

Academic Senate for College of the Canyons
May 7, 2015 3:00 p.m. to 4:30 p.m. BONH 330

A. Routine matters

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar
 - a) Academic Senate Summary: April 23, 2015
 - b) Curriculum Summary: April 30, 2015
4. Academic Senate President's Report – Paul Wickline
5. Academic Senate VP Report – Rebecca Eikey

B. Committee Reports

C. Unfinished Business

1. Policies on Counseling Services – Policy Review Committee
2. Formation of Ongoing Accreditation Committee – for Senate Discussion in Fall 2014
3. Local Graduation Requirements – for Senate discussion in Fall 2014
4. Adjunct Minimum Qualifications – HR

D. Discussion Items

1. AOC and importance of the Work in Progress Form – Pete Getz
2. Academic Hiring Procedures for Adjunct Faculty – Diane Fiero
3. Revisions to the Academic Staffing Clarifications and Procedures Document – Wendy Brill
4. Institutional Learning Outcomes – Rebecca Eikey
5. AP 3720 Computer and Network Use Rev 5-1-15 – David Andrus

E. Action Items

1. Elections for at large Senators results
2. "Approval of minimum number of units for second component discipline to meet minimum qualifications for interdisciplinary discipline". – Edel Alonso
3. Calendar for Curriculum and Senate Revisions made

F. Reports

G. Announcements

1. Online Education Initiative (OEI), May 1st, Cerritos
2. Vocation Leadership Institute, May 7-9th, San Jose Marriott
3. Day of Assessment II May 9th, 9:00 am to 3:00 pm, location UCEN 107
4. Online Education Initiative (OEI), May 15th Mt. SAC
5. Scholarly Presentation, Edel Alonso presenter, May 21st 6:00 p.m.
6. High Impact Practices Institute June 6-13, Madison, Wisconsin
7. Faculty Leadership Institute, June 11-13, San Jose Marriott
8. Curriculum Institute, July 9-11th, Anaheim-Orange Country, Doubletree
9. Strengthening Student Success 2015: looking Back, Looking Forward, Oct. 7-9, Oakland Marriott

I. Adjournment

The next Senate meeting will take place on **May 21, 2015**
 As always everyone is welcomed

Summary of the Academic Senate Meeting April 23, 2015

Attendance: Paul Wickline, Rebecca Eikey, Wendy Brill, Thea Alvarado, Garrett Hooper, Russell Waldon, Philip Marcellin, Heidi McMahon, Lee Hilliard, Michael Sherry, Edel Alonso, Regina Blasberg, Peter Hepburn, Shane Ramey Ron Karlin, Barry Gribbons, Daylene Meuschke, David Andrus, Amy Shennum, Ann Lowe and Phil Gussin

A. Routine Matters

1. Call to order: 3:02 p.m.
2. Approval of the Agenda: Motion Wendy Brill, seconded Ann Lowe, abstain Thea Alvarado. Unanimous. **Approved**
3. Approval of the consent calendar: Motion Ann Lowe, seconded Rebecca Eikey, abstained Amy Shennum. Unanimous. **Approved**
4. **President's Report, Paul Wickline.**
 - Paul reported that he had attended the Plenary on April 9-11. He voted on the resolutions and got clarification on two of the DSPS and Learning Disability discipline list resolutions that Edel and the counseling faculty had expressed concerns about and he forwarded that information on to Edel. Paul went through the resolutions that seemed most interests to the Senate. If you have any questions about any of the resolutions that you read please let Paul know.
 - Here are the some of them the resolutions:
 - Disaggregation of Learning outcomes data,
 - Budget and Finance,
 - Controversial supporting expanding dual enrollment opportunities for high school students. AB 8288 -- the chancellor's office is supporting this,
 - Curriculum Resolution processes and effective practices,
 - Additional disciplines list category African American studies will be added and that was approved and will be added to disciplines list, Learning Disabilities Specialist and counseling DSPS will be added to the list.
 - There was a resolution allowing faculty to submit the report delayed (RD) symbol for grading for issued where academic student dishonesty cases are pending when grades are due. For example, if there is a plagiarism issue and it is not resolved by the end of the semester, ASCCC is suggesting the Chancellor's office provide that as an option rather than relying on an "incomplete."
 - Several resolutions were referred back to the executive committee to exam including the alternative courses for Math competency requirements which seem to be a concern for the math department. Joe Gerda had sent Paul a long email of his department concerns with this. There were a number of failed resolutions which are in the packet you have.

- Paul attended several breakout sessions from AB 86 which is now called Adult Education/Non-Credit Initiative. We are currently working on setting a meeting together and hope to have one soon. We are getting CTE faculty, Ann Lowe, Paul Wickline, Math, English and ESL back to the table to talk about summer work. Lots of presentations on the workforce initiative and where we are in the process. Regina Blasberg has attended a regional as well as the joint Senate. Regina spoke on the funding issues. Why are all the CTE programs from all over fighting over grants that are all coming out of the State Chancellor's office? The questions is "why are they making us compete? Just give us the money." That appears to be the biggest push, issue.
- Paul attended a follow-up ACCJC site visit at Santa Clara Mission. He attended a year ago. He was part of the team to see how they had done to address the standards they were not meeting. It was interesting and worthwhile to come back with information to share with everyone. Paul hopes to share this information with the Accreditation Task Force led by Dr. Buckley. If you are interested and really want to participate please let Paul know and he will take that to Dr. Buckley and see what availability there is.
- The CID (Course Identification) grant was submitted on April 17, 2015 and will hear soon. We are one or two colleges vying for this grant.
- Michael Sherry spoke on the adjunct election. We had three solid individuals for Adjunct representation on the Senate. One of them has backed out so Michael put the call out for a representative. He had several responses and now Michael's question is "do we run an election just for the seat that became open or for all three positions." He came to Senate for direction and their response was to run an election for all. We will have report to give too. So an election will be done for the Adjunct next week.
- Paul spoke on faculty offices.
 - We have a number of new faculty coming in for fall semester, but don't necessarily have offices for them. We have some double offices.
 - Paul asked David to look into a clarification in the office allocation procedures to address double offices that have become a single office. He also asked Dr. Buckley for a list of offices created through the secondary effects of opening Canyons Hall. In SECO hall, current offices that deans are in which would shift to the deanery in BONH. However, this was labeled on the secondary effects as "adjunct offices." That was never part of the conversation that Edel and Paul had with Dr. Buckley in 2014-15. Not that we don't want to find adjunct offices for better space, but we need to find full-time faculty offices as well. So that conversation is being had with Dr. Buckley and Jim Schrage.
 - That is where we are and know that the conversation is being had. What comes to mind is how these conversations take place and who is a part of

the conversation. Unclear why the Academic Senate President has to continually follow-up figuring out where we are in this process when these issues directly affect faculty and should be a part of the conversation. The Academic Senate should be a part of the conversation throughout and Paul has expressed that to Dr. Buckley. So we will see what happens and we are looking for offices.

