



Academic Senate for College of the Canyons

November 5, 2015 3:00 p.m. to 4:45 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval for the Agenda
3. Approval of the Consent Calendar:
 - a) Academic Senate Summary: October 22, 2015 (pg. 3)
 - b) Curriculum Summary: 15, 2015 (pg. 9)
4. Academic Senate President's Report – Rebecca Eikey
5. Academic Senate Vice President's Report – Teresa Ciardi

B. Committee Report

1. Diversity Requirements – Ann Lowe

C. New Business

1. FIT Faculty Interns
2. Revisions of online Teaching Requirements
3. Guideline of the Implementation of the Tenure Process
4. Emergency Preparedness and Practice with students
5. CTE Advisory Training
6. Outreach by Coaches
7. Faculty Climate survey

D. Unfinished Business

1. Local Graduation Requirements
2. Adjunct Minimum Qualification Memo Sheets
3. Resolution on Nepotism
4. High Impact Practices – Principles of Excellence
5. Canvas Training Requirements

E. Discussion Items

1. Policy changes for sexual harassment – Mike Wilding
 - a. BP 5531 Due Process – Student Disciplinary Action (pg. 12)
 - b. Campus Safety BP 3500 & AP 3500 (pg. 25)
<http://www.canyons.edu/Offices/AcademicSenate/Documents/BP%203500%20and%20AP%203500%20Campus%20Safety.pdf>
 - c. Reporting of Crimes BP 3515 & AP 3515 (pg. 27)
<http://www.canyons.edu/Offices/AcademicSenate/Documents/BP%203515%20Reporting%20of%20Crimes.pdf>
 - d. Sexual and Other Assaults on Campus BP 3540 & AP 3540 (pg.34)
<http://www.canyons.edu/Offices/AcademicSenate/Documents/BP%203540%20and%20AP%203540%20Sexual%20and%20Other%20Assaults%20on%20Campus.pdf>

- e. Nondiscrimination AP 3410
<http://www.canyons.edu/Offices/AcademicSenate/Documents/AP%203410%20Nondiscrimination%20%282%29.pdf>
 - f. Discrimination & Harassment Investigations AP 3435
<http://www.canyons.edu/Offices/AcademicSenate/Documents/AP%203435%20Discrimination%20and%20Harassment%20Investigations%20v%202.pdf>
 - g. Prohibition of Harassment BP 3430 & AP 3430
<http://www.canyons.edu/Offices/AcademicSenate/Documents/BP%203430%20Prohibition%20of%20Harassment%20with%20sexual%20assault%20.pdf%20and%20AP%203430.pdf>
 - h. Student Health Services BP 5200 & AP 5200
<http://www.canyons.edu/Offices/AcademicSenate/Documents/BP%205200%20and%20AP%205200%20Student%20health%20Services.pdf>
 - i. Agreement with Local Law Enforcement BP 3520 & AP 3520
<http://www.canyons.edu/Offices/AcademicSenate/Documents/BP%203520%20and%20AP%203520%20Agreement%20with%20Local%20Law%20Enforcement.pdf>
 - j. Grounds for Discipline BP 5529
<http://www.canyons.edu/Offices/AcademicSenate/Documents/BP%205529%20Grounds%20for%20Discipline%20with%20sexual%20assault%20changes.pdf>
2. Program Viability and Academic Departments – David Andrus
- a. Program Viability BP 4021(pg.42) and AP 4021 (pg. 45)
 - b. Program Viability Flow Chart (pg. 58)
 - c. PV Proposal Template (pg. 59)
 - d. PV Evaluation Rubric (pg. 61)
 - e. Academic Department AP 4023(pg. 62)
 - f. Department Changes Proposal Template (pg. 68)

F. Action Items

- 1. Equity Plan – Ryan Theule <http://www.canyons.edu/Offices/AcademicSenate/Documents/2015-16%20Student%20Equity%20Plan%20-%20College%20of%20the%20Canyons.pdf>
- 2. Resolution on Support of the Recommendations of the Chancellor’s Accreditation Taskforce (pg. 69 and 70)
- 3. 3SP – Chelley Maple and Debbi Rio
<http://www.canyons.edu/Offices/AcademicSenate/Documents/Credit%20SSSP%202015-16%20Budget%20FINAL%20AcSenate%2010%2030%202015.pdf>
<http://www.canyons.edu/Offices/AcademicSenate/Documents/2015-16%20Credit%20SSSP%20Program%20Plan%20Template%20ORIGINAL%2010.02.2015%20for%20Academic%20Senate.pdf>

G. Announcements

- Fall Plenary Session November 5-7, Irvine Marriott Hotel ☐ Scholarly Presentation November 19th PAC 6:00 p.m.
- Innovation and Instruction Design Institute January 21-26, 2016 Riverside Convention Center
- Accreditation Institute February 19-20, San Diego
- Academic Academy March 11-12th, North, TBD
- Spring Plenary Session April 20-23, Sacramento Convention Center
- Career Technical Education Institute May 6-7, TBD

H. Adjournment

The next Senate meeting will take place on **November 19, 2015** As
always everyone is welcomed.

Comments from the public are encouraged for any item on the Agenda, but
there may be a time limit for such comments

Summary of the Academic Senate Meeting October 22, 2015

Attendance:

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Victoria Leonard	X
Vice President	Teresa Ciardi	X	Business Senator	Bob Maxwell	X
Immediate Past President	VACANT		Learning Resources Senator	Ron Karlin	X
Curriculum Chair	Ann Lowe	X	At Large Senator	Diane Baker	
Policy Review Chair	David Andrus	X	At Large Senator	Lee Hilliard	X
AT Senator	Regina Blasberg		At Large Senator	Deanna Riviera	X
MSHP Senators	Amy Shennum, Mary Corbett	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill- Wynkoop	X	At Large Senator	Valerie Malinoski	X
Student Services Senator	Garrett Hooper (Proxy – Graciela Martinez)	X	Adjunct Senator	Kimberly Bonfiglio	X
Humanities Senator	Tracey Sherard	x	Adjunct Senator	Jason Burgdofer	
Kinesiology/Athletics Senator	Philip Marcellin		Adjunct Senator	VACANT	

Dr. Jerry Buckley		Guests	
Lita Wangen	x	James Glapa-Grosslkg, Brian Weston, Mike Gunther, Chad Estrella, Daylene Meuschke, Ryan Theule, Jasmine Ruys, Lisa Pavik, Debbie Rio, Chelley Maple, Miriam Golbert, Albert Loaiza, Heidi McMahon	
Amy Foote			
Dr. Michael Wilding			
ASG Representative, Andrew Rodriguez, Avneet Ghofra	x		

A. Routine Matters

1. Call to order 3:04 p.m. We have a quorum.
2. Approval of the agenda: Motion Wendy Brill, seconded Bob Maxwell. Unanimous. **Approved**

3. Approval of the consent calendar: Motion by Ann Lowe, seconded by Wendy Brill Abstained by Garrett Hooper. Unanimous. **Approved**
Garrett wanted some clarification as to why 095 counseling was not approved. He wanted to read a statement in protest, but both Rebecca Eikey and Ann Lowe explained to him the decision is made by Curriculum and that Title 5 says the Curriculum has the final say and cannot be changed. It was suggested he meet with Ann Lowe to discuss this further.
4. **Academic Senate President's Report, Rebecca Eikey.** Rebecca's report was typed and passed it around for everyone to read. She went over the highlights of the report. Below is her report with discussion notes in grey font.

Academic Senate President's Report

Oct 22, 2015

Area C Meeting – Oct 24, 2015

Important Resolutions for us to consider impact of

- 2.02 F15- Endorse the CCCCO Task Force on Accreditation Recommendation to find new Accreditation Agency (WASC)
- 9.01 F15 – Creation of Local Online Evaluation Rubrics
- 9.07 F15 – Definition of Regular, Effective & Substantive Contact for online courses – a Paper to be developed for final approval F16
- 9.08 F15 – Evaluation of Effectiveness of Local Curriculum Processes (white paper) – related to recommendation from Workforce Task Force Report
- 13.01 F15 – Addition of C-ID to College Catalogs and Student Transcripts
- 13.03 F15 – Opposition to Compensation to Faculty for Adoption of OER – local senates should not approve grant submissions for AB798 funding that include direct compensation to individual faculty for adopting OER

Board of Trustees Meetings – Oct 13 & Oct 21, 2015

- Senate President Report – included questions regarding safety precautions related to school shootings
 - Change of electronic locks on doors so that they have push button lock from inside room – 1 year (Jim Schrage).
 - Concerns about glass – they hadn't heard or looked into yet –
 - **ACTION: discuss in Safety Committee** ○ Thoughts on armed security on campus – no clear answer if district will begin discussion hear again.
 - **ACTION: discuss in Safety Committee**
- BOT approved ADA Transition Plan –rolling out over next 15 years
- BOT Trustee Area Maps – Public Hearings were held for community input on proposed maps – request for Hart District trustee area map was honored; as was request for demographic overlay and additional maps that had more detail of streets.
 - Primary criteria for maps = having equal population in each of the 5 district areas; *all* proposed plans preserve incumbency. Not clear at last night's meeting if Trustee McGregor's request to have additional map without preserving incumbency will be honored.
 - Demographer must use 2010 census data –so new construction of homes and streets not taken into consideration at this time – new maps will be drawn after 2020 census.
 - Next Public Hearing Nov. 4, 2015 at Newhall Elementary School.
- BOT approved EEO Policy/Plan

- ASG Joint meeting last night – many wonderful activities and events ASG and student clubs are involved in. There is increase student presence at CCC. They use “Basecamp” social media to keep track of club events (like a master calendar).
 - Legacy Projects under discussion – improving Student Center (charging stations) or recycling stations for pens/pencils and/or scholarships
- Student Health & Wellness Center Update – very informative, suicide prevention, community involvement, colocation of health services, BIT, autism social alliance, transition plan from HS, etc. Larry Schallert, presented.

