

Academic Senate for College of the Canyons  
**November 20, 2014 3:00 p.m. to 4:30 p.m. BONH 330**

**A. Routine Matters**

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar
  - a) Academic Senate Summary: November 6, 2014 (pg.)
  - b) Curriculum Summary: November 13, 2014 (pg.)
4. Academic Senate President's Report – Paul Wickline
5. Academic Senate VP Report – Rebecca Eikey

**B. Committee Reports**

1. Professional Development – Lisa Hooper and Teresa Ciardi
2. CASL – Rebecca Eikey

**C. Unfinished Business**

1. Policies on Counseling Services, Prerequisite – in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO's (ISLO) – in Division Discussions
3. Formation of Ongoing Accreditation Committee – for Senate discussion in Fall 2014
4. Local Graduation Requirements – for Senate discussion in Fall 2014

**D. Discussion Items**

1. Civic Engagement Proposal – David Andrus
2. Strategic Goals

**E. Action Items**

1. Discipline Assignment – Lauren Yeh, Counseling
2. BP 5010 and AP 5010 Draft Submission to Senate and Concurrent Enrollment Revised

**F. Reports**

- Division Reports

**G. Announcements**

1. Scholarly Presentation, November 20, 2014, Phil Gussin, 6:00 p.m.
2. Reading Apprenticeship Community College STEM Network, WestEd Grant, due December 1, 2014
3. Courses in need of five year curriculum revision: The deadline for courses undergoing the 5 year revision process is December 12, 2014. Courses that do reach stage 7 by that date cannot be offered during the spring semester.
4. CTE Curriculum Academy – January 15-16, 2015
5. AAC&U Liberal Education global Flourishing & the Equity Imperative, January 21-24, 2015, Washington D.C., Rebecca Eikey, Andy McCutcheon, Anne Marenco and Kelly Burke
6. Accreditation Institute, February 20-22, 2015, San Mateo Marriott Hotel, San Francisco
7. Academic Academy, March 13-14, 2015, Westin South Coast Plaza, Costa Mesa
8. Spring Area C Meeting, March 28, 2015, Location TBD
9. Spring Plenary Session, April 9-11, 2015, Westin San Francisco Airport
10. Vocational Leadership Institute, May 7-9, 2015, San Jose Marriott
11. Faculty Leadership Institute, June 11-13, 2015, San Jose Marriott
12. Curriculum Institute, July 9-11, 2015, Anaheim-Orange County (Orange) Doubletree

**H. Open Forum**

**I. Adjournment**

The next Senate meeting will take place on **December 11, 2014**  
*As always everyone is welcomed*

## Summary of Academic Senate Meeting November 6, 2014

Attendance: Paul Wickline, Rebecca Eikey, Ron Karlin, Lee Hilliard, David Andrus, Julie Jacobson, Bryan Lee, Andrew Rodriguez, Shane Ramey, Daylene Meuschke, Peter Hepburn, Adam Kaiserman, Dr. Buckley, Ruth Rassool, Denee Pescarmona, Wendy Brill-Wynkoop, Regina Blasberg, Amy Shennum, Kim Gurnee, Debbie Rio, Andy McCutcheon, Ryan Theule, Heidi McMahon, Ann Lowe, Miriam Golbert, Deanna Riviera, Victoria Leonard, Chelley Maple, Jasmine Ruys, Robert Wonser, Edel Alonso,

### A. Routine Matters

1. Call to order 3:00 p.m.
2. Approval of the Agenda: Paul made a change to the agenda.
  - a. We need to approve the Formation of the Ad Hoc committee. Paul has already started contacting people to be on the committee, but need to approve the formation of the committee. Motioned by Ann Lowe, seconded by Shane Ramey. **Unanimous.**
  - b. Rebecca Eikey had a revised charter than what was in the agenda. Motion to replace the copy in the agenda. Motioned David Andrus, seconded Ann Lowe. **Unanimous.**
  - c. David Andrus stated that some language was left out of the summary regarding the EEO changes with inclusion of adjunct faculty. The changes were not included in the summary. Lita will follow up with Diane Fiero on the changes. Paul apologized that the recorded had died and Lita was typing from memory. Ann Lowe also stated in the agenda that Julie Jacobson has been approved to take seat in the Curriculum on page 5. Lita will make change to the Senate website. Motioned to approve the consent calendar Edel Alonso, seconded Amy Shennum. Unanimous. **Approved**
3. Approval of the consent calendar: motion Edel Alonso, seconded Amy Shennum. Unanimous: **Approved.**
4. **President's Report Paul Wickline**
  - Paul spoke on the Baccalaureate Pilot Bachelor's program that is proposed. At the area meeting this was discussion. On September 28, 2014 the governor signed the bill SB 850 Block Bill that authorized up to 15 California Community Colleges to offer a single Baccalaureate degree on a pilot basis. Dr. Buckley brought that to AIC and solicited interest and has a list right now of about 9. We have to submit by November 12<sup>th</sup> a letter of intent to hold a spot if we are interested. This does not commit us just provides us with an opportunity if we should want to do that. This came up quickly and did not have to time to make this a discussion or action item. It was asked if we had to specify a degree and Paul said yes and asked Dr. Buckley to speak on that. Dr. Buckley stated there was a CIO meeting in San Diego last week and he spoke with Pam Walker about this. He said that he was told they only want intent from the college. We are not committed to a program of study. One senator stated that she would see 9 faculty that might be interested in pursuing it that it would seem appropriate for us to go ahead and submit a place holder, but did not want to submit a degree since we have not had a conversation about those options. Paul noted that this is going to be discussed at the Fall Plenary and there is already discussion on the listserv. Faculty on the listserv have many questions of what this means for us locally. A question was asked if we are putting together a group of folks to discuss this further and hash out what the implement what