- Also the question comes up with our Counselors. What happens when we don't have room for them in Canyons Hall? Garrett Hooper stated that they have some space designated for adjunct faculty that will go the full time faculty.
- It was asked if there was a timeline for the deanery in BONH and Paul stated no there was not. It had not gone out to bid as of yet, but Paul had heard nothing as of yet. Barry stated maybe this summer or fall. They may want to get this done soon. Paul will keep us informed.
- Paul attended the Board meeting last night. There was a wonderful presentation by the athletics department. Philip Marcellin was there. Paul appreciated hearing from the coaches and students.

5. **VP Report, Rebecca Eikey:** N/A

B. Committee Reports

1. DeAnza visitation report for Civic Engagement, David Andrus

- At the end of the fall semester, Dr. Patty Robinson drafted a proposal for the Civic Engagement based on the work of a task force. We had a couple of robust discussions at Senate connected to this concept.
- The Chancellor met with president of DeAnza College which has a center for Civic Engagement. Dr. Van Hook was able to get a tour of their program and their center and then she arranged for group/visitation team which David was a part of. The group went up and met for about four hours with the president and the faculty and staff who run it. When they returned, they met and devised a report (attached). They arrived at a consensus and this report reflects the consensus of everybody on the team. It was a very worthwhile visit and the primary takeaways are as follows:
 - Incredibly student driven and orientated.
 - It lives in Instruction
 - it is run by a faculty director that was given 100% release time, but she did want to teach some of the classes so gave some of the release time back.
 - There was a lot of discussion about the politics and how the center originated, what its best methodology is for developing, the pitfalls they ran into and so forth.
- The team is recommending that if we are going to move forward with this that the project be focused on students. DeAnza is really centered on what student interests are rather than faculty brainstorming what they want to do. At DeAnza, there are all

kinds of opportunities to have meetings and workshops where students collaborate and even compete with their ideas. Their ideas are what move the project forward” student-based, project-based learning. The team’s interest is really about actually achieving increase Civic Engagement.

- The students were not part of the original presentation. They met with the group later who were very impressive and each one of them mentioned how they were inspired by an instructor -- usually from the Social Sciences. They then took on projects that they were passionate about.
- Theu cautioned the team to be careful not to “bite off more than you can chew” and have long term planning and short term planning.
- The Team sent the report to the Chancellor and she thanked the team and asked for a follow up meeting to discuss.
- David referred the Senators to the “Immediate Next Steps” section in the report.
- Plan is to have a focused project task force to continue to work on this project. This group will include students, faculty, administrators, and student services. David and Dr. Buckley noted that they wanted to make sure that there is some type of ongoing partnership and find ways to partner with student services, if this is going to live in Instruction. That clearly makes sense because there is so much need for support across the board? The group will need to meet with the Chancellor to get a greater sense of feedback from her and what her impressions are on this.

2. CPT, Russell Waldon

- Russell gave an overview of CPT and what they do. He provided an update on the function and purpose of the committee providing an overview of the activities from 2014-15 and 15-16. Projects include revision to the mission statement, ISP Program Development, Decision Making Guide, College Policy Council, Strategic Plan, Annual Retreat, Using Data to make Decisions, Economic Development and Workforce Training, COC Annual Report, Assessment of Prior Learning, Website Development, Innovation & Special Initiatives, 45 year Anniversary, Celebrated Student Success, Advocacy, and others. If you are interested, this information is on the CPT website on the intranet:
<https://intranet.canyons.edu/Directories/Committee/CommitteeDetails.asp?CID={D49CAFB7-8501-4274-87E1-3957F5EE727B}>
- Senator asked questions about how CPT prioritizes projects, goals, etc. for the college. They would like to invite Russell back in the fall for follow up questions.

C. Unfinished Business

1. Policies on Counseling Services – Policy Review Committee
2. Formation of Ongoing Accreditation Committee – for Senate Discussion Fall 2014
3. Local Graduation Requirements – for Senate discussion Fall 2014
4. Adjunct Minimum Qualifications – HR
5. Institutional Learning Outcomes

D. Discussion Items

1. AOC – tabled

2. Performance Indicators, Barry Gribbons

In the agenda was attached the Performance Indicators Sub-Committee Draft College Wide indicators and Targets: See below the charts that he spoke on.

Performance Indicators Sub-Committee DRAFT

College-Wide Indicators and Targets

ACCJC Annual Survey Items	Average Baseline (2012-13)	2014-15 Performance Relative to the Standard	Standard (2015-16)
Completion (success)-fall term	74%	72% 	76%
Retention Fall to Fall (persistence)-excl isas	57%	67% 	60%
AA/AS Degrees AY	1,061	1,354 	1,114
Certificates of Achievement AY	466	820 	489
Number of Transfers AY	1,884	1,436 	1,978
Additional Indicators from Scorecard			
Progression-Basic Skills to College Level English	37%	51% 	39%
Progression-Basic Skills to College Level Math	36%	39% 	38%
Progression-Basic Skills to College Level ESL	21%	39% 	22%
Career Technical Education Completion	45%	44% 	47%

IEPI Indicator Framework: Historical Data and Goals (Short and Long-Term)

Student Achievement Indicators:	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal (1 year)	Long-Term Goal (6 years)
Successful Course Completion (annual)	84.7%	85.5%	76.8%	75.7%	75.5%	76%	78%
Completion Rate-Overall (Scorecard)	51.7%	58.2%	56.2%	58.7%	54.3%	55%	57%
<i>Completion Rate-Unprepared</i>	44.7%	50.5%	49.0%	52.4%	47.1%	48%	50%
<i>Complete Rate-Prepared</i>	76.8%	81.4%	79.3%	80.2%	80.4%	80.4%	80.4%
Remedial Rate (Scorecard)							
<i>Math</i>	33.0%	37.1%	34.6%	39.6%	38.9%	40%	42%
<i>English</i>	50.0%	49.0%	49.9%	53.2%	51.4%	55%	60%
<i>ESL</i>	30.3%	27.3%	29.8%	29.1%	39.0%	40%	42%
CTE Rate (Scorecard)	46.9%	44.9%	45.9%	47.6%	43.6%	44%	45%
Completion of Degrees	929	1,030	1,092	847	1,354	1,500	1,800
Completion of Certificates	268	529	393	546	820	900	1,000
Other IEPI Indicators:							
Full-Time Equivalent Students	16,649	15,592	14,307	14,208	15,623	15,481.6	16,695.8
Fund Balance	13.9%	16.0%	12.7%	11.8%	11.0%	TBD	TBD
Audit Findings	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Salary and Benefits	79.1%	81.7%	86.2%	85.8%	84.2%	TBD	TBD
Annual Operating Excess/Deficiency	1,023,847	1,780,514	(2,955,433)	737	29,767	TBD	TBD
Cash Balance	7,770,287	6,366,620	1,340,431	11,804,926	10,647,434	TBD	TBD
Accreditation Status	Fully Accredited- No Action	Fully Accredited- No Action	Fully Accredited- No Action	Fully Accredited- No Action	Fully Accredited- No Action	Fully Accredited- No Action	Fully Accredited- Reaffirmed

