

Academic Senate for College of the Canyons]
December 11, 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: November 20, 2014 (pg.2)
 - b) Curriculum Summary: December 4, 2014 (pg.9)
1. Academic Senate President's Report – Paul Wickline – Memo (pg.13)
2. Academic Senate VP Report – Rebecca Eikey

B. Committee Reports

1. PAC-B – Edel Alonso

C. Unfinished Business

1. Policies on Counseling Services, Prerequisite – in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO(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

D. Discussion Items

1. Civic Engagement Proposal – David Andrus (pg. 16)
2. Strategic Goals – Paul Wickline

E. Action Items

1. COC Honors Operating Procedures (pg. 22)
2. Discipline Assignment for Lauren Yeh, Counseling revised (pg. 25)
3. BP 4250 Probation, Disqualification and Readmission change – David Andrus (pg. 26)
4. New Adjuncts with MQs (pg.29)

F. Reports

- ☐ Division Reports

G. Announcements

1. Courses in Need of five year curriculum revision: The deadline for courses undergoing the 5 year Revision process is December 12, 2014. Courses that do reach stage 7 by that date cannot be Offered during the spring semester.
5. CTE Curriculum Academy – January 15-16, 2015, Garden Grove, CA
6. CTE Conference – January 29, 2015, Ventura, CA Paul Wickline, Regina Blasberg, Dr. Van Hook
7. AAC&U Liberal Education Global Flourishing & the Equity Imperative, January 21-24, 2015, Washington D.C., Rebecca Eikey, Andy McCutcheon, Anne Marengo and Kelly Burke
8. Accreditation Institute, February 20-22, 2015, San Mateo Marriott Hotel, San Francisco
9. Academic Academy, March 13-14, 2015, Westin South Coast Plaza, Costa Mesa
10. Spring Area C Meeting, March 28, 2015, Location TBD
11. Spring Plenary Session, April 9-11, 2015, Westin San Francisco Airport
12. Vocation Leadership Institute, May 7-9, 2015, San Jose Marriott
13. Faculty Leadership Institute, June 11-13, 2015, San Jose Marriott
14. Curriculum Institute, July 9-11, 2015, Anaheim-Orang Country (Orange) Doubletree

H. Open Forum

I. Adjournment

The next Senate meeting will take place on **February 12, 2015**

As always everyone is welcome

Summary of Academic Senate Meeting November 20, 2014

Attendance: Paul Wickline, Rebecca Eikey, Chelley Maple, Lee Hilliard, David Andrus, Ron Karlin, Bob Maxwell, Peter Hepburn, Wendy Brill-Wynkoop, Philip Marcellin, Garrett Hooper, Deanna Riviera, Jasmine Ruys, Thea Alvarado, Heidi McMahon, Michelle LaBrie, Lisa Hooper, Shane Ramey, Ann Lowe, Ruth Rassool, Andy McCutcheon, Edel Alonso, Dennee Pescarmona, Andrew Rodriguez and Bryan Lee

A. Routine Matters

1. Call to order 3:01 p.m.
2. Approval of the Agenda: correction page 3 Instructional Advisory Council. Motion David Andrus, seconded Thea Alvarado. Unanimous. **Approved**
3. Approval of the Consent Calendar: Motion David Andrus, seconded Ann Lowe. Abstained Thea Alvarado. Unanimous. **Approved**

4. President's Report, Paul Wickline

- ✓ Ruth Rassool spoke on the Safe Zone Program. She went to a safe zone training. It is a training zone you go through to become a human zone or physical geographical zone where students who are identified as a part of the LGBT community can be in a safe zone. The committee is working on some FLEX presentations. There will be one in December and the committee would appreciate if you could take this information back to your divisions and share this information with them. This is very important and they hope you can let your divisions know this. Stickers, pins, etc. are being worked on to identify them.
- ✓ Paul stated that last week was the Plenary and he and Rebecca both attended. He gave a quick rundown on the sessions they attended.
 - Panel discussion on the technology initiatives and their impact on our colleges
 - The common assessment initiative
 - The Educational Planning initiative
 - Online Educational Initiative

Paul has lots of notes and recordings that took at the Plenary that he has not had a chance to transcribe. He will but he thought there was a very robust discussion and excellent questions that were asked on each of these initiatives. Concerning the Online Educational Initiative, Paul put out a call for faculty to participate if they wish for a certain courses for pilot testers. The common assessment was discussed a great deal.

The Educational planning tool was also discussed. These initiatives are currently under Development and have faculty serving in various capacity.

- ✓ Paul also attended the Online Educational Initiative breakout to get more information and took lots of notes and wanted to come back and share that with faculty probably in early spring. He hopes to clear some myths and misunderstandings about this initiative.
- ✓ Rebecca reported that she attended a noncredit presentation. She passed around some information about some of the challenges opportunities for the noncredit. One of the concerns someone had raised was the financial aid. It could be a benefit to students who don't qualify for financial aid. They can take these classes for free, but for those

who have to maintain a number of units this may not be a good idea. There was talk of increasing the pay for faculty who teach noncredit. It is unclear how these two things are going to match up. They said if we could survey our community we could see what courses we might need to offer. Rebecca also attended the new ACCJC Standards. One thing she found interesting was that the word “integrity” was mentioned 24 times in the new standards. There is some interest in the Library to make that students online have the same access to library support services. There is emphasis on continued training for students at information literacy which is something we may need to think about here as well. There is some other language as well with regard to Student Learning Outcomes. Related to the mission statement they specified that the types of degrees and other credentials it offers should be included in the mission statement at the college according to the new ACCJC standards. Rebecca also went to the Brown Act discussion which was quite interesting. There was also a large group presentation on how the BOG statewide goals were set. They stated their goals as well 9 metrics they are looking at across all the institutions. There was also a presentation on Title 9 and being sensitive to diversity and gender issues.

- ✓ Paul went to the CID and TMC breakout which was intended to include means of messaging to students to advertise these degrees. They spent a lot of time on the CID and had no time to talk about messaging to students. There were so many questions and so many concerns.
- ✓ There was a keynote speaker and panel on adult education at a crossroads. AB 86 was front and center and a good deal of conversation with deans and noncredit committee, faculty member as a facilitator the implementation of AB 86 in various districts and how its currently where they are in the process and what the time line is.
- ✓ Paul also attended Program Review and the launch board statewide chancellor office tool was discussed and also the desire to create additional resources in that area that could be extracted and provided to all college systems opposed to each individual college trying to figure how to get the information.
- ✓ Regular and effective contact arose concerning online education. There was considerable conversation by some key individuals on the online education panel and involved on online education about what that means and how to insure it. We will probably be talking about that in the spring as we revisit the process of faculty being certified to teach online which is quite old now and we need to reconsider it. This is a conversation to make it clear that we are trying to meet federal guidelines and making it a system wide clarification about what that means locally.
- ✓ Paul sent out the outcome of the Plenary Resolutions that the statewide senate voted on. That means the resolutions Paul sent much earlier in the semester and then sent some revisions and then finally sent the link. The final resolutions are those things that the statewide senate task the ASCCC Executive Committee to work on. There are many that have significant impact on us and are well intentioned. We need to talk about at the next meeting when we have more time. Paul urged that you take some time to read and get a sense of what debated and what the results were.
- ✓ Paul announced that tonight is the Scholarly Presentation and our presenter is Phil Gussin at 6:00 p.m. in the PAC. Wendy announced that the COCFA social has been

moved to 4:30 p.m. so you will have time to support Phil Gussin with the scholarly presentation.

- ✓ Paul announced the Senate Rostrum was put in the boxes. The task force on work force job creation initiative and strong economy Paul sent out memo he drafted with Ann's expert assistance. He encouraged everyone to read and at least get a sense of this new initiative. Paul has called it the "C-ID for CTE" but is also known as the "Playbook." There is a January meeting and Paul will get that information out to faculty.
- ✓ Paul announced that we have an interim department chair for Business. Nicole Faudree has volunteered. She will finish for the remainder of the year.
- ✓ Bachelor's degree -- There is a call out for a task force interest. If you are interested Dr. Buckley sent out email to all faculty. We submitted the letter to investigate -- nothing more. Paul made that clear at PAC-B at the meeting. He said they are not putting the creation of these new degrees on the backs of our faculty to develop without more information.
- ✓ AB86 -- another task force and a need for individuals. We would welcome additional individuals so please contact Lita.
- ✓ Paul stated we need a presentation from PAC-B for the final meeting so this will be on our next agenda for 12/11/14 and possibly CPT as well.

