

Academic Senate for College of the Canyons  
**May 8, 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: April 24, 2014 (p.2)
  - b) Curriculum Summary: May 1, 2014(p.4)

B. Unfinished Business

1. Policies on Counseling Services; Prerequisites; Articulation; Faculty Transfer; and Educational Administrators Retreat 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 – in Senate discussion in Fall 2014

C. Discussion Items

1. Access to CurricUNET – Paul Wickline
2. Changes to Program Review Process including Timeline – Paul Wickline(p.8)
3. Testing in Adjunct Office, BONH 312 – Ruth Rassool
4. BP 4226 and AP 4226 Multiple and Overlapping Enrollments – David Andrus(p.14)
5. BP 4231 Grade Changes and AP 4231 Grade Changes – David Andrus(p.16)
6. BP 4060 Delineation of Functions Agreements – David Andrus(p.20)
7. AP 4230 Grading and Academic Record Symbols and AP 4230 Grading and Academic Record Symbols – David Andrus(p.21)
8. BP 4010 Academic Calendar – David Andrus(p.28)
9. BP 3410 Nondiscrimination and AP 3410 Nondiscrimination – David Andrus(p.29)
10. BP 3430 Prohibition of Harassment and AP 3430 Prohibition of Harassment – David Andrus(p.32)
11. AP 3435 Discrimination and Harassment Investigations – David Andrus(p.38)

D. Action Items

1. Approval of Proposed Revisions to BP 4233 and AP 4233 Attendance(p.49)
2. Approval of BP 4040 and AP 4040 Library Services(p.53)
3. Approval of Department Chair Rebecca Eikey, Chemistry and Pattie Haley, Administrative Justice
4. Revisions to the Academic Senate Constitution(p.56)

E. Reports

1. President's and Vice President's Reports
2. Committee Reports
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 meeting will be **May 22, 2014**. As always everyone is welcome

## Summary of Academic Senate Meeting April 24, 2014

Attendance: Edel Alonso, Paul Wickline, Ruth Rassool, Ann Lowe, Wendy Brill-Wynkoop, Lee Hilliard, Garrett Hooper, Phil Gussin, Chelley Maple, Thea Alvarado, Shane Ramey, Michael Sherry, Peter Hepburn, Amy Shennum, Daylene Meuschke, David Andrus, Jasmine Ruys, Patti Haley, Juan Buriel, Deanna Riviera, Regina Blasberg, Rebecca Eikey, Saburo Matsumoto, David Michaels, Barry Gribbons, Jon Amador, Rebecca Shepherd, Elizabeth Olivier and Adriana Vargas

### A. Routine Matters

1. Call to order 3:05 p.m.
2. Add to the agenda BP and AP 4040 Library and Academic Calendar. Approval of the agenda: Moved by Paul Wickline, seconded by Amy Shennum. All in favor: Unanimous **Approved**
3. Approval of the consent calendar: Moved by Rebecca Eikey, seconded by Ann Lowe. All in favor: 16 Yes, 1 Abstention. Calendar **Approved**

### 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 – David Andrus and Jasmine Ruys  
David Andrus reviewed the proposed revisions to BP and AP 4233. This policy has come to the Senate a couple of times now and Jasmine Ruys is here to answer any questions that the faculty may have. There were many questions asked about the definition of tardy. Each instructor should state definition and consequences on their syllabi. Regarding online classes, there must be interaction with the instructor to meet federal guidelines for distance education.
2. New BP and AP Library Services – David Andrus and Peter Hepburn  
David reviewed the new BP and AP 4040. This is legally required for Accreditation. This came from Administration but Peter Hepburn is the author. The BP states purpose and function of the Library. Suggestion was made to add reference to library as a gathering place for students as a learning space in the same that similar language is in the TLC policy.

### D. Action Items

1. Approval of BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education: Moved by Rebecca Eikey, seconded by Ann Lowe: Unanimous. **Approved**
2. Approval of Minimum Qualifications and Equivalencies for New 2013-14 Adjunct Faculty: motion to approved Thea Alvarado, seconded by Rebecca Eikey. All in favor: Unanimous. **Approved**
3. Approval of Senate and Curriculum Committee Calendar of 2014/15: one correction. Should read "November 20<sup>th</sup>" for meeting date of Senate. Motion to approve by Ruth Rassool, seconded by Amy Shennum. All in favor: Unanimous. **Approved**

4. Approval of Senate Officers and Division Senator Elections Results for 2014/16 Term. One correction: add Amy Shennum and Mary Corbett for division co-representatives. Motion to approve by Ann Lowe, seconded by Mike Sherry. All in favor: Unanimous. **Approved**
5. Approval of Department Chairs Election Results for 2014/16 Term; Note that we have three departments with openings for department chair: Business, Administration of Justice and Chemistry. Moved by Ann Lowe, seconded by Ruth Rassool. All in favor: Unanimous. **Approved**
6. Approval of Splitting Alternative Energy Department into Alternative Energy and Plumbing. Moved by Rebecca Eikey, seconded by Paul Wickline. All in favor: Unanimous; **Approved**
7. Approval of Splitting Manufacturing Technology from Engineering Technologies. Moved by Rebecca Eikey, seconded by Paul Wickline. All in favor: Unanimous. **Approved**
8. Approval of Academic Calendar Committee. Moved by Garrett Hooper, seconded by Rebecca Eikey. All in favor: Unanimous. **Approved**

#### E. Reports

1. Senate President, Dr. Edel Alonso:  
Edel clarified the email that went out regarding the Business Law class moving to a new department. There were conversations to merge AJ, Paralegal Studies, Real Estate into one department and absorb the Business Law class. However, Business Law is a Business Department course and will remain with the Business Department. The decision was made in the end to not merge the three departments.
2. Hot List, Ann Lowe  
Ann spoke briefly and stated the Curriculum Committee is working on the honor courses and hope to get them approved soon.

F. Division Reports: N/A

G. Open Forum: N/A

H. Adjournment: 4:40 p.m.

## CURRICULUM COMMITTEE SUMMARY

May 1<sup>st</sup>, 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 April 21<sup>st</sup>, 2014

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

Members absent: Ruys, Jasmine – Admissions & Records; Stanich, Diana – Physical Education & Athletics; Enrollment Service – Vacant

## TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
REC	102	Planning Programs and Events for Recreation Experiences	Removing "requires field work visits to recreation programs" from descriptions.	R. Ryett	Fall 2014

Program	Degree/Certificate	Description of action	Author	Effective
Recreation Management	A.A. Degree	Removing second program SLO of "Demonstrate entry level proficiencies desired by local municipal organizations, businesses, and no-profit agencies within the recreation and leisure industry."	R. Ryett	Fall 2014

## DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ART	229	Landscape Painting	Course will no longer be offered.	J. Lorigan	Fall 2014
CIT	111	Advanced Keyboarding and Document Processing	Course will no longer be offered, will be removed from Administrative Assistant A.S. Degree and Certificate of Achievement. No change in total required units.	M. Lipman	Fall 2014
CIT	178	Dynamic Web Site Development	Course will no longer be offered.	M. Lipman	Fall 2014
REC	124	Challenge Ropes Course Experience	Course will no longer be offered.	R. Ryett	Fall 2014
THEATR	150	Introduction to Lighting Design	Course will no longer be offered, will be removed from the Theatre Arts A.A.-T Degree. No change in total required units.	P. Wickline	Fall 2014
THEATR	170	Introduction to Stage Management	Course will no longer be offered.	P. Wickline	Fall 2014

THEATR	180	Theatrical Make-Up	Course will no longer be offered, will be removed from the Theatre Arts A.A.-T Degree, the Theatre A.A. Degree, and the Theatre Performance A.A. Degree. No change in total required units.	P. Wachione	Fall 2014
THEATR	195	Solo Performance	Course will no longer be offered. Will be replaced with THEATR-188A & THEATR-188B in the Theatre Performance A.A. Degree. No change in total required units.	P. Wachione	Fall 2014

