

Academic Senate for College of the Canyons  
**October 9, 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: September 25, 2014 (p.2)
  - b) Curriculum Summary: October 2, 2014 (p.7)
4. Academic Senate President's Report - Paul Wickline
5. Academic Senate VP Report - Rebecca Eikey

**B. Committee Reports (none)**

**C. Unfinished Business**

1. Policies on Counseling Services, Prerequisite - in Policy Review Committee
2. Alignment of LEAP Principles with institutional SLO's (ISLO) - in Division Discussions
3. Formation of Ongoing Accreditation Committee - for Senate Discussion in Fall 2014
4. Local Graduation Requirements - for Senate Discussion in Fall 2014
5. Syllabi Guidelines
6. AB 86

**D. Discussion Items**

1. BP 5010 and AP 5010 Draft Submission to Senate and Concurrent Enrollment - David Andrus (p.9 and p.11)
2. BP 3420 Equal Employment Opportunity and AP 3420 EEO Plan Submission Revised - David Andrus (p.14 and p.15)
3. 3SP report - a. SSSP Plan b. Organizational Chart c. 2014-15 SSSP Plan d. Canyons Adopted Budget Report - Chelley Maple (Please click on this link to view the documents on the senate page. They are listed under 2014 Materials for Senate Items 3SP)

**E. Action Item**

1. Discipline assignment for Julie Jacobson (p. 37)
2. Faculty Appointments to Senate, College and Collegial Committees (p. 38)

**F. Reports**

- Division Reports

**G. Announcements**

1. Student Success Conference October 9, 10, 11 - Costa Mesa, CA - Paul Wickline and Rebecca Eikey
2. Associate Degree for Transfer(ADT) deadlines Adult Basic Education & Career Development & College Preparation (CDCP) - October 17 9:30 am to 3:30 pm - Sacramento City College, October 18 9:30 am to 3:30 pm Riverside Community College
3. Area C Meeting October 25, Mt San Antonio, Ca
4. Fall Plenary November 13-15, Irvine, CA - Paul Wickline

**H. Open Forum**

**I. Adjournment**

The next Senate Meeting will take place on **October 23, 2014**  
 As always everyone is welcomed

### Summary of Academic Senate Meeting September 25, 2014

Attendance: Paul Wickline, Rebecca Eikey, Edel Alonso, Deanna Riviera, Ron Karlin, Philip Marcellin, Lee Hilliard, Ann Lowe, Michael Sherry, Michelle LaBrie, Regina Blasberg, Aivee Ortega, Bob Maxwell, Garrett Hooper, Debbi Rio, Mike Wilding, Diane Fiero, Kim Gurnee, Dorothy Minarsch, Ruth Rassool, Wendy Brill-Wynkoop, Heidi McMahon, Amy Shennum, David Andrus, Chelley Maple, Thea Alvarado, Jasmine Ruys, Shane Ramey, Jia-Yi Cheng-Levine, Denee Pescarmona and Andrew Rodriguez

#### A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Agenda: Motion Edel Alonso, seconded Shane Ramey. Vote was unanimous: **Approved**
3. Motion to Approval of the Consent Calendar: Motion to approve Academic Senate and Curriculum Summary Edel Alonso, seconded Shane Ramey. Vote was unanimous: **Approved**
4. President's Report, Paul Wickline:
  - ✓ Paul informed the Senate of the Rostrum that was put in their boxes. There were a couple of articles he thought they may want to look at. There is an article on the Launch Board, especially for CTE and thought they may want to read up on that. It is a new tool from the State Chancellor's office.
  - ✓ Also in the Rostrum there is an article from the State President on repeatability and repetition that is of interest and it is a rationale for why the Academic Senate is not terribly interested in challenging the current restrictions for a variety of reasons. He urges you to take a look at that and ask questions. We will make this a discussion item for later in the semester.
  - ✓ There is also an article on OEI, Online Education Initiative. This is a 2013 initiative. There is a proposed Learning Management System (like Blackboard and Canvas) that is in development at the state wide level.
  - ✓ There is an article on CTE or workforce component as well.
5. Vice President, Rebecca Eikey Report: N/A

#### B. Committee Reports

1. Oktoberfest Fundraiser
  - a. Friday October 17 @ 4:30 PM UCEN LOBBY. Get tickets now!

Heidi McMahon spoke on the Oktoberfest that is coming in October. She encourages everyone to come and have some fun. The monies go towards the Emeriti Scholarship which are family here at the college. Everyone is invited – Faculty, Adjunct and Classified. So please come.

#### C. Unfinished Business

1. Policies on Counseling Services, Prerequisite, Articulation, Faculty Transfer and Educational Administrators Retreat Rights - in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO's (SLO) - in Division Discussions

3. Formation of Ongoing Accreditation Committee - for Senate discussion in the Fall 2014
4. Local Graduation Requirements - for Senate discussion in the Fall 2014
5. Possible revision to Guidelines for Implementation of the Tenure Process
6. Syllabi Guidelines
7. AB 86
8. Faculty Appointments to Collegial consultation, Senate Committee and College Committee

#### D. Discussion Items

1. 3SP Report - Chelley Maple gave report on the status of the 3SP plan/budget. This is the first time Chelley has come to Senate to talk about a program plan.
  - a. Overview – renamed from “Matriculation” to the Student Success and Support Program, 3SP is a categorical program. Contains the basic fundamentals of matriculation. The mission for Student Support has changed. In the past Matriculation did not have to do any program plan. There is a template for this program that they received a month ago that just got finalized. Some of the changes from Matriculation to 3SP include more restrictions and governance by mandate and regulation. Student Success funds can only be used for the prime services that are going to increase student success in the community colleges. The services are orientation, assessment, new student advising that includes a one semester education plan and a follow-up. Those funds are expected to be spent exclusively for activities that fall in that range.
  - b. This is also an early effort by the state to emphasize “performance based funding:”
    - i. 40% of the money that is given from the state to the categorical program is based on head count, primarily on new students. We get more points for new students.
    - ii. 60% of the money is going to come from services completed in those areas – services that will help students and result in state funding for continued services based on certain criteria.
  - c. Student equity is different from 3SP that is not campus wide. There are similar agendas, but it is not campus wide. Both are very restrictive on how monies will be spent.
  - d. V. P. Rebecca Eikey noted that there are two different budgets provided the Senate.
  - e. Chelley noted that the district used some of the 3SP Plan monies as part of the 2014-15 adopted budget.
    - i. On Wednesday night the district received a new template from the state and recently received information of an increase in funding available.
      1. Chelley has not looked at it, but from she is understanding some shifting has been done and new columns added.
      2. This plan still has room for improvement and suggestions.
      3. Also this plan may change. All the monies that was allocated from the state has not received yet.