the degree is. Dr. Buckley stated he had already put that inquiry out to the deans at the meeting this morning. He said he would be happy to put the inquiry out through Paul, but those that are interested in the task force are welcomed. Paul wants to get enough support so he that he is comfortable signing that intent. Paul stated this is a statewide concern of many presidents. Another question was asked about who might be interested. Paul stated there is a small window of what is allowable. The degree can't be offered at a CSU or UC either. It has to be an applied degree. Degrees currently under consideration include the following:

1. Advanced Manufacturing / Applied Engineering in Manufacturing Processes,
2. Advanced Manufacturing / Electronics Systems
3. Computer Animation / Gaming Systems
4. Information Systems / Health Information Management
5. Water Technology /Water Treatment Technology
6. Land Surveying
7. Architecture / Sustainable Design
8. Golf Management Program
9. Applied Music.

A question was asked about the impact this would be on admission and records. Is there clerical help. Dr. Buckley said the task force was being formed so he could not answer that question. Amy Shennum stated that one of our past deans, Sue Albert, was instrumental in having this bill passed. It originally started out of the nursing field because interest in nursing is quickly turning to Bachelor's degrees. Nurses across the state were saddened by the way the bill went forward but she did want to say that the nurses are so in support of having our school pilot something to show that we are an innovative institution. She appreciates the task force. Paul had a template of what he needs to sign. It is an "intent of interest." He read the document to the senators. Ann Lowe stated: to note that it is the **understanding of the Senate that we have the right to decide not to go forward with this. Recommendation:** motion for an advisory vote by Edel Alonso, seconded David Andrus. **Unanimous.** A vote was taken that all were in favor of Paul's signing of intent and it was unanimous.

- Paul stated that our institution received a grant from the statewide chancellor's office for the Institutional Effectiveness and Technical Assistance Program (IETAP). Now the statewide Academic Senate and the local Senate will be involved in putting together the personnel to assist in this capacity. Statewide Academic Senate president David Morris talked about this at the ASCCC Area C meeting on October 26. In that meeting he was very adamant that the statewide Senate would have a seat at the table. He supported the COC grant as we were the only institution to reach out to ASCCC. Dr. Buckley made this contact before the proposal was submitted. Dr. Buckley gave an overview of the grant. The grant will help colleges that get into financial hardship and to help them address planning issues. Currently, there is no such assistance to districts. The intent is to reach out to colleges throughout the state that need resources to improve their planning process. COC will be recruiting volunteers from colleges around the state to

form groups to offer workshops on best practices, collecting resources, etc. Possibly some web seminars that will be saved on the topics. Strike teams will send experts out to a college district in distress. You look at what they are doing, interview people to help them decide what might be a best course of action. Help guide them through some recovery processes. That part isn't very well mapped out just yet. Dr. Buckley did say this was discussed at the CIO meeting and the concept was not warmly received since people don't like others coming in and telling them their business. Paul noted that this is a service offered by other accrediting bodies often offer before a site visit team arrives. That has been a complaint by many about ACCJC that they don't offer that service like other accreditors do. A question was asked what the amount of the grant and the duration? Dr. Buckley stated that it is 2.5 million per year.