3. Academic Hiring Procedures for Adjunct Faculty - **Tabled**

4. Revisions to the Academic Staffing Clarifications and Procedures Document – **Tabled**

E. Action Items

1. Discipline assignment for Graciela Martinez, Counseling and Lauren Yeh, Counseling – Motion Rebecca Eikey, seconded Philip Marcellin. Unanimous. **Approved**

2. Department name change, CIT to Computer Applications & Web Technologies (CAWT) – Motion Rebecca Eikey, seconded Amy Shennum. Unanimous. **Approved**

3. Approval of Academic Senate and Curriculum Calendar Meeting dates for 2015/15 – add May 26, 2016 for Senate in the event we need another meeting. Motion Wendy Brill, seconded Ann Lowe. Unanimous. **Approved**

F. Reports: N/A

G. Announcements:

- Online Education Initiative (OEI), May 1st, Cerritos
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- Day of Assessment II May 9th, 9:00 am to 3:00 pm, location UCEN 107
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- High Impact Practices Institute June 6-13th, Madison, Wisconsin

- Faculty Leadership Institute, June 11-13th, San Jose Marriott
- Curriculum Institute, July 9-11th, Anaheim-Orange County, Doubletree
- Strengthening Student Success 2015: Looking back, Looking Forward, Oct. 7-9th Oakland Marriott

I. Adjournment: 4:40 pm

CURRICULUM COMMITTEE SUMMARY

April 30th, 2015

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 April 21st, 2015

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; Jacobson, Julie – Member at Large; Karlin, Ron – Learning Resources; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Stephens, Cindy – Education; Solomon, Diane – Student Services; Waller, Tina – Allied Health

Members absent: Ruys, Jasmine – Admissions & Records

TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
ARCHT	270	CAD 3-D Modeling/Animation	Course units changed to 3 units (formerly 4 units). Course revision was approved at the 4/16/15 curriculum committee meeting.	D. Hinnrich	Fall 2015

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
MATH	025	Arithmetic	Course will no longer be offered, material will be added into revised version of MATH-058.	S. Matsumoto	Fall 2015
MATH	026	Arithmetic – Computer Assisted	Course will no longer be offered, material will be added into revised version of MATH-059.	S. Matsumoto	Fall 2015

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
CIT	036	Microsoft Outlook	Revised SLO's (2). 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>	H. Lipman	Fall 2015
CMPNET	131	Network Cabling Infrastructure	Changed title (formerly "Voice and Data Cabling"). Revised description, objectives and content, updated textbook. <i>Rationale for revision: 5 year revision and title change.</i>	L. Hilliard	Fall 2015

CMPNET	132	A+ Computer Repair	Changed title (formerly "A+ Certification") . Revised description, revised SLO, revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision, title change and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	L. Williams	Fall 2015
ENGL	109	Creative Writing – Short Stories	Revised SLO's (2) . 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>	A. Jacobson	Fall 2015
GMD	242	Graphic Design II	Revised SLO , revised objectives and content. <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	058	Algebra Preparation	Revised description, objectives and content, updated textbook. Removed prerequisite of MATH-025 or 026. <i>Rationale for revision: Material from MATH-025 has been added into MATH-058.</i>	M. Teachout	Fall 2015
MATH	059	Algebra Preparation – Computer Assisted	Revised description, objectives and content, updated textbook. Removed prerequisite of MATH-025 or 026. <i>Rationale for revision: Material from MATH-026 has been added into MATH-059.</i>	M. Teachout	Fall 2015
MUSIC	189	Individualized Music Lessons	Revised objectives and content per C-ID reviewer request. <i>Rationale for revision: C-ID revisions.</i>	D. Feldman	Fall 2015
NC.ESL	1A	Beginning Low A	Revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Maclean	Fall 2015
NC.ESL	1B	Beginning Low B	Revised description, revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Maclean	Fall 2015
NC.ESL	2A	Beginning High A	Revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Maclean	Fall 2015
NC.ESL	2B	Beginning High B	Revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Maclean	Fall 2015
NC.ESL	3A	Intermediate Low A	Revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Maclean	Fall 2015
NC.ESL	3B	Intermediate Low B	Revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision.</i>	M. Maclean	Fall 2015
NC.ESL	4A	Intermediate High A	Revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Maclean	Fall 2015
NC.ESL	4B	Intermediate High B	Revised description, revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	M. Maclean	Fall 2015
THEATR	100	Theatre Appreciation	Revised SLO , revised objectives and content, updated textbooks. <i>Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	P. Wickline	Fall 2015
THEATR	120	Stagecraft	Revised description, objectives, and content, updated textbooks. <i>Rationale for revision: 5 year revision.</i>	P. Wickline	Fall 2015

MODIFIED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Architectural Computer Aided Drafting	Certificate of Specialization	Total units required decreased to 15 (formerly 16) due to reduction in units of ARCHT-270.	D. Hinesworth	Fall 2015
Architectural Drafting	Certificate of Achievement	Total units required decreased to 31 (formerly 32) due to reduction in units of ARCHT-270.	D. Hinesworth	Fall 2015
Architectural Drafting and Technology	A.S. Degree	Total units required decreased to 38 (formerly 38-39) due to reduction in units of ARCHT-270.	D. Hinesworth	Fall 2015
Music	A.A.-T Degree	Removed MUSIC-116, 153, 165, 176, 177, 185, and 186 from the "Plus four courses of Large Ensemble Music" section. Total units required now 24.	D. Feldman	Fall 2015
Website Development	Certificate of Specialization	Revised SLO , added CIT-076 to certificate outline, total units required increased to 15 (formerly 13.5).	A. Stroscher	Fall 2015

-Motion to approve all Consent Calendar Items on the April 30th, 2015 Curriculum Committee Agenda; Motion by Shane Ramey, second by Julie Jacobson. All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
ENGL	104	Technical Reading and Writing	3 units, 54 hours lecture, not repeatable, new SLO's (2), new prerequisite of ENGL-091 or ENGL-094, or ENGL-096, or ESL-100. <i>Rationale for new course: Suited for students in career/technical fields, especially those not planning to transfer to a four-year institution. In addition, in terms of the Professional Writing curriculum, this course will serve as a bridge between English 094, which is an introduction to basic conventions of business writing, with a minor emphasis on research (allowing students to do more experience-based rather than career-focused writing); and English 204, our transfer level Technical Report Writing course which emphasizes a focused, research-based, semester long project.</i>	L. Jacobson	Fall 2016

-Motion to approve ENGL-104: Motion by Rhonda Hyatt, second by Tina Waller. All in favor: Unanimous.