**MODIFIED COURSES on consent:**

Subject	#	Title	Description of action	Author	Effective
ECON	170	Economic History of the United States	Revised objectives and content, updated textbook.	B. Su	Fall 2014
ECON	170H	Economic History of the United States - Honors	Revised objectives and content, updated textbook.	B. Su	Fall 2014
ECON	201	Macroeconomics	Revised objectives and content, updated textbook	B. Su	Fall 2014
ECON	201H	Macroeconomics – Honors	Revised objectives and content, updated textbook	B. Su	Fall 2014
ENGL	101	English Composition and Literature	Revised descriptions, revised objectives and content, updated books.	T. Sheppard	Fall 2014
ENGL	101H	Honors English Composition and Literature	Revised descriptions, revised objectives and content, updated books.	T. Sheppard	Fall 2014
ENGL	225	Children's Literature	<b>Revised SLO's (2), revised objectives and content, updated textbooks. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.</b>	J. Sturriel	Fall 2014
ENGL	250	British Literature	<b>Revised SLO, revised objectives and content. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.</b>	J. Sturriel	Fall 2014
ENGL	251	British Literature II	<b>Revised SLO's (2), revised objectives and content, updated textbooks. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.</b>	D. Davis	Fall 2014
ENGL	260	American Literature I	<b>Revised SLO's (2), revised objectives and content, added textbooks. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.</b>	R. Swilling	Fall 2014
ENGL	261	American Literature II	<b>Revised descriptions, revised SLO, revised objectives and content, updated textbooks. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.</b>	D. Davis	Fall 2014
ENGL	273	World Literature I	<b>Revised SLO's (2), revised objectives and content, added textbooks. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.</b>	S. Lynch	Fall 2014

ENGL	274	World Literature II	Revised descriptions, <b>revised SLO</b> , revised objectives and content, updated textbooks. <b>Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.</b>	S. Lynch	Fall 2014
ENGR	096	Discovering Engineering	Revised objectives and content, updated textbook.	D. Martinez	Fall 2014
ENGR	101	Introduction to Science, Engineering, and Technology	Revised schedule description, <b>added lab SLO</b> , revised objectives and content, updated textbook.	D. Martinez	Fall 2014
ENGR	114	Solids Modeling for Mechanical Drafting	Revised descriptions, <b>added lab SLO</b> , revised objectives and content, updated textbook.	D. Martinez	Fall 2014
GEOG	101L	Physical Geography Lab	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated textbooks.	H. Bates	Fall 2014
HIST	101	History of Western Civilization: Pre-Industrial West	<b>Revised SLO</b> , revised objectives and content, updated textbooks.	S. Pennington	Fall 2014
HIST	101H	History of Western Civilization: Pre-Industrial West –Honors	<b>Revised SLO</b> , revised objectives and content, updated textbooks.	S. Pennington	Fall 2014
HIST	102	History of Western Civilization: The Modern Era	<b>Revised SLO</b> , revised objectives and content, updated textbooks.	S. Pennington	Fall 2014
HIST	111	United States History I	Revised objectives and content, updated textbooks.	J. Yarga	Fall 2014
HIST	111H	United States History I - Honors	Revised objectives and content, updated textbooks.	J. Yarga	Fall 2014
HIST	120	The Role of Women in the History of the United States	Revised objectives and content, updated textbook.	C. Tripp	Fall 2014
HIST	120H	The Role of Women in the History of the United States - Honors	Revised objectives and content, updated textbook.	C. Tripp	Fall 2014
HIST	170	Economic History of the United States	Revised objectives and content, updated textbook.	S. Pennington	Fall 2014
HIST	170H	Economic History of the United States - Honors	Revised objectives and content, updated textbook.	S. Pennington	Fall 2014
HIST	193	History of India	Revised descriptions, <b>added SLO</b> , revised objectives and content, updated textbook.	S. Pennington	Fall 2014
HIST	240	Latin American Civilization	<b>Added SLO</b> , revised objectives and content, updated textbook.	J. Yarga	Fall 2014
KPET	104	Theory and Analysis of Football	Revised descriptions, <b>revised SLO</b> , revised objectives and content.	M. Fisher	Fall 2014
PHILOS	101	Introduction to Philosophy	Revised descriptions, <b>revised SLO</b> , revised objectives and content.	C. Blakey	Fall 2014
PHILOS	101H	Introduction to Philosophy - Honors	Revised descriptions, <b>revised SLO</b> , revised objectives and content.	C. Blakey	Fall 2014
PHILOS	106	Critical Reasoning	Revised objectives and content, updated textbook.	C. Blakey	Fall 2014
PSYCH	272	Adult Development and Aging	Revised objectives and content, updated textbook.	T. Mahan	Fall 2014
SPAN	240	Introduction to Latin American Literature	<b>Revised SLO</b> , revised objectives and content, updated textbook.	C. Acosta	Fall 2014
WELD	165	Pipe Welding Fundamentals	<b>Revised SLO's (4)</b> , revised objectives and content, updated textbooks.	T. Seber	Fall 2014

-Motion to approve all Consent Calendar Items on the May 1<sup>st</sup>, 2014 Curriculum Committee Agenda; Motion by Tina Waller, second by Diane Solomon. All in favor: Unanimous.

#### MODIFIED COURSES:

Subject	#	Title	Description of action	Author	Effective
GENSTU	050	Orientation and Assessment – Learning Disabilities	Revised SLO, revised objectives and content.	J. Fournelle	Fall 2014
GENSTU	081	Cognitive Basic Skills – Computer Instruction	Revised SLO, revised objectives and content.	J. Fournelle	Fall 2014
GENSTU	082	Individual – Computer Applications	Revised SLO, revised objectives and content.	J. Fournelle	Fall 2014
GESNTU	091	Individual – Studies and Language Skills	Revised SLO, revised objectives and content.	J. Fournelle	Fall 2014
GMD	101	Introduction to Visual Communication	Changed title (formerly Introduction to Digital media), Revised SLO's (2), revised objectives and content, updated textbooks	K. Jenkins	Fall 2014
SOCI	136	Qualitative Analysis for the Social Sciences	Changed title (formerly Field Experience in Qualitative Research), units changed to 3 lecture units (formerly 2 – 3 lab units), Revised SLO's (2), revised objectives and content.	A. Harwood	Fall 2014

-Motion to approve GMD-101; Motion by Lee Hilliard, second by Mary Bates. All in favor: Unanimous.

-Motion to approve SOCI-136; Motion by David Brill, second by Shane Ramey. All in favor: Unanimous.

#### NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
English	A.A.-T Degree	18 required units based on state approved Transfer Model Curriculum (TMC), <b>New Program SLO's (2) added.</b>	J. Burriel	Fall 2014

-Motion to the English for Transfer AA-T Degree; Motion by Mary Bates, second by Ron Karlin, All in favor: Unanimous.

#### NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ENGL	225	Children's Literature	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. - <b>Approved</b>	J. Burriel
ENGL	250	British Literature	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. - <b>Approved</b>	J. Burriel
ENGL	251	British Literature II	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. - <b>Approved</b>	D. Davis
ENGL	260	American Literature I	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. - <b>Approved</b>	A. Dwelling
ENGL	261	American Literature II	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. - <b>Approved</b>	D. Davis

ENGL	273	World Literature I	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. - <b>Approved</b>	S. Lynch
ENGL	274	World Literature II	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. - <b>Approved</b>	S. Lynch

#### Discussion Items;

**1. CurricUNET Audit Trail.** The audit trail approval stages is CurricUNET will be moved around to make the approval process more efficient. All faculty auditors will now be moved in front of the Division Dean Approval stage, this will now include the DLA reviewer and the new prerequisite auditor stage. There will also be a Curriculum Committee Division representative approval stage added prior to the Division Dean approval stage.

