

Academic Senate for College of the Canyons
April 24, 2014 3:00 p.m. to 4:30 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar
 - a) Academic Senate Summary: March 27, 2014 (p. 2)
 - b) Curriculum Summary: April 3, 2014 and April 17, 2014 (p.5)
 1. Curriculum Committee Calendar (p.12)
 2. 2014 Five Year Revision List (p. 13)

B. Unfinished Business

1. Policies on Counseling Services; Prerequisites; Articulation; Faculty Transfer; and Educational Administrators Retreats Rights – in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO's (ISLO) – in Division Discussions
3. Formation of Ongoing Accreditation Committee - for Senate Discussion in Fall 2014
4. Local Graduation Requirements – for Senate discussion in Fall 2014

C. Discussion Items

1. Proposed Revisions to BP and AP 4233 Attendance – Jasmine Ruys (p. 22)

D. Action Items

1. Approval of BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education (p. 26)
2. Approval of Minimum Qualifications and Equivalencies for New 2013-14 Adjunct Faculty (p.30)
3. Approval of Senate and Curriculum Committee Calendar of 2014-15 Meeting Dates (p.36)
4. Approval of Senate Officers and Division Senator Elections Results for 2014-16 Term (p. 37)
5. Approval of Department Chairs Elections Results for 2014-16 Term (p.38)
6. Approval of Splitting Alternative Energy Department into Alternative Energy and Plumbing
7. Approval of Splitting Manufacturing Technology from Engineering Technologies.

E. Reports

1. President's and Vice- President's Reports
2. Committee Reports
 - ACCJC Annual Report – Rebecca Eikey, Daylene Meuschke, Paul Wickline of SLO Committee (p. 40)
 - “Hot List” of Courses Needing Revision in 2014-15 – Ann Lowe, Curriculum Committee
 - Parking Committee – Saburo Matsumoto and David Michaels, Faculty Reps.
3. Division Reports

F. Announcements

1. Faculty Leadership Institute: June 12-14 (Paul Wickline)
2. Curriculum Institute: July 10-12 (Ann Lowe)

G. Open Forum

H. Adjournment

The next Senate meeting will be **May 8, 2014**
 As always everyone is welcome

Summary of the Academic Senate Meeting March 27, 2014

Attendance: Edel Alonso, Paul Wickline, Ron Karlin, Deanna Riviera, Lee Hilliard, Mojdeh Mahn, James Grosslkag, Wendy Brill-Wynkoop, Rebecca Eikey, David Andrus, Elizabeth Olivier, Adriana Vargas, Peter Hepburn, Ruth Rassool, Juan Buriel Amy Shennum, Renard Thomas, Michael Sherry, Shane Ramey, Chelley Maple, Rebecca Shepherd, Howard Fisher, Steve Irwin, April Reardon and Emily Prior

A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Agenda with correction from Peter Hepburn to Senate summary: motion to approve Rebecca Eikey, seconded Amy Shennum; all in favor: Unanimous. **Approved**
3. Approval of the Consent Calendar: motion to approve Ann Lowe, seconded Ron Karlin; all in favor: Unanimous. **Approved**

B. Unfinished Business

1. Policies and Administrative Procedures in Policy Committee:
Counseling Services: Prerequisites: Articulation;
Faculty Transfer; Education Administrators Retreats
2. Alignment of LEAP principles with institutional SLO's (ISLO) – in Division discussions
3. List of adjunct faculty for approval of minimum qualifications in 2013-14 – in HR
4. Formation of ongoing Accreditation Committee for Senate Discussion in Fall 2014

C. Discussion Items

1. Assessment of Prior Learning (APL) – James Grosslkag
James, Renard Thomas, Steve Irwin and April Reardon gave a power point presentation on assessment of prior learning to show how taking credit by exam can be beneficial to students in terms of completion rates. Copy of the PowerPoint was given to the Senators. James said that he would like to hire an Advisor to advocate for (APL) Assessment of Prior Learning. Edel stated that counseling faculty and staff already provide this information. James invited anyone who would like to come to the committee meetings to please contact him. The next meeting is April 3, 2014 in TLC 161 at 3:00 p.m.
2. BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education
David Andrus lead the discussion. He said that this is a new board policy and procedures. Administration had spoken to the committee the beginning of the academic year about the need to develop these as they are legally required and also required for accreditation. David thanked Chelley Maple and Ann Lowe for their contribution. This policy and procedures will come back to the Senate as an Action Item on the next agenda. Ann distributed a handout on the Diversity requirement that was approved back in March 2004 and suggested that we revisit this requirement and other local requirements next academic year. These will impact AP 4025.7.

E. Action Items

1. Approval of Juan Buriel, as Interim English Department Chair: moved by Rebecca Eikey, seconded by Ruth Rassool; all in favor: Unanimous. **Approved**

2. Approval of Proposed Revisions to BP 3900 Smoking/Tobacco Usage: two changes on the document strike “and/or” and add “new devices”. Moved by Ann Lowe, seconded by Paul Wickline; all in favor: Unanimous. **Approved**
3. Approval of New BP 4041 TLC: moved by Ruth Rassool, seconded by Shane Ramey; all in favor: Unanimous. **Approved**

F. Reports

1. Senate President, Dr. Edel Alonso:
 - ✓ Edel reported on the last PAC-B meeting. Wendy Brill revisited her request that they need to meet and reorganize the PAC-B website. A meeting to do so was scheduled. Also the flow chart for the budget development process was approved and the new write up for the Decision Making Guide. The spreadsheet that lists all requests for augmentation with the prioritization at all 3 levels will have a legend that explains what the three levels are: faculty, deans, executive cabinet. The dates for next year’s PAC-B meeting was approved. The committee will meet the third Monday of the month. There is one exception in February for Presidents holiday. Edel asked how construction was funded and the process and Jim Schrage explained. Jim Schrage explained how the proposals are submitted to the state, how because we have matching funds because of our bond we are able to move up the list while other colleges do not because they do not have the matching funds. Edel also asked if the college has a maintenance schedule so as to avoid costly unexpected repairs and was told “no” that there are only plans for new projects.
 - ✓ Edel sent an email to Mike Wilding and Barry Gribbons to ask for meeting dates of the Student Equity and the 3SP groups so that she can appoint faculty representatives.
 - ✓ Edel reported that the parking committee was meeting for the first time in a long time.
2. Vice President for Senate, Paul Wickline: Program Review will meet April 4 and April 25 at 10:30 am in open forums for discussion of program review processes. If you want to send comments through your division rep. please do so.
3. Curriculum Committee, Ann Lowe:
Ann reported that the “Hot List” of courses needing revision next academic year will be on the next Senate agenda.
4. Classified Staffing Committee, Chelley Maple:
Chelley reported there were two meetings, one in November and one in December. This was the first time that faculty was represented on this committee which also consisted of four or five of the executive committee. She stated that Classified representatives were very quiet throughout the meeting. A different way of ranking classified positions was established. The classified recommendations for hiring were forwarded to Dr. Van Hook. The committee received a notice that the only positions that will be funded are permanent part-time at no cost to the district.
5. Election Committee, Michael Sherry:
Michael reported that a majority of departments have selected chairs for the next term. No department had more than one nomination and one department did not nominate anyone.

G. Division Reports

- Rebecca Shepherd reported that the SSB Division made it very clear they want to stay status quo with the calendar. The SSB faculty commented that students use spring break to visit other institutions in preparation for transfer. The SSB Division suggested to add Option 3 for the calendar: a Fall break like we have a Spring break.
- Ron Karlin reported that the Learning Resources Division voted for Calendar Option 1.

H. Announcements: see the agenda

I. Open Forum: N/A

J. Adjournment: 4:35 p.m.

CURRICULUM COMMITTEE SUMMARY

April 3rd, 2014

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of Technical Review meetings held on March 24th, 2014

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Hilliard, Lee – Career & Technical Education; Karlin, Ron – Member at Large; Lowe, Ann – Co-Chair, Faculty; Matsumoto, Saburo – Member at Large; Marenco, Anne – Social Science & Business; Ramey, Shane – Adjunct Faculty; Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics; Voth, Joseph – Humanities.

Members absent: Green, Audrey – Co-Chair, Administrator; Ruys, Jasmine – Admissions & Records; Waller, Tina – Allied Health; Enrollment Service – Vacant

TECHNICAL CHANGE MEMOS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Animation Production	A.A. Degree	Replacing archived course (GMD-047) with CIT-074. Total required units increased from 30.5 to 31.	J. Backer	Fall 2014
Computer Animation	A.A. Degree	Replacing archived course (GMD-047) with CIT-074. Total required units increased from 29.5 to 30.	J. Backer	Fall 2014
Graphic & Multimedia Design – Graphic Design	A.A. Degree	Revised Program SLO to read: "Build and present a professional portfolio highlighting technical skill, conceptual ability, and creative achievement in graphic design for print."	K. Checkline	Fall 2014
Graphic & Multimedia Design – Graphic Design	Certificate of Achievement	Revised Program SLO to read: "Build and present a professional portfolio highlighting technical skill, conceptual ability, and creative achievement in graphic design for print."	K. Checkline	Fall 2014
Graphic & Multimedia Design – Multimedia Design	A.A. Degree	Revised Program SLO to read: "Build and present a professional portfolio highlighting technical skill, conceptual ability, and creative achievement in web and interactive design."	K. Checkline	Fall 2014
Graphic & Multimedia Design – Multimedia Design	Certificate of Achievement	Revised Program SLO to read: "Build and present a professional portfolio highlighting technical skill, conceptual ability, and creative achievement in web and interactive design."	K. Checkline	Fall 2014

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
BUS	172	Introduction to Risk Management	Course will no longer be offered.	D. Maxwell	Fall 2014

1 OF 4

BUS	174	Principles of Property and Liability Insurance	Course will no longer be offered.	D. Maxwell	Fall 2014
BUS	175	Principles of Life, Health, and Disability Insurance	Course will no longer be offered.	D. Maxwell	Fall 2014
BUS	176	Personal Insurance	Course will no longer be offered.	D. Maxwell	Fall 2014
BUS	178	Commercial Insurance	Course will no longer be offered.	D. Maxwell	Fall 2014
BUS	179	Insurance Code and Ethics	Course will no longer be offered.	D. Maxwell	Fall 2014
CINEMA	127	Great Film Makers	Course will no longer be offered.	G. Peterson	Fall 2014
CINEMA	129	An Introduction to Film Genres	Course will no longer be offered.	G. Peterson	Fall 2014
HIST	116	The African American Experience in the United States, 1619-1877.	Course will no longer be offered.	S. Pennington	Fall 2014
HIST	117	The African American Experience in the United States, 1877 to the present.	Course will no longer be offered.	S. Pennington	Fall 2014
HIST	165	History of Africa	Course will no longer be offered.	S. Pennington	Fall 2014
HIST	230	History of American Indians	Course will no longer be offered. Will be removed from last "plus three units from the following" section of the History A.A. Degree, and required electives choices in the Liberal Studies-Elementary Teaching Preparation AA Degree Human Development option. No change in total required units for either degree.	S. Pennington	Fall 2014
FIRETC	201	Incident Command System 200	Course will no longer be offered. Will be removed from the "Plus fifteen units section" of the Fire Technology In-Service A.S Degree, no change in total required units.	K. Kawamoto	Fall 2014
FIRETC	202	I-300 Incident Command System (ICS)	Course will no longer be offered. Will be removed from the "Plus fifteen units section" of the Fire Technology In-Service A.S Degree, no change in total required units.	K. Kawamoto	Fall 2014
NURSNG	210	Nursing Internship	Course will no longer be offered, has been replaced by two other courses.	A. Lowe	Fall 2014
NURSNG	246	Disaster Nursing and Emergency Preparedness	Course will no longer be offered.	A. Lowe	Fall 2014

DELETED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Risk Management and Insurance	Certificate of Achievement	Courses within certificate have been archived.	B. Maxwell	Fall 2014

-Motion to approve all Consent Calendar Items on the April 3rd, 2014 Curriculum Committee Agenda; Motion by Joseph Voth, second by David Brill. All in favor: Unanimous.