Enrollment Management Committee – Oct 7, 2015

- New growth formula from the state presented: 51% NEED; 49% ACCESS ◦ NEED - accounts for characteristics of the district’s population.
 - NEED defined as:
 - Lack of education (no BS degree)
 - Poverty level (less than \$50,000 income)
 - Lack of employment
- Concerns of district:
 - What if a district has more Need, which according to this formula would increase their Growth, but historically their Growth is low? Or What if a district has less Need, then according to this formula less Growth, but in reality has more Growth historically?
 - For example COC actual Growth was 4.98% but new formula would project Growth to be 3.07%
 - Should out of district students be considered in the new formula? ◦ CTE students who “drop in” and leave quickly due to enhanced job skills, but leave without degree
- COC plans to grow its ISA – looking at wider collaboration with ISA groups around the state – online classes
- Noncredit – area to expect growth
- Dual Enrollment vs Open Access– changes as a result of AB288 that allows limited access at K-12 campuses could increase dual enrollment

IAC – Oct 9, 2015

- South Central Coast Regional Consortium – “Doing What Matters” Initiative ◦ Deputy Sector Navigators & related projects (HS to college to workforce)
- Requests for travel related to conferences are to be honored this year; proposal to have funds for this use at each school level in future years.
 - Action: **idea should be discussed in PAC-B** (Development of Budget Policies is 10+1) ◦ Other ideas – allow the PD committees – including Faculty PD Committee to have funds for conference travel – they see the FLEX requests anyway for entire instruction area
- Pre-planning document – to help with budget requests and alignment with objectives and activities related to objectives– was provided – feedback from department chairs is related to frustration over requesting same information again or lack of transparency for budget approval; there were questions over how to actually use the form if more than one activity has more budget areas affected.
 - Dr. Buckley indicated that Fiscal is working to address this by allowing more than one line per budget area (ie. more than one adult hourly budget line).

- Coordinators should be in Program Review.
- Questions regarding Program Review → I will be meeting with Barry Gribbons and Paul Wickline next week to discuss why changes approved by Senate in May 2014 have not been completed, as these were similar to what the pre-planning document does. (Development of program review/planning is 10+1).

CPT – Oct 19, 2015

- Makerspace – Portland Community College has 1500 sf space where people can take “idea to income,” open to community and for classes (to make signature project).
- Dr. Van Hook wants to have a “Makerspace” at both campuses (VC and CCC).
There was a lengthy discussion as to what this is about. Several faculty members have been selected to go to Portland to see their “Makerspace” and see how this can be done at COC. Questions on space and monies were discussed. Any questions you want asked please send to Miriam as she will be one of the faculty going to Portland.

Raising Awareness of Faculty and Senate Issues as related to 10+1

- Discussed increased reassign time for Senate for key committee chairs with both Dr. Buckley and Dr. Van Hook. Currently, waiting for feedback from Dr. Van Hook. Both gave favorable remarks for reassign time related to CTE Liaison.
- Use of Resolutions – to help raise awareness of issues and to ask for help, such as for advocacy at the state level.
- Use of current committee structures

6. Vice President’s report, Teresa Ciardi

Teresa reported that she will be looking at how we organize our committees to make it more clear especially to all our incoming new faculty that we want to get involved in committees. We have clearly defined which committees come under Academic Senate and there are college wide committees and then there a lot of committees that we are not sure what category to put them in. She will be working to organize the committees on the Senate Website to make it more cleared in terms of what committees are available for faculty to participate in and also to have a brief description of what the committee does. We want it to be very visible. We want to have the dates and times the committee meets. Anything you want to send to Teresa about the committee please send them her way.

B. Committee Report

1. Honors Program Update, Miriam Golbert

There have been some changes for the Honors Program. Patty Robinson, who used to be leading the coordination of Honors, is current leading the Civic Engagement initiative. Miriam is the Honors Faculty Coordinator. Honors Program is now “housed” in Academic Affairs. Dr. Buckley feels that the Honors Programs is an Academic Program and should to be under Academic Affairs. She thanked Dr. Buckley for his support. They have been promised physical space on the second floor of Bonelli once the remodel is finished. Honors programs are required have to an instructional dean, faculty coordinator, counselor, and physical space. Denée Pescarmona is the instructional dean for the program. Danielle Butts is the counselor working with Honors students. If any student has questions about the Honors Program send them to Miriam and she will handle all student inquiries, including requests for honors contracts, which will be approved only if they meet certain criteria. She provided a Document that listed requirements and

application process for students. She would like for the faculty share with their School. The deadlines have changed for students to apply to Honors Program (for Fall - June 15 and for Spring -October 15). Miriam also spoke on the resolution that is included in the Senate's agenda and will be discussed at the Area C meeting. The resolution is to oppose for-profit honors programs operating on community college campuses. There has been concerned expressed about the for-profit honors program at the statewide group, Honors Transfer Council.

C. New Business

1. FIT Faculty Interns
2. Revisions of online Teaching Requirements

D. Unfinished Business

1. Local Graduation Requirements
2. Adjunct Minimum Qualifications Memo Sheets
3. Resolution Nepotism
4. Policy changes for sexual harassment/assault
5. High Impact Practices – Principles of Excellence

E. Discussion Items

1. Accreditation Taskforce Recommendations – Wendy Brill

The process started in 2009 and there many recommendations that went forward. There is a 274page document that is up on the Academic Senate website that you can refer too and Rebecca sent it out via email to all faculty. The ACCJC is a private organization that accredits community colleges in California. Lately, community college educators and others are concerned that ACCJC focuses on the idea of sanctions oppose to trying to encourage improvement and student success. Bryce Harris, State Chancellor for California Community Colleges, has asked for all Senates including Classified and Faculty/Academic, all board of trustees, and all unions to approve the attached sample resolution that is included in our agenda. Wendy met with our Chancellor Dr. Van Hook, to determine if Dr. Van Hook supported the report. Dr. Van Hook indicated that she is still reading the report, but felt the process of developing the report was not transparent. The Accreditation Taskforce meetings weren't posted, there wasn't enough input since they did not offer enough public meetings before the report was released. As a result, there wasn't enough time provided for a dialog within the system. Dr. Van Hook identified that a problem with the sanctions from ACCJC are often related to unfunded mandates (such as workload associated with SLO assessment). Rebecca stated that there is a Resolution to support the Accreditation Taskforce Recommendations that will be voted on at Fall Plenary and discussing at Area C this coming weekend.

2. Equity Plan – Ryan Theule and Daylene Meuschke

Ryan spoke gave an overview the Equity plan, which is required by the state chancellor's office. He said they would receive around \$1.4 million for COC. The state chancellor's office now allows equity funds to be used for travel, and purchasing of some technology. The there are 5 main areas of focus for the Equity Plan: Access, Course Completion, ESL & Basic Skills Completion, Degree/Certification Completion, and Transfer. These areas overlap with other plans (3SP, Basic Skills), which can cause shifting between plans. For example, Ryan stated that the Career Coaches have been shifted from 3SP credit plan to Equity plan. There were some questions

about how the Summary Budget table was formatted. Daylene & Ryan indicated that this would be improved. The plan will come back to the Senate for the next meeting as an Action item.

3. Learning Management Systems Canvas Training, James Glapa-Grossklag, Brian Weston, Mike Gunther and Chad Estrella

The question was: “do faculty really need to do six hours of training to learn Canvas?” Brian Weston has been able to get it down to four hours of training. Still a question remained: “do faculty really need to train that many hours?” Chad stated that he had 433 phone calls of faculty asking how to use Blackboard. Faculty stated that if they do not use Blackboard on a daily basis they forget so that might have been the problem. There was never training required for Blackboard for faculty to use as an enhancement to an on-ground class. A question was raised: “if you are currently using Canvas do you have to be trained?” James replied that if you have the tool let to him know. There was no resolution or proposed solution to recognize that some faculty who already know how to use Canvas (such as Lee Hillard who uses it for Cisco training). A suggestion was to allow faculty to demonstrate competency with Chad. There were questions regarding the training of adjunct faculty. What about Adjuncts who don’t have any time available to train? James suggested they go back to their negotiations and see if they can work that out. They will not be paid. James stated there would be FLEX time for this. Teresa Ciardi, faculty cochair for Professional Development said there could be FLEX credit to train, but FLEX credit is not the same as being paid. The proposed training requirements were for those faculty who would have students in their courses (enhanced, hybrid, online). Faculty who use Canvas to house instructor course material (to share among instructors) would not be required to participate in training. There are other training opportunities provided by outside companies, for example @One. The Canvas program goes live June 6, 2016. There was a heated discussion regarding the time required for training. There were concerns that having training required would not solve the issue of some faculty being unprepared to use a LMS.