New Courses Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	1	New DLA's	-0-	Deleted Courses	8
Modified Courses	37	New SLO's	4	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	28	Proposals Reviewed in Technical Review Session	37
New Non Credit Courses	-0-	New Prerequisites	7	Proposals Returned from Technical Review Session	-0-

<b>Suggested Program Review Modifications: Year One (in order of template)</b>
--

- The Academic Program Review (APR) Committee (a sub-committee of the Academic Senate) has asked Institutional Research that all of the fields within departmental program reviews be exported into excel spreadsheets and provided to department chairs to use as they wish.
  - We will also provide a **project management template** in the main page of the Program Review area (<http://www.canyons.edu/apr>). The data from program review tables could be imported into this template for goal implementation and tracking. We will post samples from Business, Nursing and Institutional Development.
  - **The APR Committee made the recommendation to move the APR due date to the end of fall semester.**
    - a. Lighten the chairs workload in spring (scheduling building, proposed new curriculum deadlines)
    - b. Provide administrators additional time to meet with department chairs to discuss program review and planning at the start of spring semester.
    - c. Allow possibility for increased time for budget discussions and potential PAC-B involvement in the conversation.
    - d. Year 1 (2014) of the new deadline will be the most difficult as department faculty adjust their timeline and workload.
    - e. Goal is to make the revised 2014, year 1 program review template available by the end of spring semester.
1. Divide text box **"Mission/Description"** into **two separate boxes**:
    - a. "Mission of Program"
    - b. "Description of Program"
    - c. **ADD** connection statement of alignment with college mission.
      - i. Suggested language: ***"Briefly describe how the program supports the college mission."***
      - ii. This would be no more than 2-3 sentences at most.
    - d. The description of each degree or certificate would also be included in this area (prefilled from the official, adopted language in CurricUNET).
    - e. **Program (certificate/degree) SLOs** may be listed under each degree for faculty reference.
  2. **Add "Program Goals."**
    - a. Place this below "Description of Program"
    - b. These would be overarching key instructional goals defined in terms of student learning expectations and workplace outcomes.
    - c. The ACCJC expectation as identified in the ACCJC SLO Rubric: "Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled."
    - d. Paralegal program includes these both on the APR (Academic Program Review) and department website.
  3. **"Evaluation of Program Descriptors":**
    - a. Expand data tables to include last 5 years of data, rather than last two.
    - b. Degrees awarded (keep)
    - c. Certificates awarded (keep)
    - d. **Request – ADD "Transfers"**
    - e. **Number of Overdue Courses (eliminate)**



- f. Students with declared major (keep)
  - g. Major (3 or more courses) (keep)
  - h. Department student headcount (keep)
  - i. **Number of Sections Requested (CCC, VC, Online) (Eliminate and replace with FTES target)**
  - j. Number of Sections Offered (keep)
  - k. Number of Sections CCC only (keep)
  - l. Number of Sections VC only (keep)
  - m. Number of Sections Online only (keep)
  - n. Average Class Size (keep)
  - o. Average Class Size CCC only (keep)
  - p. Average Class Size VC only (keep)
  - q. Average Class Size Online Only (keep)
  - r. FTES Generated (keep)
  - s. **Cost per FTES (eliminate)**
  - t. Success Rate (keep – disaggregated)
  - u. Retention Rate (keep – disaggregated)
  - v. Instructional Load (keep)
4. **“Resources Invested”:**
- a. Keep all
  - b. Note: FTF and Adjunct official data are prefilled and locked.
  - c. Note: Others – Supplies Funds, Equipment Funds, etc. are currently optional and editable.
5. Possibility of adding additional department specific data in this area as well (see additional **“Program Review Data Elements”** handout)
6. **Suggestion** – move **“Data Trends”** (currently follows the “SLO Tables”) from “Previous Objectives/Internal Factors” to the area following **“Resources Invested”** near the beginning of the APR template.
7. **“Use of Data” and “Processes”:**
- a. Expand word count in both areas.
  - b. **Bullet all question prompts in these sections to help guide faculty in responding.**
  - c. Move “Processes” before “Use of Data” in the template
    - i. Discussion ensued in APR Committee and belief was that the process departments used for analysis might be discussed first and then the how the department is using that data would follow next.
  - d. In “Use of Data” revise prompts to include this statement: **“Identify the most significant data**

**elements you used in decision making/planning.**

- e. At the end of this area, provide opportunity to **UPLOAD DOCUMENTS** pertaining to data/processes.
8. Move “Data Trends” (currently follows the SLO tables) to immediately below “PROGRAM DESCRIPTORS” area. SO, order of areas would be as follows:
- a. **Data Trends**
  - b. **Processes**
  - c. **Use of Data**

2

Program Review Committee Report

5/8/2014

- d. **Enrollment Management Analysis (see #30, page 4)**
9. Specify who the **Level 1, 2 and 3 users** are below this area.
- 10. Student Learning Outcomes (Note: Prompts to replace the SLO information and to connect SLO assessment data to planning and budget will be discussed at the May 7<sup>th</sup> SLO Committee meeting)**
- a. Reminder -- SLO tables will be removed for APR Year 1 (2014).
  - b. Assessments (both Assessment Plans “Phase 1” and Assessment Results “Phase 2” are now recorded in CAM (CurricUNET Assessment Database) beginning spring 2014.
  - c. Questions connecting SLO ASSESSMENT and PROGRAM REVIEW need to remain within the APR to keep assessment integrated with program planning.
  - d. Institutional Research will work with SLO Committee and SLO Coordinators to pull and help prepare information from CAM to provide to departments by **late September**.
  - e. SLO Committee will propose questions to maintain (and improve) this connection.

- i. **Sample questions** to select from might include the following:
1. "Summarize significant course outcomes assessment results since the last review."
  2. "Summarize significant program outcomes assessment results since the last review."
  3. "How and when has your department assessed Program SLO's' and how have you responded to the results?"
  4. "How has your program utilized SLO assessment results for program improvement?"
  5. "Identify how you have used the assessment of student learning outcomes to update or make changes to curriculum, delivery of content/services, or the development of new goals."
  6. "Explain how dialog and reporting of SLO assessment results took place since the last review in this program. Please illustrate how dialog and reporting impact program review and planning and resource allocation within the program." (Question modified from ACCJC annual report)
  7. Others? Note – this will be an agenda item on the **May 7<sup>th</sup> SLO Committee meeting.**

#### **11. Strengths/Challenges/Objectives**

- a. Two years ago the APR committee suggested reorganizing the template to move these three items together for Year 2 and Year 3. **This will likely continue for Year 1 (2014) of next cycle.** However, suggestion has been made to move PLANNING, OBJECTIVES and DATA TRENDS together to more clearly connect these.

---

#### **12. Additional Accomplishments** (no change suggested)

**INTERNAL FACTORS** (no changes suggested at this time)

- 13. Challenges (cut) – Redundant. Committee believes this is addressed by program faculty when identifying objectives. See #29 below.
- 14. Facilities Needs (cut) – this will be included in a new area of the program review where tables will be provided (TBA)
- 15. Canyon Country Campus and a possible Westside Campus (keep). **Revise the PROMPTS to be more inclusive.** Currently reads: *"Please indicate any plans your department has for offering courses or new curricula at the Canyon Country Campus. Also include plans for offering courses or new curricula at a possible Westside Campus."* **Revise to include MORE than just proposed curricula.**
- 16. Connection to Educational and Facilities Master Plan (keep)
  - a. **NOTE: Add hyperlink to the Ed Facilities Master Plan**
- 17. Support Staffing and Faculty (keep and REVISE)
  - a. Separate from one to two separate fields:
    - i. *What changes have occurred in the last three years?*
    - ii. *What changes are expected in the next three years within your program?*
      - 1. *Adult hourly staffing needs*
      - 2. *Classified staffing needs*
      - 3. *Full time Faculty needs*
      - 4. *Other staffing needs?*
- 18. Interdisciplinary Collaboration (keep)
- 19. Department/Program Changes (keep)
- 20. Technology (keep)
- 21. **SUGGESTION** – add a section asking for identification of **"SCHEDULED MAINTENANCE"** for department specific technology (CPR dummies, hardware replacement, software replacement, equipment replacement, etc.) This might be pulled to better alert the college administrators and committees as to when scheduled maintenance will be needed.
- 22. **Add UPLOAD FILE area here at the end of this major section**

**EXTERNAL FACTORS** (no changes suggested at this time)

- 23. Economic Trends (keep)
- 24. Similar Programs (keep)
- 25. Externally Imposed Regulations (keep)
- 26. External Relationships/Partnerships (keep)
- 27. **Add UPLOAD FILE area here at the end of this major section**

**STRENGTHS/CHALLENGES/NEW OBJECTIVES** (no changes suggested at this time)

- 28. Departmental Strengths (keep)
- 29. Departmental Challenges (keep)

**30. New Objectives. Revise to include a table instead which also identifies resources needed.**

Objective #1:
Staff: (Permanent, Temporary, Release time needed, etc.)
Facilities:
Technology:
Other:

