22/1990	Demerjian, Marlene	1990-91	Professor
21	7/1/1991	Bretall, Leslie	1991-92	Professor
22	8/21/1991	Anderson, James	1991-92	Professor
23	8/21/1991	Walker, Robert	1991-92	Professor

SORT BY NAME

Rank	Official Start Date	Name	First Full Academic Year	Rank
39	8/19/1998	Acosta, Claudia	1998-99	Professor
72	8/1/2000	Alfano, Kathy	2000-01	Professor
67	9/7/1999	Alonso, Edel	1999-00	Professor
114	8/17/2001	Amador, Jonathan	2001-02	Professor
22	8/21/1991	Anderson, James	1991-92	Professor
151	1/26/2007	Andrus, David	2007-08	Associate
59	8/16/1999	Anthony, Kevin	1999-00	Professor
148	1/26/2007	Applen, Brittany	2006-07	Associate
16	8/23/1988	Ayres, Diane	1988-89	Professor
87	8/14/2000	Baber, Timothy	2000-01	Professor
123	8/19/2002	Baker, Diane	2002-03	Professor
173	8/20/2007	Baker, Jeffrey	2007-08	Associate
130	4/19/2004	Barki, Sheri	2003-04	Professor
124	8/19/2002	Bates, Mary	2002-03	Professor
133	11/8/2004	Bathke, Tammy	2004-05	Associate
11	1/5/1987	Bauwens, Dennis	1988-89	Professor
107	8/13/2001	Baytaryan, Ruzanna	2001-02	Professor
168	8/20/2007	Benedicto, Alto	2007-08	Associate
101	8/13/2001	Blakey, Chris	2001-02	Professor
145	8/21/2006	Blasberg, Regina	2005-06	Associate
44	1/4/1999	Borrelli, Pamela	1999-00	Professor
92	8/14/2000	Branch, Stephan	2000-01	Professor
21	7/1/1991	Bretall, Leslie	1991-92	Professor

24	8/20/1992	Otoo, Samuel	1992-93	Professor
25	8/17/1995	Feuerhelm, Jane	1995-96	Professor
26	8/17/1995	Leonard, Victoria	1995-96	Professor
27	8/20/1996	Shepherd, Rebecca	1996-97	Professor
28	1/1/1997	Powell, Carolyn	1997-98	Professor
29	2/10/1997	Uesugi, Isao	1997-98	Professor
30	5/19/1997	Brogdon-Wynne, Pamela	1997-98	Professor
31	8/19/1997	Brill-Wynkoop, Wendy	1997-98	Professor
32	8/19/1997	Kempler, Adam	1997-98	Professor
33	1/5/1998	Mahn, Mojdeh	1998-99	Professor
34	1/16/1998	Brown, Kerry	1998-99	Professor
35	1/20/1998	Marcellin, Philip	1998-99	Professor
36	1/20/1998	Lyon, Charles	1998-99	Professor
37	3/16/1998	Dixon, Steve	1998-99	Professor
38	8/19/1998	Davis, Deanna	1998-99	Professor
39	8/19/1998	Acosta, Claudia	1998-99	Professor
40	8/19/1998	Crosby, Linda	1998-99	Professor
41	8/19/1998	Lipman, Melanie	1998-99	Professor
42	12/14/1998	Solomon, Diane	1998-99	Professor
43	12/14/1998	Tujague, Garrett	1998-99	Professor
44	1/4/1999	Borrelli, Pamela	1999-00	Professor
45	1/4/1999	Morey, Diane	1999-00	Professor
46	1/4/1999	Hinshaw, Susan	1999-00	Professor
47	1/4/1999	Harutunan, Michael	1999-00	Professor
48	1/4/1999	Smith, Phylise	1999-00	Professor
49	1/4/1999	Flynn, Kathy	1999-00	Professor
50	1/5/1999	Minarsch, Dorothy	1999-00	Professor
51	8/16/1999	Ferguson, Chris	1999-00	Professor

113	8/13/2001	Brezina, Jennifer	2001-02	Professor
128	1/13/2003	Brill, David	2003-04	Associate
31	8/19/1997	Brill-Wynkoop, Wendy	1997-98	Professor
88	8/14/2000	Brode, Robert	2000-01	Professor
30	5/19/1997	Brogdon-Wynne, Pamela	1997-98	Professor
34	1/16/1998	Brown, Kerry	1998-99	Professor
187	8/18/2008	Brown, Lori	2008-09	Assistant
174	8/20/2007	Buriel, Juan	2007-08	Associate
135	1/7/2005	Burke, Kelly	2004-05	Associate
55	8/16/1999	Butts, Danielle	1999-00	Professor
147	10/25/2006	Carroll, Sandy	2006-07	Associate
58	8/16/1999	Catan, Daniel	1999-00	Professor
163	8/20/2007	Chari, Jeannie	2007-08	Associate
141	8/12/2005	Cheng-Levine, Jia-Yi	2005-06	Associate
3	9/11/1973	Choate, Cherie	1973-74	Professor
161	8/20/2007	Ciardi, Teresa	2007-08	Associate
111	8/13/2001	Coon, Pamela	2001-02	Professor
146	10/11/2006	Corbett, Mary	2006-07	Associate
122	8/19/2002	Cota, Chris	2002-03	Professor
40	8/19/1998	Crosby, Linda	1998-99	Professor
98	8/13/2001	Cruz, Guillermo	2001-02	Professor
152	1/26/2007	Cude, Kelly	2007-08	Associate
54	8/16/1999	D'Astoli, Fred	1999-00	Professor
150	1/26/2007	Davey, Kristina	2007-08	Associate
38	8/19/1998	Davis, Deanna	1998-99	Professor
74	8/14/2000	Daybell, Mark	2000-01	Professor
190	8/18/2008	Delaney, Meghan	2008-09	Assistant
20	8/22/1990	Demerjian, Marlene	1990-91	Professor

52	8/16/1999	Jadaon, Victor	1999-00	Professor
53	8/16/1999	Le, Luong	1999-00	Professor
54	8/16/1999	D'Astoli, Fred	1999-00	Professor
55	8/16/1999	Butts, Danielle	1999-00	Professor
56	8/16/1999	Gibson, Collette	1999-00	Professor
57	8/16/1999	Kane, Belinda	1999-00	Professor
58	8/16/1999	Catan, Daniel	1999-00	Professor
59	8/16/1999	Anthony, Kevin	1999-00	Professor
60	8/16/1999	Varga, John	1999-00	Professor
61	8/16/1999	Pennington, Sherrill	1999-00	Professor
62	8/16/1999	Mucha, Greg	1999-00	Professor
63	8/16/1999	Stevenson, David	1999-00	Professor
64	8/23/1999	dos Remedios, Robert	1999-00	Professor
65	8/23/1999	Watkins, Diana	1999-00	Professor
66	9/1/1999	Segui, Robert	1999-00	Professor
67	9/7/1999	Alonso, Edel	1999-00	Professor
68	1/10/2000	Kubo, Kathy	1999-00	Professor
69	1/10/2000	Johnson, Charles	2000-01	Professor
70	1/10/2000	Kicenski, Karyl	2000-01	Professor
71	1/10/2000	Waldon, Russell	2000-01	Professor
72	8/1/2000	Alfano, Kathy	2000-01	Professor
73	8/14/2000	Wright, Stan	2000-01	Professor
74	8/14/2000	Daybell, Mark	2000-01	Professor
75	8/14/2000	Karlin, Ronald	2000-01	Professor
76	8/14/2000	Wolf, James	2000-01	Professor
77	8/14/2000	Etienne-Cudmore, Pierre	2000-01	Professor
78	8/14/2000	Strozer, Alan	2000-01	Professor
79	8/14/2000	St. Martin, Leslie	2000-01	Professor