4. 3SP, Chelley Maple and Debbi Rio

Chelley and Debbie spoke on the plan. She said this was the second year they have had to have the plan. There have been some revisions to the plan. There are changes in the template required from the state. As a result the plan is shorter in length as compared to last year. In addition, the state extended the due date to Nov 20 (as opposed to Oct 30), and there is expected additional funding from the state. There were some questions regarding the budget. There were positions added to the plan from Fiscal services. These positions were not in the plan last year and are not “directly” working on core services. These positions are marked with an asterisk in the Planned Credit 3SP Expenditures table. There is lack of clarity from the state as to if this is supplanting of funds. There was a lot of discussion over how large the “Fringe” benefits monies were (\$776,024) as compared to total salaries (\$1,286,230). There were also concern about the lack of clarity between the COC object codes and the positions listed in the plan. For example, are classified staff considered 3SP specialists or are these adult-hourly positions? It was suggested that the Planned Credit 3SP Expenditures table be sorted according to COC budget object code. It was also requested that more information be given regarding “Fringe” benefits. It was agreed that if these changes could be made before the next Senate meeting, then the plan would come back as an Action item. It was understood that the additional state funds may be included in the revised plan.

F. Action Items

1. Endorsement of Scholarly Presentation for November 19, 2015, Miriam Golbert – Galapagos, A personal Journey on Darwin's Footsteps. Motion Wendy Brill, seconded Amy Shennum. Unanimous. Approved
 2. Endorsement of Oktober Fest, October 30, 2015. Motion Wendy Brill, seconded, Amy Shennum. Unanimous. Approved
 4. 3SP Noncredit Plan. Motion Garrett Hooper, seconded Ann Lowe. Unanimous. Approved
 5. Academic Senate Logo. Motion Wendy Brill, seconded Ann Lowe. Unanimous. Approved
 6. Access to BONH 330. Motion Amy Shennum, seconded Wendy Brill. Unanimous. Approved
- G. Reports from Schools: N/A
- H. Announcements. See listing on the Agenda
- I. Adjournment: 4:51 p.m.

CURRICULUM COMMITTEE SUMMARY

October 29th, 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 October 21st, 2015.

Members present: Alvarado, Thea (Substitute for Giana Cicchelli – Adjunct Representative), Backes, Patrick – Curriculum & Articulation Coordinator; Barnhouse, Erin – Learning Resources; Bates, Mary – Math, Sciences & and Health Professions; Brill, David – Visual & Performing Arts; George, Tricia – Humanities; Hilliard, Lee – Applied Technologies; Hyatt, Rhonda – Kinesiology & Athletics; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social & Behavioral Sciences; Matsumoto, Saburo – Member at Large; Solomon, Diane – Student Services; Stephens, Cindy – Member at Large; Torres, Omar (Substitute for Audrey Green, Co-Chair Administrator)

Members absent: Cicchelli, Giana – Adjunct Representative; Green, Audrey – Co-Chair, Administrator; Jacobson, Julie – Member at Large; Lowe, Ann – Co-Chair, Faculty; Ruys, Jasmine – Director Admissions and Records

TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
BIOSCI	221	Introduction to Microbiology	Removing BIOSCI-107/107H prerequisite, adding BIOSCI-100/100H as recommended preparation.	W. Gelsbach	Fall-2016

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
BIOSCI	130	Contemporary Issues in Environmental Biology	Revised SLO, revised objectives and content, updated textbook.	J. Chert	Fall 2016
CULARTS	127	Principles of Baking I	Revised SLO's (2), revised objectives and content, updated textbook.	C. Schwanke	Fall 2016
ENGL	112	Intermediate Composition, Literature, and Critical Thinking	Changed number (formerly ENGL-102), Changed to 4 units (formerly 3 units). Revised description, revised SLO, revised objectives and content, updated textbooks. ENGL-112 will not be equated to ENGL-102.	A. McCutcheon	Fall 2016
ENGL	112H	Intermediate Composition, Literature, and Critical Thinking – Honors	Changed number (formerly ENGL-102H), Changed to 4 units (formerly 3 units). Revised description, revised SLO, revised objectives and content, updated textbooks. ENGL-112H will not be equated to ENGL-102H.	A. McCutcheon	Fall 2016
ENGL	262	American Multicultural Literature	Revised description, objectives and content. Added textbook. Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite options. Added ENGL-101 or ENGL-101H as recommended preparation.	J. Burial	Fall 2016

ENVRMT	101	Introduction to Environmental Studies	Revised SLO , revised objectives and content, revised textbook. Discipline/Minimum qualifications: Ecology (includes Environmental Studies), Interdisciplinary Studies (Biology, Chemistry, Earth Science, Environmental Economics, Environmental Engineering, Environmental Law, Environmental Science, Geography, Geology, Sustainability)	J. Chari	Fall 2016
ENVRMT	103	Introduction to Environmental Sciences	Revised SLO , revised objectives and content, updated textbook. Discipline/Minimum qualifications: Ecology (includes Environmental Studies), Interdisciplinary Studies (Biology, Chemistry, Environmental Engineering, Environmental Science, Geography, Geology, Physical Science, Sustainability)	J. Chari	Fall 2016
MATH	075	Intermediate Algebra for Statistics	Revised description, objectives and content, updated textbook. Added DLA.	K. Kubo	Fall 2016
PSYCH	230	Human Sexuality	Revised objectives and content, updated textbooks.	M. LaBrie	Fall 2016

NEW ISA COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
LEPD	067	Officer Safety Field Tactics Instructor	2 units, 40 hours lecture, new SLO. New P.O.S.T or equivalent skills prerequisite.	A. Green	Spring 2016
LEPD	093	Firearms Semi-Auto Handgun De-Cocker Transition	0.25 units, 10 hours lecture, 20 hours lab, new SLO's (2). New P.O.S.T or equivalent skills prerequisite.	A. Green	Spring 2016
LEPD	094	Bicycle Patrol School Update	0.15 units, 5 hours lecture, 5 hours lab, new SLO's (2). New LEPD-083 prerequisite.	A. Green	Spring 2016
LEPD	095	Interview and Interrogation	2 units, 40 hours lecture, new SLO. New P.O.S.T or equivalent skills prerequisite.	A. Green	Spring 2016
LEPD	096	Mental Health Intervention	2 units, 40 hours lecture, new SLO. New P.O.S.T or equivalent skills prerequisite.	A. Green	Spring 2016

-Motion to approve all Consent Calendar Items on the October 29th, 2015 Curriculum Committee Agenda; Motion by Mary Bates, second by Anne Marenco. All in favor: Unanimous.

NEW COURSES-DISCUSSION OF NEED:

Subject	#	Title	Description of action	Author	Effective
ART	130	Asian Art History	3 units, 54 hours lecture, new SLO.	M. McCaffrey	Fall 2016
POLISC	220	Introduction to Research Methods in Political Science	3 units, 54 hours lecture, new SLO's (2).	M. Housh	Fall 2016

-Motion to adopt the need for the ART-130 new course proposal: Motion by Cindy Stephens, second by Anne Marenco. All in favor: Unanimous. Approved.

-Motion to decline the need for the POLISC-220 new course proposal: Motion by Rhonda Hyatt, second by Erin Barnthouse. All in favor: 7, Opposed: 3, Abstained: 1. Not Approved.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
BIOSCI	221	Introduction to Microbiology	Removing BIOSCI 107/107H prerequisite, adding BIOSCI 100/100H as recommended preparation.	M. Goshorn
ENGL	262	American Multicultural Literature	Adding ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite options. Added ENGL-101 or ENGL-101H as recommended preparation. – Approved	J. Muziel
LEPD	067	Officer Safety Field Tactics Instructor	New P.O.S.T or equivalent skills prerequisite. – Approved	A. Green
LEPD	093	Firearms Semi-Auto Handgun De-Cocker Transition	New P.O.S.T or equivalent skills prerequisite. – Approved	A. Green
LEPD	094	Bicycle Patrol School Update	New LEPD-083 prerequisite. – Approved	A. Green
LEPD	095	Interview and Interrogation	New P.O.S.T or equivalent skills prerequisite. – Approved	A. Green
LEPD	096	Mental Health Intervention	New P.O.S.T or equivalent skills prerequisite. – Approved	A. Green

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
MATH	075	Intermediate Algebra for Statistics	Online/Hybrid. – Approved	K. Kubo

Discussion Items:

1. 2015 Five Year Revision List Update. The updated five year revision list was reviewed by the committee members. Departments with courses on the list that have not yet been submitted will be contacted by their curriculum committee School representative.