- Paul stated the safety committee met on October 31<sup>st</sup>. Jim Schrage asked for issues of concern be sent to him. If you have any safety issues let him or his office know about them. Please send them as a work order. It was brought up that we have been having discussions on safety for many years now. There have been workshops on it, there have been training on it and some of the concerns have been vocalized and articulated over and over, regarding locking doors from the inside, the telephones are away from the instructor's desk and number of things. Have they not been keeping a list? Some said they have reported the toilets not working over and over and it is still not fixed. As a member of the committee Paul is happy to bring this up at the next meeting. Paul said he did not have an easy answer, just what Jim Schrage had asked for safety issues and not shy away from reporting them. They are working on ADA issues and improvements around campus that they have not been able to get to until now because of funding. With the modernization monies hopefully you will see improvement between now and spring semester. A question was asked about safety around the campus regarding the road particularly Rockwell Canyon Road concerning the speeding. Is anyone studying traffic studying traffic patterns and accidents and dangerous circumstances outside the campus as people come to work every day? Paul stated he was happy to bring that up at the next safety meeting. A question was asked about the hygiene chemical plan that was going to be worked on. Paul said he believes it is now finished and Joe Gerda has it. Rebecca Eikey stated it has not been disseminated. It was asked that those people affected by it be contacted. It was also asked that Jim give us a report or list of how this meets the needs of the disabled. Paul said he believed they were working on it because at the moment there is a lawsuit in place. Paul will bring this to the committee. It was asked that we get a list of improvements that have been made.
- Paul stated that we still do not have a Business Chair. Paul will be sending an email soon with a list of department chair responsibilities for the interim position that Dr. Buckley, Paul, Patty Robinson and the Business department discussed at their meeting about a week and half ago. They are working on it and doing all they can to solve the problem.

5. Vice President's Report, Rebecca Eikey: N/A

**B. Committee Reports:** N/A

**C. Unfinished business**

1. Policies on Counseling Services, Prerequisite – in Policy Review committee
2. Alignment of LEAP Principles with Institutional SLO's (ISLO) – in Division Discussions

3. Formation of Ongoing Accreditation Committee – for Senate Discussion in Fall 2014
4. Local Graduation Requirements – for Senate Discussion in Fall 2014

#### **D. Discussion Items**

##### **1. AB 86**

Dr. Buckley and Dr. Alonso brought the Senate up to speed on what is happening. Dr. Buckley spoke on what was discussed at the CIO meeting. The CIO's are recognizing they have so many initiatives that have come down from the state and government these past few years. AB 86 asked for colleges to partner/work with local high school districts to redesign Adult Education. The state is trying to get out of Adult Education. What they want us to look at five specific areas:

1. Elementary and secondary basic skills including classes that require high school diploma or equivalency.
2. Classes and courses for immigrants eligible for educational services and citizenship English as a second language and work force practices in basic skills,
3. Educational programs for adults with disabilities
4. Short term career technical educational programs with high employment potential
5. Program for apprenticeships (which is something we have not done before.)

The definition for apprenticeships is actually changing. We have heard recently from some partners that you don't necessarily have to develop relationships with unions.

There is a lot of opportunity here and the thing to realize is when we look at this we have had about six to eight months working on this project where we have reached out across the valley. Because they have defined AB 86 in terms of community colleges into districts. We have one high school district (Hart) who has Golden Oak as their Adult Ed Program. We have the City of Santa Clarita, Goodwill, we have a number of individual partners you may not ordinarily think of that offer Adult Education. We want to make sure that whatever we design as a structure is effective for our community and billed under one program.

Even though we may have a number of partners, we market it under one label. We don't necessarily call it Adult Education we need to figure out what to call it. We have to decide what Curriculum to offer within it. One emphasis will be on Career Pathways. We will hope to design "seamless pathways" for our students to slot themselves into a career. How do we make it so that people our community can get on and off that freeway of education using various on ramps and various off ramps. We are trying to do it in an appropriate, comprehensive way.

There is a hope that they may extend the one year 25 million planning grant to second year, because the state is starting to realize the complexity and the amount of curriculum involved on working on this. We have gone out and looked at two other college districts north Orange and Glendale. We are trying to look at other districts for models and find out what we need to incorporate into our unity planning process. The planning grant has benchmarks. They distributed data to us first but our researchers had to identify better quality data. The big picture is this by the end of December we have to have a rough draft of our plan submitted to the state. The final draft is currently due the end of March. The second year would be implementing the structure and designing curriculum. Edel stated that they need that second

year because they have spent almost an entire year looking to see who is providing what and gathering the information and data has taken months. She did not see how we could move forward unless we have additional time. July 1 enhanced non-credit funding for career development and college preparation (CDCP) will raise to credit rate.

## 2. COC Honors Operating Procedures

Miriam Golbert stated that she was bringing the Operating Procedures back with the changes the Senate had requested. Miriam went over the changes the Senate had asked for. There was a question of what ECE's name is. Some believed it is Education. Paul would double check on the name. There were a couple more changes the Senate asked for. Page 8 VI should be "appointed by the Senate president" not elected. Mission statement "In addition to seminar-style events". V membership add "Learning Resources". It was asked how many times the committee vote. They meet every two weeks and they have a forum. The procedures will come back with the changes as an Action Item.