5. Vice President's Report Rebecca Eikey Rebecca

had nothing more to add.

B. Committee Reports

1. Professional Development, Lisa Hooper. Lisa brought the Senate an update as to what is going on in Professional Development. They currently are reviewing 30 proposals per meeting. There have been some suggestions to change some things in the policies and procedures. Some of those suggestions are internal and realized they could probably do things a little bit better. Then there are some things that are coming from outside the community that have posted some challenges for them. One thing that has changed is the new AFT contract. Adjunct members are now getting 9 hours for Professional Development. This differs for full-time faculty. Our contract requires us to do 41 hours as part of contractual obligation. If not completed then the faculty are docked the amount that was not completed. Adjuncts submit and then get paid for that work. Requests have been asked for adjuncts to do this work and Professional Development has been asked to give them FLEX credit for it. The committee is uncomfortable doing that because our policies and procedures are written they are geared toward full time faculty. We are not comfortable recognizing work that a full timer would not be given FLEX credit for. They are very happy to review part-time projects that they want to submit, but when it comes to these sort of things we are of the mindset that, that should be paid. They asked for some clarification and Dr. Buckley has not been available. He has a standing meeting the same time as Professional Development. Teresa Ciardi has been trying to get an opportunity to meet with Dr. Buckley on this matter. So this has been a current challenge. One thing that Lisa wanted to convey to Senate was that the committee has evolved our proposals. There seems to be confusion on the part of some faculty as to where to put some of the ideas that are being submitted. The application forms for the proposals have been written to guide you and we continually try to create better prompting questions so that faculty members are able to give us the information that the

committee needs to base the decision. Where they find they are struggling is when a faculty proposal is not substantiated in what they have done. Could save time if the first try was thorough because the committee only meets one time a month and faculty are waiting to see if they are going to get credit. They are limiting any one particular area to 20 ½ hours. There are multiple areas where you can earn Professional Development credit. If you have questions, your representative on the committee is more than happy to guide you and if not you can certainly contact Teresa Ciardi or Lisa Hooper. Independent projects have been unbelievable as to what people are choosing to do for their project. Very impressive. The theme for the spring is “equity.” They felt the gentleman who spoke on opening day was powerful and there might be some opportunities to lead into spring. Ruth Rassool let Lisa know that starting Monday she will be attending Professional Development meetings as adjunct faculty member. The committee is trying to recognize the work people are doing, but it comes down to dollars by the administration. We need clarification for clerical, uncompensated for FLEX and this professional growth for faculty. Paul stated that COCFA meets with the Academic Senate monthly and we can certainly add or weave in AFT. Paul asked Ruth if she could reach out to Pete Virgadamo.

2. CASL, Rebecca Eikey

Rebecca passed out a document regarding a My Canyons Update. The first page is a summary of where we are with regards as to where we are with this proposal. 2012 is when this idea came forth. There was a request for a tool to be able to get the results more quickly. After looking at couple different ideas, “My Canyons” idea is what was proposed. In 2013, Nicole surveyed department chairs to see if there was interest in it and it was a low turnout. The majority of people said **they were interested in those tools**. The committee has talked as to when to release it and it has taken a little while for MIS to develop the tool, but they have developed it now and there only certain patches that they do that will allow them to insert a change and we already missed the patch for fall. This will be ready for spring roll out. The second page you can get a sense of what this would look like in My Canyons. Unfortunately there were ID’s on the page and Paul asked that we please ignore them. Rebecca will be getting a new copy without the names and ID’s listed. Rebecca went over the page and explained what it would look like on My Canyons and what cycle they would be on. At the top of the screen there is the new ACCJC standard which is 1.B.6. She went over what 1.B.6 means and where is that leading us to and she said that in some point and time we would be able to use My Canyons as a tool. Attached was also the handout from Nicole Faudree regarding questions and concerns that will address it. Paul asked Nicole to update this and she is working on it. Paul stated that these are accreditation standards and we need to address them. This new standard (1.B.6) is coming from the Federal government and is trickling down to every accreditation body in the nation. The statewide senate understood this and did not challenge this resolution. They went after clarification of language and faculty responsibility in terms of evaluations of SLO’s. There will be a road show to all the divisions to clarify and answer questions, reinforce that it is optional. This will be for the spring grading. Please go back and talk to your division that is will be coming in spring.

C. Unfinished Business

1. Policies on Counseling Services, Prerequisite – 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

D. Discussion Items

1. Civic Engagement Proposal

David said that this was proposed at CPT meeting by Patty Robinson.

History -- back in the summer 2014 the chancellor announced that Buck McKeon was retiring and he donated about 70 boxes of his legislative paperwork in history to the college. Then he was approached about a center for civic engagement. This was a proposal if anyone had interest. The chancellor came to David and Patty because it particularly lives in Political Science. David feels it lives in many places. She asked for input. They met the beginning of the semester. She would like to move forward with it. The issue is what do we do with this?

In that discussion the chancellor solicited input. David felt that there might be many people who have something to say about this. The chancellor has talked to the Foundation and there is funding involved that she could secure -- substantial funding for this. A lot of people in the community are interested in this. As they moved forward, a steering committee was formed. Decided to rename themselves as an Exploratory Committee because a steering committee implies that there is something to steer already. The Chancellor let it be known that she is creating a physical space for that. David and Majid communicated to her in a meeting that there was some concern about whether or not we should have a physical space first before we explore a lot of these things. She felt that the physical space is doable. They also communicated the idea (which Patty Robinson put in her document) that the committee has a lot of things they want to consider, such as viability, the idea of feasible funding, staffing, how this thing will sustain itself, what is the best way to validate what we do and all of those things. A lot of people are interested. A lot of people can benefit from this. They believe in civic engagement. At this point the chancellor wanted it to be presented at CPT at an updated presentation. Patty Robinson's name is at the top of the document largely because we just didn't have a lot of time to develop this. David feels Patty did a very nice job under a short amount of time as to what a civic engagement center could be.

On page 14 a lot of the committee concerns are listed. One of the things the committee has talked about is having it live in Instruction. At CPT the Chancellor took the position that it could live in Student Services. David let the Chancellor know he was going to bring it to the Senate because he wants to find out what the Senate's role is and what they think their role should be. As of now there is no new Curriculum being composed, but it clearly has a lot to do with Education. There are some ideas of Curriculum.

Senators were encouraged to take it back to your divisions to discuss:

Does anyone have any interest in this?

Whether they do or not, what do they think the role of the Senate is as it relates to civic engagement?

What can we report back to CPT, the chancellor and the exploratory committee in terms of what we think of this idea?

Paul's concern that he has voiced all along is that there might be funding available that the chancellor can pull together for startup costs, etc.; however, what is the new ongoing institutional support required and what are the planned resources allocated to fund an administrator to oversee this? What about the ongoing support of that when we have other programs that have not seen an increase in financial support for almost a decade, despite their documentation of their needs in the program review during this time?

Why provide ongoing funding for a project when we are not serving our programs sufficiently to support what we prize here which is instruction?

Paul maintained this after the CPT meeting. He was not able to ask questions as the presentation was very quick with little time left for actual discussion. He has voiced these concerns to David and to others and will address this with the Chancellor in his meeting early next month.

Question raised as to why this goes under Student Services instead of Instruction? David said he had not had that conversation yet with the chancellor. The plan is to run this under the umbrella of Student Services. Chelley Maple said that the proposal was very concrete foundations and that CWEE, Service Learning and Civic Engagement will all be in one place in the new building. This is so broad that everyone will be effected. Space will affect everyone. Again, express concerned about why money and time is being spent on this when other things on campus need attention first.

There is a concern regarding Program Viability. This should go through the program viability committee. Senate recommends examination of the current program viability policy to expand the definition of an educational program. It is still Instruction and Education. From the Student Services side do sacrifices have to be made to be at every level and every department in order to make this a viable program?

Other questions raised -- has anyone looked at the data for level of civic engagement for our local community? Are we going nationwide or are we looking at Santa Clarita? David said one of the things he has communicated to Dr. Buckley is he really feels it is important to validate as much as you can an idea before you implement it. Faculty need to continue to make clear that they have also asked for space including the HONORS program, the ASSOCIATE PROGRAM, the ITL, etc. Where do we prioritize? Everyone wants to be respectful of colleagues.