2. Diversity Requirement. The Curriculum Committee recommended that the Academic Senate revisit the Diversity Requirement. Two departments have expressed interest in the Diversity Requirement being revisited.

3. Prerequisite committee. The Curriculum Committee is requesting permission from the Academic Senate to initiate the process of the prerequisites committee, publish the dates and commence the committee in Spring 2016.

New Courses Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	1	Deleted Courses	-0-
Modified Courses	9	New SLO's	7	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	7	Proposals Reviewed in Technical Review Session	15
New Non Credit Courses	-0-	New Prerequisites	6	Proposals Returned from Technical Review Session	6

EXISTING

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BP 5531 DUE PROCESS - STUDENT DISCIPLINARY ACTION**5531.1 Introduction**

Students are members of both society and the academic community with attendant rights and responsibilities. Students are expected to comply with the general law as well as College policies. The procedures below apply to alleged misconduct of students on campus, or at official College events off campus.

In cases involving alleged rape, sexual assault, domestic violence, dating violence or stalking, in which both the alleged complainant and the accused are both students, as defined below, of the College, jurisdiction extends to matters which may occur either on or off campus.

The following procedures outlined in sections 5531.2 and 5531.5 represent steps that may be employed to reach a resolution in cases of alleged misconduct. The reader should note that each case is handled individually and that while due process is always employed, some of the procedures outlined below may not be necessary in every case. **Due process rights, as outlined below, do not restrict or unnecessarily delay the Title IX protections for the complainant.** Questions concerning these procedures should be addressed to the Office of the Dean of Students.

5531.2 Definition of Terms

Student: The term "student" means an individual who:

1. has submitted an application to the College and has engaged in the admissions process;
2. is enrolled in, or registered in an academic program of the College, including classes for credit, noncredit classes, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops where teaching and/or training occurs, and/or;

- 30 3. has completed the immediately preceding term and is eligible for re-enrollment,
 31 including the recess periods between academic terms.
 32
 33 Notice: Whenever this Policy requires giving notice to any student, mailing such notice,
 34 to the mailing address most recently provided by the student or, if undeliverable at that
 35 address, to the student's permanent address of record, shall constitute notice.
 36
 37 Days: For purposes of this Policy, the term "days" means normal business days and shall
 38 not include Saturdays, Sundays, or administrative holidays.
 39
 40 Student Conduct Committee: This committee consists of five members of the campus
 41 community who convene as needed to adjudicate cases of misconduct. See 5531.4 for

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40 additional information.

41 **5531.3 Due Process**

42 **A. Referral of Cases:**

43 Any member of the campus community who has knowledge of alleged misconduct of
 44 students may bring the matter to the attention of the Dean of Student Services. The
 45 Dean may require a written statement relative to the alleged misconduct. The Dean of
 46 Student Services in consultation with the Academic Senate will develop specific
 47 procedures to address alleged violations of academic and/or classroom misconduct.
 48 Referrals to the Dean of Student Services Office shall be made within thirty days
 49 following the discovery of the alleged misconduct. The CEO may grant exceptions.

50 **B. Investigation and Notice to Student:**

51 Upon receiving notice of the alleged violation, the Dean of Student Services (or
 52 designee) may consider information acquired from a complainant and may augment
 53 that information through further investigation in order to determine if there is cause to
 54 believe that a violation may have occurred.

55 **B.1 In cases involving an allegation of sexual assault it shall not be a valid**
 56 **excuse that the accused believed that the complainant affirmatively consented**
 57 **to the sexual activity if the accused knew or reasonably should have known**
 58 **that the complainant was unable to consent to the sexual activity under any of**
 59 **the following circumstances:**

60 **B.1.a The complainant was asleep or unconscious.**

61 **B.1.b The complainant was incapacitated due to the influence of drugs,**
 62 **alcohol, or medication, so that the complainant could not understand**
 63 **the fact, nature, or extent of the sexual activity.**

64 **B.1.c The complainant was unable to communicate due to a mental or**
 65 **physical condition.**

66 **B.2 The District will investigate all complaints alleging sexual assault under the**
 67 **procedures for sexual harassment investigations described in AP 3435 (staff),**
 68 **and BP 5531 (student), regardless of whether a complaint is filed with local law**

69 **enforcement.**

70 **B.3 All victims of rape, sexual assault, domestic violence, dating violence, or**
71 **stalking, occurring on or off campus, shall be kept informed, through the Dean**
72 **of Students Office, or the Office of Human Resources (depending on the status**
73 **of the accused) of any ongoing investigation. Information shall include the**
74 **status of any student or employee disciplinary proceedings or appeal; victims**
75 **of domestic violence, dating violence, sexual assault, or stalking are required to**
76 **maintain any such information in confidence, unless the alleged assailant has**
77 **waived rights to confidentiality. The college will disclose to the alleged victim**

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the final results of a disciplinary proceeding against the alleged perpetrator, regardless of whether the institution concluded that a violation was committed.

B.4 With the exceptions noted Administrative Procedure 3515 (Reporting of Crimes - Confidentiality), the District shall maintain in confidence the identity of any alleged victim, witness, or third-party reporter of domestic violence, dating violence, sexual assault, or stalking, occurring on or off campus, as defined above, unless the alleged victim, witness, or third-party reporter specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking, occurring on or off campus, shall be referred to the District's Public Information Office, which shall work with the Dean of Students or Vice President of Human Resources to assure that all confidentiality rights are maintained.

In cases in which the Dean (or designee) determines that there is not cause to believe that a violation may have occurred, the Dean (or designee) may decide that the case will not be pursued further. If the allegation concerned academic and/or classroom misconduct, the Dean will contact the complainant to explain his or her reasoning. The complainant may appeal the decision to not pursue discipline, within 10 working days, to the Vice President of Instruction.

The Dean may refer the matter to other campus and/or community resources.

The Dean shall notify the accused student in writing of the following:

1. the nature of the alleged conduct in question, including a brief statement of the factual basis of the charges; the time, date, and place it is alleged to have occurred; and the campus regulations allegedly violated;

- (a) Campus Restraining Order (CRO):

In cases in which the Dean has a reasonable suspicion to believe that an alleged violation of Policy 5529.2(D) and/or 5529.2(M) occurred, the Dean may issue, in addition to the letter of notification, a Campus Restraining Order (CRO). The CRO shall prohibit named students from intentionally contacting, telephoning, or otherwise disturbing the peace of others specifically named for a specified period of time. A CRO shall not include a provision that terminates the accused student's status as a

- 112 student, nor shall it be construed as a finding of culpability on the part of
 113 any student. Nevertheless, violation of a term or condition of such an
 114 Order may be regarded as actionable misconduct and may subject the
 115 student to disciplinary action without regard to the outcome of the case
 116 that occasioned the issuance of the CRO. **A copy of the CRO will be**
 117 **provided to the alleged victim.**
- 118 2. a copy of the student conduct procedures; and

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- 119 3. that an interview with the Dean must be scheduled within seven (7) days for
 120 the purpose of an initial hearing. The student may waive the right to an initial
 121 hearing and request that the matter be referred directly to the Student Conduct
 122 Committee for a hearing.

123 **C. Placement and Notice of Hold:**

124 In the event that the student does not contact the Dean of Student Services Office
 125 within the seven (7) day period, or fails to keep any scheduled appointment, the Dean
 126 may then place a Hold on the student's records and notify the student that this action
 127 has been taken. Such Hold will be removed only when the student either appears at the
 128 Dean of Student Services Office for a scheduled interview, or requests in writing that the
 129 case be referred to the Student Conduct Committee for hearing.

130 **D. Initial hearing with the Dean:**

131 The Dean of Student Services (or designee) shall, at the initial hearing:

- 132 1. determine that the student has received a copy of these procedures;
 133 2. discuss confidentiality; inform the student that the content of this and all subsequent
 134 communications with the Office regarding information not relevant to the case shall,
 135 insofar as allowed by law, be treated confidentially, unless such confidentiality is waived
 136 by the student; and that information relevant to the case may be divulged to those who
 137 have a legitimate educational interest;
 138 3. describe to the student as completely as possible the allegation, and the College
 139 policies allegedly violated, hear the student's defense to such charges and;
 140 4. provide the student with an opportunity to inspect all documents relevant to the case
 141 which are in the possession of the Dean at the time of the hearing, and all such
 142 documents arriving after the initial hearing but before disposition of the case by the
 143 Dean of Students;
 144 5. provide the student with copies of the documents relevant to the case, at the
 145 student's request, and;
 146 6. counsel the student regarding the campus discipline process as appropriate.
 147 7. Student may be accompanied by any person(s) of their choice at the initial hearing.

148 **E. Disposition by the Dean of Student Services:**

149 After meeting with the student, the Dean (or designee) may take one of several actions:

150 **1. Insufficient Evidence:**

151 If the Dean concludes that there is insufficient evidence to sustain a finding of
 152 culpability, he or she may decide not to refer the case to the Student Conduct
 153 Committee. The complainant may still attempt to resolve the matter through campus
 154 and/or community resources.