**31. Add UPLOAD FILE area here at the end of this major section**

**"OTHER"** (no changes proposed at this time)

32. "Enrollment Patterns" analysis: *"In light of the college's enrollment management plan, the economy, and other factors, how would you evaluate your department's enrollment patterns? Consider data such as: student retention and success, average class size, number of sections offered, number of students declaring a field in your department as a major, number of students completing certificates or degrees, number of students participating in work study, and number of students placed in jobs related to their majors in your departments."*

**a. See 8D, page 3. This question will be MOVED to below "Use of Data."**

33. *"Based on your review, what do you need to do to excel next year? Consider issues such as: curriculum, location and scheduling of classes, partnerships and coordination with other departments and organizations."* **(DELETE QUESTION)**

34. *"What resources will you need to achieve your goals? Consider resources such as professional development, additional adult hourly, instructional supplies, assistance from other departments on campus, as well as other items."* **(DELETE QUESTION)**

**"BUDGET PLANNING"** (no changes proposed at this time)

**"CTE ADDENDUM"** (no changes proposed at this time)

**35. KEEP UPLOAD FILE area here at the end of this major section**

**Draft: (New) BP 4226 Multiple and Overlapping Enrollments**

Reference: Title 5 Section 55007

The CEO shall establish procedures to ensure that students may only enroll in two or more sections of the same credit course during the same term if the length of the course provides that the student is not enrolled in more than one section at any given time.

The CEO shall establish procedures to ensure that students may only enroll in two or more courses where the meeting times overlap under the conditions specified in Title 5 Section 55007.

**Draft: (NEW) AP 4226 MULTIPLE & OVERLAPPING ENROLLMENTS**

- 4226.1 Multiple Enrollments in a course during the same term shall not occur if the sections overlap during any day within the term.
- 4226.2 Multiple enrollments of the same course may occur if the student enrolls in two sections that do not overlap at any time during the same term.
- 4226.3 A student may enroll in overlapping courses that are approved by the instructor and dean of the course if the following items are met.
- a. The instructor and student develop a contract stating that the time missed will be made up during the week in which the time is missed.
    - i. The contract must identify the time the student will meet with the instructor.
    - ii. The student cannot be assigned additional coursework in lieu of making up the time missed.
  - b. The petition must be turned into Admissions and Records prior to the add deadline of the course.
  - c. The petition will be used as permission to add the course by the instructor that signs the petition, if it is approved by the dean.
- 4226.4 The Admissions and Records office will enroll the student in the course once the petition is approved by the dean.
- 4226.5 The Admissions and Records office will notify the student if the petition is not approved.

**Draft: (NEW) BP 4231      Grade Changes**

References: *Education Code Sections 76224 and 76232; Title 5 Section 55025; BP/AP 3310 "Records Retention and Destruction"; BP/AP 5040 "Student Records"*

The Santa Clarita Community College District Chancellor shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- Procedures for students to challenge the correctness of a grade.
- The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- Limitations on access to grade records and grade storage systems.
- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

See Administrative Procedure (AP) 4231



## **Draft: (NEW) AP 4231 Grade Changes**

References: *Education Code Sections 76224 and 76232; Title 5 Section 55025; BP/AP 3310 "Records Retention and Destruction"; BP/AP 3040 "Student Records"*

- 4231.1 An instructor may change a grade that was given in error due to:
  - 4231.1A Mistake – defined for the purposes of this policy as an error in calculation, or an error in marking the roll book relevant to grades, or attendance. Additionally, mistakes may occur when physically assigning grades or when grades are scanned into the computer system.
  - 4231.1B Bad Faith – defined for the purpose of this policy as disregarding or changing the basis of assigning grades after publication in the course syllabus or using a system of grading other than that found in the syllabus without prior notification to the students.
  - 4231.1C Fraud – for the purpose of this policy may exist when a grade is based upon some sort of dishonest activity, for example, selling grades or asking students to perform non-relevant activity in exchange for grades.
  - 4231.1D Incompetency – defined for the purpose of this policy as, but not limited to, an instructor who is not able to judge a student's performance in the class. A student may claim incompetency when he or she feels the instructor has an impaired ability (due to accident or illness) to adequately judge the student's performance.
- 4231.2 Students may ask that final course grades be reviewed under the guidelines stated in this policy. Conditions under which final grades may be reviewed.
  - 4231.2A. The course grade to be reviewed must be an evaluative grade as defined in Santa Clarita Community College District Board Policy 4231.
  - 4231.2B Final grade review must be requested by the student in writing, using the appropriate College form, within 180 calendar days from the posting of the final grade.
  - 4231.2B(1) Students may petition to the Chief Student Services Officer for an extension of this time limit. Petitions must be based upon extenuating circumstances as defined in Education Code.

4231.2C Grades may only be reviewed within the context of a mistake, bad faith, fraud, or incompetency as described above.

4231.2D Students possess evidence that the final grade was determined based upon one of the criteria in 4231.2C above.

### 4231.3 Review Procedure

#### 4231.3.A Step I

A student who believes the final grade received was due to mistake, fraud, bad faith, or incompetency shall meet with the faculty member in an attempt to resolve his/her concern.

#### 4231.3B Step II Hearing

In the event Step I fails to resolve the concern, the student shall meet with the faculty member, the appropriate division dean, and/or the department chair (as determined by the division dean).

4231.3B(1) During this meeting the student must produce a preponderance of evidence that the final grade was determined based upon one of the criteria in 4231.2 above.

4231.3B(2) Students may be accompanied by representation at the student's expense.

4231.3B(3) The division dean shall produce a written decision on the matter within fourteen (14) calendar days. Copies of the decision will be forwarded to the student and the faculty member in question.

#### 4231.3.C Step III Appeal

In the event Step II fails to resolve the concern, the matter may be appealed to the Grade Review Committee (GRC).

4231.3C(1) The GRC shall be comprised of the following:

- a) The chief student services officer, or designee, who shall serve as chair,
- b) The chief instructional officer or designee,
- c) The Associated Student Government President or designee,
- d) Two faculty members (not associated with the matter) appointed by the Academic Senate President.

4231.3C(2) The GRC may do the following:

- a) Hear testimony relevant to the matter,
- b) Review the findings of the division dean,

- c) Review course work and other relevant materials, and
- d) Conduct its own review.

4231.3C(3) The GRC will render a written opinion on the matter within fourteen (14) calendar days of concluding its process. Copies of the opinion will be forwarded to the student and the faculty member in question.

4231.3C(4) The decision of the GRC to not change the grade will be final.

4231.3C(5) In the event the GRC recommends a change of grade, and the faculty member disagrees, the decision will be forwarded to the Board of Trustees for review and disposition.

DRAFT 05/01/14 JR

**Draft: (NEW) BP 4060 Delineation of Functions Agreements**

References: *Education Code Sections 8535 and 8536*

Whenever a mutual agreement with a school district or other educational entity relating to responsibility for noncredit continuing education programs is required by state law, the CEO shall present an appropriate memorandum of understanding to the Board for approval.

**Draft: (NEW) BP 4230 Grading and Academic Record Symbols**

Reference: *Title 5 Section 55023*

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog(s) and made available to students.

The grading system shall include the “FW” grade for unofficial withdrawal usually due to non-attendance and without having achieved a final passing grade

See Administrative Procedure (AP) 4230

## Draft: (NEW) AP 4230 Grading and Academic Record Symbols

Reference: Title 5 Section 55023

4230.1 The grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The following equivalent symbols shall be used:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade points per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline)	0 grade points per unit
P	Pass (at least satisfactory)	Units not counted in GPA
NP	No Pass (less than satisfactory or	Units not counted in GPA

### 4230.1A: Pass, No Pass Grading

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

- 4230.1A (1) Courses wherein all students are evaluated on a "pass-no pass" basis.
- 4230.1A (2) Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be "pass-no pass" or a letter grade. Once selected a student may not reverse the grading option for the course.
- 4230.1A (3) All units earned on a "pass-no pass" basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.
- 4230.1A (4) Units earned on a "pass-no pass" basis shall not be used to calculate grade point averages. However, units attempted for which "NP" is recorded shall be considered in probation and dismissal procedures.