4. Until Chelley knows how much monies 3SP has to work with she will not be able to finalize the plan.
- ii. The district took a chunk (\$450,000) of the monies and used that funding to pay for four full time positions and benefits.
- iii. Senators asked who moved monies and what did they do with it.
  1. Dr. Mike Wilding noted that the district is discussing what needs to be done to address the supplanting of funds given the new 3SP regulations. New guidelines have just been issued from the statewide Chancellor's office directing how these monies can be spent.
  2. Faculty also expressed concerns in the proposed 3SP plan of hiring Educational Advisors rather than Counselors (faculty).
    - a. At the moment this is in negotiations with district so Dr. Wilding could not elaborate.
    - b. Advisors would be asked to write an education plans.
  3. After much discussion Senate President Paul Wickline said that if the plan was not finalized and one budget determined, he would not be signing off on the plan unless the Senate "approved" this at the October 9 meeting. Chelley said that she will bring this back to Senate at the next meeting.
  4. Edel informed the Senate that at the next PAC-B meeting coming up on October 20<sup>th</sup> this item is on the agenda.
    - a. They have asked the 3SP committee to come to PAC-B to explain the budget because we have concerns about does it supplant or does it supplement.
    - b. Mike Wilding said that this would not be resolved by the next meeting because the next meeting. The report is due October 17<sup>th</sup>.
2. BP 5010 Draft Submission to Senate, AP 5010 Concurrent Enrollment Draft Submission to Senate - David Andrus and Jasmine Ruys presented. Both David and Jasmine went over the policies and their reason for the changes.
  - a. These are proposed revisions.
    1. One is the removing of the assessment test for high school students concurrently enrolled.
    2. One of the changes is to bring back 9<sup>th</sup> and 10<sup>th</sup> grade students to attend COC on concurrent enrollment.
  - b. Concerns expressed that the Hart District teachers and counselors are not sitting down with the student and letting them know how they are placing and if they might not succeed in this class.
  - c. Some COC Faculty would like to leave the assessment test in place.
  - d. Concerns was also expressed that 14-16 year old freshman and sophomores may be exposed to adult situations and discussions in classes they aren't ready for. There was much discussion and not much time to discuss this further.
  - e. This policy was not faculty initiated.
  - f. The Policy will come back to Senate for the next meeting for discussion.

3. BP 3420 Equal Employment Opportunity and AP 3420 EEO Plan Submission revised - David Andrus and Diane Fiero.
  - a. Diane went over the EEO plan. The plan is a very lengthy document.
  - b. The current document has been in place for 4 ½ years. There are some Title V legal changes.
  - c. There is an EEO advisory committee that has been in effect for about four years. Anything in blue color on the copy is right out of Title V and they have not been changed.
  - d. Page 21 indicates the regulations that are underlined are straight out of Title V.
  - e. This item will come back as a discussion item for the next meeting. This will give everyone a chance to read the document. The document was sent out after the agenda had gone out.
4. Program Viability - Sustainable Design - Kim Gurnee, Dorothy Minarsch and Edel Alonso.
  - a. Kim spoke on what the committee had done with the report, rubric and the proposal and everything had been followed through as it was supposed to.
  - b. A vote was taken at their meeting and vote was taken and it was unanimous.
  - c. Edel proposed a motion to vote on this as an Action Item and the Senate agreed so this was voted on.
    - i. Motion made by Edel Alonso, seconded by Rebecca Eikey.
    - ii. Vote was unanimous. **Approved**
5. Adjunct Involvement in Accreditation Self Study Process - Ruth Rassool
  - a. Ruth asked about Adjunct involvement in the Self Study Process for Accreditation. She spoke with Dr. Buckley and he told her to speak with the Senate.
  - b. The Self Study has already been done.
  - c. Paul noted there was little if any adjunct representation on the standard committees; more representation was needed.
  - d. Ann said that an adjunct had been invited to attend one of the studies, but she could not make it so the committee moved on without her input.
  - e. Dr. Buckley is in favor of adjunct involvement in the future.
  - f. Also students were not well represented either.
  - g. Paul noted that the Academic Senate will be working with the CIO and CEO on establishing either a collegial consultation committee on Accreditation or an Academic Senate sub-committee concerning standards I and II, specifically.

#### E. Action Items

1. BP 613 Selection of Materials and Equipment: **Approved**
2. Basic Skills Report Master Canyons Final: **Approved**
3. Emeriti Status for Diane Morey: Ann Lowe nominated Diane for Emeriti status:

**Approved**

#### F. Reports: N/A

#### G. Announcements

- Equity Regionals meeting September 27<sup>th</sup>, Mt. San Antonio College, Walnut, Ca

- Student Success Conference, October 9, 10, 11 - Costa Mesa, CA - Paul Wickline and Rebecca Eikey attending
- Associate Degree for Transfer(ADT) deadlines, Adult Basic Education & Career Development & College Preparation(CDCP) - Friday, October 17<sup>th</sup> 9:30 a.m. - 3:30 p.m. - Sacramento City College, October 18<sup>th</sup> 9:30 a.m. to 3:30 p.m. Riverside Community College.
- Area C meeting October 25, Santa Barbara College – Paul Wickline attending
- Fall Plenary November 13-15, Irvine, CA – Paul Wickline attending

**H. Open Forum: N/A**

Adjournment: 4:40 p.m.