MODIFIED COURSES:

Subject	#	Title	Description of action	Author	Effective
MEA	215	Photojournalism and News Photography	Revised description, revised SLO's (2) , revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision, C-ID review, and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	D. Merrill	Fall 2015
MEA	225	News Media Production	Revised description, revised SLO's (2) , revised objectives and content, updated textbook. <i>Rationale for revision: 5 year revision, C-ID review, and department discussion indicated revised SLO would serve student assessment better than previous SLO.</i>	D. Merrill	Fall 2015

NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Journalism	AA-T Degree	18 required units based on state approved Transfer Model Curriculum (TMC), New Program SLO . <i>Rationale for new program: Required degree per SB-4440.</i>	D. Merrill	Fall 2015

-Motion to approve MEA-215, MEA-225, and the Journalism AA-T Degree: Motion by Anne Marengo, second by Mary Bates. All in favor: Unanimous.

APPROVAL OF ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS: Item tabled

Subject	#	Title	General Education Area
BUS	211H	Business Law – Honors	Elective
CHNESE	102	Elementary Chinese II	Humanities and Fine Arts
CULARTS	135	Catering	Elective
CULARTS	136	ICuE Front of the House Service	Elective
ENGL	103H	Critical Reading, Writing, and Thinking – Honors	English Composition, Written Expression Competency
ENGL	104	Introduction to Professional Writing	English Composition, Written Expression Competency
GEOL	103	The Science of Life Through Dinosaurs	Natural Science
GEOL	109L	Earth Science Laboratory	Natural Science
MEA	210	Intermediate News Reporting/Writing	Elective
SPAN	101H	Elementary Spanish I – Honors	Humanities and Fine Arts
PHOTO	115	Photography on Locations	Elective
REC	100	Leisure for Life	Elective
THEATR	162	Musical Theatre Techniques	Elective
THEATR	210	Script Analysis	Elective

APPROVAL OF GENERAL EDUCATION COURSES TO BE ADDED TO THE PARALEGAL AA DEGREE: Item tabled

Subject	#	Title	General Education Area
CHNESE	102	Elementary Chinese II	Humanities and Fine Arts
ENGL	103H	Critical Reading, Writing, and Thinking – Honors	English Composition
GEOL	103	The Science of Life Through Dinosaurs	Natural Science
GEOL	109L	Earth Science Laboratory	Natural Science
SPAN	101H	Elementary Spanish I – Honors	Humanities and Fine Arts

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ENGL	104	Introduction to Professional Writing	New prerequisite of ENGL-091 or ENGL-094, or ENGL-096, or ESL-100.	L. St. Martin

Discussion Items:

1. 2015-2016 Curriculum Committee Calendar. Discussion item tabled.

New Courses Includes ISA's	1	Modified Non Credit Courses	8	Modified Prerequisites	-0-
New Programs	1	New DLA's	-0-	Deleted Courses	2
Modified Courses	12	New SLO's	3	Deleted Programs	-0-
Modified Programs	5	Modified SLO's	15	Proposals Reviewed in Technical Review Session	12
New Non Credit Courses	-0-	New Prerequisites	1	Proposals Returned from Technical Review Session	2



Admissions & Records Student Progress/Attendance Verification Form

To Student: Please have the instructors of all your classes complete this form. You are responsible for returning this form to the requesting agency on time.

To Instructors: This form assists us in analyzing student progress towards educational goals. Complete this form for the student below. Please be as specific as possible so we can provide the appropriate support services for the student.

Student's Name

Student ID #

		PROGRESS			ATTENDANCE			GRADE		Instructor's Signature
Course Number	Course	Units	Above Avg.	Avg.	Below Avg.	Regular	Inconsistent	Poor	Grade to Date	

If no assessments have been given yet, please indicate student's level of participation indicating comprehension or other indicators you use.

INSTRUCTOR'S COMMENTS/RECOMMENDATIONS ARE ENCOURAGED. USE BACK IF NECESSARY.



Appendix C

Hiring Procedures:

- Adjunct

Academic Hiring Procedures for Adjunct Positions

Effective July 1, 2003

1. Preface

In general the same underlying philosophy for the hiring of full-time faculty members also applies to the hiring of adjunct faculty. There are, however, additional issues and concerns that need to be addressed when selecting adjunct faculty members.

1.1. The necessity of ensuring quality and high levels of teaching excellence is not incompatible with the recognition that flexibility and speed may be needed when filling adjunct positions. With care, the two issues can be complimentary.

1.2. We should recognize the practical fact that a vast majority of successful applicants for full-time faculty positions start as adjunct, so we must be sure that we do not inadvertently "narrow the gate" by having too restrictive of a procedure for hiring adjunct.

1.3. However, since our primary concern should be the educational experience of our students, who should not have to worry whether an adjunct or Full-time faculty member is teaching them, we should ensure that the professional qualities of ALL faculty members are of the highest caliber.

2. Department Chair and Designee

2.1. For the purposes of efficiency, any references to "Department Chair" may be read as "Department Chair or designee."

2.2. During the summer, or when the college is in recess, if the Department Chair will not be available he/she should identify a designee. If there is not designee, the Academic Senate President may appoint a designee.

3. Recruitment

3.1. The Human Resources department will establish a schedule for publishing generic announcements for adjunct positions. Inclusion of academic departments on these announcements and all other related college-recruitment materials will be in coordination with the Instruction Office and the Department Chairs.

3.2. Before conducting any supplemental recruiting, departments should notify the Human Resources Office. Human Resources will assist the department in ensuring that all legal requirements as well as the overall goals of the college recruiting processes are met.

3.3. The Human Resources Office will keep applications for a period of two years.

4. Minimum Qualifications

4.1. Students are entitled to the best possible instruction regardless of whether it is being delivered by an adjunct or a full-time faculty member. As such, the procedures for determining Minimum Qualifications and Equivalencies are the same for both adjunct and full-time faculty hires.

4.2. If an individual satisfies the equivalency for a particular discipline, he/she retains his/her status as meeting the equivalent minimum qualifications for that discipline for as long as he/she maintains continual academic employment with the college. He/she retains equivalency for that discipline, and may continue to use that equivalency to qualify for any future adjunct and full-time hires within that discipline.