4230.1A (5) Independent study courses may be graded on a “pass-no pass” basis in accordance with this policy.

4230.1A (6) For courses in which there is a single standard of performance for which unit credit is assigned, the “P/NP” grading system shall be used to the exclusion of other grades. Pass shall be assigned for meeting that standard, No Pass for failure to do so.

4230.2 The “FW” grade symbol will be used to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances.

4230.2A For the purposes of calculating grade points, and for determining academic standing per District Policy 5906, the “FW” symbol will be treated in the same manner as the “F”.

4230.2B For the purposes of determining course repetition per District Policy 5901. The FW symbol will be treated in the same manner as the “F”.

4230.3 Incomplete (I)

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

4230.3A The “I” must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.

4230.3B Students who have been issued an “I” symbol may not re-enroll in the same course while the “I” is pending completion.

4230.3C An Incomplete may not be issued unless the withdrawal deadline for the course has passed.

- 4230.3D The instructor and student must mutually agree that the instructor can issue an Incomplete.
- 4230.3E The "I" symbol shall not be used in calculating units attempted or for grade points. However, per District Policy 5906, the "I" is used when calculating progress probation and dismissal.
- 4230.3F The District board shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

#### 4230.4 In Progress (IP)

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

- 4230.4A The "IP" shall not be used in calculating grade point averages.

- 4230.4B If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

#### 4230.5 Report Delayed (RD)

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

- 4230.5A "RD" shall not be used in calculating grade point averages.

#### 4230.6 Withdrawal (W)

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



- 4230.6A The academic record of a student who remains in a class beyond the time allowed by district policy must reflect a symbol as authorized in this Section other than a "W."
- 4230.6B In accordance with Title 5, section 55024, a student may receive no more than four withdrawals for any one course. The withdrawals may be submitted by a student, an instructor, or by petition. A student may not earn a fifth withdrawal for any one course. On the fifth attempt to take the same course, a grade other than a "W" must be assigned by the instructor and will appear on the student's academic record beyond the fourth week, or 30% of the term, whichever is less.
- 4230.6C Students may withdraw from a class or classes in verifiable extenuating circumstances after 50% of the term upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- 4230.6D No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks, or 30% of a term, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first four weeks or 30% of the term.
- 4230.6E Withdrawal after the end of 50% of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W." A student who completes a course, for example, by taking a final exam, turning in a final paper or project, or giving a final speech or performance, is not eligible for a late withdrawal under any circumstance.
- 4230.6F For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, division dean, or appropriate administrator, will act on behalf of the instructor.
- 4230.6G The "W" shall not be used in calculating grade point averages, but excessive "W"s (as defined in District Policy 5906 shall be used as factors in probation and dismissal procedures.

- 4230.6H All petitions for withdrawals without a “W” or withdrawals with a “W” must be completed and submitted to the Academic Standards Committee no later than one year subsequent to the end of the term for which the student is requesting the withdrawal. This one- year timeframe also applies to student’s who enroll in a class or classes and never attend. Students may appeal to the Chief Student Services Officer for an extension of this time limit. Appeals must be based upon extenuating circumstances as defined elsewhere in this policy.
- 4230.6I A maximum of 15 cumulative units taken at College of the Canyons may be notated as either “W,” or drop without a “W,” or some combination thereof, through the petition process, unless a recommendation is made to exceed that maximum by an academic counselor. This does not preclude students from withdrawing themselves using the standard method and timelines available.
- 4230.6J According to Title 5, section 55024, a “W” shall not be assigned, or if assigned shall be removed, from a student’s academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment, or due to retaliation for alleged discriminatory treatment, or that the student reasonably believed that remaining in the course would subject him or her to discriminatory treatment.
- 4230.6K A “W” shall not be assigned to a student subject to fire, flood or other natural disasters. Students affected by this type of situation should file a petition to the academic standards committee to remove the “W.”
- 4230.7 Military Withdrawal (MW)
- “Military Withdrawal” occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a “MW.”
- 4230.7A Military withdrawals shall not be counted in progress probation and dismissal calculations.
- 4230.7B In no case would a military withdrawal result in a student being assigned an “FW” grade.

4230.7C Military withdrawals shall not be counted in the total of four withdrawal limitation of any one course.

DRAFT 05/01/14 JR

**Draft: (NEW) BP 4010 Academic Calendar**

Reference: *Education Code Section 70902(b)(12)*

The CEO shall, in consultation with the appropriate groups, (including, but not limited to the Academic Senate, bargaining units, administrative representative from student services and instructional units), develop and submit an academic calendar to the Governing Board.

## **Draft: (NEW) BP 3410 Nondiscrimination**

### References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;  
Title 5 Sections 53000 et seq. and 59300 et seq.;  
Government Code Sections 12926.1 and 12940 et seq.;  
Accreditation Standard II.B.2.c

---

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The CEO shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

Replaces Board Policy 811

See Administrative Procedure 3410.

Effective xx/xx/xxxx

## **Draft: (NEW) AP 3410 Nondiscrimination**

### **Nondiscrimination References for Education Programs:**

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;  
Title 5 Sections 59300 et seq.;  
Accreditation Standard II.B.2.c

### **Nondiscrimination References for Employment:**

Education Code Sections 87100 et seq.;  
Title 5 Sections 53000 et seq.;  
Government Code Sections 11135 et seq. and 12940 et seq.

---

### **Education Programs**

The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Education Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

### **Employment**

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, pregnancy, or military and veteran status.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Effective XX/XX/XXXX

**Draft: (NEW) BP 3430 Prohibition of Harassment****References:**

Education Code Sections 212.5, 44100, 66252, and 66281.5;

Government Code Section 12950.1;

Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

---

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student or employee who believes that he or she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in Administrative Procedure 3435. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.



To this end the CEO shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The CEO shall establish procedures that define harassment on campus (Administrative Procedure 3430). The CEO shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination (Administrative Procedure 3435). All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

See Administrative Procedures:

3430 – Prohibition of Harassment

3435 – Discrimination & Harassment Investigations

Replaces Board Policy 813 – Sexual Harassment

Effective (##-##-####)

## Draft: (NEW) AP 3430 Prohibition of Harassment

### References:

Education Code Sections 212.5; 44100; 66281.5;  
 Title IX, Education Amendments of 1972; Title 5, Sections 59320 et seq.;  
 Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

---

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus. For information regarding filing complaints and the procedure for the investigation and resolution of complaints of harassment by or against any employee or student within the District, please see Administrative Procedure 3435.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

### Definitions

**General Harassment:** Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, pregnancy, or military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

**Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race, nationality, sexual orientation, or other protected status.

**Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race,

national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

**Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

**Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

**"Quid pro quo"** sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

**"Hostile environment"** sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

**Examples of Sexual Harassment include, but are not limited to the following misconduct:**

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.
- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.
- **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
- **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The

determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

### **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing.

### **Academic Freedom**

To the extent the harassment policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail.

Replaces Administrative Procedure 813 – Sexual Harassment

Effective (##-##-####)

**Draft: (NEW) AP 3435 Discrimination and Harassment Investigations**

## References:

*Education Code Section 66281.5;*

*Government Code Section 12950.1;*

*Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et seq.;*

*34 Code of Federal Regulations Section 106.8(b)*

---

This Administrative Procedure covers both informal and formal discrimination and harassment complaints. The processes for filing both types of complaints are described in further detail below.

**Who may file a discrimination or harassment complaint?**

Any student, employee, or third party who believes he or she has been discriminated against or harassed by a student, employee, or third party in violation of this procedure and the related policy.

**Where to file a complaint?**

The Assistant Superintendent/Vice President of Human Resources for Santa Clarita Community College District is the “responsible District officer” charged with receiving complaints of discrimination or harassment, and for coordinating their investigation. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint.

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, he or she shall file the complaint on a form prescribed by the State Chancellor’s Office. These approved forms are available in the Human Resources Office and they are on the State Chancellor’s website at:

<http://extranet.cccco.edu/divisions/Legal/Discrimination.aspx>

The complaint must be filed with any of the following:

- The Chancellor of the Santa Clarita Community College District;
- Assistant Superintendent/Vice President of Human Resources for Santa Clarita Community College District; or
- The State Chancellor’s Office.