17	8/23/1988	Dermody, Michael	1988-89	Professor
160	8/20/2007	Devlahovich, Vincent	2007-08	Associate
37	3/16/1998	Dixon, Steve	1998-99	Professor
64	8/23/1999	dos Remedios, Robert	1999-00	Professor
89	8/14/2000	Dreiling, Ron	2000-01	Professor
162	8/20/2007	Edwards, Rebecca	2007-08	Associate
134	1/7/2005	Eikey, Rebecca	2004-05	Associate
77	8/14/2000	Etienne-Cudmore, Pierre	2000-01	Professor
18	8/23/1989	Feldman, Bernardo	1989-90	Professor
51	8/16/1999	Ferguson, Chris	1999-00	Professor
25	8/17/1995	Feuerhelm, Jane	1995-96	Professor
84	8/14/2000	Fisher, Howard	2000-01	Professor
49	1/4/1999	Flynn, Kathy	1999-00	Professor
7	8/26/1985	Forbes, Douglas	1985-86	Professor
125	1/6/2003	Franklin, Christie	2002-03	Professor
166	8/20/2007	Garcia, John	2007-08	Associate
137	1/7/2005	Gear, Deborah	2005-06	Associate
164	8/20/2007	Gelker, Necia	2007-08	Associate
13	1/5/1987	Gerda, Joseph	1988-89	Professor
56	8/16/1999	Gibson, Collette	1999-00	Professor
103	8/13/2001	Gilmore, James	2001-02	Professor
97	8/13/2001	Golbert, Miriam	2001-02	Professor
189	8/18/2008	Grigoryan, Angela	2008-09	Assistant
90	8/14/2000	Gurnee, Kim	2000-01	Professor
142	8/12/2005	Haley, Patricia	2005-06	Associate
47	1/4/1999	Harutunan, Michael	1999-00	Professor
116	1/10/2002	Helfing, Sheldon	2001-02	Professor
127	1/13/2003	Hillard, Lee	2003-04	Associate

80	8/14/2000	Sionko, Diane	2000-01	Professor
81	8/14/2000	Kressin, Ann	2000-01	Professor
82	8/14/2000	Nishiyama, Gregory	2000-01	Professor
83	8/14/2000	Wallace, Lisa	2000-01	Professor
84	8/14/2000	Fisher, Howard	2000-01	Professor
85	8/14/2000	Lynch, Svetlana	2000-01	Professor
86	8/14/2000	Lowe, Ann	2000-01	Professor
87	8/14/2000	Baber, Timothy	2000-01	Professor
88	8/14/2000	Brode, Robert	2000-01	Professor
89	8/14/2000	Dreiling, Ron	2000-01	Professor
90	8/14/2000	Gurnee, Kim	2000-01	Professor
91	8/14/2000	Lorigan, James	2000-01	Professor
92	8/14/2000	Branch, Stephan	2000-01	Professor
93	1/8/2001	Palmer, Anaïd	2000-01	Professor
94	1/9/2001	Mosleh, Majid	2001-02	Professor
95	1/9/2001	MacLean, Heather	2001-02	Professor
96	3/1/2001	Tripp, Connie	2001-02	Professor
97	8/13/2001	Golbert, Miriam	2001-02	Professor
98	8/13/2001	Cruz, Guillermo	2001-02	Professor
99	8/13/2001	Maxwell, Robert	2001-02	Professor
100	8/13/2001	Su, Boo	2001-02	Professor
101	8/13/2001	Blakey, Chris	2001-02	Professor
102	8/13/2001	Williams-Paez, Pamela	2001-02	Professor
103	8/13/2001	Gilmore, James	2001-02	Professor
104	8/13/2001	Riveira, Deanna	2001-02	Professor
105	8/13/2001	Martin, Jose	2001-02	Professor
106	8/13/2001	Howe, Richard	2001-02	Professor
107	8/13/2001	Baytaryan, Ruzanna	2001-02	Professor

159	8/20/2007	Hilst, Brandon	2007-08	Associate
46	1/4/1999	Hinshaw, Susan	1999-00	Professor
179	1/25/2008	Hooper, Garrett	2007-08	Associate
110	8/13/2001	Hooper, Lisa	2001-02	Professor
192	8/10/2009	Houghton, Rachel	2009-10	Assistant
106	8/13/2001	Howe, Richard	2001-02	Professor
186	8/18/2008	Hyatt, Rhonda	2008-09	Assistant
2	9/1/1973	Jacobson, Joan	1973-74	Professor
52	8/16/1999	Jadaon, Victor	1999-00	Professor
185	8/18/2008	Janessen, Brandy	2008-09	Assistant
117	1/10/2002	Jenkins, Kevin	2001-02	Professor
69	1/10/2000	Johnson, Charles	2000-01	Professor
155	1/26/2007	Jones-Cathcart, Andrew	2007-08	Associate
57	8/16/1999	Kane, Belinda	1999-00	Professor
75	8/14/2000	Karlin, Ronald	2000-01	Professor
32	8/19/1997	Kempler, Adam	1997-98	Professor
70	1/10/2000	Kicenski, Karyl	2000-01	Professor
81	8/14/2000	Kressin, Ann	2000-01	Professor
68	1/10/2000	Kubo, Kathy	1999-00	Professor
118	7/1/2002	LaBrie, Michell	2002-03	Professor
175	8/20/2007	Lawson, Julie	2007-08	Associate
53	8/16/1999	Le, Luong	1999-00	Professor
165	8/20/2007	Leach, Michael	2007-08	Associate
183	7/1/2008	Lee, Stephanie	2008-09	Assistant
26	8/17/1995	Leonard, Victoria	1995-96	Professor
180	1/25/2008	Ling, Susan	2008-09	Assistant
41	8/19/1998	Lipman, Melanie	1998-99	Professor
91	8/14/2000	Lorigan, James	2000-01	Professor

108	8/13/2001	Manji, KC	2001-02	Professor
109	8/13/2001	Stephens, Cindy	2001-02	Professor
110	8/13/2001	Hooper, Lisa	2001-02	Professor
111	8/13/2001	Coon, Pamela	2001-02	Professor
112	8/13/2001	Sherard, Tracey	2001-02	Professor
113	8/13/2001	Brezina, Jennifer	2001-02	Professor
114	8/17/2001	Amador, Jonathan	2001-02	Professor
115	11/15/2001	Maple, Chelley	2001-02	Professor
116	1/10/2002	Helfing, Sheldon	2001-02	Professor
117	1/10/2002	Jenkins, Kevin	2001-02	Professor
118	7/1/2002	LaBrie, Michell	2002-03	Professor
119	8/19/2002	Pescarmona, Donee	2002-03	Professor
120	8/19/2002	Terzian, Alene	2002-03	Professor
121	8/19/2002	Rhys, George	2002-03	Professor
122	8/19/2002	Cota, Chris	2002-03	Professor
123	8/19/2002	Baker, Diane	2002-03	Professor
124	8/19/2002	Bates, Mary	2002-03	Professor
125	1/6/2003	Franklin, Christie	2002-03	Professor
126	1/13/2003	Malinoksi, Valerie	2002-03	Professor
127	1/13/2003	Hillard, Lee	2003-04	Associate
128	1/13/2003	Brill, David	2003-04	Associate
129	1/13/2003	Shennum, Amy	2003-04	Associate
130	4/19/2004	Barki, Sheri	2003-04	Professor
131	8/16/2004	Morrow, Amy	2003-04	Professor
132	8/16/2004	Sherry, Michael	2004-05	Associate
133	11/8/2004	Bathke, Tammy	2004-05	Associate
134	1/7/2005	Eikey, Rebecca	2004-05	Associate
135	1/7/2005	Burke, Kelly	2004-05	Associate

86	8/14/2000	Lowe, Ann	2000-01	Professor
153	1/26/2007	Lucy, Nicole	2007-08	Associate
85	8/14/2000	Lynch, Svetlana	2000-01	Professor
36	1/20/1998	Lyon, Charles	1998-99	Professor
95	1/9/2001	MacLean, Heather	2001-02	Professor
140	8/12/2005	Mahan, Tammy	2005-06	Associate
33	1/5/1998	Mahn, Mojdeh	1998-99	Professor
126	1/13/2003	Malinoksi, Valerie	2002-03	Professor
169	8/20/2007	Malley, Lisa	2007-08	Associate
108	8/13/2001	Manji, KC	2001-02	Professor
115	11/15/2001	Maple, Chelley	2001-02	Professor
35	1/20/1998	Marcellin, Philip	1998-99	Professor
167	8/20/2007	Marenco, Anne	2007-08	Associate
105	8/13/2001	Martin, Jose	2001-02	Professor
144	1/27/2006	Martinez, David	2005-06	Associate
154	1/26/2007	Martinez, Richard	2007-08	Associate
171	8/20/2007	Matsumato, Saburo	2007-08	Associate
99	8/13/2001	Maxwell, Robert	2001-02	Professor
176	8/20/2007	McCaffrey, Michael	2007-08	Associate
50	1/5/1999	Minarsch, Dorothy	1999-00	Professor
45	1/4/1999	Morey, Diane	1999-00	Professor
131	8/16/2004	Morrow, Amy	2003-04	Professor
5	8/29/1983	Morrow, Dennis	1983-84	Professor
94	1/9/2001	Mosleh, Majid	2001-02	Professor
62	8/16/1999	Mucha, Greg	1999-00	Professor
82	8/14/2000	Nishiyama, Gregory	2000-01	Professor
24	8/20/1992	Otoo, Samuel	1992-93	Professor
93	1/8/2001	Palmer, Anaid	2000-01	Professor