4.3. However, if an individual is not employed for two consecutive regular semesters, he/she must re-apply via the Adjunct Re-Employment Application form to be placed into the eligibility pool. If an individual is not

employed for more than three years, he/she must undergo a new application and interview process. In both cases, the individual must meet the minimum qualifications and equivalency procedures that are in effect at that time.

Required documentation

4.4. All applicants are to complete the following:

- Appropriate district application,
- Unofficial copies of transcripts,
- Resume
- Three professional letters of reference are ~~required~~ highly recommended. ~~The Submitted~~ letters must have been signed and dated within the last five years. (Student classroom evaluations are not considered professional letters of reference.)

4.5. Current adjuncts interested in teaching in other disciplines can submit an Adjunct-Additional Interest Form instead of completing an entire new application. They must still undergo the interview process.

Any required documentation must be submitted to the Human Resources Office prior to an interview being established.

5. Screening/interviewing committee

5.1. All committees to screen and/or interview adjunct applicants must consist of at least two individuals.

5.2. The Department Chair will chair the committee. It is strongly encouraged that the second committee member should be a full-time faculty member from within the same department; however, another full-time faculty member or an educational administrator may also serve as the second committee member.

5.3. The Senate and the Instruction Office may agree to add additional members to the committee to provide for increased expertise and input.

5.4. To ensure institutional integrity in the hiring process, it is desirable that the Human Resource Office arranges the interviews.

5.5. However, in some cases it might be necessary for the committee chair to schedule the interviews. In these cases, the committee chair must contact and coordinate with the Human Resource office to complete any and all other arrangements for the interviews.

6. Eligibility list

6.1. Candidates who have successfully completed the interview process will be placed on the eligibility list. However, no candidate will be placed on the eligibility list until the Human Resource Office has verified the minimum qualification of a potential faculty member, as determined by the Senate equivalency procedure.

6.2. The department chair will recommend to the Instruction Office a list of individuals who are best qualified to teach particular courses. For those classes that are offered in a non-traditional format (e.g., PACE, Distance-Ed), the Department Chair may consult with the appropriate coordinator/administrator of those programs to determine the best qualified for particular sections.

6.3. Only the Instruction Office, based on the recommendation list provided by the Department Chair, may make an official offer of employment.

6.4. Individuals who have not been employed at the College for two consecutive, regular semesters will be removed from the eligibility list and must reapply per the requirements of section 4.3.

7. Emergency Hires

7.1. An “Emergency hire” is one that occurs when there are less than two working days prior to the scheduled start of a class section.

7.2. In emergency hires, a formal committee is not necessary. However, unofficial transcripts and completed District Application must be submitted prior to employment. All other required documentation (e.g., official tran-

scripts, “new hire packet”, letters of recommendation) must be submitted prior to the first pay period.

7.3. Established minimum qualifications and equivalencies cannot be waived for “emergencies”.

7.4. If an emergency hire wishes to be placed on the eligibility list for future teaching assignments, the Department Chair and/or Division Dean must ensure that the faculty member completes the regular hiring procedures.

7.5. The Human Resources Office will provide the Instruction Office, Department Chairs, and Academic Senate with a list of all “emergency hires” each semester.

8. Follow-up Responsibilities

The Committee Chair is responsible to ensure that all committee materials and required committee documents are returned to the Human Resources Office.

March 23, 2015

TO: Dr. Dianne Van Hook, Chancellor
Paul Wickline, President, Academic Senate

FROM: Wendy Brill-Wynkoop, Jerry Buckley, Co-Chairs, Academic Staffing

CC: Academic Staffing Committee Members

RE: Academic Staffing Committee Clarifications and Procedures

Attached, please find the final draft of revisions to the Academic Staffing Committee *Clarifications and Procedures Document*. We would be happy to meet with you at your convenience to discuss the revisions.

Paul – can you please place this on the Academic Senate Agenda for discussion?

Academic Staffing Committee
Clarifications and Procedures
Revisions 2013-2014

I. Purpose

The purpose of the Academic Staffing Committee (ASC), a part of the shared-governance collegial consultation process, is to recommend to the Chief Executive Officer (CEO) the hiring priority of all full-time academic faculty positions, including those defined as vacancies created by retirements, terminations, and resignations.

II. Membership

Membership as defined by the Academic Senate shall consist of the following:

- The Chief Instructional Officer, and one faculty member appointed by the president of the Academic Senate, shall act as co-chairs.
- The Chief Student Services Officer
- One full-time, faculty representative from each of the following divisions:
 - Allied Health
 - CTE/CWEE
 - Education
 - Fine and Performing Arts
 - Humanities
 - Learning Resources
 - Math/Science
 - Physical Education
 - Social Science/Business
 - Student Services

• The Vice President of Human Resources as a non-voting representative from Human Resources

- Additional non-voting members may be added as resource members by mutual agreement of co-chairs.

III. Protocols and Business

1. The ASC will meet on a monthly basis during the academic school year, or as needed by mutual consent of the committee chairs
2. All faculty members will be notified of the timetable and the selection guidelines.
3. Committee members will be present to hear all presentations.
 - a. Faculty and administrators are invited to listen to in-person presentations.
4. Department Chairs, designees and/or Division Deans may make presentations.
 - a. ASC members shall not make presentations for new faculty but may select a designee.

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5. The ASC will deliberate and vote make a recommendation on each district-funded position; new or vacant, ~~categorical, grant-funded, or district-funded.~~
6. The ASC Chairs will notify the Academic Senate and the CEO of the Committee's recommendation and the selection guidelines used for the selection.
 - a. The ASC will classify requests for New or Vacant Faculty Positions as urgent, strongly recommended, recommended, or not ranked.
 - b. Each category will be listed in alphabetical order rank order by year.
7. Full-Time Faculty Obligation Number (FON)
 - c. ~~FON is the minimum number of full-time faculty required per district as set by the California Community College Chancellor's Office.~~
 - d. ~~The college should, subject to funding considerations, strive to maintain a greater number of full-time faculty than the minimum required by FON.~~
 - e. ~~Exceeding FON will help prevent last minute or rushed hiring to meet FON.~~
7. The ASC shall maintain an ongoing list of New Recommended Positions, Vacant Funded, and Vacant Un-funded positions, and the status of those positions will be posted to the ASC website from 2007 forward.
8. Full-time faculty hiring matters should be brought to both ASC Co-Chairs for consultation prior to Board authorization for hire of full-time faculty. If the ASC Faculty Chair is unavailable consultation shall be made with the Academic Senate President.
9. When there has been Board authorization for hire of a New Position or Replacement Position, but the Full-Time Hiring Committee has failed to identify a suitable candidate for that position, then:
 - a. The Full-Time Hiring Committee should continue to seek a suitable candidate for rehire of the position.
 - b. If the Full-Time Hiring Committee cannot fill the position the Full-Time Hiring Committee should consult will notify both ASC Co-Chairs. If the ASC Faculty Chair is unavailable, consultation notification shall be made with to the Academic Senate President.
 - c. Human Resources should consult will notify both ASC Co-Chairs before an Interim Position is hired. If the ASC Faculty Chair is unavailable, consultation shall be made with notification will be made to the Academic Senate President.