MODIFIED COURSES:

Subject	#	Title	Description of action	Author	Effective
ADMJUS	101	Introduction to Administration of Justice	Changed title (formerly Introduction to Law Enforcement), Revised SLO , revised objectives and content, updated textbook. Added ENGL-101/101H as recommended preparation. Removed DLA.	R. Brode	Fall 2014
ADMJUS	150	Police Field Operations	Revised descriptions, revised SLO , revised objectives and content, updated textbook.	R. Brode	Fall 2014
ADMJUS	155	Criminal Investigation	Revised SLO , revised objectives and content, updated textbook.	R. Brode	Fall 2014
DANCE	100	Dance Appreciation	Revised SLO , revised objectives and content, added textbook.	D. Stanich	Fall 2014
ECE	144	Music and Motor Development for the Young Child	Revised SLO , revised objectives and content, updated textbook.	C. Stephens	Fall 2014
ECE	151	Art and Creativity for Young Children	Revised SLO , revised objectives and content, updated textbook.	R. Marshall	Fall 2014
KPEF	104	Theory and Analysis of Football	Revised descriptions, revised SLO , revised objectives and content.	B. Fackee	Fall 2014
MUSIC	108	World Music	Revised content, updated textbook.	B. Feldman	Fall 2014

-Motion to approve ADMJUS-101; Motion by David Brill, second by Diane Solomon, All in favor: Unanimous.

-Motion to approve ADMJUS-155; Motion by Joseph Voth, second by Ron Karlin, All in favor: Unanimous.

-Motion to approve DANCE-100; Motion by Shane Ramey, second by Mary Bates, All in favor: Unanimous.

-Motion to approve ECE-144; Motion by Mary Bates, second by Joseph Voth, All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
ENGL	110	Composition and Literature	3 units, 54 hours lecture, not repeatable, new SLO's (2). New prerequisite of ENGL-101/101H, New DLA. Course will be added to the new English A.A.-T Degree and the English A.A. Degree as an option to ENGL-102 at the 4/17/14 Curriculum Committee meeting.	A. McCutcheon	Fall 2014

-Motion to approve ENGL-110; Motion by Mary Bates, second by Diane Solomon, All in favor: Unanimous.

NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Administration of Justice for Transfer	A.S.-T Degree	18 required units based on state approved Transfer Model Curriculum (TMC), New Program SLO added.	R. Brode	Fall 2014
Philosophy for Transfer	A.A.-T Degree	18 required units based on state approved Transfer Model Curriculum (TMC), New Program SLO added.	C. Riskey	Fall 2014

-Motion to approve Administration of Justice for Transfer A.S.-T Degree and Philosophy for Transfer A.A.-T Degree; Motion by Mary Bates, second by Diana Stanich, All in favor: Unanimous.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ADMJUS	101	Introduction to Administration of Justice	Added ENGL-101/101H as recommended preparation. – Approved.	R. Brode
ENGL	110	Composition and Literature	New prerequisite of ENGL-101/101H. – Approved.	A. McCutcheon

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
ENGL	110	Composition and Literature	Online/Hybrid, 100% Online. – Approved.	A. McCutcheon

Discussion Items:

1. Curriculum Committee Calendar: The 2014-2015 draft of the Curriculum Committee calendar was approved by the curriculum committee and will be sent on to the Academic Senate for approval.

2. 2014 Revision List: The 2014 Five Year Revision list was distributed electronically to the committee members. Committee division representatives were asked to review the courses on the list within their division and begin work with faculty on getting these revisions started.

3. California Community College Early Childhood Education Curriculum Alignment Project: The Early Childhood Education department at College of the Canyons completed submission to the California Community College Early Childhood Education Curriculum Project and has been fully aligned with California Community Colleges EC/CD Curriculum Alignment Project as of March 21st, 2014.

4. Authentic Assessment: Rebecca Eikey discussed authentic SLO assessment with the committee members.

New Courses Includes ISA's	1	Modified Non Credit Courses	-0-	Modified Prerequisites	1
New Programs	2	New DLA's	1	Deleted Courses	16
Modified Courses	4	New SLO's	4	Deleted Programs	1
Modified Programs	-0-	Modified SLO's	4	Proposals Reviewed in Technical Review Session	16
New Non Credit Courses	-0-	New Prerequisites	1	Proposals Returned from Technical Review Session	4

CURRICULUM COMMITTEE SUMMARY

April 17th, 2014

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of Technical Review meetings held on March 24th & April 3rd, 2014

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Karlin, Ron – Member at Large; Lowe, Ann – Co-Chair, Faculty; Matsumoto, Saburo – Member at Large; Marengo, Anne – Social Science & Business; Ramey, Shane – Adjunct Faculty; Voth, Joseph – Humanities; Waller, Tina – Allied Health

Members absent: Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Ruys, Jasmine – Admissions & Records; Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics; Enrollment Service – Vacant

TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
ADMJUS	135	Criminal Evidence	Added keywords into objectives and content from C-ID descriptor.	R. Brode	Fall 2014

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
REAL	150	Mortgage Loan Brokering	Course will no longer be offered	R. Walden	Fall 2014

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ADMJUS	110	Principles and Procedures of the Justice System	Revised SLO's (2) , revised objectives and content, updated textbook.	R. Brode	Fall 2014
ADMJUS	125	Criminal Law I	Revised SLO , revised objectives and content, updated textbook. Added ENGL-101 as recommended preparation.	R. Brode	Fall 2014
BIOSCI	132	Concepts in Evolution	Revised descriptions, objectives and content, updated textbook.	J. Chazis	Fall 2014
BIOSCI	180	Biology of Cancer	Revised objectives and content.	K. Cude	Fall 2014
CIT	115	Business English	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbook.	M. Lapman	Fall 2014
CIT	116	Business Communications	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbook.	M. Lapman	Fall 2014
CIT	160	Microsoft Access I	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbook.	M. Lapman	Fall 2014
COMS	105	Fundamentals of Public Speaking	Revised descriptions, revised SLO's (3) , revised objectives and content, updated textbooks.	V. Leonard	Fall 2014

COMS	105H	Fundamentals of Public Speaking – Honors	Revised descriptions, revised SLO's (3) , revised objectives and content, updated textbooks.	V. Leonard	Fall 2014
COMS	223	Small Group Communication	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbooks.	V. Leonard	Fall 2014
COMS	250	Process of Communication	Revised descriptions, revised SLO , revised objectives and content, added textbooks.	V. Leonard	Fall 2014
COMS	250H	Process of Communication – Honors	Revised descriptions, revised SLO , revised objectives and content, added textbooks.	V. Leonard	Fall 2014
COMS	260	Communication and Gender	Revised SLO , revised objectives and content, updated textbook.	V. Leonard	Fall 2014
ECE	123	Introduction to Curriculum for Young Children	Changed course number and title, (formerly ECE-115 "Curriculum & Classroom Management of Early Childhood Education Programs"). Revised descriptions, revised SLO , revised objectives and content, updated textbooks, prerequisite change to ECE-121 due to new course number.	C. Stephens	Fall 2014
ECE	165	Teaching Children in a Diverse Society	Changed course title, (formerly "Teaching in a Diverse Community"). Revised descriptions, revised SLO , revised objectives and content, updated textbooks.	C. Stephens	Fall 2014
HUMAN	100	Introduction to Studies in Humanities	Changed title (formerly Comparative Studies in the Humanities). Revised descriptions, revised SLO , revised objectives and content, updated textbooks. Added ENGL-091 as recommended preparation.	A. Eakins	Fall 2014
NURSNG	061	Interpretation of Laboratory Tests	Revised objectives and content, updated textbook.	T. Waller	Fall 2014
PARLGL	111	Civil Litigation I	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbooks. Added DLA.	H. Fendree	Fall 2014
PARLGL	112	Civil Litigation II	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbook. Removed PARLGL-111 prerequisite, added DLA.	H. Fendree	Fall 2014
PARLGL	200	Paralegal Seminar	Revised descriptions, revised SLO's (2) , revised objectives and content, added textbook. Added PARLGL-150 as a prerequisite, removed POLISC-150/150H prerequisite, added DLA.	H. Fendree	Fall 2014
PARLGL	201	Aging and the Law	Revised descriptions, revised SLO , revised objectives and content, added textbook. Added DLA.	H. Fendree	Fall 2014
THEATR	140	Acting Fundamentals	Revised descriptions, revised SLO , revised objectives and content, added textbook.	P. Wickline	Fall 2014
THEATR	161	Musical Theatre Techniques	Changed title (Formerly Musical Theatre), decreased units to 2 (formerly 3 units), revised descriptions, revised SLO's (2) , revised objectives and content, added textbook. Added THEATR-140 & MUSIC-140 as recommended preparation.	P. Wickline	Fall 2014
THEATR	240	Acting Shakespeare	Revised SLO's (2) , revised objectives and content, added textbook.	P. Wickline	Fall 2014
THEATR	241	Movement for the Performer	Decreased units to 2 (formerly 3 units), revised SLO's (2), revised descriptions, revised objectives and content, updated textbook.	P. Wickline	Fall 2014
THEATR	242	Voice for the Performer	Decreased units to 2 (formerly 3 units), revised SLO's (2), revised descriptions, revised objectives and content, updated textbooks.	P. Wickline	Fall 2014

WELD	092	Introduction to Metal Fabrication	Revised SLO's (2) , revised objectives and content, added textbook.	T. Seiber	Fall 2014
WELD	093	Intermediate Metal Fabrication	Revised SLO's (2) , revised objectives and content, added textbook.	T. Seiber	Fall 2014
WELD	094	Advanced Metal Fabrication	Revised SLO's (2) , revised objectives and content.	T. Seiber	Fall 2014
WELD	104	Introduction to Gas Tungsten Arc Welding	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbook.	T. Seiber	Fall 2014
WELD	105	Advanced Gas Tungsten Arc Welding	Revised descriptions, revised lecture SLO , revised objectives and content, updated textbook.	T. Seiber	Fall 2014
WELD	130	Welding Metallurgy	Revised SLO's (2) , revised objectives and content, updated textbook, added manual.	T. Seiber	Fall 2014
WELD	132	Blueprint Reading for Welders and Fabricators	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbooks. Changed recommended preparation to MFGT-090 (formerly MFGT-100).	T. Seiber	Fall 2014