155 In the cases of alleged violations of classroom and/or academic misconduct the Dean

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156 will notify the complainant of this outcome (if allowed by law). The complainant may
 157 appeal this decision, within ten working days, to the Vice President of Instruction.

158 **2. Informal Agreement of Resolution:**

159 In cases in which the Dean determines that an Informal Agreement of Resolution is
 160 appropriate, the accused student will be informed that this Resolution, while not a part
 161 of the student's permanent record, is binding. If the student fails to abide by the
 162 Informal Agreement of Resolution, such failure will be regarded as actionable
 163 misconduct, under District Policy 5529.2(K), and may subject the student to disciplinary
 164 action by the College.

165 Each Informal Agreement of Resolution shall be regarded as binding within the College
 166 and may include:

167 (a) Direction by the Dean to the student to refrain from the behavior(s)
 168 described by the Dean and/or restrictions regarding contact with others involved
 169 in the case.

170 (b) Required participation by the student in educational programs and/or
 171 reconciliation processes, including mediation.

172 (c) Required participation by the student as an unpaid volunteer in activities that
 173 serve the College and/or community.

174 (d) Retention of the case file and the Informal Agreement of Resolution in the
 175 Dean of Student's Office for two years from the date appearing on the
 176 Agreement. During those two years, should the Dean have a reasonable
 177 suspicion to believe that the student has engaged in misconduct related in
 178 nature to the conduct which occasioned the Agreement, both cases may be
 179 subject of College disciplinary action.

180 **3. Formal Disciplinary Action:**

181 (a) If the student does not admit culpability, and if the Dean concludes that an
 182 Informal Agreement of Resolution is not appropriate, and that there is sufficient
 183 evidence such that a Student Conduct Committee could find, by a
 184 preponderance of the evidence, that the student has violated College policy, the
 185 Dean shall refer the case to the Student Conduct Committee for a hearing.

186 (b) If the student does admit culpability, and if the Dean concludes that there is

187 sufficient evidence to sustain a finding of culpability, the Dean may impose, or
188 impose and suspend, one or more of the sanctions listed in Santa Clara
189 Community College District Policy 5530 (excluding expulsion); moreover, the
190 imposition of any sanction may be effective retroactively. No sanction involving
191 separation from the College (i.e., Suspension or Expulsion) shall become official
192 until five (5) days from the date appearing on the letter confirming the Dean's
193 disposition. Regardless of the action taken, the Dean shall confirm his or her
194 disposition of the case in a written notice mailed to the student within seven (7)
195 days of the action.

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196 **3.A In cases involving an allegation of sexual assault it shall not be a valid**
 197 **excuse to alleged lack of affirmative consent that the accused believed that the**
 198 **complainant consented to the sexual activity under either of the following**
 199 **circumstances:**

200 **3.A.i The accused's belief in affirmative consent arose from the**
 201 **intoxication or recklessness of the accused.**

202 **3.A.ii The accused did not take reasonable steps, in the circumstances**
 203 **known to the accused at the time, to ascertain whether the**
 204 **complainant affirmatively consented.**

205

206 **F. Appeal of the Sanction Imposed by the Dean:**

207 If the Dean imposes a sanction of Suspension or recommends Expulsion, the student
 208 may submit a written appeal of the imposed Suspension or Expulsion to the CEO within
 209 five (5) days of the date appearing on the Dean's written confirmation of his or her
 210 action. The imposition of a sanction of Suspension shall be withheld during such appeal.
 211 The CEO's review of such appeal shall be in accordance with the provisions set forth in
 212 Section 5531.5, The CEO, below. The CEO's decision is final.

213 **5531.4 The Student Conduct Committee**

214 A. The Student Conduct Committee shall provide a hearing for all cases referred to it
 215 under this Policy.

216 **A.1 The Student Conduct Committee shall be comprised of five members of the**
 217 **campus community. Two full-time faculty members, one of which shall act as**
 218 **chair; one classified staff member; and one student. Three members must be**
 219 **present to constitute a quorum. A classified staff member shall act as the**
 220 **Hearing Coordinator and provide appropriate administrative support to the**
 221 **process.**

222 B. It is the intention of this Policy that hearings be set as soon as reasonably possible
 223 after referral to the Student Conduct Committee.

224 C. Hearings shall be held in accordance with generally accepted standards of procedural
 225 due process, including, but not limited to, the opportunity to present evidence in an
 226 orderly manner, and the right to examine and cross-examine witnesses. The student

227 may be advised by any person of the student's choice, at the student's own expense,
228 however, the student must represent him or herself. The Committee Chair may grant
229 exceptions (for example pending criminal charges against the student). The Committee
230 Chair shall rule on all questions of procedure. Evidence may be received of the sort upon
231 which responsible persons are accustomed to rely in the conduct of serious affairs, and
232 is not restricted to evidence admissible under the strict rules of evidence of a court of
233 law.
234 D. When the hearing involves an allegation of rape, or other forms of sexual assault,

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235 evidence of the complainant's past sexual history, including opinion evidence,
 236 reputation evidence, and evidence of specific instances of the complainant's sexual
 237 conduct, shall not be admissible by the accused student unless the Committee Chair
 238 makes a specific finding of relevance after an offer of proof by the accused student.
 239 Under no circumstances is past sexual history admissible to prove consent. The offer of
 240 proof must be made and resolved by the panel before the complainant testifies.

241 E. No inference shall be drawn from the silence of the accused. The standard of proof to
 242 be applied in these hearings is that of a preponderance of the evidence. Hearings shall
 243 be recorded and the student shall receive, upon request, a copy of the record without
 244 charge. The record may be an audio-tape recording of the hearing.

245 F. The hearing shall be closed to spectators unless the student specifically requests an
 246 open hearing.

247 G. The Committee Chair has the right to exclude spectators from the hearing room if
 248 deemed necessary for the quiet or secure conduct of the hearing. When the hearing
 249 involves an allegation of rape or other forms of sexual assault, the hearing shall be
 250 closed to spectators except for the following:

251 (1). The complainant shall be entitled, for support, to have up to two persons of
 252 the complainant's choice accompany the complainant to the hearing. A support
 253 person may be called as witness, and the fact that he or she is to act as a witness
 254 shall not preclude that person's attendance throughout the entire hearing. If a
 255 support person is also a witness, the Committee Chair may require him or her to
 256 testify before the complainant. Neither of these persons shall be entitled to
 257 represent or defend the complainant. Similar rights shall be afforded the accused
 258 student.

259 (2). The complainant shall have the right to be present during the entire hearing,
 260 notwithstanding the fact that the complainant is to be called as a witness.

261 **(3). An individual who participates as a complainant or witness in an**
 262 **investigation of sexual assault, domestic violence, dating violence, or stalking**
 263 **will not be subject to disciplinary sanctions for a violation of the institution's**
 264 **student conduct policy at or near the time of the incident, unless the**
 265 **institution determines that the violation was egregious, including, but not**
 266 **limited to, an action that places the health or safety of any other person at risk**
 267 **or involves plagiarism, cheating, or academic dishonesty.**

268

269 H. Responsibility for Presentation of Cases:

270 1. At the hearing, the accused must represent him or herself (exceptions may be
 271 granted by the Committee Chair); however he or she may receive advice, from
 272 any person at the student's own expense. An advisor is not allowed to address
 273 the Committee directly and must conduct him or herself in an appropriate
 274 manner.

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- 275 2. If the student wishes the Hearing Coordinator to direct communications
 276 concerning the case to his or her advisor, as well as to him or herself, he or she
 277 must provide the Hearing Coordinator with such a request, including the name
 278 and address of his or her advisor, in writing.
- 279 3. The College's representative shall be the Dean of Students or the Dean's
 280 designee. **The Dean, or designee, shall present the case to the Committee;**
 281 **provide training to the Committee regarding due process; and act as a**
 282 **moderator during the hearing.** The Dean may consult with Campus Attorneys.
- 283 4. **Committee members may ask questions of the accused student, witness,**
 284 **and other involved individuals until they are satisfied they have received all the**
 285 **relevant facts of the matter.**
- 286 I. Continuing Informal Resolution:
- 287 Until the Student Conduct Committee makes its report to the CEO, any agreement
 288 between the accused student and the Dean of Students as to the disposition of the
 289 matter shall bind all parties and terminate all proceedings.
- 290 J. Reports to the CEO:
- 291 Within fifteen (15) days after the conclusion of a hearing, the Committee Chair shall
 292 submit a report advising the CEO of:
- 293 1. the Committee's specific finding of fact;
- 294 2. whether, in the opinion of a majority of the Committee the student has
 295 violated one or more College policies; and
- 296 3. a recommendation of sanction, provided that prior to recommending any
 297 sanction, the Committee and accused student are briefed by the Dean of
 298 Students regarding sanctions imposed in similar cases, and any previous cases of
 299 misconduct by the student on file with the Dean of Student Services; and
 300 provided further that the Committee indicate the rationale for such
 301 recommendation.
- 302 The CEO may grant an extension of time for submission of the report for good cause
 303 shown and upon such terms as shall avoid undue prejudice to the student. Any member
 304 of the Committee may submit a minority report to the CEO.
- 305 K. A copy of all reports required to be submitted to the CEO by this Policy, including any
 306 minority reports, shall be sent to the accused student, the Dean of Student Services, and
-