IV. Voting Methods

1. It is the responsibility of each ASC member to vote in the best interest of the College.
2. ASC members must review all position requests and be present for all in-person presentations in order to vote for a specific position. The ASC may choose to use averages or mean of ranking to vote.

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3. A common rating system will be used for all positions. The details of this system will be made available to individuals making presentations
4. All **ASC** members are voting members except for the Chief Instructional Officer and Faculty Co-Chair, who will vote only in the event of a tie.

V. Definitions

1. A *Vacant Faculty Position* is defined as a funded position, vacated by resignation, retirement, illness or death of a faculty member.
2. A *Vacant Unfunded Faculty Position* is defined as an unfunded position, originally vacated by resignation, retirement, illness or death of a faculty member, which has been reviewed and recommended by the **ASC**, but become unfunded following the academic year in which the vacancy occurred.
3. A *New Position* is defined as an unfunded position, which has not existed previously, or is a *Vacant Unfunded Position*, whether categorically or district funded.
4. An *Interim Position* is defined as a full-time temporary position, up to a one-year assignment, in which the tenure process begins. Within this year the *Vacant Position* should be brought before the **ASC** for review and recommendation. *Interim Positions* are designed to temporarily fill a needed position because allowing the position to remain vacant while waiting for hire of a permanent replacement would be detrimental to the Program.
 - a. ~~Detriment to the Program is to be determined based on timing of the vacancy, availability of Adjunct Faculty to temporarily staff the position, and legal mandates or requirements for Full Time Staff.~~
5. A *Permanent Position* is funded and defined as having an unchanging status as a full-time permanent position. A *Permanent Position* is not equivalent to an *Interim Position*.
6. *Consultation* is defined as engaging the **ASC** in seeking information, advice and or guidance in determining a course of action.

VI. Considerations for Vacant Faculty Positions

1. Recommendations for *Vacant (replacement) Positions* should remain separate from the recommendations for *New Faculty Positions*. *Vacant Positions* remain funded for the next academic year and become *Vacant Unfunded Positions* thereafter.
2. In general, when there is a *Vacant Faculty Position*, the college will strive to hire a replacement instructor for the department where the vacancy took place. To ensure that replacement of the retired or resigned faculty member is the best possible option for the college, the **ASC** will meet to review the needs of the department and determine recommend using similar methods to guidelines for *New Positions*, if the department should have primacy in replacement.

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3. The Department Chair or designee and/or Division Dean will make a presentation to the ASC in support of the assertion their department should have primacy in replacing the faculty position.
4. If the committee decides the vacant position is not a College priority, the position should be filled by a discipline on the "new faculty" recommendations list, preferably within the same division.
5. If a *Vacant Faculty Position* remains unfilled, at the end of the next fiscal year the position becomes a *Vacant Unfunded* position. The department must follow the guidelines for "call for presentations for request of new faculty positions" if seeking to replace a *Vacant Unfunded* position.

VII. Guidelines for Review of Vacant Positions

1. Once the Human Resources Department notifies the ASC of a recent or upcoming full-time vacancy in a program, the ASC reviews this vacancy at its next monthly meeting and will make a recommendation to the CEO regarding the replacement. (Please note: the ASC cannot review any positions until the Human Resources Department receives an official letter of resignation or intent to retire.)
2. The Department Chair must prepare a one-page, one-sided document to be submitted to ASC Co-Chairs. This document will be shared with the entire ASC and used in evaluating the need for the replacement position and forwarded to the CEO.
3. The ASC may invite the Department Chair and/or Division Dean to be available at the next ASC meeting, as a resource for the ASC should any questions regarding the replacement position arise.
4. The one page document should include the following:
 - a. Title of position
 - b. Brief job description (approximately two sentences)
 - c. Justification for changes in the position or job description since last hire – for example: an English generalist instructor retires but the department would like to make an argument for a basic skills instructor (if applicable)
 - d. Program review data (current number of full time and part time faculty, FTEF, load, etc.) For consistency use only current data, information available on the staffing committee intranet page, as your data source.
 - e. Funding source for this position (if applicable)
 - f. ~~Any other~~ Additional-information that may be helpful to the ASC in making recommendations, if applicable, including but not limited to how the position:
 - i. Improves adjunct/full time ratio
 - ii. Meets an important employment / job market demand
 - iii. Addresses historically low WSCH/FTE

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- iv. Contributes to the coordination of programs, staff
 - v. Addresses access, equity, retention issues
 - vi. Addresses regulatory / legal compliance issues
 - vii. ~~Would~~ Makes COC more competitive
 - viii. Circumvents difficulty of hiring adjuncts
 - ix. Addresses department growth and innovation
 - x. Contributes to future plans for department growth and innovation
5. Materials provided to the committee shall be limited to the one-page, one-sided document, and presentation.
- a. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be allowed during the presentation
6. Presenters should be timely and punctual or forfeit the current opportunity to make a presentation

VIII. Vacant Unfunded Positions

1. If the Board of Trustees does not authorize rehire of a vacated position within the next academic year, it becomes a Vacant Unfunded position.
2. In order to reprioritize this position, the Department Chair, designee, or Division Dean may make a new presentation to the ASC, following the “call for presentations for request of new faculty positions” guidelines.
3. In their recommendations to the CEO, the ASC will give special consideration to Vacant Unfunded Positions.

IX. Requests for New Positions

Annually the ASC will:

- a. Review membership, establish criteria for scoring presentations, collect data from recent program reviews, and review ASC voting procedures.
- b. Publish selection guidelines and priorities for the current year prior to the presentations.
- c. Establish a timetable and procedures for faculty presentations and ASC selection.

A “call for presentations for request of new faculty positions” will be sent to the faculty and academic deans.

- a. Presentation scheduling should be established at future meeting times convenient to the majority of the ASC.

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- b. ASC members unable to meet at the established times should secure a substitute for either their conflicting committee or academic obligations.
- c. The ASC will use data collected during program review to maintain consistency.
- d. Each presentation should include a job description for the New Position requested.
- e. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.)

Faculty or designees shall make presentations for new faculty positions to the ASC.

- a. Deans or designees will make subsequent presentations when appropriate.
- b. The CIO shall make presentations when necessary to provide a global perspective.
- c. The ASC shall determine the number of positions to recommend per availability of funding, the length of term (time frame) of the list, and suggested priorities to be sent to the CEO.