136	1/7/2005	Shaker, Elizabeth	2005-06	Associate
137	1/7/2005	Gear, Deborah	2005-06	Associate
138	1/7/2005	Teachout, Matthew	2005-06	Associate
139	7/1/2005	Richter, Christy	2005-06	Associate
140	8/12/2005	Mahan, Tammy	2005-06	Associate
141	8/12/2005	Cheng-Levine, Jia-Yi	2005-06	Associate
142	8/12/2005	Haley, Patricia	2005-06	Associate
143	8/12/2005	Petersen, Mary	2005-06	Associate
144	1/27/2006	Martinez, David	2005-06	Associate
145	8/21/2006	Blasberg, Regina	2005-06	Associate
146	10/11/2006	Corbett, Mary	2006-07	Associate
147	10/25/2006	Carroll, Sandy	2006-07	Associate
148	1/26/2007	Applen, Brittany	2006-07	Associate
149	1/26/2007	Sornborger, Gary	2006-07	Associate
150	1/26/2007	Davey, Kristina	2007-08	Associate
151	1/26/2007	Andrus, David	2007-08	Associate
152	1/26/2007	Cude, Kelly	2007-08	Associate
153	1/26/2007	Lucy, Nicole	2007-08	Associate
154	1/26/2007	Martinez, Richard	2007-08	Associate
155	1/26/2007	Jones-Cathcart, Andrew	2007-08	Associate
156	2/8/2007	Thompson, Susan	2007-08	Associate
157	7/26/2007	Perez, Connie	2007-08	Associate
158	8/20/2007	Wissmath, John	2007-08	Associate
159	8/20/2007	Hilst, Brandon	2007-08	Associate
160	8/20/2007	Devlahovich, Vincent	2007-08	Associate
161	8/20/2007	Ciardi, Teresa	2007-08	Associate
162	8/20/2007	Edwards, Rebecca	2007-08	Associate
163	8/20/2007	Chari, Jeannie	2007-08	Associate

61	8/16/1999	Pennington, Sherrill	1999-00	Professor
157	7/26/2007	Perez, Connie	2007-08	Associate
119	8/19/2002	Pescarmona, Donee	2002-03	Professor
143	8/12/2005	Petersen, Mary	2005-06	Associate
6	8/21/1984	Peterson, Gary	1984-85	Professor
28	1/1/1997	Powell, Carolyn	1997-98	Professor
178	1/7/2008	Reeves, Colleen	2007-08	Associate
4	8/18/1977	Reynolds, Bradley	1977-78	Professor
121	8/19/2002	Rhys, George	2002-03	Professor
12	1/5/1987	Richardson, Russell	1988-89	Professor
139	7/1/2005	Richter, Christy	2005-06	Associate
188	8/18/2008	Riffel, Brent	2008-09	Assistant
170	8/20/2007	Rios, LoriMarie	2007-08	Associate
104	8/13/2001	Riveira, Deanna	2001-02	Professor
191	8/7/2009	Rorick, Tina	2009-10	Assistant
10	1/27/1986	Rose, Betty	1986-87	Professor
182	7/1/2008	Sanders, Michael	2008-09	Assistant
177	8/20/2007	Schwank, Cindy	2007-08	Associate
66	9/1/1999	Segui, Robert	1999-00	Professor
136	1/7/2005	Shaker, Elizabeth	2005-06	Associate
19	8/22/1990	Shanks, Sydney	1990-91	Professor
129	1/13/2003	Shennum, Amy	2003-04	Associate
27	8/20/1996	Shepherd, Rebecca	1996-97	Professor
112	8/13/2001	Sherard, Tracey	2001-02	Professor
132	8/16/2004	Sherry, Michael	2004-05	Associate
80	8/14/2000	Sionko, Diane	2000-01	Professor
48	1/4/1999	Smith, Phylise	1999-00	Professor
42	12/14/1998	Solomon, Diane	1998-99	Professor

164	8/20/2007	Gelker, Necia	2007-08	Associate
165	8/20/2007	Leach, Michael	2007-08	Associate
166	8/20/2007	Garcia, John	2007-08	Associate
167	8/20/2007	Marenco, Anne	2007-08	Associate
168	8/20/2007	Benedicto, Alto	2007-08	Associate
169	8/20/2007	Malley, Lisa	2007-08	Associate
170	8/20/2007	Rios, LoriMarie	2007-08	Associate
171	8/20/2007	Matsumato, Saburo	2007-08	Associate
172	8/20/2007	Valentine, Mary	2007-08	Associate
173	8/20/2007	Baker, Jeffrey	2007-08	Associate
174	8/20/2007	Buriel, Juan	2007-08	Associate
175	8/20/2007	Lawson, Julie	2007-08	Associate
176	8/20/2007	McCaffrey, Michael	2007-08	Associate
177	8/20/2007	Schwank, Cindy	2007-08	Associate
178	1/7/2008	Reeves, Colleen	2007-08	Associate
179	1/25/2008	Hooper, Garrett	2007-08	Associate
180	1/25/2008	Ling, Susan	2008-09	Assistant
181	5/20/2008	Waller, Tina	2008-09	Assistant
182	7/1/2008	Sanders, Michael	2008-09	Assistant
183	7/1/2008	Lee, Stephanie	2008-09	Assistant
184	8/18/2008	Wickline, Paul	2008-09	Assistant
185	8/18/2008	Janessen, Brandy	2008-09	Assistant
186	8/18/2008	Hyatt, Rhonda	2008-09	Assistant
187	8/18/2008	Brown, Lori	2008-09	Assistant
188	8/18/2008	Riffel, Brent	2008-09	Assistant
189	8/18/2008	Grigoryan, Angela	2008-09	Assistant
190	8/18/2008	Delaney, Meghan	2008-09	Assistant
191	8/7/2009	Rorick, Tina	2009-10	Assistant

149	1/26/2007	Sornborger, Gary	2006-07	Associate
79	8/14/2000	St. Martin, Leslie	2000-01	Professor
14	1/5/1987	Stanich, Diana	1988-89	Professor
109	8/13/2001	Stephens, Cindy	2001-02	Professor
63	8/16/1999	Stevenson, David	1999-00	Professor
78	8/14/2000	Strozer, Alan	2000-01	Professor
100	8/13/2001	Su, Boo	2001-02	Professor
1	1/1/1972	Takeda, Donald	1972-73	Professor
138	1/7/2005	Teachout, Matthew	2005-06	Associate
8	8/26/1985	Templer, Lea	1985-86	Professor
120	8/19/2002	Terzian, Alene	2002-03	Professor
156	2/8/2007	Thompson, Susan	2007-08	Associate
15	8/23/1988	Tolar, Robert	1988-89	Professor
96	3/1/2001	Tripp, Connie	2001-02	Professor
43	12/14/1998	Tujague, Garrett	1998-99	Professor
29	2/10/1997	Uesugi, Isao	1997-98	Professor
172	8/20/2007	Valentine, Mary	2007-08	Associate
60	8/16/1999	Varga, John	1999-00	Professor
9	10/14/1985	Visner, Julie	1985-86	Professor
193	10/7/2009	Wakelin, Rika	2009-10	Assistant
71	1/10/2000	Waldon, Russell	2000-01	Professor
23	8/21/1991	Walker, Robert	1991-92	Professor
83	8/14/2000	Wallace, Lisa	2000-01	Professor
181	5/20/2008	Waller, Tina	2008-09	Assistant
65	8/23/1999	Watkins, Diana	1999-00	Professor
184	8/18/2008	Wickline, Paul	2008-09	Assistant
102	8/13/2001	Williams-Paez, Pamela	2001-02	Professor
158	8/20/2007	Wissmath, John	2007-08	Associate

192	8/10/2009	Houghton, Rachel	2009-10	Assistant
193	10/7/2009	Wakelin, Rika	2009-10	Assistant

76	8/14/2000	Wolf, James	2000-01	Professor
73	8/14/2000	Wright, Stan	2000-01	Professor

DETERMINATION OF
ACADEMIC RANK

1 st academic year	Asst. Professor	2009-10
2 nd academic year	Asst. Professor	2008-09
3 rd academic year	Associate Professor	2007-08
4 th academic year	Associate Professor	2006-07
5 th academic year	Associate Professor	2005-06
6 th academic year	Associate Professor	2004-05
7th and beyond	Professor	2003-04

EMERITI FACULTY

The Academic Senate may accord the honorary rank of “Emeritus Professor” on faculty members who are retiring from the college after having served at least 5 years. They are normally nominated by their respective divisions. The Senate may also accord this honorary rank to retiring academic administrators in recognition of their service to the instructional programs of the college.