- 307 the complainant (if allowed by law), when transmitted to the CEO.
- 308 L. The accused student shall have seven (7) days from the date appearing on the
- 309 Committee report in which to submit to the CEO any written argument supporting the
- 310 student's position.
- 311 M. If an accused student does not meet with the Dean and/or does not appear at the
- 312 hearing, or has withdrawn from the College while subject to pending disciplinary action,

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- 313 the case may proceed to disposition without the student's participation.
- 314 **5531.5 The CEO**
- 315 **A. Decision by the CEO:**
- 316 The final decision regarding the case shall be made by the CEO except in cases which:
- 317 1. are resolved by the Dean of Students, and no written appeal is made by the
- 318 student;
- 319 2. include a recommendation for expulsion.
- 320 **B. Basis for Decision:**
- 321 The CEO shall base his or her decision upon:
- 322 1. the report submitted by the Student Conduct Committee
- 323 2. counsel solicited from the Dean, regarding sanctions imposed in similar cases,
- 324 and any previous cases of misconduct by the student on file with the Dean of
- 325 Student Services Office.
- 326 **C. Sanctions:**
- 327 The CEO may decide to impose, or impose and suspend, one or more of the sanctions
- 328 listed in Section 5530, with the exception of expulsion (discussed below). The CEO is not
- 329 limited to those sanctions imposed by the Dean, or to those recommended by the
- 330 Student Conduct Committee, even though such decision may result in a decrease of the
- 331 student's penalty; moreover, the imposition of any sanction may be effective
- 332 retroactively.
- 333 **D. Recommendation for Expulsion:**
- 334 Should the Dean, CEO, or CEO designee recommend a sanction of expulsion, the Santa
- 335 Clarita Community College District Board of Trustees will meet in closed session, unless
- 336 otherwise requested by the student, to affirm or alter the sanction. The Board is not
- 337 limited to the recommended sanctions(s), and may impose an alternative sanction, even
- 338 though such decision may result in a decrease of the student's penalty; moreover, the
- 339 imposition of any sanction may be effective retroactively.
- 340 Whether the matter is considered at a closed session, or at a public meeting, the final
- 341 action of the Board shall be taken at the next public meeting and the result of such
- 342 action shall be public record of the District.

343 **E. Discussion with Student:**

344 If the CEO deems it necessary or desirable, he or she may meet with the student at any
 345 point to discuss the case. The student may be accompanied by any person of his or her
 346 choice at the student's own expense.

347 **F. CEO:**

348 Not later than twenty (20) days after the date appearing on the written appeal of the

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349 student; or the report of the Student Conduct Committee, if any, whichever is latest,
 350 written notification of the CEO's decision shall be delivered to:

351 1. the accused student;

352 2. the Chair of the Student Conduct Committee, if the Committee heard or
 353 reviewed the case and made a report to the CEO, and

354 3. the Dean of Student Services.

355 The CEO may also notify other parties of his or her decision. The CEO may direct the
 356 Dean of Student Services to notify others, if there is an institutional interest in doing so,
 357 and if such parties are authorized to receive such information under the "Santa Clarita
 358 Community College District Policy on the Disclosure of Information from Student
 359 Records."

360

361 **5531.6 Records**

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363 **A. The College considers records generated by disciplinary due process to be**
 364 **confidential.**

365 **B. Such records will be kept separate from other, none disciplinary, records**
 366 **retained by the College.**

367 **C. With the exception of cases ending in Expulsion from the College, records shall**
 368 **be retained for four years following the conclusion of the sanction. At such**
 369 **time both electronic records and paper records will be destroyed.**

370 **a. Records for cases that result in the expulsion of the student will be kept**
 371 **indefinitely.**

372 **D. The Dean of Students may grant exceptions to this timeline.**

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AP 3500 Campus Safety

References:

- Education Code Sections 212, 67380, and 87014;
- Penal Code Section 245; 646.9
- 20 U.S. Code Sections 1092(f) and 1232g;
- 34 Code of Federal Regulations 668.46;
- 34 Code of Federal Regulations 99.31(a)(13), (14);
- Campus Security Act of 1990

Planning

An emergency and campus safety plan shall be developed and provided to students via my.canyons (web), a brochure, distributed at the bookstore, and contained within the catalog.

Reporting

1. The Director of Campus Safety prepares and annually updates a report of all occurrences reported to Campus Safety of, and arrests for, crimes that are committed on campus and that involve violence, hate violence*, theft or destruction of property, illegal drugs, or alcohol intoxication, and of all occurrences of noncriminal acts of hate violence reported to campus authorities. A written report will be posted at the Campus Safety web site.
2. Written records of noncriminal acts of hate violence shall include at least a description of the act of hate violence, the victim characteristics, and offender characteristics, if known.
3. With regard to stalking**, the Director will report a crime statistic for each and every year in which the course of conduct is reported to a local police agency or to a campus security authority. Each report of stalking will be reported as occurring only at the first location within the institution's Clery geography in which a perpetrator engaged in the stalking course of conduct or a victim first became aware of the stalking
4. The Director of Campus Safety will report to the Department of Education and discloses in its annual security report statistics, the total number of crime reports that were "unfounded" and subsequently withheld from its crime statistics.

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** Education Code Section 67380 defines "hate violence" as: "any act of intimidation or physical harassment, physical force or physical violence, or the threat of physical force or physical violence, that is directed against any person or group of persons or the property of any person or group of persons because of the ethnicity, race, national origin, sex, sexual orientation, gender identity, gender expression, disability, or political or religious beliefs of that person or group."*

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Section 67380 requires reporting of occurrences reported to Campus Safety of non-criminal and criminal acts of hate violence (Section 67380(a)(1)(A) and (Education Code Section 67380(a)(1)(B)).

For purposes of reporting under the Clery Act, "hate crimes" include domestic violence, dating violence, and stalking.

**** California Penal Code Code § 646.9 defines stalking as**

(a) Any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family is guilty of the crime of stalking.

Adopted:

NEW

AP 3515 Reporting of Crimes

References:

Education Code Sections 212 and 87014;
 Penal Code Section 245;
 Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998;
 20 United States Code Section 1232g;
 34 Code of Federal Regulations Parts 99.31(a)(13), (14) and 668.46;
 Campus Security Act of 1990

Reporting of Crime

Members of College of the Canyons who are witnesses or victims of a crime should immediately report the crime to Campus Safety.

In the event an employee is assaulted, attacked, **harassed or menaced threatened** by a student, or any other person, the employee shall notify his/her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted, **harassed or menaced threatened** shall assist the employee to promptly report the **attack or assault incident** to the Campus Safety and the Dean of Students. The supervisor himself/herself shall make the report if the employee is unable or unwilling to do so. Reporting a complaint to local law enforcement will not relieve the District of its obligation to investigate all complaints of harassment **as detailed in Board Policy and Administrative Procedure 3430.**

To Report a Crime:

Contact Campus Safety 661/362-3229 Valencia; or 661/259-7800 main campus phone number (Valencia); or for the Canyon Country Campus 661/362-3977; or main number at Canyon Country 661/362-3801.

Emergency Contact to the switchboard can be completed by dialing 7 from any classroom phone (Valencia); and 77 from any phone in Canyon Country. Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to Campus Safety.

In addition you may report a crime to the following areas:

Vice President, Student Services
 661/362-3292

Student Health and Wellness
 661/362-3259

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45 *Human Resources*
 46 *661/362-3427*

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 48 *Dean of Students*
 49 *661/362-3260*

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53 **Confidentiality**

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55 While the reporting disclosure of the act of violence itself is mandated, a victim's identity, or
 56 the identity of a third party, may not be disclosed to local law enforcement unless the victim, or
 57 third party witness, consents to being identified after being informed of his or her right to have
 58 identifying information withheld. If a victim does not consent to disclosing his or her identity,
 59 the alleged perpetrator's identity may not be disclosed either.

60

61 **Victims Rights**

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63 Campus Safety, or others who receive such complaints (for example, Human Resources,
 64 Student Health, and the Dean of Students), shall notify students and employees complaining of
 65 sexual violence of their right to file a sexual discrimination complaint with the District in
 66 addition to filing a criminal complaint, and to report incidents of sexual violence to Human
 67 Resources, or the Dean of Students if the complainant consents.