2. Strategic Goals

CPT discussed the strategic goals and made a few minor edits. Paul asked Barry Gribbons when the window of opportunity was open to make some substantive changes might be and he said it did not sync up right now with the pull out of information strategic plan, the five year revision, the 3 year goals lining up with the next strategic plan,. Etc. This was intended only as a tinkering with the wording. In blue on the sheet provided, you see some of the additions suggested by members of CPT. Performance Indicators, disaggregated data, teaching and learning, transfer

was added, and cultural diversity was completely reworked based on suggestions from Diane Fiero and massaged with the CPT to be a little more inclusive and clear about what we mean by diversity.

Please take this information back to your division for our next meeting on 12/11.

E. Action Items

1. Discipline assignment for Lauren Yeh, Counseling. Motion Rebecca Eikey, seconded Garrett Hooper. Unanimous. **Approved**
2. BP 5010 and AP 5010 for topics to vote on:
 - Remove Assessment from the criteria to be a student of College of the Canyons for concurrently enrolled students. David stated that there was one faculty who wanted to go on record that they were concerned about removing assessment standard. They didn't understand it as well as they could be and David explained it as well as he could but they wanted to go on record that if it was measureable by success how good of a chance are they going to have completing college and so forth. Is that something we should revisit in the future? Is there a utility creating some type of kind of mechanism to inform students whether or not they will be successful in college if they are concurrently enrolled? **17 yes 1 abstained 0 No**
 - Letting 9th and 10th graders in: **16 No 1 Yes 1 abstained**
 - Allowing high school students to take the off season PE course that is generally spring semester students that play fall semester: **16 Yes 2 abstained 0 No**
 - Concurrently enrolled high school students who are currently not a nonresident but upon graduation would meet the AB540 requirements we would be able to wave their nonresident tuition: **18 Yes 0 no 0 abstainers**

F. Reports: N/A

G. Announcements: see list on agenda

H. Open Forum: N/A

I. Adjournment: 4:40 p.m. motion Rebecca Eikey, seconded Shane Ramey. Unanimous: **Approved**

CURRICULUM COMMITTEE SUMMARY

December 4th, 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 November 19th and 24th, 2014

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Hilliard, Lee – Career & Technical Education; Hyatt, Rhonda – Physical Education & Athletics; Jacobson, Julie – Member at Large; Karlin, Ron – Learning Resources; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Ruys, Jasmine – Admissions & Records; Solomon, Diane – Student Services; Stephens Cindy – Education; Voth, Joseph – Humanities; Waller, Tina – Allied Health

Members absent: Green, Audrey – Co-Chair, Administrator

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ENGL	071	Beginning Reading and Writing Skills	Course will no longer be offered, ENGL-089 will be replacing this course.	J. Musial	Fall 2015
ENGL	071L	Beginning Reading and Writing Skills Workshop	Course will no longer be offered, ENGL-089 will be replacing this course.	J. Musial	Fall 2015
ENGL	081	Intermediate Reading and Writing Skills	Course will no longer be offered, ENGL-089 will be replacing this course.	J. Musial	Fall 2015

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
GENSTU	050	Orientation & Assessment – Learning Disabilities	Course will now be noncredit, 0 units. Revised SLO, revised objectives and content. <i>Rationale for revision: 5 year revision, switching course to noncredit, and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	J. Fuchsheim	Fall 2015
GENSTU	081	Cognitive Basic Skills – Computer Instruction	Course will now be noncredit, 0 units. Revised SLO, revised content. <i>Rationale for revision: 5 year revision, switching course to noncredit, and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	J. Fuchsheim	Fall 2015
GENSTU	082	Individual Computer Applications	Course will now be noncredit, 0 units. Revised description, revised SLO. <i>Rationale for revision: 5 year revision, switching course to noncredit, and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	J. Fuchsheim	Fall 2015

GESNTU	091	Individual Studies and Language Skills	Course will now be noncredit, 0 units. Revised description, revised SLO, revised content. <i>Rationale for revision: 5 year revision, switching course to noncredit, and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	J. Fuchsheim	Fall 2015
GENSTU	092	Individualized Learning Assistance – Mathematics	Course will now be noncredit, 0 units. Revised description, revised SLO's (2). <i>Rationale for revision: 5 year revision, switching course to noncredit, and department discussion indicated revised SLO's would serve student assessment better than previous SLO.</i>	J. Fuchsheim	Fall 2015
HUMAN	101	Forms and Ideas in Humanities	Revised description, revised SLO's (2). Revised objectives and content, updated textbooks. Added ENGL-091 as recommended preparation. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	A. Malsman	Fall 2015
KPET	107	Theory and Analysis of Basketball	Revised description, objectives and content. <i>Rationale for revision: 5 year revision.</i>	M. Fisher	Fall 2015
KPET	108	Theory and Analysis of Soccer	Revised description, objectives and content. <i>Rationale for revision: 5 year revision.</i>	M. McCallin	Fall 2015
MATH	140	Introductory Statistics	Revised SLO, revised objectives and content per C-ID reviewer comments, updated textbook. <i>Rationale for revision: Revised for C-ID approval.</i>	S. Matsumoto	Fall 2015
MATH	140H	Introductory Statistics – Honors	Revised SLO, revised objectives and content per C-ID reviewer comments, updated textbook. <i>Rationale for revision: Revised for C-ID approval.</i>	S. Matsumoto	Fall 2015
PARLGL	101	Introduction to Law	Revised description, revised SLO. Revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Paulree	Fall 2015
PARLGL	104	Contract Law	Revised SLO. Revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Paulree	Fall 2015
PARLGL	105	Tort Law	Revised SLO. Revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Paulree	Fall 2015
PARLGL	107	Legal Ethics	Revised SLO. Revised content, updated textbooks. Added PARLGL-101 as recommended preparation. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Paulree	Fall 2015
POLISC	150	Introduction to American Government and Politics	Revised SLO. Revised objectives and content based on C-ID reviewer comments, updated textbooks. <i>Rationale for revision: 5 year revision and revised for C-ID approval.</i>	M. Mualish	Fall 2015
POLISC	150H	Introduction to American Government and Politics - Honors	Revised SLO. Revised objectives and content based on C-ID reviewer comments, updated textbooks. <i>Rationale for revision: Revised for C-ID approval.</i>	M. Mualish	Fall 2015

NEW ISA COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
FIRET	036	S-244 Field Observer/S-245 Display Processor	2 units, 32 hours lecture, 8 hours lab. New SLO's (2), new Fire Academy Prerequisite. Rationale for new course: Contract with LA County Fire Department.	A. GORDON	Spring 2015
FIRET	068	Fire Behavior-Structure Fire Attack	0.15 units, 4 hours lecture, 4 hours lab. New SLO's (2), new Fire Academy Prerequisite. Rationale for new course: Contract with LA County Fire Department.	A. GORDON	Spring 2015
FIRET	077	Rope Rescue Technician	1 units, 10 hours lecture, 30 hours lab. New SLO's (2), new Fire Academy Prerequisite. Rationale for new course: Contract with LA County Fire Department.	A. GORDON	Spring 2015
FIRET	083	Swiftwater Help	0.25 – 0.50 units, 2 hours lecture, 18 – 24 hours lab. New SLO's (2), new prerequisite of FIRET-079. Rationale for new course: Contract with LA County Fire Department.	A. GORDON	Spring 2015
FIRET	086	Personal Watercraft/Inflatable Rescue Boat	0.75 units, 8 hours lecture, 32 hours lab. New SLO's (2), new prerequisite of FIRET-079. Rationale for new course: Contract with LA County Fire Department.	A. GORDON	Spring 2015
LEPD	026	Firearms/Semi-Auto Pistol Transition	0.25 units, 3 hours lecture, 13 hours lab. New SLO's (2), new POST prerequisite. Rationale for new course: Contract with LA Police Department.	A. GORDON	Spring 2015
LEPD	028	ATV Rider-Law Enforcement	0.15 units, 4 hours lecture, 4 hours lab. New SLO's (2), new POST prerequisite. Rationale for new course: Contract with LA Police Department.	A. GORDON	Spring 2015
LEPD	029	Professional Resources Officer Assistance Civil Trial (PROACT)	0.15 units, 8 hours lecture. New SLO, new POST prerequisite. Rationale for new course: Contract with LA Police Department.	A. GORDON	Spring 2015
LEPD	036	Peak Performance for Law Enforcement	0.15 units, 9 hours lab. New SLO, new POST prerequisite. Rationale for new course: Contract with LA Police Department.	A. GORDON	Spring 2015
LEPD	037	Motorcycle Officer Update	0.15 units, 5 hours lecture, 5 hours lab. New SLO's (2), new POST prerequisite. Rationale for new course: Contract with LA Police Department.	A. GORDON	Spring 2015
LEPD	038	Driving Under the Influence Update	0.15 units, 8 hours lecture. New SLO, new POST prerequisite. Rationale for new course: Contract with LA Police Department.	A. GORDON	Spring 2015
LEPD	039	Firearms Shotgun Slug Update	0.15 units, 4 hours lecture, 4 hours lab. New SLO's (2), new POST prerequisite. Rationale for new course: Contract with LA Police Department.	A. GORDON	Spring 2015