## CURRICULUM COMMITTEE SUMMARY

October 2<sup>nd</sup>, 2014

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting held on September 23<sup>rd</sup>, 2014

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

Members absent: Ruys, Jasmine – Admissions & Records

## TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
CMPNET	253	CCNP: SWITCH	Changing title to "CCNP: SWITCH & TSHOOT".	L. Hilliard	Spring 2015

## MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
GMD	177	Web Page Design I	Revised descriptions, <b>revised lecture SLO</b> , revised objectives and content, updated textbooks, <b>added recommended preparation of GMD-101 &amp; GMD-145</b> . <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	K. Jenkins	Fall 2015
MATH	213	Calculus III	Revised objectives and content per C-ID reviewer requests, updated textbooks. <i>Rationale for revision: requested revisions made from C-ID reviewer.</i>	S. Matsumoto	Fall 2015
MATH	214	Linear Algebra	Revised objectives and content per C-ID reviewer requests. <i>Rationale for revision: requested revisions made from C-ID reviewer.</i>	S. Matsumoto	Fall 2015
PHOTO	190	Studio Photography	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	W. Brill-Wynkoop	Fall 2015
PHOTO	195	Color Photography	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	W. Brill-Wynkoop	Fall 2015

PHOTO	200	Portraiture	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	W. Beall-Wynkoop	Fall 2015
PHOTO	201	Independent Projects in Photography	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	W. Beall-Wynkoop	Fall 2015
PHOTO	285	Concept Development	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	W. Beall-Wynkoop	Fall 2015
PHYSIC	222	Physics for Scientist & Engineers: Wave Motion, Heat, Optics & Modern Physics	<b>Added "Credit for of concurrent enrollment in MATH-212" as a requisite per C-ID descriptor.</b> <i>Rationale for revision: requisite addition per C-ID descriptor.</i>	D. Michaele	Fall 2015
SOCI	207	Social Problems	Revised descriptions, <b>revised SLO</b> , revised objectives and content per C-ID reviewer request, updated textbooks. <i>Rationale for revision: 5 year revision and requested revisions made from C-ID reviewer.</i>	P. Pasa	Fall 2015

**-Motion to approve all Consent Calendar Items on the September 18<sup>th</sup>, 2014 Curriculum Committee Agenda; Motion by Joseph Voth, second by Lee Hilliard. All in favor: Unanimous.**

#### NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
CHNESE	102	Elementary Chinese II (Mandarin)	4 units, 72 hours lecture, not repeatable, <b>new SLO's (2), new prerequisite of CHNESE-101.</b> <i>Rationale for new course: High demand in Chinese 101. Students need to continue to complete their first year of college language. It is one of the priorities in the program review.</i>	C. Accosta	Fall 2015
REC	100	Leisure for Life	3 units, 54 hours lecture, not repeatable, <b>new SLO, new DLA.</b> <i>Rationale for new course: fills the need of a leisure education course for non-recreation majors. Existing recreation courses are connected to the major and have a strong discipline focus. Much of the information is irrelevant for students with the goal of seeking to explore leisure and find balance in their life as well as meet either their GE or AA requirements. This course may serve as a gateway for prospective recreation management majors and can serve as an option for students to meet the COC Associate of Arts Physical Education and Wellness requirement and the CSU GE area E Lifelong Learning and Self Development.</i>	R. Ryatt	Fall 2015

**-Motion to approve CHNESE-102; Motion by Anne Marenco, second by Joseph Voth. All in favor: Unanimous.**

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

#### NEW NONCREDIT COURSES:

Subject	#	Title	Description of action	Author	Effective
NURSNG	080	Nursing Learning Center	0 Units (Noncredit), 1-300 lab hours, <b>new SLO. New limitation of enrolment of "Student must be enrolled in the Nursing Program at College of the Canyons".</b> <i>Rationale for new course: providing tutoring and skills practice for nursing students.</i>	T. Waller	Fall 2015

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

#### NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
CHNESE	102	Elementary Chinese II (Mandarin)	New prerequisite of CHNESE-101. – <b>Approved</b>	C. Accosta
GMD	177	Web Page Design I	Added recommended preparation of GMD-101 & GMD-145. – <b>Approved</b>	K. Jeshline
NURSNG	080	Nursing Learning Center	New limitation of enrolment of "Student must be enrolled in the Nursing Program at College of the Canyons". – <b>Approved</b>	T. Waller
PHYSIC	222	Physics for Scientist & Engineers: Wave Motion, Heat, Optics & Modern Physics	Added "Credit for of concurrent enrollment in MATH-212" as a requisite per C-ID descriptor. – <b>Approved</b>	D. Michaele

#### NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
REC	100	Leisure for Life	100% Online. – <b>Approved</b>	R. Ryatt

New Courses Includes ISA's	2	Modified Non Credit Courses	-0-	Modified Prerequisites	2
New Programs	-0-	New DLA's	1	Deleted Courses	-0-
Modified Courses	10	New SLO's	4	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	12	Proposals Reviewed in Technical Review Session	14
New Non Credit Courses	1	New Prerequisites	2	Proposals Returned from Technical Review Session	3



## BP 5010. Admissions and Concurrent Enrollment

### Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76140, 76300; Labor Code Section 3077

### 5010.1 Definitions

- A. Advanced scholastic or vocational work is identified as College of the Canyons degree applicable course work.
- B. Special part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.
- C. Special full-time student is identified as a concurrent high school student that has been released by the high school to attend college full-time and enroll in 12.0 units or more.
- D. Highly gifted student would be a student in K- 8 who has a score of 150 or higher on the most current version of the WISC intelligence test.

### 5010.2 Any person applying for admission to the college must qualify under one of the following:

- A. Be a graduate of high school, passed the California High School Proficiency Test, have a GED, or have a Certificate of Completion from high school.

- B. Be 18 years of age or over and be capable of profiting from the instruction offered.
- C. Be eligible for admission as a special student pursuant to Sections 48800, 48800.5, 48802, 76001, and 76002 of the California Education Code.
  - 1. Pursuant to California Education Code Section 48800 (a) students must be approved by their high school principal or designee for “advanced scholastic or vocational work,” and identified as a special part-time or full-time student.
  - 2. Pursuant to California Education Code Section 48800 (b) may be admitted from K- 8 if identified as “highly gifted”.
  - 3. Pursuant to California Education Code Section 76002 (a) and (b)(3) may be admitted as a special part-time or full-time student if:
    - a) The class is open to the general public, and
    - b) The student is currently enrolled in grades 9 – 12. Exceptions may be made for some special programs and course work, and
    - c) The student has demonstrated eligibility for instruction by completing orientation.

5010.3        The College may restrict admission in some courses and programs. (For policy on nonresident students, see Santa Clarita Community College District Policy 5020).