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69 **Warnings to the Campus Community**

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71 The District shall publish warnings to the campus community about the following crimes:

- 72 • Criminal homicide – murder and non-negligent manslaughter;
- 73 • Criminal homicide – negligent manslaughter;
- 74 • Sex offenses – forcible and non-forcible sex offenses;
- 75 • Domestic violence, dating violence and stalking;
- 76 • Robbery;

- 77 • Aggravated assault;
- 78 • Burglary;
- 79 • Motor vehicle theft;
- 80 • Arson;
- 81 • Arrests for liquor law violations, drug law violations, and illegal weapons
- 82 possession;
- 83 • Persons who were not arrested for liquor law violations, drug law violations, and
- 84 illegal weapons possession, but who were referred for campus disciplinary action
- 85 for same;
- 86 • Crimes that manifest evidence that the victim was intentionally selected because
- 87 of the victim's actual or perceived race, gender, religion, sexual orientation,

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- 88 ethnicity, or disability and involve larceny-theft, simple assault, intimidation,
- 89 destruction/damage/vandalism of property, or any other crime involving bodily
- 90 injury;
- 91 • Those reported to Campus Safety; and
- 92 • Those that are considered to represent a continuing threat to other students and
- 93 employees.
- 94
- 95 1. In the event that a situation arises, either on or off campus, that, in the judgment of
- 96 Campus Safety, the Dean of Students, or the Incident Commander constitutes an
- 97 ongoing or continuing threat, a campus wide "timely warning" will be issued. The
- 98 warning will be issued through the college emergency notification system (ENS) and/or
- 99 college e-mail system to students, faculty, and staff. The information shall be
- 100 disseminated by the Public Information Officer (PIO), or Incident Commander in a
- 101 manner that aids the prevention of similar crimes.
- 102
- 103 2. Depending on the particular circumstances of the crime, especially in all situations that
- 104 could pose an immediate threat to the community and individuals, the PIO or Incident
- 105 Commander may also post a notice in social media, and on the web site; providing the
- 106 community with more immediate notification. Anyone with information warranting a
- 107 timely warning should report the circumstances to Campus Safety, by phone 259-7800
- 108 or in person at either the Switchboard or Campus Safety (X8) – Valencia Campus; or
- 109 Campus Safety 661/362-3977; or Switchboard 661/362-3801, Canyon Country.
- 110
- 111 3. The District shall not be required to provide a timely warning with respect to crimes
- 112 reported to a ~~pastoral~~ or professional mental health counselor.
- 113
- 114 4. If there is an immediate threat to the health or safety of students or employees
- 115 occurring on campus, the District shall follow its emergency notification procedures.
- 116

Agreement with Local Law Enforcement

119 The District shall enter into written agreements with local law enforcement agencies that clarify
120 operational responsibilities for investigations of Part 1 violent crimes*, occurring within the
121 District, including designating which law enforcement agency has operational responsibility for
122 the investigation of each Part 1 violent crime and establishing the geographical boundaries of
123 each agency's jurisdiction.

124

125 **Statistical Reporting**

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127 The District shall annually collect and distribute statistics concerns crimes on campus. All
128 college staff with significant responsibility for student and campus activities shall report crimes
129 about which they receive information.

130

NEW

The District shall publish an Annual Security Report every year by October 1 that contains statistics regarding crimes committed on campus and at affiliated locations for the previous three years.

The Annual Security Report shall also include policies pertaining to campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, victims' assistance program, student discipline, campus resources and other matters.

In the cases of multiple crimes committed during the same incident, the District will report all of the crimes in its statistics.

In the case of stalking the District will report a crime statistic for each and every year in which the conduct is reported and records each report of stalking as occurring only at the first location within the institution's Clery geography in which a perpetrator engaged in the stalking course of conduct or a victim first became aware of the stalking.

The District shall make the report available to all current students and employees. The District will also provide perspective students and employees with a copy of the Annual Security Report upon request. A copy of the Annual Security Report can be obtained by contacting Campus Safety, in building X8, or phone 661/362-3229; or at the Canyons.edu website, search Campus Safety page, go to Clery Disclosures tab.

The District does not allow victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

The District will disclose the final results of disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, regardless of the outcome. The District may also disclose to anyone, the final results of a disciplinary proceeding in which it concludes that a student violated District policy with respect to a crime of violence or non-forcible sex offense. The offenses that apply to this permissible disclosure are:

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide – manslaughter by negligence;
- Criminal homicide – murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses.

The disclosure will only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The District shall not disclose the name of any other student,

NEW

174 including a victim or witness, unless the victim or witness has waived his/her right to
175 confidentiality.

176

177 **** Part 1 violent crimes are defined in Education Code 67380 as:***

178

179 ***"Part 1 violent crime" means willful homicide, forcible rape, robbery, or aggravated assault,***
180 ***as defined in the Uniform Crime Reporting Handbook of the Federal Bureau of Investigation.***

181

182

183 Adopted:

NEW

AP 3540 Sexual and Other Assaults on Campus

References:

- Education Code Sections 67385 and 67386;
- 20 U.S. Code Section 1092(f);
- 34 Code of Federal Regulations Section 668.46(b)(11)

Note:

- This procedure addresses the requirements contained in the Education Code and in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act," 20 U.S. Code Section 1092(f)). The requirements of the Clery Act are broader than those found in California's Education Code.
- This procedure addresses domestic violence, dating violence, sexual assaults and stalking. Board Policy 3540 addresses both sexual and physical assaults.

Introduction:

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring both on or off campus, in connection with any programs of the District, whether those programs take place in the District's facilities or at another location is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also BP 5529 - Standards of Student Conduct (students), and BP 3430 Prohibition of Harassment (staff)).

31 These written procedures and protocols are designed to ensure victims of domestic
32 violence, dating violence, sexual assault, or stalking receive treatment and information.
33 (For physical assaults/violence, see also BP 3430, AP 3430, and AP 3435).

34
35 **Definitions:**

36
37 "Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral
38 copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

39
40 "Dating violence" means violence committed by a person who is or has been in a
41 social relationship of a romantic or intimate nature with the victim. The existence
42 of a romantic or intimate relationship will be determined based on the length of
43 the relationship, the type of relationship and the frequency of interaction between
44 the persons involved in the relationship.
45

NEW

46 “Domestic violence” includes felony or misdemeanor crimes of violence
47 committed by:

- 48 • a current or former spouse of the victim;
- 49 • a person with whom the victim shares a child in common;
- 50 • a person who is cohabitating with or has cohabitated with the victim as a
- 51 spouse;
- 52 • a person similarly situated to a spouse of the victim under California law;
- 53 or
- 54 • any other person against an adult or youth victim who is protected from
- 55 that person’s acts under California law.

56
57 **“Hate violence” means any act of physical intimidation or physical**
58 **harassment, physical force or physical violence, or the threat of physical**
59 **force or physical violence, that is directed against any person or group of**
60 **persons, or the property of any person or group of persons because of the**
61 **ethnicity, race, national origin, religion, sex, sexual orientation, gender**
62 **identity, gender expression, disability, or political or religious beliefs of**
63 **that person or group.**

64
65 “Stalking” means engaging in a course of conduct directed at a specific person
66 that would cause a reasonable person to fear for his or her safety or the safety of
67 others, or to suffer substantial emotional distress.

68
69 “Affirmative consent” means affirmative, conscious, and voluntary agreement to
70 engage in sexual activity.

71
72 It is the responsibility of each person involved in sexual activity to ensure
73 that he or she has the affirmative consent of the other or others to engage
74 in the sexual activity. Lack of protest or resistance does not mean
75 consent, nor does silence mean consent. Affirmative consent must be
76 ongoing throughout a sexual activity and can be revoked at any time. The
77 existence of a dating relationship between the persons involved, or the
78 fact of past sexual relations between them, should never by itself be
79 assumed to be an indicator of consent.

80
81 Sexual Assault Response Team (SART) are annually trained individuals on
82 campus that will ensure that services are provided to victims of sexual assault.
83 Training includes investigative training, victim interview protocol, comprehensive
84 follow up interviews, as well as training related to the issues associated with
85 dating violence, sexual assault, and stalking. In addition, members of the SART
86 team will be trained to conduct a hearing process that protects the safety of
87 victims and promotes accountability.

88
89 Members of the SART ~~team~~ will include: the Director and Assistant Director of
90 Student Health; Director of Campus Safety; Dean of Students; Vice President –

NEW

91 Human Resources; and Vice President – Student Services. Others may be
 92 added as needed.

94 **Procedures**

95
 96 All students, faculty members or staff members who allege they are the victims of
 97 domestic violence, dating violence, sexual assault or stalking occurring both on or off
 98 campus, in connection with any programs of the District, shall be provided with written
 99 information regarding options and assistance available to them. Information shall be
 100 available from the Student Health and Wellness Office, Dean of Students Office, or
 101 Human Resources, which shall maintain the identity and other information about alleged
 102 sexual assault victims as confidential unless and until the appropriate representative of
 103 the District is authorized to release such information.

104
 105 In addition, the District will provide written notification to students and employees about
 106 existing counseling, health, mental health, victim advocacy, legal assistance, visa and
 107 immigration assistance, student financial aid, and other services available for victims,
 108 both within the institution and in the community.

109
 110 Accommodations or protective measures will be provided if the victim requests them
 111 and if they are reasonably available, regardless of whether the victim chooses to report
 112 the crime to campus police or local law enforcement.

113
 114 The District, to the extent possible, will maintain confidential any accommodations or
 115 protective measures provided to the victim.