-Motion to approve all Consent Calendar Items on the April 17th, 2014 Curriculum Committee Agenda; Motion by Tina Waller, second by Ron Karlin. All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
MUSIC	220A	Chromatic Harmony I	3 units, 54 hours lecture, not-repeatable, new SLO's (2), new recommended preparation of MUSIC-120B.	B. Feldman	Fall 2014
MUSIC	220B	Chromatic Harmony II	3 units, 54 hours lecture, not-repeatable, new SLO's (2), new recommended preparation of MUSIC-220A.	B. Feldman	Fall 2014

MODIFIED COURSES:

Subject	#	Title	Description of action	Author	Effective
MUSIC	120A	Tonal Harmony I	Changed course number (formerly 120), 3 units, 54 hours lecture, not-repeatable, new SLO's (2).	B. Feldman	Fall 2014
MUSIC	120B	Tonal Harmony II	Changed course number (formerly 122), 3 units, 54 hours lecture, not-repeatable, new SLO's (2), new recommended preparation of MUSIC-120A.	B. Feldman	Fall 2014
SPAN	101	Elementary Spanish I	Revised descriptions, revised objectives and content, added textbook.	C. Accosta	Fall 2014
SPAN	102	Elementary Spanish II	Revised descriptions, revised objectives and content, added textbook.	C. Accosta	Fall 2014
SPAN	201	Intermediate Spanish I	Revised content to match C-ID descriptor, updated textbook.	C. Accosta	Fall 2014
SPAN	202	Intermediate Spanish II	Revised content to match C-ID descriptor, updated textbook.	C. Accosta	Fall 2014
SPAN	211	Spanish for Heritage Speakers I	Changed course number (formerly 101A), revised descriptions, revised objectives and content.	C. Accosta	Fall 2014
SPAN	212	Spanish for Heritage Speakers II	Changed course number (formerly 102A), revised descriptions, revised objectives and content. Prerequisite change to SPAN-211 due to number change.	C. Accosta	Fall 2014

NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Music for Transfer	A.A.-T Degree	23-24 required units based on state approved Transfer Model Curriculum (TMC), New Program SLO added.	B. Feldman	Fall 2014
Spanish for Transfer	A.A.-T Degree	19-20 required units based on state approved Transfer Model Curriculum (TMC), New Program SLO's (2) added.	C. Accosta	Fall 2014

-Motion to approve MUSIC-120A, 120B, 220A, 220B, and the Music for Transfer AA-T Degree; Motion by Shane Ramey, second by Tina Waller, All in favor: Unanimous.

-Motion to approve SPAN-101, 102, 201, 202, 211, 212, and the Spanish for Transfer AA-T Degree; Motion by Joseph Voth, second by Saburo Matsumoto, All in favor: Unanimous.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ADMJUS	125	Criminal Law I	Added ENGL-101 as recommended preparation. – Approved.	B. Brode
ECE	123	Introduction to Curriculum for Young Children	Prerequisite change to ECE-121 due to new course number. – Approved.	C. Stephens
HUMAN	100	Introduction to Studies in Humanities	Added ENGL-091 as recommended preparation. – Approved.	A. Feldman
MUSIC	120B	Tonal Harmony II	New recommended preparation of MUSIC-120A. – Approved.	B. Feldman
MUSIC	220A	Chromatic Harmony I	New recommended preparation of MUSIC-120B. – Approved.	B. Feldman
MUSIC	220B	Chromatic Harmony II	New recommended preparation of MUSIC-220A. – Approved.	B. Feldman
PARLGL	112	Civil Litigation II	Removed PARLGL-111 prerequisite. – Approved.	H. Feudtun
PARLGL	200	Paralegal Seminar	Added PARLGL-150 as a prerequisite, removed POLISC-150/150H prerequisite. – Approved.	H. Feudtun
SPAN	212	Spanish for Heritage Speakers II	Change prerequisite to SPAN-211 due to number change. – Approved.	C. Accosta
THEATR	161	Musical Theatre Techniques	Added THEATR-140 & MUSIC-140 as recommended preparation. – Approved.	P. Wickham
WELD	132	Blueprint Reading for Welders and Fabricators	Changed recommended preparation to MFGT-090 (formerly MFGT-100). – Approved.	T. Seiber

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
PARLGL	111	Civil Litigation I	Online/Hybrid. – Approved.	H. Faudree
PARLGL	111	Civil Litigation II	Online/Hybrid. – Approved.	H. Faudree
PARLGL	200	Paralegal Seminar	Online/Hybrid. – Approved.	H. Faudree
PARLGL	201	Aging and the Law	Online/Hybrid. – Approved.	H. Faudree

Discussion Items:

1. Curriculum Committee Elections: The 2 year cycle for the Curriculum Committee representatives will be up at the end of the Spring 2014 semester. Current Curriculum Committee representatives were asked to inform faculty members within their divisions that the elections are now open.

New Courses Includes ISA's	2	Modified Non Credit Courses	-0-	Modified Prerequisites	8
New Programs	2	New DLA's	4	Deleted Courses	1
Modified Courses	41	New SLO's	11	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	52	Proposals Reviewed in Technical Review Session	35
New Non Credit Courses	-0-	New Prerequisites	3	Proposals Returned from Technical Review Session	-0-

Curriculum Committee 2014-2015 Calendar

Meetings are routinely held in BONH-330, 3:00 pm – 5:00 pm

FALL 2014		
AGENDA DEADLINE		MEETING
August 22 nd , 2014 <small>Proposal must be in stage 7 by noon</small>		September 4 th , 2014
September 6 th , 2014 <small>Proposal must be in stage 7 by noon</small>	Deadline to submit <u>new</u> courses and degrees/certificates to be eligible for publication in the 2015-2016 College Catalog. (Transfer courses should <i>not</i> be offered until CSU and/or UC articulation has been <u>approved</u>).	September 18 th , 2014
September 19 th , 2014 <small>Proposal must be in stage 7 by noon</small>		October 2 nd , 2014
October 3 rd , 2014 <small>Proposal must be in stage 7 by noon</small>		October 16 th , 2014
October 17 th , 2014 <small>Proposal must be in stage 7 by noon</small>		October 30 th , 2014
October 31 st , 2014 <small>Proposal must be in stage 7 by noon</small>		November 13 th , 2014
November 21 st , 2014 <small>Proposal must be in stage 7 by noon</small>	<p><u>Courses in need of five year curriculum revision</u>: Proposals must be in Stage 7 of the curriculum approval process by December 12th, 2014 or cannot be offered in Spring 2015.</p> <p>Deadline to submit <u>revised</u> courses, including Distance Learning Addendums, and <u>revised</u> degrees/certificates to be eligible for publication in the 2014-2015 <u>catalog</u>.</p>	December 4 th , 2014
SPRING 2015		
AGENDA DEADLINE		MEETING
February 6 th , 2015 <small>Proposal must be in stage 7 by noon</small>		February 19 th , 2015
February 20 th , 2015 <small>Proposal must be in stage 7 by noon</small>		March 5 th , 2015
March 6 th , 2015 <small>Proposal must be in stage 7 by noon</small>		March 19 th , 2015
March 20 th , 2015 <small>Proposal must be in stage 7 by noon</small>		April 2 nd , 2015
April 3 rd , 2015 <small>Proposal must be in stage 7 by noon</small>		April 16 th , 2015
April 17 th , 2015 <small>Proposal must be in stage 7 by noon</small>	Deadline to submit <u>new</u> courses and degrees/certificates to be eligible for publication in the 2016-2017 College Catalog. (Transfer courses should <i>not</i> be offered until CSU and/or UC articulation has been <u>approved</u>).	April 30 th , 2015
N/A	Committee Retreat	May 14 th , 2015

***Changes to title, course number, unit value, lab/lecture breakdown, grading option, repeatability and prerequisites/co-requisites will *not* go into effect until the following fall semester.**

Contact Patrick Backes in the Curriculum Office at ext. 5479 with any questions

2014 Five Year Revision List

Courses on this list must reach stage 7 of the curriculum approval process by Friday December 12th, 2014 to be eligible for offering in Spring 2015

Allied Health/Public Safety			
Course	Course Title	Date Approved	Status
ADMJUS-126	Substantive Criminal Law	12/8/2009	
ADMJUS-180	Dangerous Drugs and Narcotics	12/8/2009	
ADMJUS-185	Police-Community Relations	12/8/2009	
FIRETC-106	Fire Company Organization and Procedures	11/19/2009	
FIRETC-107	Fire Apparatus and Equipment	11/19/2009	
FIRETC-108	Fire Hydraulics	11/19/2009	
FIRETC-123	Fire Investigation	11/19/2009	
HLHSCI-150	Nutrition	4/16/2009	
HLHSCI-243	Women and Health	9/4/2008	
HLHSCI-249	Medical Terminology	2/19/2009	
MLT-110	Clinical Hematology Lecture	10/15/2009	
MLT-110L	Clinical Hematology Lab	10/15/2009	
MLT-112	Clinical Urinalysis Lecture	10/15/2009	
MLT-112L	Clinical Urinalysis Lab	10/15/2009	
MLT-114	Clinical Coagulation Lecture	10/15/2009	
MLT-114L	Clinical Coagulation Lab	10/15/2009	
MLT-116	Clinical Microbiology Lecture	10/15/2009	
MLT-116L	Clinical Microbiology Lab	10/15/2009	
MLT-118	Clinical Immunology/Immunohematology	10/15/2009	
MLT-118L	Clinical Immunology/Immunohematology	10/15/2009	
MLT-120	Clinical Chemistry I Lecture	11/5/2009	
MLT-120L	Clinical Chemistry I Lab	11/5/2009	
MLT-124	Clinical Chemistry II Lecture	11/5/2009	
MLT-124L	Clinical Chemistry II Lab	11/5/2009	
MLT-128	Clinical Hematology/Urinalysis/	11/5/2009	

MLT-129	Clinical Microbiology Practicum	11/5/2009	
MLT-130	Clinical Immunology/Immunohematology	11/5/2009	
MLT-131	Clinical Chemistry Practicum	11/5/2009	

NURSNG-212	Physical Assessment	4/16/2009	
NURSNG-242	Critical Care Nursing	2/19/2009	

Career Technical Education (CTE)

Course	Course Title	Date Approved	Stage/Status
ARCHT-100	Careers in Architecture, Interior Design	3/19/2009	
ARCHT-140	Materials and Methods of Construction	9/3/2009	
ARCHT-180	Codes and Zoning Regulations	9/3/2009	
ARCHT-200A	Sustainable Development and	3/19/2009	
ARCHT-200B	Design III - Environmental Design Lab	3/19/2009	
ARCHT-240	Architectural Design Portfolio	3/19/2009	
ARCHT-270	CAD 3-D Modeling/Animation	3/19/2009	
ARCHT-280	Design IV - Advanced Design	5/7/2009	