-Motion to approve all Consent Calendar Items on the November 13th, 2014 Curriculum Committee Agenda; Motion by Mary Bates, second by Mary Bates. All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
ENGL	089	Essential Reading and Writing Skills	3 unit, 54 hours lecture, not repeatable, new SLO's (2). Rationale for new course: Writing and reading course uniquely designed to accommodate a diversity and range of student skills and needs currently served by three courses (071; 071L; 081). Once course is approved by the State Chancellor's Office, ENGL-071, 071L, and 081 will officially be archived and the prerequisites will be revised for ENGL-091 and 094; see attached document for process.	J. SUSTAL	Fall 2015

GEOL	109L	Earth Science Laboratory	1 unit, 54 hours lab, not repeatable, new SLO, new prerequisite of GEOL-109 . Rationale for new course: Required course for the Elementary Education Associate Degree for Transfer, course will be submitted for C-ID approval.	H. Bates	Fall 2016
THEATR	210	Script Analysis	3 units, 54 hours lecture, not repeatable, new SLO. New recommended preparation of THEATR-110 . Rationale for new course: Course will be added to the Theatre Arts Associate Degree for Transfer and submitted for C-ID approval. Theatre Degrees to be modified in Spring 2015.	P. Wickline	Fall 2016

-Motion to approve ENGL-089: Motion by Mary Bates, second by Shane Ramey. All in favor: Unanimous.

-Motion to approve GEOL-109L: Motion by Julie Jacobson, second by Rhonda Hyatt. All in favor: Unanimous.

-Motion to approve THEATR-210: Motion by Cindy Stephens, second by Rhonda Hyatt. All in favor: Unanimous.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
FIRET	036	S-244 Field Observer/S-245 Display Processor	New Fire Academy Prerequisite. - Approved	A. Gowan
FIRET	068	Fire Behavior-Structure Fire Attack	New Fire Academy Prerequisite. - Approved	A. Gowan
FIRET	077	Rope Rescue Technician	New Fire Academy Prerequisite. - Approved	A. Gowan
FIRET	083	<u>Swiftwater Help</u>	New prerequisite of FIRET-079. - Approved	A. Gowan
FIRET	086	Personal Watercraft/Inflatable Rescue Boat	New prerequisite of FIRET-079. - Approved	A. Gowan
GEOL	109L	Earth Science Laboratory	New prerequisite of GEOL-109. - Approved	H. Bates
HUMAN	101	Forms and Ideas in Humanities	Added ENGL-091 as recommended preparation. - Approved	A. HALEMAN
LEPD	026	Firearms/Semi-Auto Pistol Transition	New POST prerequisite. - Approved	A. Gowan
LEPD	028	ATV Rider-Law Enforcement	New POST prerequisite. - Approved	A. Gowan
LEPD	029	Professional Resources Officer Assistance Civil Trial (PROACT)	New POST prerequisite. - Approved	A. Gowan
LEPD	036	Peak Performance for Law Enforcement	New POST prerequisite. - Approved	A. Gowan
LEPD	037	Motorcycle Officer Update	New POST prerequisite. - Approved	A. Gowan
LEPD	038	Driving Under the Influence Update	New POST prerequisite. - Approved	A. Gowan
LEPD	039	Firearms Shotgun Slug Update	New POST prerequisite. - Approved	A. Gowan
PARLGL	107	Legal Ethics	Added PARLGL-101 as recommended preparation. - Approved	P. Audrow
THEATR	210	Script Analysis	New recommended preparation of THEATR-110. - Approved	P. Wickline

Discussion Items:

- 1. THEATR-162 Discussion of Need.** The committee discussed the need for the THEATR-162 "Musical Theatre Techniques II" course. Paul Wickline provided the new course documentation for this course proposal, and a list of other California Community Colleges that offer a similar course. Paul also provided a 2 year program course sequence for the three Theatre Associate Degrees and where this new course will fit into those programs. A motion to validate the need of THEATR-162 was made by Anne Marengo, second by Julie Jacobson. All in favor: Unanimous.
- 2. New Course Documentation Form.** The new course documentation form was reviewed by the Curriculum Committee members. Recommended revisions will be made to the form and distributed to the Curriculum Committee division representatives.
- 3. Associate Degree for Transfer Update.** An update on the status of the Associate Degrees for Transfer was provided by Ann Lowe and Patrick Backes. Currently College of the Canyons has 18 approved Associate Degrees for Transfer and will be pursuing the Business Administration and Elementary Education Associate Degrees for Transfer in Spring 2015.
- 4. Five Year Revision List.** An updated five year revision list was distributed to the Curriculum Committee members. The committee was reminded that courses on the five year revision list need to make it to stage 7 of the Curriculum Approval Process by Friday December 12th to be eligible for offering in Spring 2015.
- 5. 2 Year CTE Requisite Validation:** Per Title V regulations, all Career Technical Education (CTE) with prerequisites and/or co-requisites must be reviewed every two years to validate that the requisites are still required and up to date based on industry needs. All Department Chairs who have CTE courses in their departments were sent a form to validate the current prerequisites and co-requisites on these courses. The Curriculum Office compiled a list of all CTE courses with prerequisites and/or co-requisites showing if the current requisites are still valid. The 2 Year CTE Requisite Validation list can be accessed at: http://www.canyons.edu/Offices/curriculum/Documents/CTE_Requisite_Validation.pdf. A motion to approve the 2 Year CTE Requisite Validation list was made by Tina Waller, second by Shane Ramey. All in Favor Unanimous.

New Courses Includes ISR's	15	Modified Non Credit Courses	-0-	Modified Prerequisites	2
New Programs	-0-	New DLA's	9	Deleted Courses	3
Modified Courses	16	New SLO's	25	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	16	Proposals Reviewed in Technical Review Session	24
New Non Credit Courses	-0-	New Prerequisites	14	Proposals Returned from Technical Review Session	5

PROCESS FOR STARTING ENGLISH 089
Fall 2015

COURSE	ACTION	ANTICIPATED LAST OFFERING	STATUS
ENGL 071/071L	Archive	Spring 2015	
ENGL 081	Archive	Summer 2015	

Implications: Students who took either 081 or 071/071L and failed that course will not be able to retake the course to remove the failing grade from their transcripts as will all archived courses. See chart below for process of ensuring student progression.

COURSE	PREREQUISITE	ACTION	STATUS
ENGL 089	None – students who previously placed into 071 will be instructed to take this course	Approve 089	
ENGL 091	081 or 089	Add 089 as a prerequisite	
ENGL 094	081 or 089	Add 089 as a prerequisite	
ENGL 096	071 or placement test for new students. Students who previously placed into 081 or 096 will now take 096.	Instruction given to students about appropriate course.	
ENGL 101	No change	No change	Completed

MEMO

To: Dr. Dianne Van Hook, CEO

Cc: Dr. Jerry Buckley, CIO; Kristin Houser, CTE Dean; Dr. Rebecca Eikey, Academic

Senate Vice President; Ann Lowe, Nursing faculty and Curriculum Committee Chair
(College of the Canyons)

From: Paul Wickline, Academic Senate President, College of the Canyons

RE: Task Force on Workforce, Job Creation and a Strong Economy Hello

Dr. Van Hook:

Thank you for asking for feedback from the College of the Canyons Academic Senate concerning concerns and ideas for the Task Force on Workforce, Job Creation and a Strong Economy. As I have only had a chance to get preliminary feedback from limited faculty, I would like to suggest that this is only a “short list” of potential issues the faculty might offer. The Senate will add to this list in the weeks to come.