5010.4        Students enrolled in grades 9-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admit form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary. Home school programs for grades 9–12 must meet state guidelines for special admit students to apply for admission.

5010.5        Pursuant to California Education Code Section 76001 (d), specially admitted part-time students may not enroll in more than 11 units per semester.

5010.6        Pursuant to California Education Code Section 76300 (f) specially admitted part-time students enrolled under Section 5010.3 above may be exempt from payment of the enrollment fees, and if appropriate, nonresident tuition, per special action of the Board. All other appropriate fees shall be assessed.

A. Specially admitted students released from their high school to attend College of the Canyons, full-time, must pay the enrollment fee and all other appropriate fees as assessed.

5010.7        Claims for state apportionment submitted by the district based on enrollment of specially admitted part time students enrolled under Section 5010.3 shall

satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

See Administrative Procedures AP 5010

## AP 5010 Admissions and Concurrent Enrollment

Reference:

*Education Code, 76140; Title 5 Section 54010*

1. After meeting the admission criteria in Board Policy 5010.2 (A) and (B), prospective students, 18 years of age or older, must submit an application for admission prior to the semester/term for which they wish to enroll in classes.
  - a. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-submit an application for admission to meet California residency requirements.
2. To meet criteria in Board Policy 5010.2 (C) part-time and full-time high school students must complete the following procedures to be admitted to College of the Canyons.
  - a. Be currently enrolled in grades 9- 12 at a public or private high school in California.
  - b. After meeting all requirements that apply to students enrolled in grades 9-12, students applying for admission from grades K- 8 must also submit a score of 150 or higher on the current version of the WISC intelligence test to qualify as "highly gifted" and be admitted.

- c. Home school programs must meet state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.
  - d. All prospective high school students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.
  - e. Prior to the first semester/term of enrollment, all prospective students must complete an orientation.
3. According to section 5010.3, admissions personnel will determine which students will be eligible for admission to College of the Canyons.
4. According to section 5010.4, once approved for admission, all eligible specially admitted students must be recommended for each class they plan to enroll by the appropriate high school principal or designee. This information must be presented at the time of registration.
- a. Each potential student must submit a complete special admit form with appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or designees.
  - b. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.
  - c. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.
  - d. Students currently in 9th- 12th grade will register using a priority system, which is published each semester.
  - e. Specially admitted students are restricted from taking the following courses:
    - i. HRMGT 226 - Food and Wine;
    - ii. HLHSCI 151 - Emergency Medical Technician 1
    - iii. Physical Education and Recreation courses (except AOC students and high school students registering for on or off season Intercollegiate Athletics courses)
    - iv. Any course requiring the filing of a contract and/or waiver of liability also requires departmental consent for specially admitted students to enroll.

- f. Students participating in the Symphony of the Canyons program must follow the same requirements as other specially admitted students, except the district waives the grade level requirement for students taking the music classes in this program.
  - g. Students participating in the Academy of the Canyons program will attend an orientation conducted by AOC and COC. AOC students will take the assessment tests prior to their junior year of high school. Academy of the Canyons students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.
  - h. The Academic Senate will approve future program and/or course restrictions and exceptions.
5. According to section 5010.5, specially admitted part-time students may not be enrolled in more than 11.0 units per semester/term.
- a. Specially admitted full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school releasing them to attend College of the Canyons full-time instead of attending their respective high school.
6. Once registered in classes, specially admitted part-time students are waived from nonresident and enrollment fees. Specially admitted part-time students must pay all other appropriate fees each semester/term.
- a. Nonresident fees may be waived for specially admitted part-time students who would qualify for the AB 540, nonresident tuition exemption, at the time of graduation from high school.
  - b. The District cannot claim apportionment for students who have their nonresident tuition waived under this section of Board Policy.
  - c. Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including the enrollment fee and nonresident fee, if appropriate.



## **BP 3420 Equal Employment Opportunity**

### **References:**

Education Code Sections 87100, et seq.;  
Title 5 Sections 53000 et seq.

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The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The CEO or designee shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

See Administrative Procedure 3420 - Equal Employment Opportunity Plan

Approved XX/XX/XXXX

**AP 3420      Equal Employment Opportunity**

**References:**

**Education Code Sections 87100 et seq.;**

**Title 5 Sections 53000 et seq. and Sections 59300 et seq.**

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**The EEO plan should be a District-wide, written plan that implements the District's EEO Program, includes the definitions contained in Title 5 Section 53001. The District's EEO Plan is attached herein.**



# Santa Clarita

## Community College District

### Equal Employment Opportunity Plan

Appendix C. List of Community Organizations to Receive Annual Written Notice

Appendix D. District Workforce Analysis

Appendix E. District Applicant Pool Analysis

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Appendix A - Applicant Optional Form

Appendix B - Employee Demographic Form

Appendix C. List of Community Organizations to Receive Annual Written Notice

Appendix D. District Workforce Analysis

Appendix E. District Applicant Pool Analysis

## I. Introduction

The Santa Clarita Community College District Equal Employment Opportunity Plan (*Plan*) was first adopted by the District Board of Trustees on November 28, 2010, and revised on xx/xx/xxxx. The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is to ensure equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq. and 59300 et. seq.).

The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; the identification of methods to support equal employment opportunity, continuation of our efforts to create and sustain an environment which is welcoming to all; and the development of procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the district will continue our efforts to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.



Dr. Dianne G. Van Hook  
Chancellor

## II. District Plan Requirements

**The following section outlines the Equal Employment Opportunity plan requirements per Title V section 53003.**

- (a) The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.
- (b) Each district shall review its EEO Plan at least once every three years and revise as determined necessary. Any revised EEO Plan shall be submitted to the Chancellor's Office, which retains the authority to review such revisions on a case-by-case basis.
- (c) In particular, the plan shall include all of the following:
  - (1) the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of this subchapter pursuant to section 53020;
  - (2) the procedure for filing complaints pursuant to section 53026 and the person with whom such complaints are to be filed;
  - (3) a process for notifying all district employees of the provisions of the plan and the policy statement required under section 53002;
  - (4) a process for ensuring that district employees who are to participate on screening or selection committees receive training, prior to their participation. Training shall include, but need not be limited to:
    - (A) the requirements of this subchapter and of state and federal nondiscrimination laws;
    - (B) the educational benefits of workforce diversity;
    - (C) the elimination of bias in hiring decisions; and
    - (D) best practices in serving on a selection or screening committee;
  - (5) a process for providing annual written notice to appropriate community-based and professional organizations concerning the district's plan and the need for assistance from the community and such organizations in identifying qualified applicants. "Written" notice may include mailings and electronic communications;