## E. Action Items

### 1. BP 5010 and AP 5010 Draft Submission to Senate and Concurrent Enrollment Revised

Before any kind of discussion Paul asked if everyone had taken this back to their divisions and What was the outcome?

- MSE: Did not go over well. Did tell the division she would be voting she is on the agenda for 11/6, but is sure it will be the same responses from before
- Allied Health met: one member wanted to lower change others did not want to change
- FAPA: no one in favor of lower grade age to 9<sup>th</sup> and 10<sup>th</sup>
- Humanities: No one likes it lowering age
- Learning Resources: meets 11/18
- ECE: N/A no representation
- CTE: November meeting has been canceled. Did sent out information send out the information Jasmine provided to all faculty in division and it has been crickets.
- PE: N/A no representation
- SSB: No one in favor of lower change
- SS: only one faculty wanted to change. Status quo No don't lower the age
- ASG: not in favor of lowering change

A question was asked if the instructor could be the one who decides if the individual could stay in the class. Jasmine said yes that was how it was before. Some felt it would create a lot of equity issues leaving that to the instructor to decide if a student can stay in the class, but there may be classes the student can take. There are four issues up for vote. This will be voted on separately. We need a clarification from everyone and this will be voted on time. And each issue will be voted on separately. Paul will send an email out also about the importance of this and that all items that are being voted. **Tabled**

### 2. Revised charter/mission for the SLO committee: Rebecca Eikay went over the document. This is The newer version that did not make it for the agenda. Rebecca went over the changes. She will capitalize the A and S on first page. Under committee membership she will change ECE to "Education" to be consistent. Would like to at the percentage for voting of 50%. Do not have representation from everyone, but not everyone comes. There are times they vote, but it is not all the time. Motion to approve with changes Andy McCutcheon, seconded Wendy Brill,

Unanimous. **Approved**

3. Program Review Committee Procedures: No changes from the last time. Change ECE to “*Education*”. Enrollment to “*Student Services*”. *Dean, “Instructional Division Dean*”. Motion To approve with slight changes Rebecca Eikey, seconded Ann Lowe, Unanimous. **Approved**.
4. Discipline assignment for Jeremy Goodman, Assistant Director, The Learning Center: motion Rebecca Eikey, seconded Wendy Brill, Unanimous. **Approved**  
 A question was raised as to what happen to the retreat rights and transfer right that was discussed at Senate. David Andrus said that the Policy Committee spoke on a lot of those things. The committee conferred with the bargaining team and that we have concluded that for Administrator Retreat issues those are out of our domain, but for faculty transfer Rights that they are contract based. It is not a policy procedure issue. Administrator Retreat Rights are in policy procedure when it comes to faculty transfer. They are waiting to see what They come up with first.
5. Student Equity Plan: Paul thanked the committee for their work. Ryan Theule went over the plan. Hopefully everyone has had a chance to read the plan. Ryan asked if anyone had any questions. Edel Alonso motioned that Paul sign the plan on behalf of the Senate, seconded by Chelley Maple, Unanimous. **Approved**

#### H. Open Forum

- I. **Adjournment:** 4:35 p.m.

## CURRICULUM COMMITTEE SUMMARY

November 13<sup>th</sup>, 2014

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of Technical Review meeting held on November 3<sup>rd</sup>, 2014

**Members present:** Backes, Patrick – Curriculum & Articulation Coordinator; Bates, Mary – Math, Science & Engineering; Brezina, Jennifer (Substitute for Green, Audrey – Co-Chair, Administrator); Brill, David – Fine & Performing Arts; Hilliard, Lee – Career & Technical Education; Hyatt, Rhonda – Physical Education & Athletics; Jacobson, Julie – Member at Large; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Solomon, Diane – Student Services; Stephens Cindy – Education; Voth, Joseph – Humanities

**Members absent:** Karlin, Ron – Learning Resources; Ramey, Shane – Adjunct Faculty; Ruys, Jasmine – Admissions & Records; Waller, Tina – Allied Health