X. Guidelines for New Positions

1. As groundwork for presentations of New Full-Time Faculty positions, Department Chairs or Deans must prepare a one-page, one-sided document to share with the ASC.
 - a. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.) This document will be used in evaluating the need for the new position, and forwarded to the CEO.
 - b. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. If the disciplines vary, or the positions differ greatly, i.e. Geography and Astronomy as differing disciplines of Earth Science, this could warrant two separate ten-minute presentations and two separate one-page position descriptions. Alternatively, if the English department were requesting a new position in Developmental English and Transfer English, these two positions would warrant one presentation. Any concerns should be discussed with the ASC Co-Chairs before scheduling a presentation.
2. The one page, one-sided document, and presentation should include the following:
 - a. Title of position or positions
 - b. If requesting multiple positions, positions must be prioritized
 - c. Connection of position to the mission of the college, i.e. basic skills, transfer or CTE
 - d. Brief job description (one paragraph)
 - e. Program review data (current number of full time and part time faculty, FTEF, load, etc.) – current data is available on the ASC intranet page. For consistency with other presentations this information must be used as the data source.

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- f. Funding source for the position, i.e. categorical or district (if applicable). If funding is categorical indicate the length of time funding is available.
 - g. Staffing history of the department detailing:
 - i. Vacant Unfunded Positions not authorized for rehire
 - h. Materials provided to the ASC shall be limited to the one-page, one-sided document, and presentation.
 - i. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be considered.
 - i. Presenters should be timely and punctual or forfeit the current opportunity to make a presentation
3. Any other information that may be helpful in making our recommendations (if applicable), including but not limited to:
- a. Improves adjunct/full time ratio
 - b. Meets an important employment / job market demand / CTE
 - c. Addresses historically low WSCH/FTE
 - d. Coordination of programs, staff / need for "lead" in the discipline area
 - e. Addresses regulatory / legal compliance issues
 - f. Would make COC more competitive
 - g. Scarcity of adjuncts in the discipline area
 - h. Department growth and innovation
4. After presentations, the ASC will create and maintain a list of "New Full-Time Recommended Faculty Positions" for new hire, based on the need for efficiency and current planning
5. Recommendations for new faculty positions will be grouped in 4 categories, in alphabetical order under each category:
- a. Urgent
 - b. Strongly Recommended
 - c. Recommended
 - d. Not Recommended
6. No position shall remain on the "New Full-Time Recommended Faculty Positions" list in excess of 3 years.
7. In order to maintain current data for positions based on need the ASC will review all recommended positions that have not been moved to the Board of Trustees for authorization to hire, every 3 years.

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- a. This review shall include a presentation to the ASC, including the most current program information.
- b. The "New Full-Time Recommended Faculty Positions" list shall be updated to reflect the most recent date of review, as well as the original date of recommendation by the ASC. This will assist the ASC in tracking the length of time a program has been waiting for a New Full-Time Faculty Position to be moved to the Board of Trustees for authorization to hire.
- 8. Recommended positions moved to the Board of Trustees for authorization to hire will be removed from the "New Full-Time Recommended Faculty Positions" list.
- 9. Revisiting Presentations
 - a. It is not necessary to represent arguments to the committee for New Full-Time Faculty Positions that have been placed on the "New Full-Time Recommended Faculty Positions" list during the 3-year cycle, unless data or circumstances surrounding the program needs have changed dramatically since the initial presentation; i.e. Change in legal mandate, extreme program growth, increase in Unfunded Vacant Positions.

XI. Considerations for Grant Funded / Categorical Faculty Positions

- 1. All New Full-Time and Vacant grant-funded and/or categorically-funded faculty positions, regardless of funding source, shall be submitted to the ASC for review.
- 2. Presentations must be made to the ASC and should follow the same methods as requests for New Positions.
- 2. Presenters should Presentations must pay particular attention to the stability of funds and include the revenue source, the expected duration of the funding source and the institutionalizing of the position timeframe for the institutionalization of the position should the grant and/or categorical funding cease.
- 3. Additional consideration should be given to the impact of grant funded / categorical positions on the overall FON at the college and the impact of expiration of funding. The job description and all other literature regarding the position shall include information regarding the District's obligation to these faculty members and institutionalize the positions after grant and/or categorical funding ends.

AP 3720 Computer and Network Use

References:

17 U.S. Code Sections 101 et seq.;
Penal Code Section 502, Cal. Const., Art. 1 Section 1;
Government Code Section 3543.1(b);
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, 45
Education Code Section 70902

The District Computer and Network systems are the sole property of *the Santa Clarita Community College District*. The Computer and Network systems are for District instructional and work related purposes only. Any person without proper authorization of the District may not use these resources.

This procedure applies to all District students, faculty, staff, administrators, and to others granted use of District information resources (referred to hereafter as users). This procedure refers to all District information resources whether individually controlled or shared, stand-alone or networked. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes personal computers, workstations, mainframes, minicomputers, and associated peripherals, websites and electronic mail, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

Conditions of Use

Computer Support Services (CSS) Information Technology may define additional conditions of use for information resources under their control. These statements must be consistent with this overall procedure but may provide additional detail, guidelines and/or restrictions.

Legal Process

This procedure exists within the framework of other District Board Policies and state and federal laws. However, this procedure is not intended to restrict the academic freedom of the faculty as stated in other District Board policies. A user of District information resources who is found to have violated any of these procedures will be subject to loss of information resources privileges and possible disciplinary action as described in Board Policy 7360 (Academic Employees), 7365 (Classified Employees), 5530 (Student), and their associated Administrative Procedures up to and including but not limited to loss of information resources privileges; disciplinary suspension or termination from employment or expulsion; and/or civil or criminal legal action.

Copyrights and Licenses

Computer users must respect copyrights and licenses to software and other on-line information.

- **Copying** - Software protected by copyright may not be copied except as expressly permitted by the owner of the copyright or otherwise permitted by copyright law. Protected software may not be copied into, from, or by any District facility or system, except pursuant to a valid license or as otherwise permitted by copyright law.
- **Number of Simultaneous Users** - The number and distribution of copies must be handled in such a way that the number of simultaneous users in a department does not exceed the number of original copies purchased by that department, unless otherwise stipulated in the purchase contract.
- **Copyrights** - In addition to software, all other copyrighted information (text, images, icons, programs, etc.) retrieved from computer or network resources must be used in conformance with applicable copyright and other law. Copied material must be properly attributed. Plagiarism of computer information is prohibited in the same way that plagiarism of any other protected work is prohibited.

Integrity of Information Resources

Computer users must respect the integrity of computer-based information resources.