- (6) a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each of the job categories listed in section 53004(a) to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. Each district, based on its size, demographics and other unique factors shall

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determine the appropriate time frame for periodic review, and reflect this in its EEO Plan;

- (7) to the extent data regarding potential job applicants is provided by the State Chancellor, an analysis of the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant;
- (8) methods for addressing any underrepresentation identified pursuant to paragraph (7) of this subdivision; and
- (9) a process for developing and implementing strategies, as described in section 53024.1, necessary to demonstrate on-going, institutional commitment to diversity and equal employment opportunity, as defined in sections 53001(c) and (e).
- (10) The plans submitted to the Chancellor shall be public records.
- (11) Each community college district shall make a continuous good faith effort to comply with the requirements of the plan required under this section.

### III. District Evaluation and Report to Chancellor

Per Title V Section 53004, each district shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of its equal employment opportunity plan and to provide data needed for the analyses required by sections 53003, 53006, 53023, and 53024. Each district shall annually report to the Chancellor, in a manner prescribed by the Chancellor, this data for employees at each college in the district. Each employee shall be reported so that he or she may be identified as belonging to one of the following seven job categories:

- (1) executive/administrative/managerial;
- (2) faculty and other instructional staff;
- (3) professional nonfaculty;
- (4) secretarial/clerical;
- (5) technical and paraprofessional;
- (6) skilled crafts; and
- (7) service and maintenance.

For purposes of the data collection and report required pursuant to 53304(a), each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories. However, in determining whether additional steps are necessary to ensure that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary.

The District's optional confidential applicant data collection sheet is included as Appendix A of the Plan.

The District's annual employee data collection sheet is included as Appendix B of the Plan.

#### IV. Definitions

- a. *Adverse Impact*: means a statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b.
- c.
- d. *Diversity*: means a condition of broad inclusion in an employment environment that promotes equal employment opportunity and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
- e. *Equal Employment Opportunity (EEO)*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.  
~~Ensuring~~ Equal employment opportunity also involves:
  - (1) identifying and eliminating barriers to employment that are not job related; and
  - 1. (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- f. *Equal Employment Opportunity Officer*: means the designated person in charge of administering the District's EEO plan as well as investigating EEO complaints.
- g. *Equal Employment Opportunity Plan*: means a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

- h. *Equal Employment Opportunity Programs*: means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of California Code of Regulations, Title 5 section [53006](#).
- i. *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to California Code of Regulations, Title 5 section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.
- j. *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.

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- k. *Monitored Group*: means those groups identified by the State Chancellor's Office for which monitoring and reporting is required pursuant to California Code of Regulations, Title 5 section [53004](#)(a). Current monitored groups include:
  1. American Indian/Alaskan Native
  2. Asian
  3. Black/African-American
  4. Caucasian
  5. Hispanic
  6. Native Hawaiian/Other Pacific Islander
- l. *Person with a Disability*: means any person who (1) has a physical or mental impairment as defined in California Government Code, section [12926](#) which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- m. *Reasonable Accommodation*: means the efforts made on the part of the District in compliance with Government Code section 12926.
- n. *Screening or Selection Procedures*: means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to: traditional paper and pencil tests; performance tests; physical, educational, and work experience requirements; interviews; and review of application forms.
- o. *Significantly Underrepresented Group*. "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.



## V. Policy Statement

The Santa Clarita Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, **race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.**<sup>1</sup> The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

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



## VI. Delegation of Responsibility, Authority and Compliance

It is the goal of the Santa Clarita Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

### a. *Governing Board*

The governing board is ultimately responsible for proper implementation of the District's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

### b. *Chief Executive Officer*

The governing board delegates to the chief executive officer the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges.

### c. *Equal Employment Opportunity Officer*

The District has designated the Assistant Superintendent/Vice President, Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the Equal Employment Opportunity Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is responsible for receiving complaints filed pursuant to section 53026, for ensuring that such complaints are promptly and impartially investigated, and ensuring that selection procedures and the applicant pool are properly monitored as required by sections 53023 and 53024.

### *Equal Employment Opportunity Advisory Committee*

The District has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Equal Employment Opportunity Officer and the District. The Equal Employment Opportunity Advisory Committee assists in the development and implementation of the *Plan* in conformance with state and federal regulations and guidelines and provides suggestions for *Plan* revisions as appropriate.

### e. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan* and will be given a copy of it.

### f. *Good Faith Effort*

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

## VII. Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in developing, revising, and implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may serve as a pilot group for the newly revised hiring committee training, sponsor events and/or additional training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

This advisory committee shall receive training in all of the following:

- (a) the requirements of this subchapter and of state and federal nondiscrimination laws;
- (b) identification and elimination of bias in hiring;
- (c) the educational benefits of workforce diversity; and
- (d) the role of the advisory committee in carrying out the District's EEO plan.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of four faculty members, four classified members, four administrators, and one to two students, if available. Ex officio members shall include the human resources director, the Equal Employment Opportunity Officer, the Title IX Officer, and the ADA coordinator.

The Equal Employment Opportunity Advisory Committee will be chaired by the Equal Employment Opportunity Officer and shall hold a minimum of two (2) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Equal Employment Opportunity Officer, the Chief Executive Officer, and the Governing Board.

## VIII. Complaints

**Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5 Section 53026).** The District established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after such occurrence of the alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the State Chancellor's Office, the decision of the District in complaints pursuant to section 53026 is final.