CMPNET-131	Voice and Data Cabling	11/5/2009	
CMPNET-132	A+ Certification	11/5/2009	
CMPNET-153	Wireless LANs	9/3/2009	

CONST-101	Introduction to Construction and	9/3/2009	
CONST-103	Blue Print Reading for Construction	11/5/2009	Stage 7

CULARTS-050	Knife Skills	10/16/2008	Stage 7
CULARTS-055	Culinary Safety and Sanitation	10/16/2008	
CULARTS-121	Culinary Fundamentals I	10/16/2008	
CULARTS-123	Culinary Fundamentals II	10/16/2008	
CULARTS-125	Principles of Garde Manger I	10/16/2008	
CULARTS-132	Culinary Fundamentals III	10/16/2008	
CULARTS-133	International Cuisine	2/19/2009	

CWE-188OCC	Cooperative Work Experience Education	4/20/2009	
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CWE-189GNRL	Cooperative Work Experience Education	10/15/2009	Stage 7
ID-091	Art and Accessories in Interior Design	9/3/2009	Stage 2
ID-100	Careers in Architecture, Interior Design	3/19/2009	
ID-101A	Introduction to Interior Design	3/19/2009	
ID-101B	Introduction to Interior Design Lab	3/19/2009	
ID-105	Introduction to Production Design	9/3/2009	
ID-111	Kitchen and Bath Design	3/19/2009	Stage 7
ID-113	Interior Design Materials and	12/8/2009	
ID-219	Interior Design Portfolio	3/19/2009	
ID-295	Professional Practices for Interior	12/8/2009	

MFGT-121	CNC 1: Operation and Manual Programming	9/18/2008	
MFGT-122	CNC 2: Concepts and Programming	9/18/2008	
MFGT-131	CAD/CAM I	5/7/2009	

Education			
Course	Course Title	Date Approved	Stage/Status
ECE-116A	Curriculum and Classroom	4/2/2009	
ECE-116B	Curriculum and Classroom	4/2/2009	
ECE-130	Infant/Toddler Development and	4/2/2009	
ECE-135	School Age Child Care Programs and	4/2/2009	
ECE-140	Recreational Leadership in School Age	4/2/2009	
ECE-175	Childhood Health and Safety	4/2/2009	

Fine & Performing Arts			
Course	Course Title	Date Approved	Status
ART-205	Landmarks of Art and Visual	5/7/2009	
ART-220	Watercolor Painting	4/16/2009	
ART-236	Sculpture II	4/16/2009	
ART-295	Professional Skills for Artists	4/16/2009	

DANCE-130	Hip-Hop Dance	9/4/2008	
DANCE-134	Ballroom and Social Dance	4/16/2009	

DANCE-137	Flamenco and Spanish Dance	5/7/2009	
DANCE-161	COC Dance Company Production	11/5/2009	Stage 7
GMD-041	Introduction to Indesign	9/3/2009	
GMD-101	Introduction to Digital Media	9/17/2009	Stage 7
GMD-142	2-D Computer Illustration	9/17/2009	
GMD-144	Graphic Design I	9/17/2009	
GMD-145	Type and Typography	9/17/2009	
GMD-177	Web Page Design I	9/17/2009	Stage 7
GMD-242	Graphic Design II	12/3/2009	
MEA-090L	Media Production Lab	11/5/2009	
MEA-091L	Advanced Media Production Lab	11/5/2009	
MEA-100	Mass Media and Society	5/7/2009	
MEA-101	Television and Film Media	4/16/2009	
MEA-102	History of Animation	10/1/2009	Stage 2
MEA-103	Exploring Contemporary Television	4/16/2009	
MEA-106	Introduction to Animation	12/8/2009	Stage 2
MEA-108	Scriptwriting Fundamentals	4/16/2009	
MEA-109	Story Development and Storyboarding	12/8/2009	Stage 2
MEA-110	Writing for Journalism and New Media	11/5/2009	
MEA-111	Exploring Video Field Production	4/16/2009	
MEA-112	Exploring Video Studio Production	4/16/2009	
MEA-113	Exploring Online Media Communication	4/16/2009	
MEA-114	Digital Audio for Multimedia	11/5/2009	
MEA-116	Digital Video Editing I	4/16/2009	
MEA-119	Announcing and Media Performance	11/5/2009	
MEA-120	Introduction to Cinematography	4/16/2009	
MEA-159	Music for Film, Television and New Media	12/3/2009	
MEA-201	Film Style Seminar	5/7/2009	
MEA-225	Advanced News Media Production	11/5/2009	
MEA-230	Online Production and New Media	9/17/2009	Stage 2
MEA-232	Character and Prop Design for Animation	12/8/2009	Stage 2
MEA-233	Environmental Design for Animation	12/8/2009	Stage 2

MEA-280	Filmmaking II: Directing and Producing	5/7/2009	
MEA-295	Professional Practices/Portfolio	5/7/2009	

MUSIC-116	Performance Ensembles for Music Theater	10/1/2009	
MUSIC-159	Music for Film, Television and New Media	12/3/2009	
MUSIC-165	Symphony of the Canyons	12/3/2009	
MUSIC-175	Festival Choir: Voices of the Canyons	12/3/2009	
MUSIC-191	Contemporary Practices in Music	10/2/2008	
MUSIC-192	Music Business	2/19/2009	

PHOTO-190	Studio Photography	5/7/2009	
PHOTO-195	Color Photography	5/7/2009	
PHOTO-200	Portraiture	5/7/2009	
PHOTO-201	Independent Projects in Photography	5/7/2009	Stage 7
PHOTO-285	Concept Development	5/7/2009	

THEATR-100	Theatre Appreciation	10/2/2008	Stage 7
THEATR-120	Stagecraft	5/7/2009	
THEATR-170	Introduction to Stage Management	12/4/2008	

Humanities

Course	Course Title	Date Approved	Stage/Status
CINEMA-122	History of Cinema	4/2/2009	Stage 7

ENGL-105	Introduction to Creative Writing	5/7/2009	
ENGL-106	Creative Writing - Nonfiction	9/3/2009	Stage 2 - Requested Changes
ENGL-108	Creative Writing - Poetry	4/16/2009	
ENGL-109	Creative Writing - Short Stories	4/2/2009	
ENGL-204	Technical Report Writing	11/5/2009	
ENGL-250	British Literature I	11/5/2009	Stage 7
ENGL-251	British Literature II	11/5/2009	Stage 5
ENGL-262	American Multicultural Literature	12/8/2009	Stage 7 - Requested Changes
ENGL-263	Introduction to Poetry	11/5/2009	
ENGL-264	Study of Fiction	9/3/2009	

ENGL-270	Introduction to African-American	11/19/2009	
ENGL-272	The Bible As Literature	4/6/2009	
ENGL-273	World Literature I	10/15/2009	Stage 4 - Requested Changes
ENGL-274	World Literature II	11/5/2009	Stage 4 - Requested Changes

ESL-060	College Writing & Grammar I	12/8/2009	
ESL-061	College Listening and Speaking I	12/8/2009	
ESL-071	College Listening and Speaking II	12/8/2009	
ESL-080	College Writing and Grammar III	6/10/2009	
ESL-081	College Listening & Speaking III	12/8/2009	
ESL-083	College Reading & Discussion III	5/7/2009	

FRNCH-101	Elementary French I	4/2/2009	
FRNCH-102	Elementary French II	10/16/2008	
FRNCH-150	Beginning Conversational French	4/30/2009	
FRNCH-201	Intermediate French I	10/16/2008	
FRNCH-202	Intermediate French II	10/16/2008	

GERMAN-101	Elementary German I	4/2/2009	
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HUMAN-101	Forms and Ideas in Humanities	4/2/2009	
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SPAN-102A	Spanish for Heritage Speakers II	10/16/2008	
SPAN-150	Beginning Conversational Spanish	5/2/2009	
SPAN-202	Intermediate Spanish II	10/16/2008	

Kinesiology, Physical Education and Athletics

Course	Course Title	Date Approved	Stage/Status
HLHSCI-100	Health Education	5/21/2009	Stage 3 - Requested Changes

KPET-107	Theory and Analysis of Basketball	12/3/2009	
KPET-108	Theory and Analysis of Soccer	9/17/2009	Stage 7

REC-101	Recreation and Leisure in Contemporary	11/19/2009	Stage 7
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REC-102	Planning Programs and Events for	11/19/2009	Stage 7
REC-103	Recreation and the Natural Environment	11/19/2009	Stage 7
REC-105	Leadership in Recreation and Leisure	10/15/2009	
REC-124	Challenge Ropes Course Experience	11/6/2008	

Mathematics, Science & Engineering

Course	Course Title	Date Approved	Stage/Status
ASTRON-100	General Astronomy	2/19/2009	
ASTRON-101	The Stellar System	2/19/2009	Stage 2 - Requested Changes
ASTRON-102	The Solar System	2/19/2009	Stage 2 - Requested Changes
BIOSCI-090	Biology for Technology	3/5/2009	
BIOSCI-107	Molecular and Cellular Biology	10/15/2009	
BIOSCI-230	Introduction to Biotechnology	10/15/2009	
CMPSCI-111	Introduction to Algorithms and	10/16/2008	
CMPSCI-111L	Introduction to Algorithms and	10/16/2008	
CMPSCI-122	Computer Architecture and Assembly	10/16/2008	
CMPSCI-190	Web Programming: JavaScript	4/16/2009	
CMPSCI-222	Computer Organization	11/6/2008	
ENGR-090	Exploring Gadgets, Engineering, and	4/2/2009	
GEOG-102	Cultural Geography	10/2/2008	
GEOG-103	Introduction to Meteorology	10/2/2008	Stage 7
GEOL-218	Introduction to Oceanography	5/13/2009	
NANO-010	Introduction to Nanotechnology	4/2/2009	
PHYSIC-110	General Physics I	3/19/2009	Stage 6 - Requested Changes
PHYSIC-111	General Physics II	3/19/2009	

Non-Credit			
Course	Course Title	Date Approved	Stage/Status
NC.BCSK-080	Academic Skills I	12/3/2009	
NC.BCSK-085	Academic Skills II	12/3/2009	
NC.BCSK-090	CAHSEE Preparation	2/19/2009	
NC.BCSK-50	Test-Taking Skills	10/16/2008	
NC.ESL-1A	Beginning Low A	10/1/2009	
NC.ESL-1B	Beginning Low B	10/1/2009	
NC.ESL-2A	Beginning High A	10/1/2009	
NC.ESL-2B	Beginning High B	10/1/2009	
NC.ESL-3A	Intermediate Low A	10/1/2009	
NC.ESL-3B	Intermediate Low B	10/1/2009	
NC.ESL-4A	Intermediate High A	10/1/2009	
NC.ESL-4B	Intermediate High B	10/1/2009	
NC.TUTR-094	Supervised Tutoring	12/8/2009	
Social Science & Business			
Course	Course Title	Date Approved	Stage/Status
ANTHRO-101H	Physical Anthropology Honors	9/17/2009	
ANTHRO-101L	Physical Anthropology Laboratory	12/4/2008	
ANTHRO-103H	Cultural Anthropology - Honors	2/19/2009	
CIT-036	Microsoft Outlook - Brief	11/19/2009	
CIT-110	Keyboarding and Document Processing	9/18/2008	
CIT-111	Advanced Keyboarding and Document	12/4/2008	
CIT-140	Survey of Microsoft Office Programs	9/3/2009	
CIT-171	Website Development II	9/3/2009	
COMS-110	Communication and Leadership	2/19/2009	
COMS-150	Oral Interpretation	2/19/2009	
COMS-190	Forensics	9/3/2009	
COMS-227	Introduction to Rhetorical Criticism	12/4/2008	