Alduino Adelini	P. Carter Doran	James Kelleher	Robert Seipel
William Baker	Robert Downs	Jan Keller	Lee Smelser
Roger Basham	John Drislane	Tom Lawrence	Dale Smith
James Boykin	Erik Erikson	Walter Lebs	Mary Smith
Carl Buckel	Robert Gilmore	Betty Lewis	Nancy Smith
Richard Clemence	George Guernsey	Betty Lid	Virginia Soriano
Kathy Clements	Mildred Guernsey	Carole Long	Betty Spilker
Ted Collier	Irine Gunshinan	Rebecca Lord	Sylvia Sullivan
Jack Compton	Violet Hamilton,	Helen Lusk	Gretchen Thomson
Susan Cooper	Donald W. Heidt	Gloria McKimmey	Marilyn Van Aken
Lee Corbin	Mary Heidt	Norman Mouck	Fran Wakefield
Susan Cornner	Donald Hellrigel	Bob Patenaude	Joan Waller
Doris Coy	Linda Howry	Mark Rafter	Kathleen Welch
Donna Davidson	Elfie Hummel	Anton Remineh	Stanley Wiekert
Sally Didrickson	Joanne Julian	Jim Ruebesman	Winston Wutkee

TENURED ADMINISTRATORS

Administrators who have earned faculty tenure at the college retain their faculty tenure if they become administrators at COC. The following administrators have faculty tenure here at COC:

25-Aug-86	Len Mohny	Physical Education,
01-Jul-88	Dianne Van Hook	Psychology, Counseling and Guidance
21-Jul-88	Bruce Pelkey	History,
23-Aug-88	Susan Crowther	Biology, Education
23-Aug-89	Diane Stewart	Child Development Lab,
01-Nov-89	Audrey Green	Counseling,
22-Aug-90	Floyd Moos	English,
22-Aug-90	Mike McMahan	Philosophy,
04-Jan-99	Patricia Robinson	Sociology,
16-Aug-99	James Grossklag	History, Humanities

RETREAT RIGHT ADMINISTRATORS

Administrators who have NOT earned faculty tenure at the college have the right to enter the faculty ranks as a first-year, tenure track faculty members (specific procedures detailed in the “Administrative Retreat Right” policies and procedures). The following administrators have retreat rights here at COC

05-May-97	Mike Wilding	Anthropology,
22-Nov-99	Barry Gribbons	Psychology,
01-Jul-00	Mike Joslin	Counseling and Guidance, Journalism
10-Jul-00	Sue Albert	Nursing, Health
26-Nov-01	Anthony Michaelides	Psychology, Counseling
11-Aug-04	Dena Maloney	Political Science,
12-Aug-04	Diane Fiero	Psychology, Sociology
01-Mar-05	Jennifer Hauss	English, Journalism
01-Aug-06	Mitjl Capet	Art, Education
10-Aug-06	Kevin Kistler	Business, Education
28-Sep-06	Beth Asmus	,
28-Sep-06	Debbie Rio	English,
24-Sep-07	Steve McLean	Aministration of Justice,
02-Jan-08	Ram Manvi	Engineering, Engineering Technology
28-Jan-08	Bruce Getzen	Education, History
01-Apr-08	Murray Wood	Counseling,
13-Aug-08	Margaret Hamilton	Nursing, Health

Date: September 18, 2009

To: Michael Dermody
President, Academic Senate

From: Julianna Mosier
Senior Human Resources Generalist

Subject: Additional Discipline Assignments – Dr. David Martinez

Dr. David Martinez

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

The following information is provided for Dr. David Martinez for an additional discipline assignment in Nanotechnology:

- MS, Operations Research Engineering, USC

NANO 010 is being offered for the first time this semester. According to the general course information, the following disciplines are accepted for this course:

Engineering - Masters
Physical Sciences - Masters
Physics/Astronomy - Masters
Chemistry - Masters
Biological Sciences - Masters

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

- Doctor of Education, Education, USC

It would appear that Dr. Martinez meets the minimum qualifications for the disciplines of:

- Nanotechnology
- Education

Plagiarism and Academic Integrity

A division requested that we review issues of plagiarism and academic integrity at the college. It was suggested that, if there was interest in the Senate, perhaps we should review the college policies and procedures regarding cheating and academic integrity. Attached is some general information

First, there is a wonderful paper from the statewide Academic Senate entitled **Promoting and Sustaining an Institutional Climate of Academic Integrity**. Since the document is over 48 pages I have not included it in the meeting agenda material, however, you may find the paper on line at

<http://www.asccc.org/Publications/Papers/downloads/PDFs/academic-integrity-2007.pdf>

Second, here is a selection from our own Board Policies, which states the grounds for disciplinary actions against students. While the list is detailed, I have only included material pertinent to this possible discussion

529.STUDENT CONDUCT

529.1 Introduction

The California Education Code (section 66300) requires every community college governing board to adopt specific rules governing student behavior along with applicable penalties for violation of such rules.

Students enrolling at College of the Canyons assume an obligation to abide by all College regulations

529.2 Grounds for Disciplinary Action

A student may be disciplined for one or more of the following causes which must be College/District related and which may occur either on any District site or elsewhere off-site during a college-sponsored activity or event. This list is not intended to be exhaustive, but is an example of good and sufficient causes for disciplinary action.

C. Cheating, plagiarism, fabrication, and other forms of academic dishonesty, and/or facilitating academic dishonesty.

Finally, the following is a legal advisory from the Chancellor's Office. They are not stating that plagiarism and cheating is good; rather, they are pointing out some parameters imposed by state law. I have edited the letter slightly for purposes of formatting. The original may be found at

<http://www.cccco.edu/Portals/4/Legal/opinions/attachments/07-12.doc>

December 19, 2007

Re: May Instructors Assign Incomplete or Failing Grades for the Purpose of Discouraging Cheating by Students? (Legal Opinion 07-12)

1. May an instructor discourage cheating by giving a student a grade of "Incomplete" in response to an egregious cheating incident? The instructor would not change the Incomplete to a passing grade until the student completed a module designed to discourage cheating.
2. May a faculty member issue an F grade to a student at any time during the semester, after census, when a cheating incident occurs?

For the reasons which follow, we conclude that neither of these practices is permissible.

Before turning to your specific questions, we will first briefly review the principles we discussed in Legal Opinion L 95-31 concerning using grading practices to punish students for suspected cheating or academic dishonesty. In that opinion we observed that "an instructor would be justified in giving a student a failing grade on a particular assignment or examination if the student were found to have plagiarized in preparing that assignment or cheated on the particular examination." However, we went on to conclude that "an instructor cannot automatically give a student an 'F' grade for the entire course where the student is only known to have cheated or plagiarized with respect to one of several assignments that count toward the final grade."

We reached that conclusion for two reasons.

First, we noted that under title 5, section 55002(a)(2)(A) the grading of courses is to be based on "measurement of student performance in terms of the stated course objectives" and "demonstrated proficiency in subject matter." We then illustrated the consequences of these requirements by saying "If a student legitimately gets 'A's' on assignments which account for 90% of the grade in a course, then he or she has certainly demonstrated a high degree of proficiency in the subject matter even if plagiarism or cheating is discovered in connection with one assignment worth 10% of the grade."

Second, we indicated that allegations of cheating should be handled through the student discipline process because,

"Plagiarism and cheating are serious allegations and, especially where a student is to be penalized for such conduct, he or she is probably entitled to some level of due process. At a minimum this should include the right to know the evidence on which the charges are based and the opportunity to present countervailing evidence or testimony. The student disciplinary process provides a mechanism for ensuring that these procedural requirements have been met."

If an instructor mistakenly believes that a student has cheated on one of several assignments and gives the student an F on that assignment, the student may still be able to pass the course if he or she completes other assignments with sufficiently high scores, so long as the disputed assignment is not weighted so heavily that it effectively determines the grade in the entire course. However, assigning a student a failing grade in the entire course has more serious consequences because the grade will be recorded on the student's transcript and be factored into his or her GPA. If passing the course is a prerequisite to enrollment in another course or program, the stakes are even higher. In these circumstances we think students should be accorded the due process protections afforded by the student disciplinary process.

These principles remain as true today as they did 12 years ago when Legal Opinion 95-31 was written. We now proceed to apply them to the questions you have posed.

You first ask if it might be possible for an instructor to give a student thought to have cheated an Incomplete and require that the student complete a "module" designed to discourage cheating before the incomplete is removed.

Title 5, section 55023(e) describes the "I" symbol as follows:

"Incomplete: 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. . . . 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."