The District may return without action any complaints that are inadequate because they do not state clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the Chief Executive Officer. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of filing the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The Equal Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor's Office upon receipt. The Chancellor's Office may require that the district provide a written investigative report within ninety (90) days. In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

**Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.).** The District has adopted Board Policies #3410 and 3430 for complaints alleging unlawful discrimination or harassment. The Assistant Superintendent/Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

## IX. Notification to District Employees

The commitment of the governing board and the Chief Executive Officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to all District employees, Foundation employees, and the Governing Board. The *Plan* will be available on the District's Website, and when appropriate, distributed by e-mail. The Office of Human Resources will provide all new employees with a copy of the the *Plan* when they commence employment with the District. Each year, the District will inform all employees of the EEO policy and *Plan's* availability. The annual notice will:

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

## X. Training for Screening/Selection Committees

Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening/selection of personnel, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan. Such an individual shall receive appropriate training prior to their participation on a screening and/or selection committee on the following topics:

- a. The requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.),
- b. The requirements of federal and state nondiscrimination laws,
- c. The requirements of the District's Equal Employment Opportunity Plan,
- d. The District's policies on nondiscrimination, recruitment, and hiring,
- e.
- f. The educational benefits of workforce diversity,
- g. The elimination of bias in hiring decisions; and
- h. best practices in serving on a selection or screening committee.

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

## XI. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will include a summary of the *Plan*, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the Internet address where the District advertises its job openings and the Office of Human Resources phone number to call in order to obtain employment information. The District will actively seek to reach those institutions, organization, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice, is included in this *Plan* as appendix C. This list may be revised from time to time as necessary.

## XII. Additional Measures Necessary to Further Equal Employment Opportunity

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. To that end the District will engage in the following analysis, per Title V section 53006 on an annual basis for each employee group:

(a) Districts shall review the information gathered pursuant to section 53003, subdivision(c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

- (1) longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
- (2) analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
- (3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

(b) Where the review described in subdivision (a) identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

- (1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
- (2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;

- (3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.
- (b) Where the review described in subdivision (a) identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:
- (1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
  - (2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
  - (3) determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
  - (4) review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
    - (A) any requirements of federal law; and
    - (B) qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
  - (5) discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision; and
  - (6) continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
  - (7) consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.
- (c) For purposes of this section, "a reasonable period of time" means three years, or such longer period as the Chancellor may approve, upon the request of the equal employment opportunity advisory committee and the chief executive officer, where the district has not filled enough positions to appreciably affect its work force in the job category in question.
- (d) Nothing in this subchapter shall be construed to prohibit a district from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.



### XIII. Developing and Maintaining Institutional Commitment to Diversity

Establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort. The Santa Clarita Community College District shall develop, and implement on a continuing basis, the following indicators of institutional commitment to diversity:

- (a) conduct surveys of campus climate on a regular basis, and implement concrete measures that utilize the information drawn from the surveys.
- (b) conduct exit interviews with employees who voluntarily leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
- (c) provide training on elimination of bias in hiring and employment.
- (d) provide cultural awareness training to members of the campus community.
- (e) maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- (f) audit and/or maintain updated job descriptions and/or job announcements.
- (g) train the district's board of trustees on the elimination of bias in hiring and employment at least once every election cycle.
- (h) investigate all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, timely and thoroughly and take appropriate corrective action in all instances where a violation is found.
- (i) comply with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB1825]), in a timely manner and includes all forms of harassment and discrimination in the training.
- (j) convey via the district publications and website its diversity and commitment to equal employment opportunity.
- (k) convey via the district mission statement its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- (l) require via district hiring procedures that applicants for all positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability,

gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.

(m) address issues of inclusion/exclusion in a transparent and collaborative fashion.

(n) attempt to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.

(o) conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end the District will implement a diversity program. Having a district that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. Institutionalizing a diversity program that is visible, well planned, well-funded, and supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on issues of diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural awareness, learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. Pending budget availability, in implementing a diversity program the District shall strive to:

- a. Establish an Office of Diversity that is part of the structure of the District and that will be supported by the District leadership;
- b. Include guest speakers from monitored groups who are in leadership positions and who may inspire students and employees alike;
- c. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications;
- d. Conduct diversity dialogues, forums, and cross-cultural workshops;
- e. Work with the District's Professional Development's Faculty Development Committee to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty to infuse diversity and multiculturalism into their instruction or services to students;
- f. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award;
- g. Offer a series of EEO/diversity workshops at instructional improvement days (flex week or staff development day) accessible to all employees;
- h. Evaluate administrators on their efforts to meet the District's equal employment opportunity and diversity efforts;
- i. Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's



Website. The Website will also list contact persons for further information on all of these topics;

- j. Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives;
- k. Promote various cultural celebrations and diversity activities on campus through the District's Diversity Partnership Committee;
- l. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees;
- m. Consider alternative educational or experience requirements for nonacademic positions;
- n. Ensure that top administrative staff support diversity objectives and that the diversity and/or Equal Employment Opportunity Officer position is maintained as a cabinet or other high-level administrative position;
- o. Consider seeking input from student, professional, community and other organizations that represent the diverse community we serve on matters related to the District's EEO and diversity efforts, as appropriate;
- p. Make progress on diversity activities designed to promote student success for all students which have been identified in the District's Student Equity Plan.

#### XIV. Persons with Disabilities

The District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers.

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

## XV. Accountability and Corrective Action

The District shall certify annually to the State Chancellor that they have timely complied with all of the following:

- (1) recorded, reviewed and reported the data required regarding qualified applicant pools;
- (2) reviewed and updated, as needed, the Strategies Component of the district's EEO Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division.

Upon review of a district's certification, data reports, or any complaint filed under this subchapter, the State Chancellor may review a district's EEO Plan and Strategies Component pursuant to section 53024.1 for the required indicia of institutionalized and on-going efforts to support diversity and/or a district's compliance with section 53006. Where the State Chancellor finds that a district's efforts have been insufficient, he/she will inform the district of his/her specific area(s) of concern, and direct the district to submit a revised EEO Plan within 120 days. Upon review of the revised EEO plan, the State Chancellor will either:

- (1) determine the revisions are sufficient, and provide a deadline by which the district must provide proof that the new measures have been implemented; or
- (2) if the Chancellor finds that the revised plan is still lacking, he/she will direct the district to implement specific measures from those listed in section 53024.1, and provide a timeline for doing so.

### Appendix C

#### Annual Written Notice to Community Organizations

Effective (Date TBD) the following community organizations will receive an annual written notice regarding the District's Equal Employment Opportunity Plan as provided for in Section IX of the *EEO Plan*. This list may be revised from time to time as necessary.