- **Modification or Removal of Equipment** - Computer users must not attempt to modify or remove computer equipment, software, or peripherals that are owned by others without proper authorization.
- **Unauthorized Use** - Computer users must not interfere with others access and use of the District computers. This includes but is not limited to: the sending of chain letters or excessive messages, either locally or off-campus; monopolizing printing resources by making excess copies of documents, files, or data when efficient alternatives are known by the user to be available, or programs; running grossly inefficient programs when efficient alternatives are known by the user to be available; unauthorized modification of system facilities, operating systems, or disk partitions; attempting to crash or tie up a District computer or network; and damaging or vandalizing District computing facilities, equipment, software or computer files.
- **Unauthorized Programs** - Computer users must not intentionally develop or use programs which disrupt other computer users or which access private or restricted portions of the system, or which damage the software or hardware components of the system. Computer users must ensure that they do not use programs or utilities that interfere with other computer users or that modify normally protected or restricted portions of the system or user accounts. The use of any unauthorized or destructive program will result in disciplinary action as provided in this procedure, and may further lead to civil or criminal legal proceedings.

Unauthorized Access

Computer users must not seek to gain unauthorized access to information resources and must not assist any other persons to gain unauthorized access.

- **Abuse of Computing Privileges** - Users of District information resources must not access computers, computer software, computer data or information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the District. For example, abuse of the networks to which the District belongs or the computers at other sites connected to those networks will be treated as an abuse of District computing privileges.
- **Reporting Problems** - Any defects discovered in system accounting or system security must be reported promptly to the appropriate system administrator so that steps can be taken to investigate and solve the problem.
- **Password Protection** - A computer user who has been authorized to use a password-protected account may be subject to both civil and criminal liability if the user discloses the password or otherwise makes the account available to others without permission of the system administrator.

Usage

Computer users must respect the rights of other computer users. Attempts to circumvent these mechanisms in order to gain unauthorized access to the system or to another person's information are a violation of District procedure and may violate applicable law.

- **Unlawful Messages** - Users may not use electronic communication facilities to send defamatory, fraudulent, harassing, obscene, threatening, or other messages that violate applicable federal, state or other law or District policy, or which constitute the unauthorized release of confidential information.
- **Commercial Usage** - Electronic communication facilities may not be used to transmit commercial or personal advertisements, solicitations or promotions (see Commercial Use, below). Public discussion groups may be designated for selling items by [CSS-Information Technology](#) and may be used appropriately, according to the stated purpose of the group(s).
- **Information Belonging to Others** - Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, or passwords belonging to other users, without the permission of those other users.
- **Rights of Individuals** - Users must not release any individual's (student, faculty, and staff) personal information to anyone without proper authorization.

- **User identification** - Users shall not send communications or messages anonymously or without accurately identifying the originating account or station.
- **Accurate Information** – Users shall not knowingly post on the District's Web server or distribute by any other electronic means information that the user knows to be inaccurate or in violation of other Board policies or District procedures.
- **Political, Personal, and Commercial Use** - The District is a non-profit, tax-exempt organization and, as such, is subject to specific federal, state and local laws regarding sources of income, political activities, use of property and similar matters.
 - **Political Use** - District information resources must not be used for partisan political activities where prohibited by federal, state, or other applicable laws.
 - **Personal Use** - District information resources should not be used for personal activities not related to appropriate District functions, except in a purely incidental manner.
 - **Commercial Use** - District information resources should not be used for commercial purposes. Users also are reminded that the domains registered by the District on the Internet have rules restricting or prohibiting commercial use, and users may not conduct activities not appropriate within those domains.

Nondiscrimination

All users have the right to be free from any conduct connected with the use of *the Santa Clarita Community College District* network and computer resources which discriminates against any person on the basis of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics ~~ethnic group identity, religion, sex, age, color, national origin, marital status, sexual orientation, veteran's status, mental or physical disability including persons with AIDS/ARC/HIV.~~ No user shall use the District network and computer resources to transmit any message, create any communication of any kind, or store information which violates any District policy, District procedure state law, or federal law regarding discrimination or harassment, or which is defamatory or obscene, or which constitutes the unauthorized release of confidential information.

Disclosure

No Expectation of Privacy - The District reserves the right to monitor all use of the District network and computer resources to assure compliance with these policies. Users should be aware that they have no expectation of privacy in the use of the District network and computer resources. The District will exercise this right only for legitimate District

purposes, including but not limited to ensuring compliance with this procedure and the integrity and security of the system.

Possibility of Disclosure - Users must be aware of the possibility of unintended disclosure of communications.

Retrieval - It is possible for information entered on or transmitted via computer and communications systems to be retrieved, even if a user has deleted such information.

Public Records - The California Public Records Act (Government Code Sections 6250 et seq.) includes computer transmissions in the definition of "public record" and nonexempt communications made on the District network and computer must be disclosed if requested by a member of the public.

Litigation - Computer transmissions [and electronically stored information](#) may be discoverable in litigation.

Dissemination and User Acknowledgment

All users shall be provided copies of these procedures and be directed to familiarize themselves with them. All users will be asked to sign or electronically accept the following statement acknowledging their responsibilities under Board Policy [845 3720](#).

I understand that I have been granted access to the District's Information Technology resources and may have access to confidential information. I agree to abide by the standards set forth in this procedure and I am aware that violations of the Board Policy on Computer and Network Usage (Board Policy [845 3720](#)) may subject me to disciplinary action.

Furthermore, all [faculty, staff and administrative](#) users of the District information system will be presented with the following statement when logging into the system:

CONFIDENTIALITY STATEMENT

State and federal law protect the confidentiality of student, employee, and application records. I understand that all records accessed are confidential and subject to all policies and state or federal laws.

I agree that I will not access any information unless authorized to do so.

I agree that I will maintain the confidentiality of information in compliance with college policies and state and federal laws, both during and after employment.

I understand that if I fail to abide by these conditions I may be subject to formal disciplinary action up to and including, loss of information resource privileges, disciplinary suspension or termination from employment, and/or civil or criminal legal action.

I understand that by proceeding into the College of the Canyons College software system,
I agree to comply with this statement.

Revised 12/02, 5/03, 11/14, 5/15

Curriculum and Senate Meetings 2015/2016

Fall 2015				
Month	Curriculum I	Senate I	Curriculum II	Senate II
September	Sep 03	Sep 10	Sep 17	Sep 24
October	Oct 01	Oct 08	Oct 15	Oct 22
November	Oct 29	Nov 05	Nov 12	Nov 19
December	Dec 03	Dec 10	Winter break	Winter break
Spring 2016				
Month	Curriculum I	Senate I	Curriculum II	Senate II
February	Winter break	Feb 11	Feb 18	Feb 25
March	Mar 03	Mar 10	Mar 17	Mar 24
April	Apr 07	Apr 14	Apr 21	Apr 28
May	May 05	May 12	May 19	May 26
June		Jun 02		