## TECHNICAL CHANGE MEMOS on consent:

| Subject | #   | Title                            | Description of action  | Author       | Effective   |
|---------|-----|----------------------------------|--|--------------|-------------|
| MATH    | 215 | Differential Equations           | Minor revisions to content per C-ID reviewer requests.         | S. Matsumoto | Spring 2015 |
| PARLGL  | 101 | Introduction to Law              | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 104 | Contract Law                     | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 105 | Tort Law                         | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 106 | Legal Analysis & Writing         | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 107 | Legal Ethics                     | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 108 | Legal Research                   | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 109 | Computer Literacy for Paralegals | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 111 | Civil Litigation I               | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 112 | Civil Litigation II              | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 140 | Bankruptcy                       | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 150 | Family Law                       | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |
| PARLGL  | 180 | Estate Planning                  | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree   | Spring 2015 |

|        |     |                   |  |            |             |
|--------|-----|-------------------|--|------------|-------------|
| PARLGL | 200 | Paralegal Seminar | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree | Spring 2015 |
| PARLGL | 201 | Aging and the Law | Adding "Legal Assisting" to Discipline/Minimum Qualifications. | H. Faudree | Spring 2015 |

## MODIFIED COURSES on consent:

| Subject | #   | Title                                      | Description of action   | Author         | Effective |
|---------|-----|--|---|----------------|-----------|
| ENGL    | 106 | Creative Writing - Nonfiction              | Revised description, <b>Revised SLO's (2)</b> , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>  | A. Tawiah      | Fall 2015 |
| GEOG    | 103 | Weather and Climate                        | <b>Changed title (formerly "Introduction to Meteorology")</b> . Revised descriptions, objectives and content, updated textbooks. <b>Added DLA.</b> <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO, title change to align with C-ID descriptor.</i>  | V. Devichovich | Fall 2015 |
| MEA     | 111 | Exploring Video Field Production           | Revised description, <b>Revised SLO</b> , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO. Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i> | D. Brill       | Fall 2015 |
| MEA     | 112 | Exploring Video Studio Production          | Revised description, <b>Revised SLO</b> , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>  | D. Brill       | Fall 2015 |
| MEA     | 230 | Online Production and New Media Management | Revised description, <b>Revised SLO's (2)</b> , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>  | D. Brill       | Fall 2015 |

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



**NEW COURSES:**

| Subject | #   | Title  | Description of action  | Author      | Effective |
|---------|-----|--|--|-------------|-----------|
| ARCHT   | 085 | Introduction to the LEED Rating System                 | 0.50 units, 9 hours lecture, not repeatable, <b>pass/not pass only, new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 |
| ARCHT   | 086 | Project Site Factors                                   | 0.50 units, 9 hours lecture, not repeatable, <b>pass/not pass only, new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 |
| ARCHT   | 087 | Sustainable Materials and Indoor Environmental Quality | 0.50 units, 9 hours lecture, not repeatable, <b>pass/not pass only, new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 |
| ARCHT   | 088 | Innovation in Design and Regional Practices            | 0.50 units, 9 hours lecture, not repeatable, <b>pass/not pass only, new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 |
| ARCHT   | 089 | Green Building Economics                               | 0.50 units, 9 hours lecture, not repeatable, <b>pass/not pass only, new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 |
| ARCHT   | 090 | LEED Online Documentation and Processing               | 0.50 units, 9 hours lecture, not repeatable, <b>pass/not pass only, new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 |
| ARCHT   | 091 | Green Building Control Systems and Resource Efficiency | 1 unit, 18 hours lecture, not repeatable, <b>new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA).                        | D. Minarash | Fall 2015 |
| ARCHT   | 095 | LEED Green Associate (GA) Test Preparation             | 0.50 units, 9 hours lecture, not repeatable, <b>pass/not pass only, new SLO, new DLA.</b> Rationale for new course: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 |

**NEW PROGRAMS:**

| Program                            | Degree/Certificate            | Description of action  | Author      | Effective                          |
|------------------------------------|-------------------------------|--|-------------|------------------------------------|
| Sustainable Design and Development | Certificate of Achievement    | 18.5 required units, <b>New Program SLO.</b> Rationale for new program: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA). | D. Minarash | Fall 2015 (Pending State Approval) |
| Sustainable Design and Development | Certificate of Specialization | 4.5 required units, <b>New Program SLO.</b> Rationale for new program: Provides training related to both <del>CalGreen</del> and LEED Certification, thus preparing students to sit for the LEED Green Associate Examination (LEED GA).  | D. Minarash | Fall 2015                          |

**-Motion to approve new ARCHT courses and programs above: Motion by Anne Marengo, second by Joseph Voth. All in favor: Unanimous.**