Santa Clarita WorkSource Center  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355

AppleOne Employment Services  
24305 Town Center Dr., #140  
Valencia, CA 91355

Concept One Staffing  
28415 Industry Dr. #501  
Valencia, CA 91355

Encore Staffing Solutions, Inc.  
28405 Sand Canyon Rd, Ste. B.  
Canyon Country, CA 91387

Express Personnel  
25375 Wayne Mills Pl.  
Valencia, CA 91355

Labor Finders  
20655 Soledad Canyon Rd., Unit 30  
Santa Clarita, CA 91351

Personnel Plus  
25060 W. Avenue Stanford, #240  
Valencia, CA 91355

ProTrades Connection  
26111 Bouquet Canyon Rd., Unit A3  
Santa Clarita, CA 91350

Sage Staffing  
27101 Tournay Rd., #210  
Valencia, CA 91355

Sanford Rose Associates  
27240 Turnberry Lane, #200  
Valencia, CA 91355

Scvjobs.com  
25852 McBean Parkway., Unit 534  
Santa Clarita, CA 91355

Staffing for Hire  
19425-B Soledad Canyon Rd., #155  
Canyon Country, CA 91351

United Staffing Services, Inc.  
28159 Avenue Stanford, #160  
Santa Clarita, CA 91355

Volt Services Group  
28245 Ave Crocker, #110  
Santa Clarita, CA 91355

Work Force Solutions  
24932 Ave Kearny, #3  
Valencia, CA 91355

NewMarket Careers  
28456 Constellation Rd.  
Santa Clarita, CA 91355

SCV Teachers Association/CTA  
26111 Bouquet Canyon Rd., #H-5  
Santa Clarita, CA 91350

**Santa Clarita Community College District  
College of the Canyons  
Workforce Analysis  
As of May 1, 2014**

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[illegible][illegible][illegible]

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## ***HUMAN RESOURCES***

Date: September 17, 2014

To: Mr. Paul Wickline  
President, Academic Senate

From: Christina Chung  
Director, Human Resources

Subject: Discipline Assignment – Julia Jacobson

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The following information is provided for discipline assignment:

### **Julia Jacobson**

Ms. Jacobson has been hired as Counselor (General), effective start date July 28, 2014. The following is provided for discipline assignment:

- M.A., Psychology, Pepperdine University  
Graduate Level Courses:
  - PSY 606 Interpersonal Skills & Group Therapy 3.0
  - PSY 610 Theories of Personality 3.0
  - PSY 659 Principles and Theories of Learning 3.0
  - PSY 600 Clinical Management of Psychopathology 3.0
  - PSY 612 Theories of Counseling and Psychotherapy 3.0
  - PSY 602 Personality Assessment 3.0
  - PSY 637 Techniques of Counseling and Psychotherapy 3.0
  - PSY 658 Individual & Family Development 3.0
  - PSY 601 Assessment of Intelligence 3.0
  - PSY 641 Clinical & Evaluation Research Methods 3.0

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

- Counseling (Equivalency #1) Ms. Jacobson was grandfathered in as an Adjunct Counselor qualified under previous equivalency #1.
- Psychology

## 2014-2015 Faculty Appointments to Committees

Academic Senate Committees	Faculty Co-Chair	Members	Administrator
Constitution & Bylaws	David Andrus	Rebecca Eikey, M&S	
		Michelle LaBrie, SS&B	
		Ruth Rassool, Adjunct	
Curriculum Committee	Ann Lowe	Mary Bates, MSE	Audrey Green
		David Brill, FAPA	
		Lee Hilliard, CTE	
		Rhonda Hyatt, PE/Athletics	
		Ron Karlin, Learning Resources	
		Anne Marengo, SS&B	
		Shane Ramey, Adjunct	
		Jasmine Ruys, Admissions & Records, non voting	
		Cindy Stephens, ECE	
		Diane Solomon, Student Services	
		Tina Waller, Allied Health	
		Joseph Voth, Humanities	
Elections Committee	Michael Sherry, MSE	Ruth Rassool, Adjunct Mehgen Andrade, SS&B Phil Gussin, SS&B Kevin Jenkins, FAPA K.C. Manji, FAPA Sandy Carroll, Allied Health	
Faculty Professional Development	Teresa Ciardi & Lisa Hooper	Lee Hilliard, CTE	
		Heath MacLean, Humanities	
		Mike Harutunian, Humanities	
		Brandon Hilst, MSE	
		Lisa Hooper, PE/Athletics	
		Cindy Stephens, ECE	
		Peter Hepburn, Learning Resources	
Honors Steering Committee	Miriam Golbert	Dennis Bauwens	
		Mehgen Andrade	
		Kim Gurnee	
		Victoria Leonard	
		Diane Solomon	
		Julie Jacobson	
		Lisa Malley	
		Tammy Mahan	
		Majid Mosleh	
		Brent Riffel	
		Deanna Riveira	

Interdisciplinary Committee	Kelly Cude	Brittany Applen	
		Juan Buriel	
		Kelly Burke	
		Saburo Sabumoto	
Learning Communities Committee	Juan Buriel	Vince Devlahovich	
		Alberto Loaiza	
		Anne Marengo	
		Debra Zednik, Adjunct	
		Adam Kempler	
Minimum Qualifications and Equivalencies	Dr. Edel Alonso	Pamela Brogdon-Wynne, Student Services	
		James Gilmore, MSE	
		Lee Hilliard, CTE	
		Ron Karlin, Learning Resources	
		Jennifer Hauss, Humanities	
		K.C. Manji, FAPA	
		Pamela Williams-Paez, SS&B	
		Lori Brown, Allied Health	
		VACANT, PE/Athletics	
Policy Review	David Andrus	Aivee Ortega, Counseling	
		Thea Alvarado	
		Chelley Maple	
		Lisa Hooper	
Program Review	Miriam Golbert & Paul Wickline	Rebecca Shepherd	
		Nicole Faudress, SS&B	
		Howard Fisher, PE/Athletics	
		Peter Hepburn, Learning Resources	
		Renee Marshall, ECE	
		Tina Rorick, Allied Health	
		Deborah Sison, Humanities	
		Bob Maxwell, SS&B	
		Ann Lowe, Allied Health	
Scholarly Presentation	David Stevenson	Renee Marshall, ECE	
		Bob Brode	
		Katie Coleman, Adjunct	
		Kelly Cude	
		Nicole Faudress	
		Amy Foote, Adjunct	
		Michael Leach	
		Russell Waldon	
		Pamela Williams-Paez	
		Karyl Kicenski	
Student Learning Outcomes (SLO)	Dr. Rebecca Eikey	Cindy Biehahn, Foundation	
		Judge Frank Keeman, Foundation	
		Joan McGregor, Board of Trustees	
		Edel Alonso, Counseling	
		Tammy Bathke, Allied Health	
		Nicole Faudree, SS&B	
		Peter Hepburn, Learning Resources	
		Rhonda Hyatt, PE/Athletics	
		Ann Lowe, Allied Health	
		Andy McCutcheon, Humanities	
		Dilek Sanver-Wang, MSE	
		Diane Solomon, Counseling	
		Paul Wickline, FAPA	