ECON-201H	Macroeconomics - Honors	9/4/2008	
ECON-202	Microeconomics	11/5/2009	
HIST-111H	United States History I - Honors	7/24/2009	
HIST-120H	The Role of Women in the History of the	9/17/2009	
HIST-243	History of Mexico and the Mexican and	5/7/2009	
PARLGL-101	Introduction to Law	3/19/2009	
PARLGL-104	Contract Law	3/19/2009	
PARLGL-105	Tort Law	12/3/2009	
PARLGL-107	Legal Ethics	9/3/2009	
POLISC-150	Introduction to American Government and	12/3/2009	
POLISC-250	Comparative Government and Politics	10/2/2008	
PSYCH-101	Introduction to Psychology	11/19/2009	
PSYCH-101H	Introduction to Psychology - Honors	11/19/2009	
PSYCH-105	Personal Growth and Adjustment	10/15/2009	
PSYCH-109	Social Psychology	11/6/2008	
PSYCH-172	Developmental Psychology	10/15/2009	
PSYCH-235	Psychology of Gender Roles	11/9/2009	
PSYCH-240	Abnormal Psychology	11/20/2008	
REAL-100	Real Estate Principles	12/4/2008	Stage 3
REAL-101	Real Estate Practices	12/4/2008	Stage 3
REAL-105	Real Estate Financing	12/4/2008	
REAL-115	Legal Aspects of Real Estate	12/4/2008	
REAL-120	Real Estate Appraisal I	12/4/2008	
REAL-121	Real Estate Appraisal II	12/4/2008	
REAL-130	Escrow Procedures and Processing	2/19/2009	
SOCI-101	Introduction to Sociology	11/19/2009	Stage 6
SOCI-101H	Introduction to Sociology - Honors	11/19/2009	Stage 6
SOCI-102	Introduction to Sociological Research	12/4/2008	Stage 7
SOCI-103	Intimate Relationships and Families	2/19/2009	Stage 6
SOCI-103H	Intimate Relationships and Families	10/15/2009	Stage 6
SOCI-108	Thinking Critically About Social Issues	10/15/2009	
SOCI-200	Introduction to Women's Studies	11/19/2009	
SOCI-200H	Introduction to Women's Studies Honors	10/1/2009	
SOCI-207	Social Problems	12/4/2008	Stage 7
Student Services			
Course	Course Title	Date Approved	Stage/Status
COUNS-142	Learning to Learn	2/19/2009	
GENSTU-050	Orientation and Assessment - Learning	4/2/2009	Stage 7
GENSTU-081	Cognitive Basic Skills - Computer	2/19/2009	Stage 7
GENSTU-082	Individual Computer Applications	2/19/2009	Stage 7
GENSTU-090	Individual Studies-Blackboard Support	11/6/2008	
GENSTU-091	Individual Studies - Language Skills	2/19/2009	Stage 7
GENSTU-092	Individual Studies - Mathematics Skills	2/19/2009	

DRAFT**BP 4233 Attendance**

Reference: Title 5, Sections 58003, 58004; Student Attendance Accounting Manual; HEA Sec. 103 and 484(l); 34 CFR 600.2; 34 CFR 668.3

The Santa Clarita Community College District has adopted the following policy with regard to attendance. Nothing in this policy shall conflict with Title 5 section 58003 that pertains to state requirements for monitoring and reporting attendance for apportionment purposes. The Santa Clarita Community College District authorizes specified designated District personnel to develop and implement those procedures necessary to comply with state mandated attendance reporting requirements. This policy is applicable to all courses, regardless of delivery format, offered by the Santa Clarita Community College District.

4233.1 Definitions:

- A. No show drop – a drop that occurs as a result of a student not attending the first class meeting.
- B. Census drop - a drop occurs when a student stops attending a class prior to the first census drop or 20% of the course. The “drop date” shall be the end of business of the day immediately preceding the census day.
- C. Withdrawal drop –a withdrawal occurs when a student stops attending prior to 75% of the term or the 12th week of classes for full-term classes.
- D. Absences
 - 1) Excessive absences- an accumulation of excused and/or unexcused absences amounting to more than 10% of the class meetings.
 - 2) Excused absence- an absence caused by documented extenuating circumstances.
 - 3) Unexcused absence- an absence with no documented extenuating circumstance.
- E. Extenuating circumstances- verified cases of accidents, illness, and other circumstances beyond the control of the student. A student must have documentation to prove an extenuating circumstance.
- F. The last date of attendance - is either the mid-point of the financial aid payment period, as the effective withdrawal date, or the student’s last date of attendance as determined by his or her last known academically related activity. Academic related activity requires more than attendance in the student’s face to face or electronic classroom.
- G. Academically related activities include but are not limited to:
 - 1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
 - 2) Submitting an academic assignment;
 - 3) Taking an exam, an interactive tutorial or computer-assisted instruction;
 - 4) Attending a supplemental learning activity and/or study group that is assigned by the instructor;

- 5) Participating in an online discussion about academic matters; and
 - 6) Initiating contact with the instructor of record to ask a question about the academic subject studied in the course.
 - 7) Academically related activities do not include activities where a student may be present but not academically engaged, such as:
 - 1. Logging into an online class without active participation; or
 - 2. Participating in academic counseling or advisement¹.
 - H. Academic Engagement in Distance Education— is academically related activities, described in the relevant course outline of record, including, but not limited to regular or substantive interaction between the students and initiated by the faculty through discussion board posts, completed assignments, or electronic conversations with faculty. This does not include passive activity in the course; e.g. watching a lecture, downloading an assignment, or other non-interactive activities.
 - I. Distance Education- courses that deliver instruction online using the Internet (synchronously and/or asynchronously), provide for regular and substantive contact and interaction online between instructor and students that is initiated by the instructor, and require online activities as part of a student's grade.
- 4233.2 For the purposes of attendance and in application of census procedures, the Santa Clarita Community College District shall clear the rolls of students with inactive enrollment for the following time periods:
- A. Been identified as a no show, or
 - B. Stopped attendance prior to the Census date, or
 - C. Stopped attendance prior to the Withdrawal date.
- 4233.3 A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances. "No longer participating" includes, but is not limited to, excessive unexcused absences related to nonattendance.
- 4233.4 Regular and punctual attendance is an integral part of the learning process. Students of the Santa Clarita Community College District are expected to attend all scheduled classes in which enrolled. An instructor has the authority to drop a student who violates written attendance policies. Instructors are not obligated to hold seats for students who are enrolled but do not attend the first class meeting.
- A. Only persons who are registered for a class at the Santa Clarita Community College District may attend that class. Students are expected to attend all class meetings for

¹ Participation in academic counseling and advising are no longer considered to be academic attendance or attendance at an academically related activity. (*Federal Student Aid Handbook, June 2012; Chapter 1 – Withdrawals and the Return of Title IV Funds*)

those courses in which they are enrolled. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be dropped or withdrawn from the course.

- B. Students who fail to attend the first scheduled class meeting or fail to obtain permission from the instructor regarding absence before the first scheduled class meeting shall be dropped as a no show from the course.
- C. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- D. Any student with excused or unexcused absences amounting to more than 10% of the class meetings may be dropped or withdrawn from the class. An instructor may drop a student up until 20% of the course (the 2nd week of a full semester length class) or withdraw a student from a course up until 75% of the course (the 12th week of a full semester length class) due to excessive absences.
- E. Absence due to an extenuating circumstance may be accepted by the instructor as an excused absence for a limited period of time. Students are expected to notify their instructor by e-mail and/or phone message if they are absent for a medical reason. Students anticipating or encountering extended absences due to medical, personal or family emergencies should remove him or herself from the course.
- F. The faculty member may establish a limit on tardy or leaving early from the course to equal an absence. This classroom procedure shall be established in the syllabus for students on the first day of the course.**
- G. It is the student's responsibility to officially drop or withdraw from a course. Students failing to officially drop or withdraw from a course may receive an "FW" grade.

4233.5 Distance Education Courses

- A. Distance education courses require regular and substantive interaction between students and initiated by the faculty.
- B. A student's absence from a distance education course shall be determined by the last day on which the student was academically engaged and participated in an academically related activity in the class.
- C. The last date of attendance for students enrolled in a distance education course will be used in determining a student's absences and subsequent drop or withdrawal from a class.

4233.6 Financial Aid Repayment

Any student who receives Federal financial aid and completely withdraws or fails to complete any units during the payment period or period of enrollment, will be required to repay any unearned financial aid funds.

DRAFT**AP 4233****Attendance**

- 4233.1 (A) The faculty shall drop students for no-show and census drops. The faculty member will no show drop a student via My Canyons during the first week of the course if the student did not attend the first day of the course. Instructors are not obligated to hold a seat for a student that does not attend the first day of the course.
- (B) The faculty member will drop a student via My Canyons prior to the census date of the course if the student stopped attending the course after the first day of the course.
- (C) The faculty member has the opportunity to withdrawal a student from the course if the student stopped attending after the census date and missed more than 10% of the course meetings up until 75% of the course.
- (D) The faculty member may establish a limit on tardy or leaving early from the course to equal an absence. This classroom procedure shall be established in the syllabus for students on the first day of the course.**
- 4233.2 Students must attend all courses, in person or on-line, that show on their schedule. If the student stops attending the course, it is the responsibility of the student to drop the course from his or her record.
- 4233.3 An instructor may approve a reinstatement for a student into their course if the student shows the excessive absences were a result of a documented extenuating circumstance. An instructor does not have to approve a reinstatement back into his or her course.
- 4233.4 Students must actively participate in online courses to prove attendance. Attendance in an online course will be counted when a student participates in an academically related activity. If the student does not participate in an academically related activity throughout the course, the instructor may drop the student for non-attendance.
- 4233.5 Students who receive federal financial aid, and are dropped for non-attendance, will be responsible for repayment of any unearned financial aid funds. The Financial Aid office will provide students with the repayment amount based on the last day of attendance in courses dropped. The student must repay the money back to the college or a hold will be placed on the student's record. The student will not receive college services until the unearned financial aid funds are repaid and the hold is removed.