It is not at all clear that the "I" symbol can be used to address cheating as you suggest. The language quoted above from section 55023 stipulates that this symbol is used to denote "Incomplete academic work," but in the scenario you describe, there is no indication that the student has failed to complete the academic work for the course. We assume the theory is that if a student cheated on an assignment, he or she has not "completed" that assignment because the submitted material does not demonstrate that the student has actually achieved the learning objective related to that assignment. However, this cannot be what the regulation means because, if an Incomplete could be assigned whenever a student has not demonstrated mastery of a particular part of the curriculum, it could be applied anytime a student gets an F on a particular assignment.

Moreover, section 55023 also says that the incomplete academic work must be the result of "unforeseeable, emergency and justifiable reasons." A case could be made that cheating is a "justifiable reason" for giving a student an Incomplete, but the wording of the regulation suggests that all three conditions must be met and it is difficult to see how cheating could be characterized as an "emergency."

Finally, even if section 55023 could be construed to permit use of the Incomplete in the way you suggest, we think the proposal would nevertheless suffer from the defects we discussed in Legal Opinion L 95-31. It still involves penalizing a student for alleged misconduct without affording him or her any opportunity to rebut the allegations. Further, asking the student to complete a module designed to discourage cheating means that this part of his or her grade will not be based on an evaluation of the extent to which he or she has achieved the learning objectives of the course. It would, therefore, be inconsistent with the grading standards required by section 55002.

Your second question essentially asks if the instructor can immediately assign an F grade to a student while the course is still in progress if the student is suspected of cheating. This approach, though creative, is also impermissible for several reasons.

First, section 55002(a)(2)(A) also says that the grading for a course "culminates in a formal, permanently recorded grade based upon uniform standards." This reflects the universal understanding that grades are to be awarded at the end of a course and that grading should be uniform. Grading one student after six weeks of the course and others at the end of the course can hardly be said to involve uniform application of grading practices.

Second, you again propose to simply award an F grade, albeit prematurely, to a student who has cheated on a particular assignment, regardless of the quality of the work done by the student on other assignments up to that point in time. This is unacceptable for the same reasons discussed in Opinion 95-31.

Finally, giving a student an F grade for the entire course before it has concluded amounts to involuntarily dropping the student from the course. However, this is only permissible in limited circumstances. Subdivision (l) of section 55003 permits a student to be enrolled in a course pending confirmation that he or she meets a prerequisite and dropped if it is later determined that the prerequisite was not met. It then goes on to provide that "[o]therwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct."

We recognize that student cheating is a problem and that faculty are justifiably interested in seeking ways to discourage it. However, we remain convinced that unless and until the Board of Governors changes its policies on grading, it is not permissible to give a student either a failing grade or an incomplete because a student has cheated on a particular assignment. Moreover, whether a student has actually cheated is a factual question which is best resolved through an adjudicatory process according students a reasonable measure of due process. Absent such safeguards, faculty would simply be imposing punishment on student conduct they believe is improper without any reliable process for confirming that this belief is accurate. A faculty member who was disciplined for alleged plagiarism in preparation of an academic paper without any opportunity to have such allegations objectively reviewed would no doubt strenuously object to such a procedure.

STUDENTS AS CUSTOMERS

It has been suggested by few faculty members that the following be added to the Senate agenda as a possible discussion topic. If there is interest, the Senate could consider establishing a small ad hoc group that could develop a possible position(s) for the Senate to adopt.

Coming immediately after the agenda item on plagiarism, I am quick to add that the following has been taken from the National Association of Scholars website for August 29, 2008. The links can be found here:

http://www.nas.org/polArticles.cfm?Doc_Id=319 and here: http://www.nas.org/polArticles.cfm?Doc_Id=320

Are Students Customers? Yes

August 29, 2008 By Ed Cutting

Soviet inefficiency and the subsequent implosion of the planned economy served to demonstrate the superiority of the free market's invisible hand. As Adam Smith wrote, "It is not from the benevolence of the butcher, the brewer or the baker that we expect our dinner, but from their regard to their own self-interest." Why then is there such revulsion to applying the free market, that is, the model of student-as-customer, to higher education?

Three criticisms are usually presented, that institutions will become diploma mills where academic credentials often are little more than financial receipts, that academic rigor will degrade into a bacchanal orgy of pop culture and carnal activities, and that vocational training will largely supplant true education. Like, um, this hasn't happened already?

Vocationalism has always been at the root of American higher education. Harvard and Yale were established as vocational institutes dedicated to the training of ministers. The Puritan (Congregational) Church was the established religion in Massachusetts and Connecticut well into the 19th Century, municipalities were required by law to hire trained ministers, and these institutions served to train those entering that vocation.

The *Morrill Land Grant Act of 1862* was likewise of strong vocational bent. It established colleges designed to train farmers, engineers and junior military officers (the latter in great need due to Civil War losses). Like the Harvard and Yale of two centuries earlier, these new colleges were established with a strong vocational bent, and there was even a belief in some quarters that the *Morrill Act* prohibited the teaching of the liberal arts at Land Grant Colleges.

A century later the *Servicemen's Readjustment Act of 1944*, commonly known as the *GI Bill of Rights* had a clear vocational intent. Congress sought to avoid a repeat of the 1932 bonus riots and there was a very real fear that large numbers of unemployed veterans could push the postwar economy into an even worse depression. The veterans themselves sought an education as a means toward the future economic security of a good job.

Thus on the three occasions when bare naked vocationalism truly ruled higher education, things arguably were better than they are now. The GIs were in bed at 9 PM each night, and the academic rigor of that era hasn't been seen since. Vocationalism works; to the extent that the arts and humanities are relevant to modern society, knowledge of them is a marketable skill that graduates will be able to employ to their personal financial gain.

Letting the inmates run the asylum, otherwise known as letting the students determine what they are taught, is already the norm. The era of [Newman's universal knowledge](#) is far gone; today's students self-select into various majors and programs. The core curriculum has become diversity and social justice requirements, and a common canon (other than political correctness) no longer exists. Students thus endure this indoctrination as a necessary prerequisite to obtaining their job-related skills and credentials, learning little in the process.

The untold scandal is not the extent to which accelerated degree programs are diploma mills but that purchasers of such credentials often know more than those who have spent years in our traditional academies. I encourage

all to read the *Intercollegiate Studies Institute* [report](#) that found that college graduates often know less after four years of college. If we aren't teaching the arts and humanities now, how much less could we not teach them under a customer-service approach?

Imagine, for example, a free market approach to the practice of law. The bar exam exists as a basic level of competency and why should attendance at an approved law school be a prerequisite to demonstrate that you either know the law or not? Conversely, if law school is the only way to learn the law, why do so many graduates of increasingly expensive law schools fail the exam with such frequency? Lawyers are expensive because law school is expensive, and the current arrangement does little more than ensure the financial success of the law school industry.

Over time the collective self-interest of the customers (the students) would serve to create the most efficient (and affordable) means to convey that knowledge needed to practice law. Likewise for the other professions, approaches along these lines are already being introduced into the certification of K-12 teachers. And the bottom will fall out of the entire university industry when (not if) corporate education programs such as [McDonalds](#) [Hamburger U](#) fully evolve into legitimate alternatives to college and are considered such by employers.

The fact that a UMass Vice-Chancellor felt comfortable stating that we really don't care what the students think serves to explain why UMass Amherst has inexorably been under martial law in response to student rioting. Any business that does not enjoy a monopoly cares very much what its customers think; while professionals must maintain standards, they too are concerned about customer satisfaction.

The student of today is a customer, borrowing considerable sums of money toward potential future gain. Given free choice, a few will opt for pop culture, politicized drivel and bacchanal entertainment. And like those who used their homes as ATM machines over the past decade, such people will serve as very visible examples of making bad decisions. When the curriculum becomes of value to the student (and to his employer), when students start knowing more coming out of the university than they knew going into it, the current disputes over grades will evolve into disputes over curriculum deficiencies.

The question thus is not, "What will become of the arts and humanities?" I argue instead that the question should be, "What is the value of teaching the arts and humanities, the value of a liberal education in general?" If our profession is to survive, we need to start answering that question, along with ensuring that what is taught truly are arts and humanities and not the politicized drivel so common today. Like the railroad of a half century ago, the once enjoyed natural monopoly has been eliminated; the university will either meet the needs of its customers or, like the railroads, lose its customers to newer technologies.

Are Students Customers? No

August 29, 2008 By Peter Wood

When one of our members expressed his opinion that students should be treated as customers, we decided to consider both sides of the argument on our website. Here, NAS Executive Director Peter Wood asserts that students should be acknowledged, not as patients, clients, or colleagues - but simply, as students.

I first ran into the claim that colleges and universities should treat students as their customers about fifteen years ago. I was then assistant provost at Boston University and was confronted with the mother of a student who argued that her son deserved better grades in his courses because he was our customer, and we owed it to him to provide good customer service. I disagreed. I told the mom that her son wasn't our "customer," but our student. And what we owed to him as a student was to provide good instruction and an opportunity to learn.