**NEW DISTANCE LEARNING ADDENDUMS:**

| Title | #   | Title  | TYPE OF DELIVERY                              | Author       |
|-------|-----|--|---|--------------|
| ARCHT | 085 | Introduction to the LEED Rating System                 | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| ARCHT | 086 | Project Site Factors                                   | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| ARCHT | 087 | Sustainable Materials and Indoor Environmental Quality | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| ARCHT | 088 | Innovation in Design and Regional Practices            | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| ARCHT | 089 | Green Building Economics                               | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| ARCHT | 090 | LEED Online Documentation and Processing               | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| ARCHT | 091 | Green Building Control Systems and Resource Efficiency | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| ARCHT | 095 | LEED Green Associate (GA) Test Preparation             | 100% Online, Online/Hybrid. – <b>Approved</b> | D. Minarash  |
| GEOG  | 103 | Weather and Climate                                    | Online/Hybrid. – <b>Approved</b>              | V. Cervantes |

**Motion to approve new ARCHT course DLAs above: Motion by Anne Marengo, second by Joseph Voth. All in favor: Unanimous**

**Discussion Items:****1. Regional Curriculum Meeting Report – See attached report.**

|                            |     |                             |     |  |     |
|----------------------------|-----|-----------------------------|-----|--|-----|
| New Courses Includes ISA's | 8   | Modified Non Credit Courses | -0- | Modified Prerequisites                           | -0- |
| New Programs               | 2   | New DLA's                   | 9   | Deleted Courses                                  | -0- |
| Modified Courses           | 5   | New SLO's                   | 10  | Deleted Programs                                 | -0- |
| Modified Programs          | -0- | Modified SLO's              | 6   | Proposals Reviewed in Technical Review Session   | 15  |
| New Non Credit Courses     | -0- | New Prerequisites           | -0- | Proposals Returned from Technical Review Session | 10  |

## TECHNICAL CHANGE MEMO

DATE: November 3, 2014  
TO: Curriculum Committee  
FROM: Nicole Faudree, Chair Paralegal Studies  
Re: Minimum Qualifications for Paralegal courses

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Since the program inception in 2005, the minimum qualifications for Paralegal Studies has been Law, which requires a Juris Doctorate. However, many working paralegals don't have a masters and aren't lawyers (JD), but they are more than qualified to teach paralegal courses because of their years of experience. Checking the Academic Senate's minimum qualifications, you will see the discipline listed Legal Assisting (page 28), which is who/what paralegals are.

The Minimum Qualifications 9<sup>th</sup> edition effective 2012-2014, state: legal assisting (paralegal) "Any bachelor's degree and two years of professional experience, or any associates degree and six years of professional experience."

I would like to request all paralegal courses have the added discipline of legal assisting so that I may hire qualified paralegals to teach. If it cannot be added to all the courses, then I request that it be added to Paralegal Studies 111, Civil Litigation I. Have a very qualified applicant but cannot officially hire because the minimum quals don't match.

## CURRICULUM REGIONAL MEETING REPORT

10-18-14

### Chancellor's Office Report:

- CB 21 coding for basic skills being refined and looking to use it to create C-ID descriptors for basic skills
- Rewriting *Program and Course Approval Handbook*. Does not allow for local degrees in non-CTE areas
- Stand Alone courses = must sent to Chancellor's Office for approval. Investigating whether or not to renew permission to approve at local level.
- TOP codes (state) will be replaced with CIP codes (federal). Need to revise forms to conform to CIP codes.
- Career Development and College Preparation (CDCP) non-credit courses
  - This type of non-credit is paid at a higher rate now and hope to have them at the normal credit rate in 2015.
  - To qualify must link two courses together for a non-credit certificate
  - Possible to pay faculty at credit rate
  - May be possible to include in load
  - Need to develop clear articulation from non-credit to credit in these areas
  - Non-credit can be a prerequisite to credit
- Online Education Initiative
  - Issue as to which college gets credit when the student completes their degree
  - Currently it is the college where they first entered the community college system.

### SB 440 Update:

- Must have ADT in any degree in which the college also has a local degree in the same TOP Code.
- June 2015 deadline for all courses in an ADT to be approved. If not compliant will lose both ADT and local degree
- C-ID approval even more important as working on Online Education Initiative. Students need to have courses that are portable throughout the state.
- Film, Television, and Electronic Media ADT available February 1, 2015. Will have 18 months to get it approved (June/July 2016)
- Chemistry ADT still pending implementation of IGETC for STEM majors
- Areas of emphasis required but may not be possible to create
  - Need consistent TOP code
  - Need clear transfer pathway for students

### ~~Alternatives to Traditional Math & English Requirements~~

- Alternative courses that apply to CTE areas, so that content is more relevant to those students' goals
- Math 070 level = "Mathematical Concepts ..."
- English 101 = "Business English/Business Writing"

## College Planning Team

# Conceptualizing a Civic Engagement Center

November 17, 2014

Patty Robinson

(On Behalf of the Civic Engagement Exploratory Committee)