College Committees 2014-15				
College Committee	Faculty Members	Faculty Co-Chair	Faculty Coordinator	Administrator Chair/Co-Chair
Academic Standards	Dennis Bauwens			Michael Joslin
	Heidi McMahon			
	David Brill			
Advocacy	Claudia Acosta			Eric Harnish
	Chris Blakey			
	Wendy Brill-Wynkoop			
	Michael Dermody			
	Russell Waldon			
Alumni & Friends	John Varga			
Body, Mind & Wellness	Jeannie Chari	Sheri Barke		Michael Joslin
	Rhonda Hyatt			
	Tammy Mahan			
	Connie Tripp			
Bookstore	Patti Haley			Sharlene Coleal
	Melanie Lipman			
	Nicole Faudree			
Calendar	Marlene Demerjian			Michael Wilding
	Rebecca Eikey			
	Garrett Hooper			
	Michael Sherry			
Celebrating The Humanities	Adam Kasierman			
Commencement	Valerie Malinoski	Michael Dermody		Allison Korse-Devlin
	Brent Riffel			
Community & Continuing Education Advisory				
Educational Travel Advisory	Kevin Anthony	Claudia Acosta		James Glapa-Grossklag
	Vince Delahovich			
	Pierre Etienne			
	Miriam Golbert			
	Brad Reynolds			
	Michael McCaffrey			
English Dept. Writing Awards	Juan Buriel			

Field Studies	Brittany Applen	Michael Dermody		
	Mary Bates			
	Jennie Chari			
	Vince Devlahovich			
	Rhonda Hyatt			
	Anne Marengo			
	Brent Riffel			
Foundation Golf Tournament	Gary Petersen			
Friday Night at The Screening Room	Pierre Etienne			
	Gary Petersen			
Grade Review	Michelle LaBrie			
	John Varga			
Grants Development	Tim Baber			Barry Gribbons
Health & Welfare Benefits	Tammie Bathke			Diane Fiero
	Lisa Hooper			
	Melanie Lipman			
	Jose Martin			
Interdisciplinary Committee	Brittany Applen	Kelly Cude		
	Juan Buriel			
	David Michaels			
	Heidi McMahon			
	Ricardo Rosales			
	Saburo Sabumoto			
Learning Communities	Juan Buriel			
	Anne marengo			
	Wendy Brill-Wynkoop			
Management Advisory Council	Edel Alonso			
	Pamela Brogdon-Wynne			
	Danielle Butts			
	Jane Feuehelm			
	Stan Wright			

Parking	Bob Brode			
	Michael Dermody			
	Saburo Matsumoto			
	David Michaels			
Professional Development Coordinating	Mehgen Andrade	Teresa Ciardi		
	Phil Gussin	Lisa Hooper		
	K.c. Maji			
	Kevin Jenkins			
	Sandy Carroll			
	Lee Hilliard			
	Heather MacLean			
	Mike Harutunian			
	Brandon Hilst			
	Lisa Hooper			
	Cindy Stephens			
	Peter Hepburn			
Re-Entry Program Advisory				
Sabbaticals	Chris Blakey			Dr. Jerry Buckley
	Nicole Faudree			
	Cindy Stephens			
Scholarship	Rebecca Eikey			
	Brandon Hilst			
	Luong Le			
	Michelle LaBrie			
	Majid Mosleh			
	Brent Riffel			
	Liz Shaker			
	Don Takeda			
Skills for Success	Edel Alonso	Brent Riffel		Denee Pescarmona
	Deanna Davis			
	Vince Devlahovich			
	Ron Dreiling			
	Rebecca Eikey			
	Colette Gibson			
	Kim Gurnee			
	Lee Hilliard			
	Adam Kempler			
	Susan Ling			
	Svetlana Lynch			
	Heather MacLean			
	Jose Martin			
	Mary Petersen			
	Brent Riffel			
Student Conduct	Albert Loaiza			
	Michelle LaBrie			
	Tracey Sherard			
Student Equity Plan	Edel Alonso			Daylene Meuschke Denee Pescarmona
Student Art Collection	Juan Buriel			
Sustainability Development	Jeannie Chari			
	Michael Dermody			
	Vince Devlahovich			
	Joe Gerda			
	Kim Gurnee			

Collegial Consultation committee 2014-2015			
Collegial Consultation Committee	Faculty members	Faculty Co-Chair	Administrator Chair/Co-Chair
College Planning Team (CPT)	Claudia Acosta	Russell Waldon	Dianne Van Hook
	Edel Alonso		
	Pamela Brogdon-Wynne		
	Jose Martin		
	Paul Wickline		
College Policy Council	Edel Alonso		Michael Wilding
	David Andrus		
	Jane Feuerhelm		
	Chelley Maple		
Facilities Master Plan	Jeannie Chari		Jim Schrage
	Dorothy Minarsch		
Enrollment Management	Edel Alonso		Sharlene Coleal
	Marlene Demerjian		Barry Gribbons
	Chelley Maple		
	Deanna Riveira		
	Paul Wickline		
President's Advisory Council (PAC-B)	Wendy Brill-Wynkoop	Edel Alonso	Sharlene Coleal
	Miriam Golbert		
	Bob Maxwell		
	Deanna Riveira		
	Paul Wickline		
	Stan Wright		
Technology	Wendy Brill-Wynkoop		Jim Temple
	Ron Dreiling		
	Victor Jadaon		
	Adam Kempler		
	Diane Sionko		
	Anh Vo		
Health and Safety	Jim Anderson		Jim Schrage
	Tim Baber		
	Tina Rorick		
	Don Takeda		
	Lisa Wallace		
	Pamela Williams-Paez		