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BP 4025 Philosophy and Criteria for Associate Degree and General Education

References: Title 5 Section 55061; Accreditation Standard II.A.3

College of the Canyons is dedicated to the philosophy that all students will receive the highest quality education possible. Doing so should ensure learning experiences that will enhance students' academic and career opportunities as well as develop a sense of civic awareness and personal responsibility.

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and ethics, and the society in which they live. ~~Most importantly, General Education should lead to better self-understanding.~~

The CEO of the Santa Clarita Community College District shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

See Administrative Procedure (AP) 4025

Adopted XX/XX

DRAFT

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References: Title 5 Section 55061

Students receiving an Associate Degree must satisfactorily complete the requirements in general education selected from the following areas indicated below. A given course may **only** meet **the requirement requirements in only one area for a given general education area**, with the exception of the Diversity Requirement. ~~which may count in another area, if applicable~~ **Courses meeting the Diversity Requirement and another general education area may be accepted to meet both areas.** The requirements are:

- 4025.1 Natural Sciences (minimum 3 semester units)- Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

- 4025.2 Social and Behavioral Sciences (minimum 3 semester units) - Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

- 4025.3 Humanities (minimum 3 semester units) - Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

- 4025.4 Language and Rationality – (minimum of 6 units required) Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.
- (a) English Composition (minimum 3 semester units) - Courses fulfilling the written composition requirement should include both expository and argumentative writing.
 - (b) Communication and Analytical Thinking (minimum 3 semester units) - Courses fulfilling the communication and analytical thinking requirements include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines.
- 4025.5 American Institutions Requirement (minimum 3 semester units) Units completed must cover categories a and b, below. - Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State.
- (a) United States History
 - (b) U.S. Constitution, State and Local Government
- 4025.6 Physical Education and Wellness (minimum 2 semester units) - Courses in physical education and wellness are those which develop the knowledge and skills to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.
- (a) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the physical education requirements threaded throughout the curriculum as a requirement of national standards within that discipline, to include healthy living instruction, and required physical activity in the clinical component of the program, among other things.
- 4025.7 Diversity Requirement – (minimum 3 semester units) – Courses in Diversity examine general issues of diversity, equity, ethnocentricity, and/or ethnicity; and relationships to problems facing contemporary society, especially those resulting from prejudice, discrimination, and cultural conflict. Attention is paid to critical thinking skills which allow

students to address cultural, racial, and/or gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.

(a) The course used to satisfy this area may also be used to satisfy another area of General Education, if applicable.

(b) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the cultural competency emphasis threaded throughout the curriculum as a requirement of national standards within that discipline.

(c) The Curriculum Committee will approve a list of qualifying courses and review any new course developed in the future for diversity content.

4025.8 Transfer Degree Exemptions – Associate in Arts transfer degrees and Associate in Science transfer degrees are exempt from the local requirements, including the American Institution requirement, the Physical Education and Wellness requirement, and the diversity requirement as listed in sections 4025.5, 4025.6 and 4025.7 of this procedure, respectively.

Submitted to Academic Senate by Human Resources
Adjunct Minimum Qualifications and Equivalencies 2013-2014

1	Last Name	First Name	Discipline	Min Quals
2	Abercromby	Joseph	Adjunct - Administration of Justice	Equiv #8- High School Diploma, POST certified, Academy Instructor Certification & Field Training Officer courses + over 6 yrs exp
3	Africa	Erin	Adjunct - Theatre	MFA- Drama (UC Irvine)
4	Almeleh	Justin	Adjunct - Engineering	Master of Engineering (Stevens Institute of Technology)
5	Amendola	John	Adjunct - Administration of Justice	MBA (CA Coast University) + over 2 yrs exp.
6	Amerson	Kenneth		Equiv #8 High School Diploma, POST certified, Instructor Development & Academy Instructor Certification courses + over 6 yrs exp.
7	Ane	Lance	Adjunct - Fire Technology	A.A. in Physical Education (LA Valley College) + over 6 yrs exp.
8	Anzai	Wesley	Adjunct - Fire Technology	A.A. in Fire & Emergency (El Camino College) + over 6 yrs exp.
9	Askari	Brian	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Instructor 1A (Psychomotor Skills/Instructional Techniques) & Training Instructor 1A (Cognitive Lesson Delivery) certifications + over 6 yrs exp in the field
10	Avetian	Tadeh	Adjunct - Engineering	MS- Mechanical Engineering (CSU Polytechnic Pomona)
11	Bader	David	Adjunct - Const Tech/Mgmt	MS- Industrial Technology (CSU Fresno) + over 2 yrs exp.
12	Barron	Cecillia	Adjunct - Sociology	Equiv #5- BA- Sociology (CSUN) + 35 units in Sociology grad program (CSUN)
13	Bloom	Timothy	Adjunct - Fire Technology	Equiv #8 High School Diploma, Fire Instructor 1A & 1B courses and over 6 yrs exp.
14	Bow	Cady	Adjunct - Geography	MA- Geography (CSUN)
15	Brannon	Garrett	Adjunct - Welding	BS- Business Administration (San Diego State Univ) + 2 yrs exp
16	Brown	Mitchell	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Training Instructor 1A (Cognitive Lesson Delivery) and 1B (Psychomotor Lesson Delivery) certifications + over 6 yrs exp in the field
17	Burkhardt	Sandra	Adjunct - Paralegal (law)	JD (University of Kentucky)
18	Burns	Brian	Adjunct - English	MA- English (CSUN)
19	Bygum	Matthew	Adjunct - Administration of Justice	Equiv #8- High School Diploma, POST certified, Academy Instructor Certification & Field Training Officer courses + over 6 yrs exp
20	Capilouto	Joshua	Adjunct - Administration of Justice	B.A. Comm (UC SD) + over 2 yrs exp.
21	Caron	Mark	Adjunct - Administration of Justice	Equiv #8 High School Diploma, POST certified, Academy Instructor Certification + Instructor Development courses + over 6 yrs exp.
22	Chandran	Anupama	Adjunct - Mathematics	MS- Math (University of Texas San Antonio)
23	Chavan	Kavita	Adjunct - Biological Sciences	MS- Microbiology (evaluation report)

24	Chen	Helen	Adjunct - Chemistry	PhD- Chemistry (Univ of Iowa)
25	Cicchelli	Giana	Adjunct - Sociology	MA- Sociology (CSU Fullerton)
26	Correa	Gary	Adjunct - Administration of Justice	Equiv #8 High School Diploma, POST certified, Academy Instructor Certification + Instructor Development courses + over 6 yrs exp.
27	Cruz	George	Adjunct - Fire Technology	Equiv #8 High School Diploma, Fire Instructor 1A & 1B courses and over 6 yrs exp.
28	Cunliff	Colin	Adjunct - Physics	PhD- Physics (UC Davis)
29	DuBois	Chris	Adjunct - Fire Technology	Equiv #8 High School Diploma, Training Instructor 1A & 1B courses + over 6 yrs exp.
30	Edgar	Deborah	Adjunct - Administration of Justice	A.A. Liberal Arts (Mt. San Antonio College) + over 6 yrs exp in the field
31	Edson	William	Adjunct - Administration of Justice	Equiv #8 High School Diploma, Academy Instructor Certification + Field Training Officer courses + over 6 yrs exp.
32	Eleftheriades	Belinda	Adjunct - English	MA - English (College of New Jersey)
33	Erickson	Steven	Adjunct - Administration of Justice	Equiv # 8 - High School Diploma, POST certified, Academy Instructor Certification and Instructor Development Courses + over 6 yrs exp
34	Esmail	Nikjeh	Adjunct - Mathematics	MS- Math (CSU Channel Islands)
35	Evans	Lauren	Adjunct - Art	MFA (USC)
36	Everts	Darryl	Adjunct - Administration of Justice	Equiv #8 High School Diploma, POST certified, Academy Instructor Cert + Instructor Development courses + over 6 yrs exp.
37	Farhat	James	Adjunct - Administration of Justice	Equiv #8 - High School Diploma, POST certified, Academy Instructor Certification and Instructor Development Courses + over 6 yrs exp
38	Flores	Julio	Adjunct - Administration of Justice	Equiv # 8 - High School Diploma, POST certified, Academy Instructor Certification and Instructor Development Courses + over 6 yrs exp
39	Fuentes	Michael	Adjunct - Fire Technology	A.S. in Fire Technology (Rio Hondo College) + over 6 yrs exp.
40	Garcia	Jeannette	Adjunct - Administration of Justice	Equiv #8 High School Diploma, POST certified, Field Training Officer + Course Administrator Training courses + over 6 yrs exp.
41	Gasca	Jose	Adjunct - Administration of Justice	Equiv #8 High School Diploma, POST certified, Academy Instructor Certification + Field Training Officer course and over 6 yrs exp.
42	Gee	Randal	Adjunct - Fire Technology	Equiv#8 High School Diploma, Fire Instructor 1A & 1B courses and over 6 yrs exp.

43	Gilson	Rudolf	Adjunct - Fire Technology	Equiv #8 High School Diploma, Fire Instructor 1A and 1B courses + over 6 yrs exp.
44	Halverson	Michael	Adjunct - Fire Technology	Equiv #8 High School Diploma, Fire Instructor 1A & 1B courses and over 6 yrs exp.
45	Harding	Robert	Adjunct - Water Systems Tech	BS- Civil Engineering (BYU) + over 2 yrs exp
46	Hernandez	Maria	Adjunct - Spanish	MA- Spanish (CSUN)
47	Hernandez	Steven	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Instructor 1A (Psychomotor Skills/Instructional Techniques) & Instructional 1A (Cognitive Lesson Delivery) certifications + over 6 yrs exp in the field
48	Humphrey	Malisa	Adjunct - Art	MFA- Art (UC San Diego)
49	Jamalpanah	Saba	Adjunct - Nursing (clinical)	MSN (Mount St. Mary's College) + 1 yr direct patient care exp + 1 yr teaching exp + RN license
50	Jenison	Jordan	Adjunct - ESL	MS- TESOL (CSU Fullerton)
51	Jinright	Frank	Adjunct - Administration of Justice	Equiv #8 High School Diploma, POST certified, Academy Instructor Certification + Field Training Officer courses + over 6 yrs exp.
52	Jose	Benjamin	Adjunct - Physics	MS- Physics (CSU Fullerton)
53	Joy	Jenny	Adjunct - Nursing (clinical)	MSN (Univ of Phoenix) 1 yr direct patient care exp + 1 yr teaching exp + RN license
54	Judd	Christopher	Adjunct - Fire Technology	B.S. in Business/Management (Univ. of Phoenix) + over 2 yrs exp.
55	Karapetyan	Karapet	Adjunct - Physics	MS- Physics (CSUN)
56	Khodavandi	Steve	Adjunct - Fire Technology	Equiv #8- High School Diploma, Fire Instructor 1A & AB + over 6 yrs exp
57	Kim	Taiho	Adjunct - Chemistry	PhD- Chemistry (UCLA)
58	Kim	Ji	Adjunct - Administration of Justice	B.S. Electronic Engineering (Equivalency Evaluation Report) + over 2 yrs exp.
59	Kinney	Charles Kev	Adjunct - Fire Technology	Equiv #8- High School Diploma, Fire Instructor 1A & AB + over 6 yrs exp
60	Kirschner	Julianna	Adjunct - Comm Studies	MA- Communication Studies (CSUN)
61	Knorr	Tim	Adjunct - Fire Technology	B.S.- Biological Sciences (Biola College) + over 2 yrs exp
62	Koch	Marcia	Adjunct - Comm Studies	MA- Communication (San Diego State Univ)
63	Korkmazyan	Norayr	Adjunct - Mathematics	MS- Applied Math (CSU LA)
64	Labrada	Alfredo	Adjunct - Administration of Justice	B.S. in Criminal Justice Management (Union Institute & University) + over 2 yrs exp.
65	Lagomasino	Adolfo	Adjunct - Comm Studies	MA- Communication Studies (CSUN)
66	Lal	Misri	Adjunct - Engineering	Equiv #2- PhD- Chemistry (Evaluation report)
67	Lewis	Ricky	Adjunct - Fire Technology	B.A. in Industrial Arts (CSU, Long Beach) + over 2 yrs exp.
68	Lundin	Susan	Adjunct - Psychology	BA- Psychology (CSU Channel Islands) and MS- Counseling (CSUN)