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

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

## Introduction

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

## Definitions

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

## History and Background

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

### ➤ National Level

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

### ➤ Local Level

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

## COC Civic Engagement Exploratory Committee

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

- **Goal**

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

- **Purpose**

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

- **Mission**

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

- **Desired Outcome**

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

- ***In order to proceed, the Committee emphasizes the need to:***

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

## Intended Outcomes (Proposed)

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

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

### **Address Logistical Concerns**

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

### **Timeline**

#### ***Short-Term Goals (Year 1)***

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

#### ***Long-Term Goals (Years 1-3)***



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

## Questions?

## **Center for Civic Engagement Meeting September 17, 2014**

### **Activity Examples**

**(Taken from AACU Grant Narrative)**

#### **Theory in Practice: Taking the Next Steps for Change**

The anticipated outcomes and subsequent action steps stated in the original proposal were addressed during the seminar session; and, as a result of the overall discussion, each topic will be reviewed, implemented or facilitated during the 2014-2015 academic year (see below). This task will be accomplished with the assistance of individuals from the COC Honors Program, COC Civil Rights Clinic, Social Sciences and Business Division, and the Institute of Ethics, Law and Public Policy, as these groups attempt to:

- Create a plan of action for a “civility and mutual respect” plan of action for the campus.
- Establish a Civic and Social Engagement Exploratory Committee.
- Examine High Impact Practices (HIPs) that could be integrated into certain disciplines, especially within the Social Sciences to heighten civility and mutual respect, as well as encourage civic engagement. By doing so, this will expand the success and retention of academically-motivated students who demonstrate—or desire—leadership skills, especially regarding the topic of civics, civil rights and social responsibilities.
- Incite an interest in the topics of civics, civil rights, ethics, law and public policy—as they apply to students personally and professionally, using resources provided by the California Department of Fair Employment and Housing. (With the wealth of resources and trained facilitators available through COC’s partnership with the DFEH, a plethora of information could be disseminated through active learning to the campus community. In doing so, a wide variety of campus members will be introduced to these important topics, as well as to the mission of the DFEH.)
- Organize a day-long student leadership enrichment seminar based on academic training and interest in the area of civics, democracy, and civil rights, as described above. Such an event will increase leadership skills specifically related to issues of civil rights and civic engagement, specifically among student leaders from Associated Student Government,

student clubs, Honor societies, and the Diversified Leadership Alliance Club. Discussion topics and teambuilding activities will examine the fundamentals of American Constitution and the elements of democracy by providing a review of political knowledge. The topic of civil rights as defined in the U.S. Constitution, Federal law, and California state legislation will be reviewed, while the protection of individual civil rights, specifically within the areas of employment, race, ethnicity, sex, gender, sexual orientation, religion, age, housing and disability will be examined. Students will learn their rights, as well as the rights of others, especially from the perspective of one serving in a leadership role. The seminar will examine the concept of civics and the legal aspects of civil rights legislation and explain the importance of such policies. The social, ethical, political and cultural aspects of these regulations will be reviewed, specifically addressing their relationship to leadership. Leadership-minded students can share ideas, while recognizing their professional responsibilities as informed leaders to advocate for the recognition of others through knowledge and action while addressing societal problems and challenges.

In addition to addressing the original proposal goals, attendees also completed the *Civic Institutional Matrix* (see Chart I) and, in the column which asked *What Could We Do?*, many suggestions were provided, including:

- Reexamine/revise the College Mission, Vision, and Philosophy Statements.
- Examine existing Board policy which refers to mutual respect—should a separate policy be written dealing *only* with civility and mutual respect?
- Develop a Democracy and Law class (or workshop series) not only to assist students beginning the new *Pathway to Law School Initiative*, but all students involved in student government, clubs and honor societies.
- Organize campus and classroom forums/events in which to highlight civic engagement issues/activities.
- Establish an annual Democracy and Civic Engagement event to showcase student work, activities, accomplishments, as well as schedule a notable guest speaker(s).
- Incorporate some aspect of civic engagement and available campus activities in the online orientation required of all new students.

- Incorporate service-learning across campus and throughout a greater number of disciplines, as well as move the program to the Office of Instruction.
- Create a Center for Civic Engagement and Mutual Respect.
- Identify a “one-shop” location whereby materials about campus organizations and their events are readily available to students. Such a place would also allow groups to publicize community service opportunities for students.
- List civic engagement-related activities on a campus-wide Master calendar.
- Incorporate a civic engagement criterion as part of a Student Learning Objective (SLO) in certain disciplines/classes.
- Create a “civic engagement” course.
- Develop capstone classes in many social science disciplines or specific majors which would emphasize civic engagement through service-learning, field studies or internship opportunities.
- Organize an interdisciplinary and intra-departmental task force to examine the integration of civic engagement across campus.
- Foster greater on-campus events emphasizing the importance of civic engagement, as well as scheduling guest speakers or organizing campus forums.
- Emphasize the use of social media in advertising community service events.
- Plan a civic engagement movie series.
- Administer a Civic Engagement survey to incoming students.
- Reward faculty participation in civic engagement activities with FLEX credit or stipends.
- Publicize or “link” civic engagement activities on the College’s homepage.
- Revisit the idea of a campus-wide “College Hour.”
- Organize a *Get Involved Day* which could “piggyback” on the Job Fair, Career Day, or Major Quest.
- Recognize the civic engagement achievements of students and faculty through events like the Annual Honors Banquet.
- Establish a greater number of internships related to civic engagement causes.
- Provide greater professional development opportunities for faculty related to civic engagement.