It would be helpful, since the Chancellor’s Office has a vision for this initiative, that they provide assistance with the following:

1. Labor market research which is so essential to the development of new programs, or the revision/retooling of existing programs.
2. Model courses/curriculum/programs upon which the faculty could build/refine/adapt or adopt.
3. Guidelines for implementation, like we have for prerequisites and repetition, would be helpful for those of us in the field.
4. Time for inquiry and constituency involvement. We want programs that will last which requires examining the issues carefully.

The above items are really crucial to assure that we will meet Chancellor’s Office requirements and our own internal program viability requirements.

- It would also be extremely helpful if the Chancellor’s Office were to provide **compensation** to districts to assist with either release time or stipends for faculty working on “model programs” or any curriculum-related project that will require significant time.
 - CTE faculty are typically working in small programs with limited additional faculty and minimal support to handle the myriad of duties

and responsibilities that come with teaching and “managing” workforce programs.

- CTE faculty are also dealing with new CCCCO initiatives in AB86 and SB850 which require time and resources to address effectively. ○ Many CTE programs are single faculty member departments whose faculty also function as department chairs. This new CCCCO initiative, while very promising and well-intentioned, will further stretch their limited resources (time, personnel, energy).
- The Chancellor’s Office might focus most of their energies in this initiative on selecting and allocating funding to programs where the research and data indicate that students can get jobs with those skills.
 - To meet accreditation standards and follow best practices, we will need to track the students and determine if we see good results (salary attainment, promotion, etc.) if these programs are to flourish.
 - Conversely, we should be able to track program effectiveness and make institutional decisions concerning continued funding and support through our program viability process.
 - The faculty feel very strongly that, with limited institutional resources available, this initiative should emphasize programs that offer **significant student employment**, not programs that seem interesting, novel, unique, or “sexy” but don’t make a significant impact on the most students.
- One additional concern is the sharing of resources between colleges to put together CTE programs. On the surface this sounds great; however, there are pitfalls:
 - If one of the colleges does not adequately support their part of the program, the other college’s part (and investment of time in it) is worthless. Students can be left without a way to complete their program or be inadequately prepared.
 - Since neither college can control the actions of the other, it may be hard to predict how these joint projects will end up.
 - Strong relationships, contractual or otherwise, with CCCCO support, would be necessary over a long period of time.

Again, thank you for the opportunity to provide feedback. We look forward to further opportunities to participate and provide valuable insight.

Sincerely,

Paul Wickline

College Planning Team

Conceptualizing a Civic Engagement Center

November 17, 2014

Patty Robinson

(On Behalf of the Civic Engagement Exploratory Committee)

*Good citizens **do** things: they speak out, they vote, they volunteer, they organize. But to do those things well, citizens need to know things. Civic action requires civic knowledge.*

Russell Muirhead
Resuscitating Civic Education (2012) Hoover
 Institute, Stanford University

Introduction

- Increasing rates of Civic Illiteracy and disinterest in Civic Engagement plague our nation's schools.
 - However, evidence shows that the more educated one is with regard to civic knowledge, the more likely this person will become civically engaged (e.g., vote, volunteer, etc.) throughout his/her lifetime.
- **Today, I will--** ◦ Discuss the *Who, What, Why, When, and How* of creating a COC Civic Engagement Center, as discussed by the Civic Engagement Exploratory Committee.

Definitions

- **Civic Learning--**“Knowledge, skills, values, and competencies that citizens in a democracy need to carry out their civic responsibility...understanding the U.S., other world societies, and the relationship between these constituencies.”
- **Civic Engagement—**“Involves the participation of faculty, staff and students in the civic life and institutions of the community...to address crucial social issues and align curriculum, scholarship, research and creative activity with the public good.” (See *Preparing Citizens: Report on Civic Learning and Engagement* (2014) at <http://www.mass.edu/preparingcitizensreport/2014-03PreparingCitizensReportOnCivicLearningAndEngagement.pdf>.)

History and Background

- There exists a nationwide movement of secondary and post-secondary institutions to promote Civic Literacy and Civic Engagement.

➤ National Level

- *Major Research Publications* ○ National Task Force on Civic Learning and Engagement's *A Crucible Moment: College Learning and Democracy's Future* (2012) ○ U.S. Department of Education's *Advancing Civic Learning and Engagement in Democracy: A Roadmap and Call to Action* (2011) ○ Campaign for the Civic Mission of Schools and Leonore Annenberg Institute for Civics' *Guardian of Democracy: The Civic Mission of Schools* (2011) ○ American Association of Colleges and Universities (AACU) *Civic Engagement VALUE Rubric* (2010)
- *Nationwide Campus Examples Addressing the Need for Greater Civic Literary and Civic Engagement Throughout Education include:* ○ College Centers ○ Inter-Campus Support ○ Enrichment Activities ○ Core Competencies ○ Civic Engagement Class(es) ○ Civic Engagement Graduation Requirement ○ Civic Engagement Graduation Requirements (e.g., Service-Learning) ○ Service-Learning Course/Activity Requirement

➤ Local Level

- Completion of AACU Grant *Civics in Action: Recognizing College of the Canyons' Obligation to Self and Society*(2014)
- Donation of Congressman McKeon's Papers
- Formation of a Civic Engagement Exploratory Committee

COC Civic Engagement Exploratory Committee

- Organized Fall 2014 to examine the implementation of a proposed initiative to establish a Center for Civic Engagement

➤ Goal

- To Create a *Civically-Engaged* Campus that Will Promote a Life-Long Commitment to Civic Learning and Civic Engagement

➤ Purpose

- To Foster a *Civic Identity* Among Students, Faculty, and Staff

➤ **Mission**

- To Increase *Civic Literacy, Learning, and Engagement* Across the Campus Community

➤ **Desired Outcome**

- To Promote Student Success, Retention, and Completion Through Civic Knowledge and Civic Engagement, including:
 - Classroom Instruction
 - Discussion of Current Events and Controversial Issues
 - Service-Learning
 - Extracurricular Activities
 - Student Participation in School Governance
 - Simulations of Democratic Processes ○ All have been documented as “Proven Practices”
- ***In order to proceed, the Committee emphasizes the need to:***

- Provide campus-wide dialog among all groups as to the feasibility of a Civic Engagement Center.
- Follow campus policies and procedures in creating a Civic Engagement Center.
- Include discussion of a Civic Engagement Center in campus-wide Program Reviews and strategic planning documents.
- Recognize needs of existing programs and/or other proposed programs.
- Connect the proposed activities of a Civic Engagement Center with the concept of student readiness plans and programs.
- Debate overall relationship to teaching and learning and the merits of the Center to increase student success.
- Maintain transparency of decisions and actions related to creating a Civic Engagement Center.
- Review Program Viability policies and procedures.
- Emphasize the multi-disciplinary nature of the Center, as well as the interdisciplinary focus of academic departments and student support areas.
- Relate to student learning outcomes, while focusing on student success and equity.
- Ensure institutional support, as well as an organizational infrastructure to guarantee sustainability.