Any District employee who receives a harassment or discrimination complaint shall notify the Assistant Superintendent/Vice President of Human Resources for Santa Clarita Community College District immediately.

## **Filing a Timely Complaint**

In any complaint not involving employment, the complaint shall be filed within one year of the date of the alleged unlawful discrimination or harassment or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination or harassment.

In any complaint alleging discrimination in employment, the complaint shall be filed within 180 calendar days of the date of the alleged discrimination or harassment. This period may be extended up to 90 calendar days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.

Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination; the existence of a hostile, offensive or intimidating work environment, and acts of retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity.

## **Communicating that the Conduct is Unwelcome**

The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste and/or inappropriate.

## **Informal Complaint Procedure**

When a person brings charges of unlawful discrimination or harassment to the attention of the District's responsible officer, that officer will:

- A. Undertake efforts to informally resolve the charges.
- B. Advise the complainant that he or she need not participate in informal resolution.
- C. Advise the complainant that he or she has the right to end the informal resolution process at any time. Mediation is not appropriate for resolving incidents involving sexual violence.

- D. Notify the person bringing the charges of his or her right to file a formal complaint and explain the procedure for doing so.
- E. Assure the complainant that he or she will not be required to confront or work out problems with the person accused of unlawful discrimination or harassment.
- F. Advise the complainant that he or she may file a non-employment-based complaint with the Office for Civil Rights of the U.S. Department of Education (OCR) where such a complaint is within that agency's jurisdiction.
- G. If the complaint is employment-related, the complainant should also be advised that he or she may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where such a complaint is within that agency's jurisdiction.

The purpose of the informal resolution process is to allow an individual who believes she/he has been unlawfully discriminated against or harassed to resolve the issue through a mediation process rather than the formal complaint process. Typically, the informal process will be invoked when there is a simple misunderstanding or the complainant does not wish to file a formal complaint. Resolution of an informal complaint may require nothing more than a clarification of the misunderstanding or an apology from the respondent and an assurance that the offending behavior will cease. However, the District is responsible for maintaining a safe and discrimination free educational environment and serious allegations may need to be investigated even if the complaining party considers the matter resolved. In an informal process the District officer shall advise the complainant of his or her rights and responsibilities under both the formal and informal processes. If the complainant declares his or her preference for the informal process, the responsible District officer shall present the complainant with a document that describes the informal/formal process that contains the basics of complainant's allegations of unlawful discrimination or harassment. This document will clearly indicate that the complainant opted for the informal resolution process and should be signed and dated by the complainant. The informal resolution process will not be made a predicate to the process and investigation of a formal complaint. If a formal complaint is filed, an investigation must be completed within the time required unless it is voluntarily rescinded by a complainant as a result of a successful informal resolution.

The Assistant Superintendent/Vice President, Student Services and the Assistant Superintendent/Vice President, Human Resources will either serve as mediators in this informal process, or will appoint someone to serve as the District's mediator.

Efforts at informal resolution need not include any investigation unless the responsible District officer determines that an investigation is warranted by the seriousness of the charges.



Selecting an informal resolution does not extend the time limitations for filing a formal complaint. Efforts at informal resolution may continue after the filing of a formal written complaint, but after a formal complaint is filed an investigation is required to be conducted and will be completed unless the matter is informally resolved and the complainant dismisses the complaint. Even if the complainant does dismiss the complaint, the responsible District officer may require the investigation to continue if he or she determines that the allegations are serious enough to warrant an investigation. Any efforts at informal resolution after the filing of a formal written complaint will not exceed the ninety (90) day period for rendering the administrative determination.

In employment-related cases, if the complainant files with the Department of Fair Employment and Housing, a copy of that filing will be sent to the State Chancellor's Office requesting a determination of whether a further investigation under Title 5 is required. Unless the State Chancellor's Office determines that a separate investigation is required, the District will discontinue its investigation under Title 5 and the matter will be resolved through the Department of Fair Employment and Housing.

### **Filing of Formal Written Complaint**

Once a complaint is filed, the individual(s) accused of engaging in prohibited discriminatory or harassing conduct should be advised of that filing and the general nature of the complaint. This should occur as soon as possible and appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.

If the District receives a complaint alleging discrimination or harassment in employment, it shall:

1. Advise the complainant that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH); and
2. Forward a copy of any filing by the complainant with the DFEH or the EEOC to the Chancellor's Office for a determination of whether the issues presented require an independent investigation of the matter.

### **Threshold Requirements Prior to Investigation of a Formal Written Complaint**

When a formal written complaint is filed, it will be reviewed within fourteen (14) days to determine if the complaint meets the following requirements:

- A. The complaint must be filed on a form prescribed by the State Chancellor's Office.

- B. The complaint must allege unlawful discrimination or harassment prohibited under Board Policies 3430 and 3410.
- C. The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or harassment or by one who has learned of such unlawful discrimination in his or her official capacity as a classified employee, faculty member or administrator.
- D. In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or harassment or within one year of the date on which the complainant knew or should have known of the facts underlying the specific incident or incidents of alleged unlawful discrimination.
- E. In any complaint alleging discrimination in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period will be extended by no more than 90 days following the expiration of that 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of 180 days.

Additional information about this initial review of complaints can be found in the Guidelines for Processing Formal Title 5 Unlawful Discrimination Complaints prepared by the State Chancellor's Office.

### **Defective Complaints**

If a complaint is found to be defective it will be immediately returned to the complainant with a complete explanation of why an investigation will not be initiated. The notice will inform the complainant that the complaint does not meet the requirements of this procedure and shall specify in what requirement the complaint is defective. A copy of the notice to the claimant will also be sent to the State Chancellor's Office.

### **Notice to State Chancellor or District**

A copy of all complaints filed in accordance with the Title 5 regulations will be forwarded to the State Chancellor's Office immediately upon receipt. Similarly, when the State Chancellor's Office receives a complaint a copy will be forwarded to the District.

### **Confidentiality of the Process**

Investigative processes can best be conducted within a confidential climate. Therefore, the District does not reveal information about such matters except as necessary to fulfill its legal obligations.

The District shall also take reasonable steps to protect the complainant from further harassment, and/or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation. The District will ensure that complainants and witnesses know how to report any subsequent problems, and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

### **Retaliation**

It is unlawful for anyone to retaliate against someone who files an unlawful discrimination complaint, who refers a matter for investigation or complaint, who participates in an investigation of a complaint, who represents or serves as an advocate for an alleged victim or alleged offender, or who otherwise furthers the principles of this unlawful discrimination policy.

### **Administrative Determination**

The Santa Clarita Community College District recognizes the importance of and is therefore committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.

In any case **not** involving employment discrimination, within 90 days of receiving an unlawful discrimination complaint the responsible District officer will complete the investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all the following to both the complainant and the State Chancellor:

- A. The determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint.
- B. A description of actions taken, if any, to prevent similar problems from occurring in the future.
- C. The proposed resolution of the complaint.
- D. The complainant's right to appeal to the District Board of Trustees and The State Chancellor's Office.

In any case involving employment discrimination, within 90 days of receiving an unlawful discrimination complaint the responsible District officer will complete the investigation and forward a copy or summary of the report to the complainant, and written notice setting forth all the following to the complainant:

- A. The determination of the chief executive officer or his/her designee as to whether there is probably cause to believe discrimination occurred with respect to each allegation in the complaint.
- B. A description of actions taken, if any, to prevent similar problems from occurring in the future.
- C. The proposed resolution of the complaint.
- D. The complainant's right to appeal to the District Board of Trustees and file a complaint with the Equal Employment Opportunity Commission (EEOC) or the California Department of Fair Employment and Housing (DFEH).

The District will retain these documents on file for a period of at least three years after closing the case, and make them available to the State Chancellor upon request.

### **Discipline and Corrective Action**

If harassment, discrimination or retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the complainant might include, but are not limited to:

- providing an escort to ensure that the complainant can move safely between classes and activities;
- ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- preventing offending third parties from entering campus;
- providing counseling services;
- providing medical services;
- providing academic support services, such as tutoring;
- arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and
- reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the complainant being disciplined.

If discipline is imposed, the nature of the discipline will not be communicated to the complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the complainant; for example, the District may inform the complainant that the harasser must stay away from the complainant.