Once alerted to the "student as customer" trope, however, I began to notice it frequently. Sometimes it came from dissatisfied students, but more often from tuition-paying parents. But it also cropped up in service areas of

the university, such as student life, and as a sales come-on for vendors and consultants, who seemed to grow more and more eager to convince us that, “the students are your customers.”

I wasn’t the only one noticing. The Chronicle of Higher Education in 2005 ran an opinion piece by Phillip Shelley, dean of the graduate school at Eastern New Mexico University, who argued that the widespread students-as-customers “ideology may unintentionally compromise the traditional academic expectations of student and faculty responsibility.” Shelley’s alternative, alas, was to argue that students are more “like patients” than customers.

The earliest reference I’ve found to students-as-customers was a 1989 letter to the Chronicle’s editor from Dan Collinson, the president of a public relations company, who complained that “academe’s resistance even to the most basic marketing concepts follows naturally from the inability to perceive students as customers.” But the trope is probably older. In a 1992 article, Gary Pavela, director of judicial programs at the University of Maryland, saw a link back to the “consumer protection movement of the late 1970s and 1980s.” The rise of online education has also given a boost to the conceit, with a fair number of distance-ed enterprises embracing it as part of their business models. In 2001 the American Federation of Teachers issued a report criticizing online colleges precisely because of their “students as customers” fixation, which the AFT predicted would lead to a curriculum that “will not be coherent, rigorous enough, or broad enough to meet the student’s long-term interests.”

In any case, the notion that students are customers has been swimming in university waters for a good long time. Is it a constructive way of thinking about the relation between students and college education? I doubt it.

Students are - to embrace a tautology - students. That’s to say, the relationship between a college and a student is *sui generis*. It needs to be understood in its own terms, not twisted to fit the needs of a metaphor. It doesn’t need to be modeled on the relationship between merchants and consumers, or any other metaphoric arrangement. (Students are not constructively thought of as “patients” either, despite the urges of residence life and student affairs staff. Nor are students “clients,” “colleagues,” or “partners,” etc.)

We have a perfectly good idea of what being a “student” entails. It is a hierarchical relationship between someone who seeks knowledge and others who teach knowledge. It requires some degree of humility and forbearance on both sides. Students have to admit that they don’t yet know; teachers have to admit that those who do not-yet-know-but-would-like-to are in a worthy position that deserves its own respect. We have a lot of practice with this, going at least as far back as Plato’s depictions of Socrates.

Imagine if Glaucon had been infected with the idea of the “student as customer.”

Glaucon: Let me interrupt, Socrates. We’ve been down here at Piraeus most of the night with you gabbling on about an imaginary city. It’s been entertaining up to a point, but I’d like to know the “value-added.” As I see it, Socrates, you are just one more vendor in the agora and I’m a customer with a lot of options. So just a friendly warning. I’d like to see a little more attentiveness to my needs. OK? To start with, I’d like your lecture notes, and please organize them so I can get the main points without getting lost in the details.

Socrates: What do you mean by “customer,” Glaucon? Am I selling something?

Glaucon: I don’t want any of your rhetorical tricks. You’ll try to convince me I’m not your customer, but I know I am. Just remember, “the customer is always right.”

Of course, we do have a pretty good portrait of the student-as-customer in ancient Athens in Aristophanes’ comedy *The Clouds*. Suffice it to say that the idea doesn’t work out very well for Strepsiades either.

I am certainly aware of the lure of the contemporary version of this conceit. If only we could hold colleges and universities to a standard of responsibility analogous to the standards that rule farmers that try to sell tainted lettuce or bridge-builders who skimp on rivets. But the problem that colleges and universities often act less

responsibly than they once did doesn't magically turn the student into a customer. The student is still a student in the profound sense that he arrives at college ignorant of a fair portion of what the college has to teach, and has to put aside his views and opinions long enough to learn.

This is not to say that students can't or shouldn't stand in judgment of their teachers and their curriculum. Obviously they can and do. But they do so from a position of weakness, in that the college can always claim to know more and better. The asymmetry of this relationship is essential, even when it is grossly abused. Our focus should be on curbing the abuses, not on creating a new model of student who sees himself foremost as a consumer. The "customer service" model of higher education is an illusory path to real academic reform. What it will bring is what the majority of customers want: not an education but a degree with a maximum amount of extracurricular fun, easy academic standards, and programs that simply mirror popular culture.

Proposed Revision, Concurrent Enrollment

Under Board Policy, Those areas in which the Board of Trustees will “rely primarily on” the advice and judgment of the Faculty Senate include... the establishment of standards and policies regarding student preparation and success”

The following Board Policy proposal relates to student preparation and success, and is presented to the Senate for consideration. From the last meeting, the placement test is set at one class below that required for the AA degree.

BP 5010. Admissions and Concurrent Enrolment

Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76300

- 5010.1 Definitions
- A. Advanced scholastic or vocational work is identified as College of the Canyons degree applicable course work.
 - B. Special part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.
 - C. Special full-time student is identified as a concurrent high school student that has been released by the high school to attend college full-time and enroll in 12.0 units or more.
 - D. Highly gifted student would be a student in K- ~~8~~ 10 that has a score of 150 or higher on the most current version of the WISC intelligence test.
- 5010.2 Any person applying for admission to the college must qualify under one of the following:
- A. Be a graduate of high school, passed the California High School Proficiency Test, have a GED, or have a Certificate of Completion from high school.
 - B. Be 18 years of age or over and be capable of profiting from the instruction offered.
 - C. Be eligible for admission as a special student pursuant to Sections 48800, 48800.5, 48802, 76001, and 76002 of the California Education Code.
 - 1. Pursuant to California Education Code Section 48800 (a) students must be approved by their high school principal or designee for “advanced scholastic or vocational work,” and identified as a special part-time or full-time student
 - 2. Pursuant to California Education Code Section 48800 (b) may be admitted from K- ~~8~~ 10 if identified as “highly gifted”
 - 3. Pursuant to California Education Code Section 76002 (a) and (b)(3) may be admitted as a special part-time or full-time student if:
 - a) The class is open to the general public, and
 - b) The student is currently enrolled in grades ~~9~~ 11 – 12. Exceptions may be made for some special programs and course work, and
 - c) The student has demonstrated eligibility for instruction by completing orientation and assessment at the appropriate college level.
- 5010.3 The College may restrict admission in some courses and programs. (For policy on foreign students, see Santa Clarita Community College District Policy Manual Section 508).

- 5010.4 Students enrolled in grades ~~9-11~~-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admit form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary. Home school programs for grades ~~9-11~~- 12 must meet state guidelines for special admit students to apply for admission.
- 5010.5 Pursuant to California Education Code Section 76001 (d), specially admitted part-time students may not enroll in more than 11 units per semester.
- 5010.6 Pursuant to California Education Code Section 76300 (f) specially admitted part-time students enrolled under Section 5010.3 above may be exempt from payment of the enrollment fees, per special action of the Board. All other appropriate fees shall be assessed.
- A. Specially admitted students released from their high school to attend College of the Canyons, full-time, must pay the enrollment fee and all other appropriate fees as assessed.

AP 5010 Admissions and Concurrent Enrollment

Reference:

Title 5 Section 54010

1. After meeting the admission criteria in Board Policy 5010.2 (A) and (B), prospective students, 18 years of age or older, must submit an application for admission prior to the semester/term for which they wish to enroll in classes.
 - a. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-submit an application for admission to meet California residency requirements.
2. To meet criteria in Board Policy 5010.2 (C) part-time and full-time high school students must complete the following procedures to be admitted to College of the Canyons.
 - a. Be currently enrolled in grades 11 12 at a public or private high school in California.
 - b. After meeting all requirements that apply to students enrolled in grades 11-12, students applying for admission from grades K- 10 must also submit a score of 150 or higher on the current version of the WISC intelligence test to qualify as "highly gifted" and be admitted.
 - c. Home school programs must meet state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.
 - d. All prospective students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.
 - e. Prior to the first semester/term of enrollment, all prospective students must complete the assessment process with a score that makes them eligible for **MATH 060, Elementary Algebra and ENGL 081, Intermediate Reading and Writing**

Skills.