69	Mansfield	Michael	Adjunct - Education	MA- Education (Univ of LaVerne)
70	Martin	Corinne	Adjunct - English	MA- English (Syracuse Univ)
				Equiv # 8 - High School Diploma, Academy Instructor Certification and Field Training Officer Courses + over 6 yrs exp
71	Martinez	Guillermo	Adjunct - Fire Technology	
72	Mashhour	Andrew	Adjunct - Mathematics	MS- Math (CSU LA)
73	Masterson	Debora	Adjunct - French	MA- French (San Diego State Univ)
				Equiv #8- High School Diploma, POST certified, Academy Instructor Certification & Field Training Officer courses + over 6 yrs exp
74	Maxey	James	Adjunct - Administration of Justice	
				Equiv #8- High School Diploma, POST certified, Academy Instructor Certification & Field Training Officer courses + over 6 yrs exp
75	Maya	Mauricio	Adjunct - Administration of Justice	
76	McCormick	Michael	Adjunct - Fire Technology	B.S. Health Science (Trident University International) + over 2 yrs exp in the field
77	McCray	Matthew	Adjunct - Theatre	Equiv #5- BFA- Theatre and Dance (Chapman Univ) + 5 yrs exp
78	McGinis	Richard	Adjunct - English	Equiv #3- BA- English (CSUN) + 36 units in English grad program (CSUN)
	Mejia			Equiv #8 High School Diploma, POST certified, Academy Instructor Certification + Field Training Officer courses + over 6 yrs exp.
79		Adriana	Adjunct - Administration of Justice	
				Equiv #8- High School Diploma, POST certified, Instructor Development & Academy Instructor Certification courses + over 6 yrs exp
80	Mendoza	Rosalia	Adjunct - Administration of Justice	
81	Mokhnatkina	Alexandra	Adjunct - Biological Sciences	MS- Biology (CSUN)
	Murrell	Thomas	Adjunct - Administration of Justice	M.S. in Leadership & Management (Univ. of LaVerne) + over 2 yrs exp.
82				
83	Nuttall	Jeff	Adjunct - Physics	MS- Physics (USC)
				Equiv # 8 - High School Diploma, Fire Instructor 1A (Psychomotor Skills) & Training Instructor 1A (Cognitive Lesson Delivery) certifications + over 6 yrs exp in the field
84	Owens	John	Adjunct - Fire Technology	
85	Panozzo	Chris	Adjunct - Administration of Justice	B.S. in Criminal Justice (Univ. of Phoenix) + over 2 yrs exp.
	Penrith	Alexander	Adjunct - Administration of Justice	Bachelor's in Business Admin (Southern Methodist Univ) + over 2 yrs exp.
86				
87	Porras	David	Adjunct - Administration of Justice	A.A. in Liberal Arts (Pierce College) + over 6 yrs exp.

88	Rafter	Michael	Adjunct - Administration of Justice	exp
89	Rash	Christopher	Adjunct - Fire Technology	Equiv #8 High School Diploma, Fire Instructor 1A & 1B courses and over 6 yrs exp.
90	Ray	Tom	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Instructor 1A (Instructional Techniques) & Instructional 1A (Cognitive Lesson Delivery) certifications + over 6 yrs exp in the field
91	Reed	James	Adjunct - Fire Technology	A.S. Fire Science (Rio Hondo College) + over 6 yrs exp in the field
92	Richards	Thomas	Adjunct - Fire Technology	Equiv #8 High School Diploma, Training Instructor 1A & 1B courses + over 6 yrs exp.
93	Riggin	Jeff	Adjunct - Administration of Justice	Equiv # 8 - High School Diploma, POST certified, Academy Instructor Certification and Instructor Development Courses + over 6 yrs exp in the field
94	Riggs	Catherine	Adjunct - Administration of Justice	Equiv # 8 - High School Diploma, POST certified, Academy Instructor Certification and Instructor Development Courses + over 6 yrs exp
95	Rodriguez	Daniel	Adjunct - Fire Technology	A.S. in Fire Science + over 6 yrs exp.
96	Rogers	Leslie	Adjunct - Administration of Justice	Equiv #8 High School Diploma, POST certified, Instructor Development & Field Training Officer courses and over 6 yrs exp.
97	Rota	Bruno	Adjunct - Italian	Equiv #1- Master's in English (evaluation report) + 34 upper div/grad units in Italian (Univ of Illinois & Univ of Connecticut)
98	Salas	Adam	Adjunct - Fire Technology	A.S. in Fire Technology (Mt. San Antonio College) + over 6 yrs exp.
99	Salhus	Scott	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Training Instructor 1A (Cognitive Lesson Delivery) and 1B (Psychomotor Lesson Delivery) certifications + over 6 yrs exp
100	Salibian	Sevan	Adjunct - English	MA- English (CSUN)
101	Sampson	Alejandra	Adjunct - Administration of Justice	A.A. General Studies + over 6 yrs exp.
102	Savage	Mark	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Training Instructor 1A (Cognitive Lesson Delivery) and 1B (Psychomotor Lesson Delivery) certifications + over 6 yrs exp in the field

103	Shaheen	Angela	Adjunct - Spanish	MA- Spanish (CSUN)
104	Shoro	Natasha	Adjunct - Art	MFA- Art (CSU Fullerton)
105	Sinha	Rupa	Adjunct - Mathematics	MS- Math (evaluation report)
106	Stoker	Joey	Adjunct - Administration of Justice	Equiv #8- High School Diploma, POST certified, Academy Instructor Certification & Field Training Officer courses + over 6 yrs exp
107	Stukey	Thomas	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Training Instructor 1A (Cognitive Lesson Delivery) and 1B (Psychomotor Lesson Delivery) certifications + over 6 yrs exp
108	Sun	Shik-Kuo (Ja	Adjunct - Administration of Justice	B.S. in Biological Sciences + over 2 yrs exp.
109	Swiatek	Steven	Adjunct - Fire Technology	B.S. in Surveying & Photogrammetry (CSU, Fresno) + over 2 yrs exp.
110	Tobin	Tom	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Training Instructor 1A (Cognitive Lesson Delivery) and 1B (Psychomotor Lesson Delivery) certifications + over 6 yrs exp
111	Tolbert	Mark	Adjunct - Fire Technology	Equiv # 8 - High School Diploma, Fire Instructor 1A (Psychomotor Skills) & Training Instructor 1A (Cognitive Lesson Delivery) certifications + over 6 yrs exp in the field
112	Tweedy	Randy	Adjunct - Administration of Justice	Equiv #8- High School Diploma, POST certified, Academy Instructor Certification & Field Training Officer courses + over 6 yrs exp
113	Whitmore	Daniel	Adjunct - Administration of Justice	A.A. in University Studies (College of the Redwoods) + over 6 yrs exp.
114	Wienckowski	Jeffrey	Adjunct - Theatre	MFA- Theatre and Dance (UC San Diego)
115	Willibey	Holli	Adjunct - Psychology	MS- Psychology (Walden Univ)
116	Yaghmaei	Sepideh	Adjunct - Chemistry	PhD- Chemistry (UC Riverside)

April 18, 2014

Curriculum and Senate Meetings 2014/2015

PROPOSED

Fall 2014				
Month	Curriculum I	Senate I	Curriculum II	Senate II
September	Sep 04	Sep 11	Sep 18	Sep 25
October	Oct 02	Oct 09	Oct 16	Oct 23
November	Oct 30	Nov 06	Nov 13	Nov 21
December	Dec 04	Dec 11	Winter break	Winter break

Spring 2015				
Month	Curriculum I	Senate I	Curriculum II	Senate II
February	Winter break	Feb 12	Feb 19	Feb 26
March	Mar 05	Mar 12	Mar 19	Mar 26
April	Apr 02	Spring break	Apr 16	Apr 23
May	Apr 30	May 07	May 14	May 21

Senator Elections Results for 2014-16 Term
Senate Officers and Division Senators

Current Faculty	Position	Division	Nominated
Ann Lowe	Senator	Curriculum Chair	Ann Lowe
Rebecca Shepherd	Senator	Social Science	Bob Maxwell
Michael Dermody	Past-President	N/A	Edel Alonso
Garrett Hooper	Senator	Student Services	Garrett Hooper
Dr. Edel Alonso	President	Student Services	Paul Wickline
Howard Fisher	Senator	Kinesiology/PE	Philip Marcellin
Regina Blasberg	Senator	CTE	Regina Blasberg
Paul Wickline	Vice-President	N/A	Rebecca Eikey
Amy Shennum	Senator	Allied Health	NONE
Wendy Brill-Wynkoop	Senator	Fine/Performing Arts	Wendy Brill-Wynkoop
Dr. Rebecca Eikey	Senator	Math/Science	Michael Sherry
Dr. Juan Buriel	Senator	Humanities	Andy McCutcheon
Cindy Stephens	Senator	Early Childhood Education	NONE
Thea Alvarado	Senator	Adjunct Faculty	TBD
Ruth Rassool	Senator	Adjunct Faculty	TBD
Shane Ramey	Senator	Adjunct Faculty	TBD

Department Chair Election Results for 2014-16 Term

Allied Health and Public Safety Division	
Administration of Justice	VACANT
Fire Technology	Keith Kawamoto
Health Sciences/Emergency Medical Technology	Patti Haley
Medical Lab Technology (MLT)	Hencelyn Chu
Nursing	Tina Waller
Career Technical Education Division	
Alternative Energy	Lee Hilliard (Interim)
Automotive Technology	Gary Sornborger
Architecture and Interior Design	Dorothy Minarsch
Culinary Arts and Wine Studies	Cindy Schwanke
Engineering Technologies: Land Surveying, Construction Management, Water Systems	Regina Blasberg
Hotel & Restaurant Management	Kevin Anthony
Manufacturing Technology	Tim Baber (Interim)
Plumbing	Regina Blasberg
Telecommunication & Electronic Systems Technology	Lee Hilliard
Welding	Tim Baber
Education Division	
Early Childhood Education	Renee Marshall
Student Services/Enrollment Management Division	
Counseling	Garrett Hooper
Fine and Performing Arts Division	
Art	Michael McCaffrey
Dance	Phylise Smith
Graphic Arts and Multimedia	Kevin Jenkins
Media Entertainment Arts	David Brill
Music	Bernardo Feldman
Photography	Wendy Brill-Wynkoop
Theatre	Paul Wickline
Humanities Division	
American Sign Language	Debbie Sison