### **Complainant's Appeal Rights**

At the time the administrative determination and summary are mailed to the complainant, the responsible District officer or his/her designee shall notify the complainant of his or her appeal rights as follows:

- The complainant has the right to file an appeal to the District's Board of Trustees within 15 days from the date of the administrative determination.
- The District's Board of Trustees will review the original complaint, the investigative report, the administrative determination, and the appeal.
- The District Board of Trustees will issue a final District decision in the matter within 45 days after receiving the appeal.
- Alternatively, the Board of Trustees may elect to take no action within 45 days, in which case the original decision in the administrative determination will be deemed to be affirmed and shall become the final District decision in the matter.
- A copy of the final decision rendered by the Board of Trustees will be forwarded to the complainant and to the State Chancellor's Office.

In any case involving a student complaint, the complainant shall have the right to file a written appeal with the State Chancellor's Office within thirty days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the DFEH. In such cases, the complainant may also file a petition for review with the State Chancellor's Office within thirty (30) days after the governing board issues the final decision or permits the administrative decision to become final.

All appeals shall be in writing.

## **Forward to State Chancellor**

Within 150 days of receiving a formal complaint, the District shall forward to the State Chancellor's Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

The District will keep these documents on file for a period of at least three years after closing the case, and in any case involving employment discrimination make them available to the State Chancellor upon request.

## **Extensions**

If for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the responsible District officer will file a written request that the State Chancellor grant an extension of the deadline. The request will be submitted no later than 10 days prior to the expiration of the deadlines established by this procedure and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension will be sent to the complainant, who will be advised that he or she may file written objections with the State Chancellor within five days of receipt.

The State Chancellor may grant the request unless delay would be prejudicial to the complainant. If an extension of the 90-day deadline is granted by the State Chancellor, the 150-day deadline is automatically extended by an equal amount.

## **Dissemination of Policy and Procedures**

District Policy and Procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff, and will be posted on campus and on the District's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the District's course catalogs and orientation materials for new students.

## **Training**

The District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees once every two years. All new supervisory employees must be provided with the training and education within six months of their assumption of a supervisory position.

The definition of “supervisor” under AB 1825 (Gov. Code Section 12950.1) is very broad. It includes not only those who hire or fire employees, but also individuals who may assign or direct the work of others. For the purpose of this training, “supervisors” at that Santa Clarita Community College District include:

- All management employees,
- Faculty department chairs, program directors, and grant project managers,
- All employees who oversee, direct, or assign the work of other employees, short-term temporary employees, student workers, or volunteers.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update and/or receive a copy of the revised policies and procedures. Employees will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the District’s potential liability, or that they did not understand the policy and desire further training.

## **Education and Prevention for Students**

In order to take proactive measures to prevent sexual harassment and violence toward students, the District will provide preventive education programs and make victim resources, including comprehensive victim services, available. The District will include such programs in their orientation programs for new students, and in training for student athletes and coaches. These programs will include discussion of what constitutes sexual harassment and sexual violence, the District’s policies and disciplinary procedures, and the consequences of violating these policies. A training program or informational services will be made available to all students at least once annually.

The education programs will also include information aimed at encouraging students to report incidents of sexual violence to the appropriate District and law enforcement

authorities. Since victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform students that the primary concern is for student safety and that use of alcohol or drugs never makes the victim at fault for sexual violence. If other rules are violated, the District will address such violations separately from an allegation of sexual violence.

Replaces Board Policy 812 and Administrative Procedure 813

Effective XX/XX/XXXX



## **Draft: (Proposed Revisions) 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 12<sup>th</sup> 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:
    - a. Logging into an online class without active participation; or
    - b. Participating in academic counseling or advisement<sup>1</sup>.
  - 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 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.

---

<sup>1</sup> 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*)

- 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 2<sup>nd</sup> week of a full semester length class) or withdraw a student from a course up until 75% of the course (the 12<sup>th</sup> 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. A student who is tardy or leaves early from a course multiple times may accrue an absence, as defined by the instructor's syllabus.**
- 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. Faculty shall initiate regular and substantive interaction with students in distance education courses.**
- 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: (Proposed Revisions) 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.

**Draft: (NEW) BP 4040 Library Services**

Reference:

Education Code Section 78100; 78103

Civil Code Section 1798.90

- 1.0 The District shall have library services, *including access and services at District owned and operated locations*, that are an integral part of the educational program and will comply with the requirements of the Reader Privacy Act. The District shall provide library facilities
- 2.0 The purpose of the college library is to actively and effectively support instruction by serving as a resource for teaching and learning. The library shall provide access to its materials and services both within and beyond the library walls. The library shall provide information resources that promote better understanding and appreciation of the cultural, practical, and aesthetic elements of the broader world. The general public may have access to the college libraries, but the library prioritizes the support of the college's educational programs and its students and staff.
- 3.0 The important functions of the libraries are as follows:
  - 3.1 Maintain a relevant collection reflecting the diversity of backgrounds, circumstances, and viewpoints of the student and staff population.
  - 3.2 Provide an environment for students and staff that promotes the development of information competency.
  - 3.3 Provide appropriate and adequate staffing to assist with and instruct in the use of the information resources.
  - 3.4 Promote the integration of library resources into the curriculum and instruction, and into the development of critical thinking by students.
  - 3.5 Support the development and use of open access materials among those affiliated with the college.

**Draft: (NEW) AP 4040 Library Services**

## Reference:

Title 5, Section 51203;  
Accreditation Standard II.C  
Library Bill of Rights

1.0 The library shall maintain a collection that supports the mission of the college and the curriculum.

1.1 The college librarians have the responsibility of coordinating the development of a well-rounded, well-balanced collection of instructional materials and resources of the highest possible standard. Selection and evaluation of materials will be based on curricular demands, recommendations of current professional review sources, and suggestions from persons affiliated with the college. The college librarians will establish procedures for materials selection and will have final authority over collection maintenance, including acquisition and de-acquisition of materials.

1.2 As a measure of adequacy the library should review its collection using accepted bibliographic tools such as the recommended lists of materials for community college libraries, professional journals in all disciplines taught at the college, and current bibliographic publications. Broad objectives in selection of educational materials include

1.2.A Providing materials that will enrich and support the curriculum.

1.2.B Providing materials that will stimulate growth in factual knowledge.

1.2.C Providing a background of information, which will enable students to make intelligent judgments in their daily lives.

1.2.D Placing principle above personal opinion and reason above prejudice in the selection of materials.

1.3 As subject experts, instructional faculty members can have significant input in the selection of library materials within their subject areas. Faculty members are encouraged to remain current with the library's holdings in their subject area, and assess their adequacy with respect to current teaching emphasis, and recommend the purchase of new titles.

1.4 Where there is potential for significant change to a part of the library collection, department chairs and instructors overseeing relevant academic programs shall be consulted in advance of a final decision to ensure program viability.

1.5 The library staff recognizes the obligation of college policies and procedures to promote free and open discussions as an educative force and to prepare students

to deal with controversial issues. The library, therefore, has the responsibility of providing materials on opposing sides of controversial issues and representative of the many groups and opinions prevalent in our society.

- 1.6 The library affirms the tenets of intellectual freedom as expressed in the Library Bill of Rights. In the event of a challenge to library materials by library users with a college affiliation, the questions should be directed in writing to the administrator of the library, signed by the person raising the matter, and indicate specific objections (including citations). The material will then be reviewed by the library administrator and college librarians. At the completion of the review, the library administrator will respond in writing to the person bringing forward the challenge and forward copies of the letter to the college president. The challenger may accept the review or present an appeal through the college president to the board of trustees.
- 2.0 The college librarians, in coordination with campus instructional staff, will undertake a program of bibliographic instruction in support of the curriculum and instruction.
- 3.0 Library staff have the responsibility for supporting the educational needs of those affiliated with the college through the provision of reference assistance both within the physical facilities of the library and beyond its walls.

## **COLLEGE OF THE CANYONS ACADEMIC SENATE CONSTITUTION**

### **PROPOSED AMENDMENTS – Spring 2014**

#### **PREAMBLE**

We, the faculty of College of the Canyons, do hereby establish this Constitution to represent the faculty in academic and professional matters and to enable the collegial process of shared governance.