- f. Prior to the first semester/term of enrollment, all prospective students must complete an orientation session by the registration deadline for specially admitted students.
3. According to section 5010.3, admissions personnel will determine which students will be eligible for admission to College of the Canyons.
4. According to section 5010.4, once approved for admission, all eligible specially admitted students must be recommended for each class for which they plan to enroll by the appropriate high school principal or designee. This information must be presented at the time of registration.
 - a. Each potential student must submit a complete special admit form with appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or designees.
 - b. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.
 - c. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.
 - d. Students currently in 11th and 12th grade will register using a priority system, which is published each semester.
 - e. Specially admitted students are restricted from taking the following courses:
 - i. HRMGT 226 - Food and Wine;
 - ii. HLHSCI 151 - Emergency Medical Technician 1
 - iii. Physical Education and Recreation courses (except AOC students)
 - iv. The following courses require filing a contract and waiver of liability as well as departmental consent for specially admitted students to enroll: all welding and manufacturing classes.
 - f. Students participating in the Santa Clarita Valley Youth Orchestra program must follow the same requirements as other specially admitted students, except the district waives the grade level requirement for students taking the music classes in this program.
 - g. Students participating in the Academy of the Canyons middle college program will attend an orientation conducted by AOC and COC. AOC students will take the assessment tests prior to their junior year of high school. Academy of the Canyons students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.
 - h. The Academic Senate will approve future program and/or course restrictions and exceptions.
5. According to section 5010.5, specially admitted part-time students may not be enrolled in more than 11.0 units per semester/term.
 - a. Specially admitted full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school releasing them to attend College of the Canyons full-time instead of attending their respective high school.

6. Once registered in classes, specially admitted part-time students must pay all enrollment fees and other appropriate fees each semester/term.
 - a. Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including the enrollment fee.

AP 5010 Admissions and Concurrent Enrollment

Reference: *Title 5 Section 54010*

1. After meeting the admission criteria in Board Policy 5010.2 (A) and (B), prospective students, 18 years of age or older, must submit an application for admission prior to the semester/term for which they wish to enroll in classes.
 - a. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-submit an application for admission to meet California residency requirements.
2. To meet criteria in Board Policy 5010.2 (C) part-time and full-time high school students must complete the following procedures to be admitted to College of the Canyons.
 - a. Be currently enrolled in grades 11-12 at a public or private high school in California.
 - b. ~~In addition to meeting the rest of the~~ After meeting all requirements that apply to students enrolled in grades ~~9-11~~ 11-12, students applying for admission from grades K-~~8~~ 10 must also submit a score of 150 or higher on the current version of the WISC intelligence test to qualify as "highly gifted" and be admitted.
 - c. Home school programs must meet state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.
 - d. All prospective students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.
 - e. Prior to the first semester/term of enrollment, all prospective students must complete the assessment process with a score that makes them eligible for MATH 070, Intermediate Algebra and ENGL 091, Introduction to College Reading and Writing.
 - f. Prior to the first semester/term of enrollment, all prospective students must complete an orientation session by the registration deadline for specially admitted students.
3. According to section 5010.3, admissions personnel will determine which students will be eligible for admission to College of the Canyons.
4. According to section 5010.4, once approved for admission, all eligible specially admitted students must be recommended for each class for which they plan to enroll by the appropriate high school principal or designee. This information must be presented at the time of registration.
 - a. Each potential student must submit a complete special admit form with

- appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or designees.
- b. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.
 - c. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.
 - d. Students currently in 11th and 12th grade will register using a priority system, which is published each semester.
 - e. Specially admitted students are restricted from taking the following courses:
 - i. HRMGT 226 - Food and Wine;
 - ii. HLHSCI 151 - Emergency Medical Technician 1
 - iii. Physical Education and Recreation courses (except AOC students)
 - iv. The following courses require filing a contract and waiver of liability as well as departmental consent for specially admitted students to enroll: all welding and manufacturing classes.
 - f. Students participating in the Santa Clarita Valley Youth Orchestra program must follow the same requirements as other specially admitted students, except the district waives the grade level requirement for students taking the music classes in this program.
 - g. Students participating in the Academy of the Canyons middle college program will ~~follow the same assessment and orientation process as other specially admitted students.~~ attend an orientation conducted by AOC and COC. AOC students will take the assessment tests prior to their junior year of high school. However Academy of the Canyons students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.
 - h. The Academic Senate will approve future program and/or course restrictions and exceptions.
5. According to section 5010.5, specially admitted part-time students may not be enrolled in more than 11.0 units per semester/term.
- a. Specially admitted full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school releasing them to attend College of the Canyons full-time instead of attending their respective high school.
6. Once registered in classes, specially admitted part-time students must pay all enrollment fees and other appropriate fees each semester/term.
- a. Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including the enrollment fee.

DATE: April 23, 2009

TO: Michael Dermody/Academic Senate President

CC: Diane Fiero, Assist. Superintendent/VP of Human Resources
Donna Voogt, Director of Human Resources

FROM: Christina Chung, Human Resources (ex. 3127)

SUBJECT: Change to minimum qualifications and equivalency – Nursing (Clinical Practice)

The Human Resources office would like to submit the following on behalf of the Nursing Department to the Academic Senate for review.

Currently, the minimum qualifications for Nursing (Clinical Practice) are:

Two years of experience in that discipline with any Bachelor's degree or better and any certificate or license required to do that work OR six years of experience in that discipline with an Associate's degree and any certificate or license required to do that work.

They would like to request that the following language be added to the minimum qualifications:

Two years of experience in that discipline with any Bachelor's degree or better and any certificate or license required to do that work OR six years of experience in that discipline with an Associate's degree and any certificate or license required to do that work **OR the minimum qualifications as set by the Board of Registered Nursing or the National League of Nursing, whichever is highest.**

Currently, the department also has an approved equivalency #10 but has requested that we remove it and no longer accept it.

Equivalency #10- Diploma in Nursing with 6 years of experience in that discipline

With each new instructor, the Nursing department has to also submit information regarding our new hire to the BRN to receive their approval. The BRN's requirements are currently higher than the minimum qualifications set by the State Chancellor's Office.

If you have any questions, please feel free to contact me at extension 3127.

CURRICULUM COMMITTEE SUMMARY

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

SEPTEMBER 3, 2009

3:00 pm – 5:00 pm

BONH-330

Items on “Consent” are recommended for approval as a result of Technical Review meetings that took place on 5/26/09, 5/29/09 and 6/23/09:

TECHNICAL CHANGE MEMO on Consent:

Subject	#	Title	Description of Action	Author
FIRETC	098AR	S-359 Medical Unit Leader	Change units from 1.25 to 1.5 (and contact hours from 20 to 24) - Approved	K. Carlson

Deleted Courses on Consent:

Subject	#	Title	Description of Action	Author
ANIM	140	Introduction to 3D Studio/Max Animation	Delete- Approved	J. Baker
ANIM	240	Advanced 3D Studio/Max Animation	Delete- Approved	J. Baker
BIOSCI	218	Introduction to Oceanography	Delete- Approved	A. Green

BIOSCI	231	Advanced Topics in Biotechnology	Delete- Approved	M. Golbert
CMPSCI	191	CGI Programming: Perl	Delete- Approved	C. Ferguso n
ECE	173	Childhood Nutrition	Delete- Approved	C. Stephen s
ECON	130	Consumer Economics	Delete- Approved	K. Carlson
ECON	140	Real Estate Economics	Delete- Approved	K. Carlson
ECON	230	Comparative Economic Systems	Delete- Approved	K. Carlson
ENGR	112	Mechanical Drafting II	Delete- Approved	D. Martine z
GMD	271	Advanced Digital Photography	Delete- Approved	M. Daybell
HIST	299	Directed Study in History	Delete- Approved	K. Carlson
MATH	120	Math for Liberal Arts Students	Delete- Approved	K. Carlson

MFGT	103	Introduction to Automated Manufacturing	Delete- Approved	K. Khashayar
MFGT	133	CAD/CAM III	Delete- Approved	D. Martinez
PHOTO	165	Digital Photography I	Delete- Approved	W. Brill-Wynkoop
PSYCH	150	Crisis Intervention and Management	Delete- Approved	K. Carlson
RTVF	076	Intro to DVD Studio Pro	Delete- Approved	J. Amador
RTVF	082	Intro to Avid Digital Editing	Delete- Approved	J. Amador
RTVF	115	Writing for Broadcast	Delete- Approved	J. Amador
RTVF	175	Intro to Radio Production	Delete- Approved	J. Amador
RTVF	255	Advanced Screenplay Writing	Delete- Approved	J. Amador
RTVF	290	RTVF Portfolio	Delete- Approved	J.