Intended Outcomes (Proposed)

- **Infuse Civic Engagement Across the Campus Community**
 - Integrate AACU Civic Engagement VALUE Rubric throughout coursework (see handout).
- 1) **Civic and Democratic Knowledge:** *Foster the knowledge students need to assume the roles and responsibilities of citizenship through formal curricula, co-curricular activity, and community engagement.*
 - 2) **Civic and Democratic Skills:** *Foster the development of the personal and life skills students need to become responsible citizens and active participants in democratic life.*
 - 3) **Civic and Democratic Values:** *g students in opportunities to clarify and further develop personal civic and democratic values.*
 - 4) **Civic and Democratic Action:** *Involve students with experiences in civic action to foster engagement in the practice of democracy.*
- **Increase Student Success, Retention, and Completion Measures**
 - *Examples--*
 - Curriculum By Design (CBD)
 - AACU's LEAP (Liberal Education and America's Promise) Initiative
 - Student Equity Plan
 - Skills for Success
 - Student Success and Support Program (3SP)
- **Assess Outcomes Through Institutional Measures and Metrics**
 - Collect data through Institutional Research.
 - Implement existing national survey instruments, including CCSSE (Community College Survey of Student Engagement), HEIR (Higher Education Institute of Research), NSSE (National Survey of Student Engagement), FSSE (Faculty Survey of Student Engagement), and BCSSE (Beginning College Survey of Student Engagement).
- **Utilize Campus Partnerships**
 - Volunteer Bureau
 - ASG, Student Clubs, and Honor Societies
 - Service-Learning
 - CWEE
 - DFEH Civil Rights Clinic

- Academic Disciplines (i.e., multi-disciplinary and inter-disciplinary) ○ Co-Curricular Programs (e.g., MUN, Forensics, etc.)
- Learning Communities ○ Professional Development
- AOC
- **Incorporate Community Partnerships** ○ Agencies ○ Organizations ○ Businesses ○ Non-Profits ○ Advisory Boards
 - Hart High School District (i.e. legal pathway, as well as pathway to law school)

Address Logistical Concerns

- Staff
- Clerical Support
- Space
- Budget
- Resources
- Marketing

Timeline

Short-Term Goals (Year 1)

- Create an institutional “working definition” of Civic Learning and Civic Engagement.
 - Establish a *Civic Engagement Speakers’ Series*. ○ COC will host a speakers’ series examining current topics affecting society. □ Organize an *Annual Civic Engagement Policy Forum*.
 - COC will partner with the California Council on Geriatrics and Gerontology (CCGG) to hold an *Elder Justice Policy Forum*. Students, faculty, and community members from Southern California will be invited to attend this regional event.
- Facilitate a *Civic Engagement Student Leadership Conference*.
 - COC Honors and Student Development will provide student leaders with a daylong workshop examining civic engagement and civility.

Long-Term Goals (Years 1-3)

- Distribute an annual Civic Engagement Survey camps-wide, both among faculty, staff, and students.
- Identify classes, disciplines, programs, advisory boards, clubs, student organizations, honors societies, offices, departments, and divisions where formal participation in civic engagement activities is viable.

- Set measureable Civic Engagement outcomes and benchmarks.
- Write a *Civic Engagement Center Program Review*.
- Develop a Series of *Civic Engagement Workshops* for faculty and staff.
- Organize an *Annual Student Civic Engagement Conference*.
- Create a *Civic Engagement Scholarship Fund*.
- Facilitate a *Civic Engagement Awards Ceremony* for faculty and students.
- Create a compliment of interdisciplinary *Civic Engagement Learning Communities*.
- Promote undergraduate research in areas involving civic engagement.
- Organize a *Civic Engagement Movie Series*, as well as a *Civic Engagement Book Series*.
- Foster the Study Abroad Program and an interest in global civic engagement. ☐Apply for Grant Funding.
- Create a comprehensive campus-wide *Civic Engagement “Plan of Action” or “Best Practices” Manual*.
- Join civic engagement associations and/organizations, as well as provide representation at regional and national conferences.
- Provide Professional Development training for faculty and staff, as well as include stipends to encourage faculty participation.
- Encourage student year-long civic engagement projects, in classes, clubs, and honor societies.
- Infuse civic engagement across the disciplines.
- Incorporate civic engagement into the Associate Degree.
- Create a *Civic Engagement Pathway* among high school students, especially those interested in the social sciences (i.e., law pathway, social justice, political science).
- Formulate assessment measures and collect data--set operational benchmarks or indicators of civic engagement success.

Questions?



College of the Canyons

Honors Steering Committee Operating Procedures I.

Mission Statement

- a. The Honors Program at College of the Canyons offers an enriched curriculum to students with a strong academic record in order to increase their chances for successful transfer to competitive four-year institutions. The program provides opportunities for critical thinking, extensive writing, and in-depth learning in a wide variety of transferable general education courses. In addition, honors courses will be augmented with seminar-style events, special projects, and community activities.

II. Vision Statement

- a. The Honors Program at College of the Canyons is dedicated to providing a dynamic, enriched educational curriculum for academically motivated students that emphasizes scholastic excellence, strives for innovation in teaching and learning, and fosters the growth of individuals who are imaginative, dedicated, and excited about their short- and long-term academic goals.

III. Oversight

- a. The Academic Senate reviews the activity of the committee and gives general directions to its work.

IV. Duties and Function

The committee will:

- a. Promote an honors curricula consisting of a variety of GE transferable courses which will be designated with an “H” on college transcripts
- b. Provide an academically enriched learning environment for students emphasizing critical thinking, reading, writing, and research skills.
- c. Continue to strengthen the Transfer Alliance Program (TAP) with UCLA and other transfer agreements with other public and private universities.
- d. Promote student scholarship and involvement in state, national and international honor societies.
- e. Join state and national honors organizations to provide greater recognition, including membership to the Honors Transfer Council, Western Regional Honors Council, and the National Collegiate Honors Council.
- f. Provide membership benefits to students, faculty, and college.
- g. Foster campus-wide institutional support.
- h. Require honors students to complete 15.0 units of designated “Honors” courses.
- i. Facilitate assistance, guidance, and advice to the faculty teaching honors courses.

- j. Encourage and support innovative teaching methods for faculty, including guest lectures, field trips, educational travel, and service learning, and learning communities.
- k. Promote cross and interdisciplinary collaborations among faculty who teach honors courses.
- l. Create opportunities for honors students to assist College Skills students by offering tutorial assistance.

V. Membership

- i. The committee will be composed of members appointed by the Academic Senate president. It is suggested one faculty representative from each instructional division:
 - a. Allied Health & Public Safety
 - b. CTE
 - c. ECE
 - d. Enrollment Services
 - e. FAPA
 - f. Humanities
 - g. Kinesiology/PE/Athletics
 - h. Math, Science and Engineering
 - i. Social Science and Business
 - j. Learning Resources
 - k. MESA representative
 - l. EOPS representative
 - m. Student Services (counselor)
 - n. Transfer Center
 - o. Student(s) representative(s)
- ii. Any change in membership structure of the committee must be made in advance of the academic year in which the change is to occur and must be approved by the Academic Senate. If a new academic division is created, it will be immediately entitled to representation within the committee.

VI. Management

- a. There will be a faculty co-chair that will be appointed by the Academic Senate president for a two-year term.
- b. The administrator co-chair will be the college's CIO or a designee.

- c. Only division representatives will have voting rights concerning academic program review processes and functions.
- d. When there is more than one faculty representative per division present, only one vote per division is allowed.
- e. While alternates may attend in place of division representatives, they will not have voting rights unless the appointed representative has given permission for his/her proxy to vote.
- f. Committee co-chairs may vote only if they are also acting as their division's main representative.
- g. Committee members will share the responsibility of taking minutes.
- h. All documents related to the business of the committee will be posted on the COC intranet committee website.
- i. The committee will meet on twice each month during the fall and spring semesters. Additional meetings may be necessary during event planning semesters.
- j. All changes to procedures and forms will be submitted to constituencies for review before implementation.
- k. Quorum will be 50% plus one of the total current membership.
- l. The committee will make decisions based on a majority vote.
- m. The members of the committee will be collaborative, engage in collegial discussions, be respectful of other members and presenters and their different points of view, and consider the college and community as a whole, not just the constituent group that the member represents.
- n. The committee will review this agreement on an annual basis.

VII. Attendance

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

HUMAN RESOURCES OFFICE

Date: November 24, 2014
 To: Paul Wickline
 President, Academic Senate

From: Rian Medlin
Senior Human Resources Generalist (Faculty)
CC: Christina Chung
Director, Human Resources
Subject: Discipline Assignment – Lauren Yeh **(Revised)**

The following information is provided for discipline assignment:

Lauren Yeh

Ms. Yeh has been hired as a Counselor (Disabled Student Program & Services) with an effective start date of November 10, 2014. The following is provided for discipline assignment:

The following is provided for discipline assignment:

- MS in Counseling, California State University Los Angeles, emphasis in Rehabilitation Counseling

It would appear that Ms. Yeh qualifies for the discipline(s) of:

- Disabled Student Programs & Services Counseling

10/22/2013

Book	Board Policies
Section	Chap 4 Academic Affairs
Title	Probation, Disqualification, and Readmission
Number	BP 4250
Status	Active

Legal

[Title 5 Section 55034](#)[Title 5 Section 55033](#)[Title 5 Section 55032](#)[Title 5 Section 55031](#)[Title 5 Section 55030](#)[Education Code Section 70902\(b\)\(3\)](#)

Adopted February 12, 2003

Last Revised September 18, 2013

BP 4250 Probation, Disqualification, and Readmission

References:

Education Code Section 70902(b)(3);

Title 5 Sections 55030-55034

4250 Academic Standards/Board Policy 4250

Academic Standards: Probation, disqualification and readmission

4250.1 Definitions

(A) Units attempted. For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.