- Incorporate the AACU Civic Engagement Value Rubric into classes that are actively discussing civic engagement topics or participating in related activities.

## ***Strategic Goals***

### **TEACHING AND LEARNING**

College of the Canyons will provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students' goals including attaining degrees and certificates, [developing skills essential for the workforce, and transferring to four-year institutions](#).

### **STUDENT SUPPORT**

College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

### **CULTURAL DIVERSITY**

[College of the Canyons will promote, encourage, and celebrate the diversity of students and staff in our campus community.](#)

~~College of the Canyons will promote diversity of the community, students, and staff.~~

### **HUMAN RESOURCES**

College of the Canyons will select and develop high-quality staff.

### **INSTITUTIONAL ADVANCEMENT**

College of the Canyons will generate support, resources, networks and information to enhance the college's success.

### **INSTITUTIONAL EFFECTIVENESS**

College of the Canyons will use outcomes data on progress being made towards college goals -- including student learning outcomes, [performance indicators](#), administrative unit outcomes, and other accountability measures -- on a regular basis [and including disaggregated data](#) to inform planning and decisions.

### **FINANCIAL STABILITY**

College of the Canyons will provide support, direction and oversight for all District financial Resources to ensure fiscal compliance, proper accounting and positive audits and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives) and in alignment with our enrollment management plans.

### **TECHNOLOGICAL ADVANCEMENT**

College of the Canyons will utilize state-of-the-art technologies to enhance programs, services and operations.

### **PHYSICAL RESOURCES**

College of the Canyons will provide facilities that are clean, efficient, safe, and aesthetically pleasing to support College programs and services.

**INNOVATION**

College of the Canyons will dare to dream and make it happen!

**CAMPUS CLIMATE**

College of the Canyons will enhance and support a sense of community and cooperation on campus.

**LEADERSHIP**

College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community including businesses, industry, arts groups, and community-based organizations in the region.

## HUMAN RESOURCES

Date: October 28, 2014  
To: Paul Wickline  
President, Academic Senate  
From: Rian Medlin  
Senior Human Resources Generalist (Faculty)  
CC: Christina Chung  
Director, Human Resources  
Subject: Discipline Assignment – Lauren Yeh

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The following information is provided for discipline assignment:

**Lauren Yeh**

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

The following is provided for discipline assignment:

- MS in Counseling, California State University Los Angeles

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

- Counseling



## 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- ~~810~~ 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- ~~810~~ 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 ~~11-9~~ – 12. Exceptions may be made for some special programs and course work, and
    - c) The student has demonstrated eligibility for instruction by completing orientation ~~and assessment~~.

5010.3 The College may restrict admission in some courses and programs. (For policy on ~~nonresidentforeign~~ students, see Santa Clarita Community College District Policy ~~Manual Section 50209~~).

5010.4 Students enrolled in grades ~~9-11~~-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admit form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary. Home school programs for grades ~~11-12~~-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 ~~11-12~~ 12 at a public or private high school in California.
  - b. After meeting all requirements that apply to students enrolled in grades ~~11-12~~ 12, students applying for admission from grades K- ~~10-8~~ 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 the assessment process.~~
  - f.e. Prior to the first semester/term of enrollment, all prospective students must complete an orientation ~~session by the registration deadline for specially admitted students.~~

3. According to section ~~5010~~5010.3, admissions personnel will determine which students will be eligible for admission to College of the Canyons.
4. According to section 5010.4, once approved for admission, all eligible specially admitted students must be recommended for each class ~~for which~~

they plan to enroll by the appropriate high school principal or designee. This information must be presented at the time of registration.

- a. Each potential student must submit a complete special admit form with appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or designees.
- b. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.
- c. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.
- d. Students currently in ~~11<sup>th</sup> and 9<sup>th</sup>~~ 12<sup>th</sup> 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 Santa Clarita Valley Youth Orchestra~~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 ~~enrollment fees and~~ 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.
  - a.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.