#### **ARTICLE I – NAME**

Section 1 - The official name of the organization shall be the College of the Canyons Academic Senate.

#### **ARTICLE II – PURPOSE**

Section 1 – In accordance with Title V, the purpose of the Academic Senate, as the representative body of the Faculty, shall be to recommend, promote and participate in the formation and implementation of policies on academic and professional matters and to support faculty, students, administration, and the Board of Trustees in that endeavor.

#### **ARTICLE III – DEFINITIONS**

Section 1 - For the purposes of this Constitution, the term “tenured” faculty refers to regular employee and the term “tenure track” faculty refers to probationary and, or contract employee as defined by Education Code Section 87661(d) and 87661(b), respectively.

#### **ARTICLE IV – ELECTIONS**

Section 1 – The voting members of the Academic Senate hereinafter identified as Senators who, unless otherwise specified, shall be tenured and tenure track faculty members are:

- A. President
- B. Vice President
- C. Three Adjunct Faculty Representatives
- D. The Immediate Past-Academic Senate President
- E. One Representative from each Division
- F. 1 At large representative per every 40 tenured/tenure track faculty members
- G. Faculty Chair of the Curriculum Committee (Ex Officio)
- H. Chair, Policy Review Committee (Ex Officio)**



Section 2 – The Non-voting members of the Academic Senate shall be:

- A. Chief Instructional Officer (CIO)
- B. Vice President of Student Services
- C. The COC Faculty Association President or designee
- D. The COC Adjunct Association President or Designee
- E. The Student Senator of Associated Student Government.

Section 3 – In the event a vote of the Senate for any matter being decided upon results in a tie, the deadlock will be broken by the vote of the President of the Academic Senate.

Section 4 – The term of office for all Senators shall commence July 1 and end June 30.

Section 5 – The Senators shall be elected in the following manner:

- A. The President and the Vice President shall each serve a two-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted during the 2nd week of the Spring Semester. **A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester.** No restrictions shall exist in the number of terms served.
- B. The Division Representatives shall be elected by a plurality of their respective divisions. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective divisions during the 4<sup>th</sup> week of the Spring Semester.
- C. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections will be conducted no later than the 8<sup>th</sup> week of the Spring semester.
- D. Division Representatives and At-Large Senators will have staggered terms from one another. Upon ratification and enactment of this clause, At-Large Senators will begin serving two year terms in the Fall, of 2011 in order to initiate the staggering process.
- E. Adjunct Senators will be elected ~~as early as possible in the beginning of each Fall Semester~~ **during each Spring semester after the Office of Instruction confirms teaching assignments for the subsequent Fall semester.** Adjunct Senators will be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the ~~Fall~~ **current Spring** Semester. The Adjunct Senator will serve a one year term. The Adjunct Senator must maintain his/her employment as an adjunct faculty member during his/her term of office. If the adjunct senator is not re-hired as an adjunct faculty

member, the position will be declared vacant until the next regularly scheduled election.

- F. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- G. The results of all elections must be confirmed by the Senate.

Section 6 – Senate vacancies in office shall exist as so declared by a two-third majority of the Academic Senate upon acknowledgement of resignation, sabbatical leave of absence, recall or other incapacity.

- A. Vacancies in the office of President or Vice President shall be filled in the manner prescribed by a plurality vote of the Senators.
- B. Vacancies in the office of Division Senator shall be filled by a plurality vote of tenured and tenure track faculty from which that Senator was elected in a manner prescribed by the Senate.
- C. Vacancies in the office of At Large Senator shall be filled by a plurality vote of tenured and tenure track faculty in a manner prescribed by the Senate.
- D. Vacancies in the office of Adjunct Senator shall be filled by a plurality vote of adjunct faculty in a manner prescribed by the Senate.
- E. Recall of the President, Vice President or At-Large Senator may be initiated by a petition of 40% of all full time Faculty members. Upon establishment of the authenticity of the petition, the Academic Senate must conduct a recall election among the tenured/tenure track faculty. A 2/3 vote of those tenured/tenure track faculty voting is required to recall the President, Vice President or At-Large Senator from office.
- F. Recall of a Division Senator may be initiated by 40% of members of the Division. Upon establishment of the authenticity of the petition, the Academic Senate will authorize the Division to conduct a recall election. A 2/3 vote of those tenured/tenure track faculty voting from that division is required to recall the Division Senator from office.
- G. Recall of an Adjunct Senator may be initiated by 40% of adjunct faculty. Upon establishment of the authenticity of the petition, the Academic Senate will authorize a recall election. A 2/3 vote of those adjunct faculty voting is required to recall the Adjunct Senator from office.

## **ARTICLE V – CURRICULUM COMMITTEE**

Section 1 –Curriculum is the heart of the educational mission of the college; as such, the Curriculum Committee shall be considered the Academic Senate's primary sub-committee.

Section 2 – The Faculty Curriculum Committee chair will be appointed by the President and subject to confirmation by a majority of the Senate.

Section 3 – The Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester.

Section 4 - The voting members of the Curriculum Committee shall include:

- A. Faculty Chair of the Curriculum Committee
- B. 1 representative from each division
- C. 3 At-Large Faculty Representatives
- D. 1 Adjunct Representative
- E. Chief Instructional Officer, or designee from the Office of Instruction.

E.1 – The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.

E.2 – Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.

Section 5 – If they are not already voting members, the following shall be appointed as Non-Voting members:

- A. Curriculum Coordinator
- B. Representative from the Associated Student Government
- C. Representative of the Counselors (if no elected member is a Counselor)
- D. Matriculation Officer
- E. Director of Admissions and Records
- F. Articulation Officer

Section 6 - The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.

## **ARTICLE VI – COMMITTEES**

Section 1 – The President shall be empowered to form any Standing or ad hoc committees of the Senate.

Section 2 – The President shall be empowered to appoint faculty members to all Senate, and/or District committees, except when those faculty members are to be appointed by the COCFA President.

Section 3 – The operating procedures and, or, bylaws of all standing sub-committees of the Academic Senate, shall be approved by a majority of the Academic Senate.

Section 4 – The President will inform and update the Senate, each semester, of any Senate committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Those committees and appointments are valid unless a majority of the Senators present rejects the formation of the committees or the appointment that have been made.

## **ARTICLE VII – MEETINGS**

Section 1 – The Academic Senate shall adopt and distribute a schedule of meetings for each academic term. The President or a majority of the Senators may call special meetings. All meetings shall be open to any interested persons.

Section 2 – The President and the Vice President shall submit an annual budget request on behalf of the Academic Senate.

Section 3 – Any Senator unable to attend a meeting may select an alternate upon notification to the President in writing in advance of the meeting.

- A. In the absence of the President, the Vice President shall preside.
- B. In the absence of both the President and the Vice President, the President shall designate an alternate from the voting members of the Senate to act as Presiding Officer for that meeting.
- C. A Division Senator who anticipates their nonattendance at a Senate meeting, may select an alternate from his/her respective Division.
- D. Alternate Senators serving in place of voting members of the Senate will maintain voting privileges.
- E. In the absence of a voting member of the Senate where no Alternate Senator is designated, those absent voting members may provide their proxy vote to the President or presiding officer in advance of the meeting.

## **ARTICLE VIII – QUORUM**

Section 1 - The minimum number of Senators, which must be present at a meeting in order to transact business legally, shall be 50% of the elected Senators or their representative.

- A. The presence of the immediate Past-President is not required for a quorum.

## **ARTICLE IX – AMENDMENTS**

Section 1 - This Constitution may be amended by a two-thirds vote of a quorum of the Senate and ratified by a majority vote of the tenured/tenure track faculty.

## **ARTICLE X – ENACTMENT CLAUSE**

Section 1 – This Constitution shall be effective upon approval by a majority vote of the College of the Canyons full time Faculty.

Section 2 – Amendments to the Constitution shall be effective upon confirmation of election results by the Academic Senate.

Section 3 – Unless otherwise specified, all actions previously taken by the Academic Affairs Committee of the College of the Canyons Faculty Association shall constitute the policies and practices of the Academic Senate.

Fall, 1988

Revised, Fall 2000

Proposal submitted, Fall 2004

Amended Proposal, Approved by the Senate - March 10, 2011

Ratified by Faculty, May 12, 2011