Cinema	Gary Peterson
English	Juan Buriel
English As A Second Language	Heather MacLean
Modern Languages	Claudia Acosta
Philosophy	Chris Blakey
Kinesiology/Physical Education	Howard Fisher
Math, Science, and Engineering Division	
Biology	Miriam Golbert
Chemistry	Kathy Flynn
Computer Science	Chris Ferguson
Earth & Space Science (Astronomy, Environmental Science, Environmental Studies, Geography, Geology, Physical Science)	Mary Bates
Mathematics	Saburo Matsumoto
Physics and Engineering	David Martinez
Social Science and Business Division	
Anthropology	Lisa Malley
Business	VACANT
Communication Studies	Victoria Leonard
Computer Information Technology (CIT)	Melanie Lipman
Economics	Guillermo Cruz
History	Sherrill Pennington
Paralegal Studies	Nicole Faudree
Political Science	David Andrus
Psychology	Deanna Riviera
Real Estate	Russell Waldon
Sociology	Anne Marenco

REVIEW ACCJC Annual Report


**2014 Annual Report
REVIEW**

College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, CA 91355

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Jerry L. Buckley
3.	Phone number of person preparing report:	661-362-3410
4.	E-mail of person preparing report:	jerry.buckley@canyons.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.canyons.edu/Offices/AcademicAffairs/Documents/CollegeCatalogs/20132014.pdf

5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www3.canyons.edu/offices/pio/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2013: 18,514 Fall 2012: 16,333 Fall 2011: 17,240
7.	Total unduplicated headcount enrollment in degree	18,146

	applicable credit courses for fall 2013:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	2,522
9.	Number of courses offered via distance education:	Fall 2013: 86 Fall 2012: 91 Fall 2011: 76
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,805 Fall 2012: 3,448 Fall 2011: 2,834

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	76 %
14b.	Successful student course completion rate for the fall 2013 semester:	73 %
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a. If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	1603

	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1114
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	489
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:		1,396
16b.	Number of students who received a degree in the 2012-2013 academic year:		847
16c.	Number of students who received a certificate in the 2012-2013 academic year:		549
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?		1,978
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:		1,753
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?		Yes
18b.	If yes, please identify them:		Academic Skills Certificate of Competency, CAHSEE Certificate of Completion, ESL Beginning Certificate of Competency, ESL Intermediate Certificate of Competency, and General Education Development Preparation Certificate of Completion
19a.	Number of career-technical education (CTE) certificates and degrees:		93

19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	4														
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2														
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	1														
20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th><th>CIP Code 4 digits (##.##)</th><th>Examination</th><th>Institution set standard</th><th>Pass Rate</th></tr> </thead> <tbody> <tr> <td>Registered Nursing</td><td>51.38</td><td>national</td><td>90 %</td><td>90 %</td></tr> <tr> <td>Emergency Medical Technician</td><td>51.09</td><td>national</td><td>70 %</td><td>87 %</td></tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Registered Nursing	51.38	national	90 %	90 %	Emergency Medical Technician	51.09	national	70 %	87 %
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21.	<p>2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th><th>CIP Code 4 digits (##.##)</th><th>Institution set standard</th><th>Job Placement Rate</th></tr> </thead> <tbody> <tr> <td>Registered Nursing</td><td>51.38</td><td>95 %</td><td>85 %</td></tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	Registered Nursing	51.38	95 %	85 %							
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Registered Nursing	51.38	95 %	85 %													
22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th><th>Definition</th><th>Institution set standard</th></tr> </thead> <tbody> <tr> <td>Progression-Basic Skills to College Level English</td><td>Basic Skills Progression Metric from the CCCC Scorecard for English</td><td>39</td></tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Progression-Basic Skills to College Level English	Basic Skills Progression Metric from the CCCC Scorecard for English	39									
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	Progression-Basic Skills to College Level Math	Basic Skills Progression Metric from the CCCCO Scorecard for Math	38
	Progression-Basic Skills to College Level ESL	Basic Skills Progression Metric from the CCCCO Scorecard for ESL	21
	Retention	Persistence Rate (Fall to Fall)	59
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>The college established an aspirational standard of five percent growth over the 2012-13 baseline data for retention (fall to fall), degrees and certificates awarded and transfers. A three percent growth over the 2012-13 baseline was established for our completion (success rate) goal. Additional indicators added include progression for basic skills English, ESL and math. Establishing standards was accomplished through a College Planning Team sub-committee which included faculty, administrators and managers from various areas including SLO committee, Senate, Counseling, Division Deans, Matriculation, Enrollment Services and Research. Once the standards were established the larger College Planning Team drafted a list of activities departments are currently doing or plan to do that are related to the institution-set standards. The sub-committee is using the RP Group's Principles of Redesign guide to identify best practices that the college should consider. The committee has also conducted a Flex session and participated in the Department Chair's Retreat to communicate the institution-set standards to the campus community and members of the committee have served on several panels at statewide conferences sharing our approach.</p> </div>		

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1084
	b. Number of college courses with ongoing assessment of learning outcomes	972
	Auto-calculated field: percentage of total:	89.7
25.	Programs	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	109
	b. Number of college programs with ongoing assessment of learning outcomes	95
	Auto-calculated field: percentage of total:	87.2
26.	Student and Learning Support Activities	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	62
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	60
	Auto-calculated field: percentage of total:	96.8
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.canyons.edu/Committees/SLO/Documents/SLO%20Program%20Report.pdf
28.		326

	Number of courses identified as part of the GE program:	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	326
32.	Number of Institutional Student Learning Outcomes defined:	14
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %

35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div data-bbox="347 323 1333 684" style="border: 1px solid black; padding: 10px;"> <p>ISLOs were identified and assessed by faculty as related to the A.A. degree requirements and IGETC areas: Natural Science, Social Science, Humanities & Fine Arts, Language & Rationality (both English Composition & Communication/Analytical Thinking), American Institutions, Physical Education & Wellness, Diversity Requirement, Career Technical Education, and College Skills. All courses, regardless of delivery mode, identifies and assesses one or more of these ISLOs. The connection from institutional outcomes to course-level outcomes continues into the program review and program-level learning outcomes. To date, all ISLOs feature ongoing assessment as part of the College's efforts to achieve continuous, sustainable quality improvement. As a result of this dialogue, the faculty have discussed establishing ISLOs to match the essential learning outcomes published by the AAC&U, which focus on advancing and strengthening liberal education for all college students, regardless of their intended careers. These essential learning outcomes will instead focus on four primary areas of emphasis: human cultures and the physical and natural world, intellectual and practical skills, and social responsibility, and integrative and applied learning.</p> </div>
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>	
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div data-bbox="347 1037 1333 1346" style="border: 1px solid black; padding: 10px;"> <p>Examples of SLOs is achieved with curriculum alignment in mathematics, biology, and chemistry. Faculty in those disciplines meet regularly to plan curriculum and delivery of instruction. There are master syllabi for courses, where the pace of the course material, including laboratory schedules is detailed. In these programs, all faculty (full and part-time) are expected to adhere to the master syllabi. "Lead faculty" for each course help to ensure this happens. These efforts have led to innovative teaching practices. For example, in Math 075, the faculty meet on a regular basis to discuss how to use project based learning. Their success in student achievement of learning outcomes, has influenced other mathematic courses to use project based learning. Furthermore, the use of these projects to evaluate student learning ties in with the ISLO for Language and Rationality: Communication and Analytical Reasoning, as students are analyzing real world problems through the lens of the course content and presenting their findings to the class. Through the assessment of course</p> </div>

	<p>student learning outcomes in these programs, there have been changes in expected outcomes in chemistry, and clarification of program goals in mathematics and biology.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The SLO faculty coordinators have developed and launched several ways by which SLO assessment results can be shared and discussed across the campus, including specific opportunities for faculty. These include Flex sessions, newsletters, workshops during Opening Day and committee meetings such as SLOs and Program Review. Recent workshops have included an "Outcomes and Assessment Best Practices Roundtable" where participants shared authentic assessment strategies with one another and learned best practices related to the creation of assessment tools, including the development of rubrics, and heard from department chairs about ways to manage assessment record keeping. Other workshops have included "Closing the Loop" workshops and Authentic Assessment where department examples are shared and activities foster dialogue about best practices. Recognizing the importance of engaging more faculty and the campus community in the assessment dialog, the SLO committee is planning a "Day of Assessment" for the 2014-15 academic year. Discussions are also underway with the SLO and Program Review committees to develop a mechanism by which results reported in the Program Reviews are systematically disseminated and meaningful dialogue is fostered.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Reporting of SLO assessment results occurs regularly at the department level for the majority of programs during departmental meetings. It is expected that all programs include course and program level SLO assessment results in Program Review. In Program Review, where annual planning, including budget requests occurs for each department, there is a place for departments to add new objectives or goals based on SLO assessment results. These new goals could be related to resources, professional development, and curriculum changes, depending on the specific needs of the program and as found during evaluation of student learning outcomes. Some of these new goals would be linked to specific budget requests where additional funds are needed. The SLO committee is currently planning a "Day of Assessment" for the 2014-15 academic year to improve the dialog across all departments.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Two examples where the SLO process has positively impacted student learning are English-096 (Accelerated Preparation for College Reading and Writing) and Math-075 (Intermediate Algebra for Statistics). Prior to the implementation of these accelerated courses, the success and progression rates from basic skills to college level were not satisfactory. As a result faculty in both disciplines collaborated and designed accelerated courses. Not only do the courses combine content from two courses into one semester, thus shortening the pathway, but the way in which faculty teach these courses has been transformed. Faculty teaching these courses have taken part in many professional development opportunities, including Oncourse, conferences focused on accelerated curriculum, and networking with faculty from outside the institution on best practices accelerated pedagogy. All faculty teaching these new courses participate in training offered within their respective disciplines. The best evidence of the impact of these courses comes from students' stories. Students who have taken these accelerated courses recently spoke at student panels and events where they shared how these courses have had a profound impact on their lives.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0

		2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	No new sites or centers were added but the College recently submitted a relocation change for the Automotive program. This change reflects the operation of the program moving from the William S. Hart Union High School District facilities to the Canyon Country Campus.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	College of the Canyons center, referred to as the Canyon Country Campus, was added in Fall 2007.
43.	List all of the institution's instructional sites out of state and outside the United States:	None

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. Dianne Van Hook). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.