(B) Units enrolled. All units of credit for which the student is enrolled after the first two weeks or 20 percent of the time the class is scheduled to meet, whichever is less, at College of the Canyons.

10/22/2013

(C) Consecutive Semesters. Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.

(D) Appeals. For the purpose of this academic standing policy an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

4250.2 Standards for Academic Probation

Academic Probation. A student at College of the Canyons shall be placed on academic probation when the student has ~~attempted~~ **completed** a minimum of 12 graded semester units and the student has a cumulative grade-point average of less than a 2.0.

4250.3 Standards for Progress Probation

Progress Probation. A college student shall be placed on progress probation when the student has ~~enrolled in~~ **completed** a total of at least 12 units and the percentage of all enrolled units for which entries of W (Withdrawal), I (Incomplete), and NP (Not Pass) are recorded reaches or exceeds fifty percent.

(edited and moved to BP 4250.8)

4250.4 Standards for Academic Subject to Dismissal

A student shall be subject to dismissal for academic performance after being placed on probation and having earned a cumulative grade-point average below 2.0 for two consecutive semesters.

4250.5 Standards for Progress Subject to Dismissal

A student shall be subject to dismissal for progress after two consecutive semesters of progress probation as defined above.

4250.6 Standards for Academic Dismissal

Academic dismissal will occur when the student has earned a cumulative grade-point average of less than 2.0 in all units attempted for three consecutive semesters.

4250.7 Standards for Progress Dismissal

Progress dismissal will occur when the cumulative percentage of enrolled units, for which entries of W, I, and NP are recorded in three consecutive semesters reaches or exceeds fifty percent.

4250.8 Removal from Probation, Subject to Dismissal and Dismissal

(1) Academic probation. A student on academic probation for a grade-point deficiency shall be removed from probation when the student's cumulative College of the Canyons grade-point average is 2.0 or higher.

10/22/2013

(2) Progress probation. A student on progress probation, because of excess units, for which entries of W (Withdrawal), I (Incomplete), and NP (Not Pass) are recorded, shall be removed from probation when the percentage of units in this category drops below fifty percent.

4250.9 Exceptions to Dismissal

A student who is dismissed will be automatically continued for one semester in subject-to-dismissal status under the following conditions:

- (1) Academic: When, in the most recent semester of enrollment, the student enrolled in credit-bearing and graded classes and earned a semester grade-point average of 2.25 or higher.
- (2) Progress: When, in the most recent semester, the student completed more than 75 percent of the units in which the student enrolled.

4250.10 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with College procedures: (AP #4255.3)

(Updated and moved to Admin Procedures – AP 4255.3)

Continuation may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Students are continued in subject-to-dismissal status in accordance with Board Policy 4250.9.

4250.11 Readmission after Dismissal

A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student must consult with a counselor, prior to the start of the semester, to formulate a corrective educational plan and to obtain approval to enroll.

Re-admission may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Readmitted students are returned in subject-to-dismissal status in accordance with policy 4250.9.

Approved – Academic Senate, 11/21/2013

Last Name	First Name	Discipline	Qualifications*
Adal	Jacob	Adjunct – Psychology	MA in Clinical Psychology and Doctorate in Clinical Psychology (Alliant International University)
Adelini	Jennifer	Adjunct – Biology	Doctor of Veterinarian Medicine – UC Davis
Aguirre	Telesforo	Adjunct – Administration of Justice	Bachelor of Science- Criminal Justice (Cal Lutheran) + over 2 yrs exp.
Ansari	Faisal	Adjunct – Librarian	MA Library Science (Univ. of Arizona)
Aparicio	Ashley	Adjunct – Biological Sciences	MS Biology (Univ. Nebraska)
Arambula	Manuel	Adjunct – Administration of Justice	EQ#8- High School Diploma, ICI Instructor I & II, Administrator Training Course and over 6 yrs exp.
Ayo-Akinyemi	Stephanie	Adjunct – Nursing	MSN (University of Phoenix-Nursing/ Nursing Healthcare Education)
Bhavsar	Ayesha	Adjunct - Humanities	PhD Philosophy - Michigan State University
Bow	Cady	Adjunct – Geography	MA – Geography - CSUN
Breshears	Sara	Adjunct – Librarian	MA Library Science (San Jose State Univ)
Brumfield	Linda	Adjunct – Fire Technology	Master of Education (Hope Int'l University) and over 2 years exp.
Buzzerio	Anthony	Adjunct – Fire Technology	B.A. Social Science (CSULA) and over 2 year's exp.
Calhoun	Dayton	Adjunct – Fire Technology	MBA (National University) and over 2 years exp.
Caulkins	Richard	Adjunct – Water Systems Technology	MS Civil Engineering – CSU Long Beach + 2 years exp.
Caulkins	Richard	Adjunct – Environmental (Water)	MS Engineering (CSU LB) + 2 yrs exp
Choi	Nari	Adjunct – Mathematics	MA Applied Math (USC)
Christensen	Chad	Adjunct – Fire Technology	EQ#8- High School Diploma, Fire Instructor 1A and 1B courses and over 6 yrs exp.
Crozer	Karen	Adjunct - English	PhD English (Claremont Grad)
Davis	George	Adjunct – Geology	MS, Geology - CSUN
Delaney	Leland	Adjunct – Fire Technology	AA-Fire Technology, Santa Monica College + over 6 yrs exp.
Dorfman	Alex	Adjunct – Architecture/ID	BFA Industrial Design (Cleveland Inst. Of Art) + over 2 years exp.
Eguchi	Steven	Adjunct – Administration of Justice	AA Degree (LACCD) and over 6 years exp.
Eleftheriades	Belinda	Adjunct – English	MA – English – The College of New Jersey
Escobar	Krisna	Adjunct – Early Childhood Education	MA Human Development – Pacific Oaks
Esser	Bryan	Adjunct – Fire Technology	EQ#8- High School Diploma, 1A & 1B courses and over 6 yrs exp.
Everts	Darryl	Adjunct – Administration of Justice	EQ#8- High School Diploma, Academy Instructor Certification + Instructor Development courses and over 6 yrs exp.

<u>Filbeck</u>	Melissa	Adjunct – English	MA English (CSUN)
<u>Flores</u>	Orlando	Adjunct – Architecture	BA Arch (Equiv. Report) + 2 yrs exp
<u>Forman</u>	Frank	Adjunct – Fire Technology	Bachelors in Occupational Studies (CSULB) and over 2 year's exp.
<u>Garay</u>	Sharon	Adjunct – Administration of Justice	EQ#8- High School Diploma, Academy Instructor Certification + Instructor Development courses and over 6 yrs exp.
<u>Garcia</u>	Jeannette	Adjunct – Administration of Justice	EQ#8- High School Diploma, Field Training Officer + Course Administrator Training courses and over 6 yrs exp.
<u>Gilson</u>	Rudolf	Adjunct – Fire Technology	EQ#8- High School Diploma, Fire Instructor 1A and 1B courses and over 6 yrs exp.
<u>Ginsburg</u>	Harold	Adjunct – Automotive Technology	BA Industrial Arts (CSU LA) + 2 yrs exp
<u>Gonzalez</u>	Alberto	Adjunct – Philosophy	MA Philosophy - CSU LA
<u>Griffin</u>	Steve	Adjunct – Construction Mgmt	BS Industrial Arts - State Univ. of New York at Oswego + 2 years exp.
<u>Griswold</u>	<u>Linka</u>	Adjunct – Psychology	PhD Clinical Psychology (Alliant Univ)
<u>Guillen</u>	Griselda	Adjunct – History	MA History (CSUN)
<u>Gurjian</u>	Amy	Adjunct – Psychology	MA Psychology (San Francisco State Univ)
<u>Hancock</u>	Michelle	Adjunct – Early Childhood Education	MA Early Childhood Education – Univ. of Phoenix
<u>Hernandez</u>	Rudolf	Adjunct – Administration of Justice	EQ#8- High School Diploma. Academy Instructor Certification and Instructor Development courses & over 6 yrs exp.
<u>Herrera</u>	Julio	Adjunct – Math	MS Math (CSU LA)
<u>Heys</u>	Dale	Adjunct – Plumbing	AA Business – College of the Canyons + 6 years exp.
<u>Hunter</u>	Gordon	Adjunct – Chemistry	MS Chemistry – Univ. of Northern Iowa
<u>Johnson</u>	Julianne	Adjunct – History	PhD History (Claremont Grad Univ)
<u>Keller</u>	Max	Adjunct – Cinema	MFA Film & TV – Chapman University
<u>Kern</u>	Simon	Adjunct – Communications	MS Communication Studies (CSUN)
<u>Knorr</u>	Tim	Adjunct – Administration of Justice	B.S. - Biological Sciences (Bioja College) + over 2 yrs exp in the field.
<u>Koh</u>	Isaac	Adjunct - Chemistry	PhD Chemical and Biomolecular Engineering (Univ. Maryland)
<u>Komen</u>	Amy	Adjunct – Math	MA Math (Western Govn Univ)
<u>Kovacev-Nikolic,</u>	<u>Violeta</u>	Adjunct – Mathematics	MS Applied & Computational Math (Western Michigan Univ)
<u>Kroh</u>	Steve	Adjunct – Math	MA Math (CSU Fullerton)
<u>Lam</u>	Jenny	Adjunct - Biological Sciences	Doctor of Medicine & Master's Degree, Clinical Research - UC Davis
<u>Litz</u>	Kristian	Adjunct - Fire Technology	AS-Fire Technology, College of the Canyons, and over 6 yrs exp.
<u>Loffredo</u>	Carlo	Adjunct – Fire Technology	AA Fire Science (LACCD) & over 6 yrs exp.
<u>Lopez</u>	<u>Yolloti</u>	Adjunct – English	MA English – CSU Northridge