				Amador
WELD	150	Welding Technology	Delete- Approved	A. Green

MODIFIED COURSES on Consent:

Subject	#	Title	Description of action	Author
ARCHT	140	Materials and Methods of Construction	Add a DLA- Approved	D. Minarsc h
ARCHT	180	Codes and Zoning Regulations	Add a DLA- Approved	D. Minarsc h
BIOSCI	130	Contemporary Issues in Environmental Biology	(no discernable difference)- Approved	G. Nishiya ma
CIT	140	Survey of Microsoft Office Programs	Reduce cl. size from 35, change repeatability from none to 1 time, add SLO's modify Objectives & Content, and update text - Approved	M. Lipman
CIT	171	Website Development II	Change SAM code from D to C, add CIT-170 as a recommended prep., modify descriptions, SLO's, Objectives & Content, and update texts- Approved	

				A. Strozer
CIT	174	Web Development: Fireworks	Change Title , reduce cl. size from 35, modify comparable courses, descriptions, SLO's, Objectives & Content, update texts and delete the DLA- Approved	A. Strozer
CMPNET	153	Wireless LANs	Modify descriptions, add SLO's , modify Objectives & Content , update text, and add a DLA- Approved	L. Hilliard
CONST	101	Introduction to Construction and Construction Engineering	Add a DLA- Approved	R. Blasberg
ECON	170	Economic History of the U.S.	Add a DLA- Approved	L. Templer
ENGL	106	Creative Writing - Nonfiction	Add SLO's , modify descriptions, Objectives & Content, update texts, and delete the DLA- Approved	L. Wallace
ENGL	264	Study of Fiction	Modify SLO's , catalog and schedule description, and objectives- Approved	J. Cheng-

				Levine
ENGL	265	Introduction to Drama	Modify descriptions, add SLO's , modify Objectives, and update texts- Approved	M. Peterse n
ENGL	273	World Literature I	Add SLO's , modify Objectives, update texts, and add a DLA- Approved	S. Lynch
FRNCH	150	Beginning Conversational French	Added maximum class size of 30, changed repeatability from 1 time to none , and modified objectives. - Approved	P. Etienne
GEOG	101	Physical Geography	Add a DLA- Approved	M. Bates
GERMA N	101	Elementary German I	Reduce cl. size from 35, modify descriptions, add SLO's , modify Objectives, Content & Methods of Evaluation, and update texts- Approved	P. Smith
GMD	041	Introduction to In Design	Title change, change from 18 lecture to 13.5 lecture and 13.5 lab contact hours, add SLO's , modify descriptions, Objectives & Content, and update text	K. Jenkins
HIST	170	Economic History of the U.S.	Add a DLA - Approved	L. Templer
HLHSCI	051	AHA BLS for Healthcare Providers (CPR)	Change repeatability from 3 times to unlimited- Approved	P. Haley
ID	091	Art and Accessories in Interior Design	Add a DLA- Approved	D. Minarsc

				h
ID	097	Special Topics: Interior Design	Add a DLA- Approved	D. Minarsch
ID	105	Introduction to Production Design	Add a DLA- Approved	D. Minarsch
KPEA	112	Sailing	Add another discipline, change TOP code, add SLO's , and modify Objectives & Content- Approved	R. Hyatt
KPEA	119	Backpacking and Wilderness Survival	Add another discipline, change TOP code, switch from 31.5 lecture and 13.5 lab to 18 lecture and 54 lab contact hours , reduce cl. size from 30 to 15, and modify SLO's, Objectives & Content- Approved	R. Hyatt
KPEA	120	Rock Climbing	Add another discipline, change TOP code , reduce cl. size from 40 to 35, switch from 54 lab to 9 lecture and 27 lab contact hours , add SLO's, and modify Objectives & Content- Approved	R. Hyatt
KPEI	152	Conditioning for Intercollegiate Sports	Add SLO's , and modify Objectives & Methods of Evaluation- Approved	R. dos Remedios
KPEI	153	Off Season Conditioning for Intercollegiate Sports	Add SLO's , and modify Objectives & Methods of Evaluation- Approved	R. dos Remedios

MATH	026	Arithmetic – Computer Assisted	Add SLO's, and modify Objectives- Approved	C. Choate
MFGT	132	CAD/CAM II	Change SAM code from C to D, add SLO's, modify Objectives, Content, and update texts- Approved	D. Martinez
MUSIC	173	Jazz Vocal Ensemble	Add SLO's, modify Objectives, reduce cl. size from 24, modify descriptions & Content- Approved	J. Lawson
PARLGL	105	Tort Law	Updated SLO's, added objectives, recent texts- Approved	N. Lucy
PARLGL	107	Legal Ethics	Updated SLO's, added objectives, changed from 3 units to 1 unit.- Approved	N. Lucy
PHOTO	090L	Photographic Lab Practices	Title change, change from 1-2 variable to 1 fixed unit (reducing the lab contact hour spread to just 54), slightly modify descriptions, SLO's, Objectives, Content, Methods of Evaluation & Typical Assignments and add a text- Approved	W. Brill- Wynkoop
PHOTO	091L	Advanced Photography Lab	Change from 1-2 variable to 1 fixed unit (reducing the lab contact hour spread to just 54), and slightly modify descriptions, SLO's, Objectives, Content, Methods of Evaluation & Typical Assignments - Approved	W. Brill- Wynkoop
REAL	150	Mortgage Loan Brokering	Modify SLO's, Objectives & Content, and update texts- Approved	R. Brode

REC	124	Challenge Ropes Course Experience	Change from 54 activity to 9 lecture and 27 activity contact hours, and modify SLO's, Objectives & Content- Approved	R. Hyatt
SOCI	198	Special Topics in Sociology	Reduce cl. size from 40 to 35, add SLO's , modify Objectives & Content- Approved	A. Marenc o
SOCI	198C	Child Maltreatment	Change from .5-3 variable to 1 fixed unit (reducing the lecture contact hour spread to just 18) add SLO's , and modify Objectives & Content- Approved	A. Marenc o
SOCI	198G	Society, Environment and Religion	Title change , reduce cl. size from 40 to 35, add SLO's , modify Objectives & Content- Approved	A. Marenc o
SOCI	198H	Society, Genocide, and Human Rights	Reduce cl. size from 40 to 35, add SLO's , and modify descriptions, Objectives & Content- Approved	A. Marenc o
SOCI	198S	Voice of a Stranger	Title change , reduce cl. size from 40 to 35, add SLO's , and modify Objectives & Content- Approved	A. Marenc

				o
--	--	--	--	---

MODIFIED PROGRAMS ON CONSENT:

Program	Degree/Certificate	Description of action	Author
Paralegal Studies	Associate in Arts Degree	Changed core units to 31 from 30- Approved	N. Lucy
Fine Art Photography	Certificate of Achievement	Updated program description and core units, removed PHOTO 165, 188, 205, and 260 and added PHOTO 155, 171, 201, 280- Approved	N. Lucy

Motion to approve consent items by Lee Hilliard, second by Alto Benedict; approved.

NEW COURSES:

Subject	#	Title	Description of action	Author
DANCE	136	Intermediate Tap	1 unit, cl. size 35, 54 lab contact hours, 3 repeats, letter grade - Tabled	P. Smith
HIST	120H	The Role of Women in U.S. History Honors	3 Units, cl. Size 35, 54 lecture hours, not repeatable, letter grade only. - Tabled	C. Tripp
SOCI	136	Field Experience in Qualitative Research	1-2.5 variable units, cl. size 35, 9 (fixed) lecture and 27-108 lab contact hours, 1 repeat, letter grade – Provisionally approved with changes and addition of supplemental. Motion to provisionally approve by Alto Benedicto, second by Catherine Parker.	A. Marengo

MODIFIED PREREQUISITE:

Subject	#	Title	Description of action	Author
CIT	171	Website Development II	Add recommended prep of CIT 170- Approved	A. Strozer

STAND ALONE COURSES:

Subject	#	Title		Author
DANCE	136	Intermediate Tap	-Tabled	P. Smith
SOCI	136	Filed Experience in Qualitative Research	-Approved	A. Marenco

Discussion items

- 1) Ann Lowe suggested at an earlier meeting that courses and/or programs that have been revised not be allowed another revision for a period of 12 months unless required by another agency. This will allow other courses and programs, that truly need updating, go through the revision process in a timely manner. A decision on this proposal will be made at the next curriculum committee meeting.
- 2) Why keep 098 and 198 designations (or, as they come up for revision, create full course outlines for each topic *and delete umbrella*)
- 3) Tech Review Signups. A sign up sheet was passed out to the committee to sign up for technical review session for the fall semester.
- 4) Committee members that need to complete stand alone training are: David Brill, Diana Stanich, and Michelle

New Courses Includes ISA's	1	New Non Credit Courses -	0-	New Prerequisites	0-
New Programs	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	1
Modified Courses	41	New DLA's	9	Deleted Courses	24
Modified Programs	2	New SLO's	11	Deleted Programs	0-
Stand Alone Courses		Modified SLO's	4		

Academic Senate Meeting Date: September 24th, 2009

Board of Trustees meeting Date: October 14th, 2009