Margolis	Richard	Adjunct – English	BA Literature (CSU LB) + MFA Creative Writing (CSU Fresno)
Mashhour	Andrew	Adjunct – Math	MS – Math - CSULA
McIntyre	Timothy	Adjunct – Fire Technology	EQ#8- High School Diploma, Fire Instructor 1A and 1B courses and over 6 yrs exp.
McMillen	Abby	Adjunct – English	MA English (CSUN)
Mick	James	Adjunct – Automotive	AA – Automotive Technology (COC) + 6 years exp
Mozafari	Lily	Adjunct – Counseling	MA Counseling (Univ. of La Verne)
Mukherjee	Mahuya	Adjunct – Librarian	MS Library/ Information Science (Syracuse Univ)
Nepomuceno	Joenador	Adjunct – Administration of Justice	EQ#8- High School Diploma, FTO course + Academy Instructor Certification and over 6 yrs exp.
Nikieh	Esmail	Adjunct – Math	MS – Math - CSUCI
Norton-Cooke	Amelia	Adjunct - English	MA English (CSUN)
Nuttall	Jeff	Adjunct – Physics	MS – Physics - USC
Oddino	Victoria	Adjunct – English	MA English – CSUN
Okeefe	Richard	Adjunct – Fire Technology	B.S. Business Admin (University of Arizona) and over 2 year's exp.
Padilla	David	Adjunct – Kinesiology/Physical Education	EQ#3: BA Exercise Science (New Mexico Highlands Univ) + 27 grad units in Kinesiology (Tarleton State Univ -Grad 5/2014)
Park	Paula	Adjunct – Fire Technology	B.S. Nursing (CSULB) and over 2 year's exp.
Parsanian	Artin	Adjunct – Math	MS Math (CSU LA)
Pickering	Ann	Adjunct – Administration of Justice	EQ#8- High School Diploma, Field Training Officer course + Self Paced combined courses (Best Practices of Good Training, Communication- Keeping your edge, Facilitation skills, Target your teaching, SLO's) and over 6 yrs exp.
Powell	Kathleen	Adjunct – English	MA English (CSUN)
Prince	Lisa	Adjunct – Early Childhood Education	EQ#2: MA Education (Bradman Univ) + 2 years exp.
Pryor	William	Adjunct – Fire Technology	EQ#8- High School Diploma, 1A & 1B courses and over 6 yrs exp.
Renzulli	Girolamo	Adjunct – Administration of Justice	B.A. Criminal Science (St John's University) & over 6 yrs exp.
Rigor	Corazon	Adjunct – Nursing (CNA)	BSN (Emilio Aguinaldo College-Nursing Education) + 2 years exp
Rocca	Eddie	Adjunct – Administration of Justice	EQ#8- High School Diploma, Academy Instructor Certification + Field Training Officer course and over 6 yrs exp.
Saenz	Larry	Adjunct – Fire Technology	EQ#8- High School Diploma, 1A & 1B courses and over 6 yrs exp.

Schlosser	Julia	Adjunct – Photography	MFA Art (Creative Photography) – CSU Fullerton
Schweitzer	Erik	Adjunct - Biological Sciences	Doctor of Medicine and PhD Biological Sciences - Washington University of St. Louis
Shea	Sarah	Adjunct – Nursing	MS Nursing – Duquesne University
Sheng	Fang	Adjunct - Chemistry	PhD Chemistry - Michigan State University
Shoemaker	Ryan	Adjunct – English	PhD Literature & Creative Writing - USC
Siemen	Jason	Adjunct – Fire Technology	EQ#8- High School Diploma, Fire Instructor 1A and 1B courses and over 6 yrs exp.
<u>Singhanate</u>	<u>Sunti</u>	Adjunct – Administration of Justice	AA- Admin of Justice (LA Valley College) and over 6 years exp.
Smith	Gregg	Adjunct – Administration of Justice	B.A Communications (CSU Fullerton) and over 2 year's exp.
Smith	Ellen	Adjunct – CIT	AA Child Dev + 6 yrs exp
Snyder	Wayne	Adjunct – Computer Networking	BS Information Tech (<u>Univ Phoenix</u>) + 2 yrs exp.
<u>Sprengel</u>	Pat	Adjunct – Fire Technology	Associate in Science, El Camino College and over 6 yrs exp.
<u>Stehr</u>	Tim	Adjunct – Administration of Justice	BA Criminal Justice (CSU LA) + over 2 years exp.
<u>Stillwagon</u>	Richard	Adjunct – Fire Technology	B.S. Public Admin. (University of La Verne) and over 2 year's exp.
Stinson	Michael	Adjunct – MEA (GMD)	BA Graphic Design (Cal Poly Pomona) + 2 years exp.
Sweeny	James	Adjunct – Fire Technology	EQ#8- High School Diploma, 1A & 1B courses and over 6 yrs exp.
Thomas	Perry	Adjunct – Fire Technology	EQ#8- High School Diploma, 1A & 1B courses and over 6 yrs exp
<u>Tovmasian</u>	Grant	Adjunct - History	MA History (CSU LA)
<u>Trakulthai</u>	<u>Teerayut</u>	Adjunct – Welding	AS (Cerritos College of the Canyons- Welding) + 6 years exp
<u>Ubalde</u>	Arnold	Adjunct – Nursing	MS Nursing Administrator – CSU Dominguez Hills
<u>VanGorder</u>	David	Adjunct – Administration of Justice	AA Fire Science (LA Valley College) and over 6 years exp.
<u>Vannix</u>	Robert	Adjunct – Auto	BS Industrial Studies – Loma Linda Univ. + 2 years exp.
Williams	Shana	Adjunct - Psychology	BS Psych - University of North Texas + MA Counseling - Prairie View A&M University
Wilson	Lisa	Adjunct – Early Childhood Education	EQ#2: MA Education (Azusa Pacific) + 2 years exp.
<u>Windell</u>	Jacob	Adjunct – Fire Technology	A.S.-Fire Technology (College of the Canyons) and over 6 yrs exp.
Yanagisawa	Albert	Adjunct – Fire Technology	EQ#8- High School Diploma, 1A & 1B courses and over 6 yrs exp.

Yu	Meng	Adjunct – Chinese Language Instructor	MA in TESOL (USC) + BA in Chinese (Equivalency report)
Zachary	Cates	Adjunct - Fire Technology	High School Diploma, 1A & 1B courses and over 6 yrs exp.

**The above adjunct instructors were qualified and hired for the late Spring, summer and fall 2014 semesters. Those hired under a former equivalency were qualified and hired prior to the Board approval of the new equivalencies.*