116
 117 The **SART** shall provide all victims of domestic violence, dating violence, sexual assault,
 118 or stalking with the following:

- 119
 120 • A copy of the District's policy and procedure regarding domestic violence, dating
 121 violence, sexual assault or stalking;
- 122
 123 • A list of personnel on campus who should be notified and procedures for such
 notification, if the alleged victim consents;
- 124
 125 • Information about the importance of preserving evidence and the identification
 and location of witnesses;
- 126
 127 • A description of available services, and the persons on campus available to
 provide those services if requested.
- 128
 129 • Services and those responsible for provided or arranging them include:
 130 o With the assistance of Campus Safety or Student Health, transportation to
 a hospital, if necessary;
- 131
 132 o counseling by a licensed counselor in Student Health and Wellness, or
 133 referral to an off campus counseling center; including specific information
 about responses to stranger or non-stranger sexual assault.

NEW

- 134 ○ with the assistance of Campus Safety, notice to the police, if desired;
- 135 ○ a list of other available campus resources, such as restraining orders,
- 136 and/or appropriate off-campus resources.
- 137 ○ Information indicating that regardless of whether a victim consents to the
- 138 disclosure of his or her identifying information, under state and federal law,
- 139 a victim has: (1) the right to a Sexual Assault Forensic Medical
- 140 Examination at no cost to the victim/patient and (2) the right to participate
- 141 or not participate with the local law enforcement agency or the criminal
- 142 justice system, either prior to the examination, or at any other time. (Pen.
- 143 Code §§ 13823.7, 13823.13, 13823.95.) Additionally, a victim may agree
- 144 to engage with local law enforcement and participate in the investigation
- 145 and prosecution using a pseudonym (i.e. Jane or John Doe) instead of his
- 146 or her true name.
- 147
- 148 • A description of each of the following procedures:
- 149 ○ criminal prosecution;
- 150 ○ civil prosecution (i.e., lawsuit);
- 151 ○ District disciplinary procedures, both student and employee;
- 152 ○ District investigative procedure, including allegations that alcohol or drugs
- 153 were involved in the incident.
- 154 ○ modification of class schedules;
- 155 ○ tutoring, if necessary.

156

157 The SART will be available to provide assistance to Campus Safety Officers regarding

158 how to respond appropriately to reports of sexual violence.

159

160 **Investigations**

161

162 The District will investigate all complaints alleging sexual assault under the procedures

163 for sexual harassment investigations described in AP 3435 (staff), and BP 5531

164 (student), regardless of whether a complaint is filed with local law enforcement.

165

166 All alleged victims of domestic violence, dating violence, sexual assault, or stalking

167 occurring both on or off campus, in connection with any programs of the District, shall

168 be kept informed, through the Dean of Students Office, or the Office of Human

169 Resources (depending on the status of the accused) of any ongoing investigation.

170 Information shall include the status of any student or employee disciplinary proceedings

171 or appeal; *victims of domestic violence, dating violence, sexual assault, or stalking are*

172 *required to maintain any such information in confidence, unless the alleged assailant*

173 *has waived rights to confidentiality.*

174

NEW

175 The District shall maintain the identity of any alleged victim, witness, or third-party
 176 reporter of domestic violence, dating violence, sexual assault, or stalking on District
 177 property, as defined above, in confidence unless the alleged victim, witness, or third-
 178 party reporter specifically waives that right to confidentiality. All inquiries from reporters
 179 or other media representatives about alleged domestic violence, dating violence, sexual
 180 assaults, or stalking occurring both on or off campus, in connection with any programs
 181 of the District, shall be referred to the District's Public Information Office, which shall
 182 work with the Dean of Students, or Vice President of Human Resources to assure that
 183 all confidentiality rights are maintained.

184

185

186 **Annual Reporting**

187

188 The Annual Security Report will include a statement regarding the District's programs to
 189 prevent sex offenses and procedures that should be followed after a sex offense occurs.
 190 The statement must include the following:

191

- 192 • A description of educational programs to promote the awareness of rape,
 193 acquaintance rape, other forcible and non-forcible sex offenses, domestic
 194 violence, dating violence, or stalking;
- 195 • Procedures to follow if a domestic violence, dating violence, sex offense, or
 196 stalking occurs, including who should be contacted, the importance of preserving
 197 evidence to prove a criminal offense, and to whom the alleged offense should be
 198 reported;
- 199 • Information on a student's right to notify appropriate law enforcement authorities,
 200 including on-campus and local police, and a statement that campus personnel
 201 will assist the student in notifying these authorities, if the student so requests;
- 202 • Information for students about existing on- and off-campus counseling, mental
 203 health, or other student services for victims of sex offenses;
- 204 • Notice to students that the campus will change a victim's academic situation after
 205 an alleged domestic violence, dating violence, sex offense, or stalking and of the
 206 options for those changes, if those changes are requested by the victim and are
 207 reasonably available;

- 208 • Procedures for campus disciplinary action in cases of an alleged domestic
 209 violence, dating violence, sex offense, or stalking including a clear statement
 210 that:

- 211 ○ The accuser and the accused are entitled to the same opportunities to
 212 have others present during a disciplinary proceeding; and
- 213 ○ Both the accuser and the accused must be informed of the outcome of
 214 any institutional disciplinary proceeding resulting from an alleged sex
 215 offense. Compliance with this paragraph does not violate the Family
 216 Educational Rights and Privacy Act. For the purposes of this paragraph,
 217 the outcome of a disciplinary proceeding means the final determination

NEW

218 with respect to the alleged domestic violence, dating violence, sex
 219 offense, or stalking and any sanction that is imposed against the accused.

- 220 • A description of the sanctions the campus may impose following a final
 221 determination by a campus disciplinary proceeding regarding rape, acquaintance
 222 rape, or other forcible or non-forcible sex offenses, domestic violence, dating
 223 violence, or stalking. **Sanctions that could be imposed upon students are**
 224 **found in Board Policy 5530.**

225

226 **Education and Prevention Information**

227

228 The Dean of Enrollment Services shall:

- 229 1. Provide, as part of the new student orientation program (both online and in-
 230 person), education and prevention information about domestic violence, dating
 231 violence, sexual assault, and stalking.
 - 232 a. The information shall be developed in collaboration with campus-based
 233 and community-based victim advocacy organizations, and shall include
 234 the District's sexual assault policy and prevention strategies including
 235 empowerment programming for victim prevention, awareness raising
 236 campaigns, primary prevention, bystander intervention, and risk reduction.
 - 237 b. Such programming will include:
 - 238 i. A statement that the institution prohibits the crimes of dating violence,
 239 domestic violence, sexual assault, and stalking
 - 240 ii. The definition of these terms and of consent, in reference to sexual activity,
 241 in the applicable jurisdiction
 - 242 iii. A description of safe and positive options for bystander intervention
 - 243 iv. Information on risk reduction
 - 244 v. A description of the institution's ongoing prevention and awareness
 245 campaigns for students and employees

246

- 247 2. Post sexual violence prevention and education information on the campus
 248 internet website regarding domestic violence, dating violence, sexual assault and
 249 stalking.

250

251

252 **Adopted:**

Reference:

Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standards.

Pursuant to Title 5, Section 51022(a), the governing board shall adopt and carry out its policies for the initiation, modification, or discontinuance of courses or programs. Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program initiation, modification and discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program's status in relation to the overall educational mission of the District.

4021.01 A program is defined as an organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy "Program" shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of Instruction **Academic Affairs** that support a common ~~set of outcomes~~.

(a) Academic Department - is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023 and are not covered by Board Policy 4021 and Administrative Procedure 4021.

(b) The establishment and existence of a designated program review within the District's integrated institutional planning system does not by default confer the focus and object of that review to be a "program" if it has not met the requirements and standards of Administrative Procedure 4021.

4021.02 Program Initiation – is the institution or adoption of a new program as defined by this policy.

(a) All newly initiated programs shall be considered "pilot programs" as detailed in Administrative Procedure 4021.

4021.03 Program Modification – Program modifications shall be categorized in the following two manners:

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

~~(1) Merging/Splitting/Departments and Programs – all modifications that propose to merge, or split existing departments or existing programs shall be governed by Administrative Procedure 7410 and not this Board policy or Administrative Procedure 4021.~~

(b) Nominal Modifications – are non-substantial modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined "nominal" in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4021 for action.

- 4021.04 Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.
- 4021.05 Program Discontinuance – is the termination of an existing program, discipline, or department.
- 4021.06 Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.
- 4021.07 Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.
- 4021.08 Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all

segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

4021.09 A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.

4021.10 College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain labor market requirements prior to initiation and every two years thereafter to ensure its necessity. Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.

See Administrative Procedure 4021

Approved 10/24/2013 by the Academic Senate

This Policy and the accompanying AP 4021 were previously identified as BP and AP 4400 as originally Approved 04/11/12.

AP 4021 Program Viability – *Initiation, Modification and Discontinuance*

Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC “Program Discontinuance: A Faculty Perspective”; ACCJC Standards.

I. DEFINITIONS

A. Program: An organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure “Program” shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of Instruction Academic Affairs that support a common ~~set of outcomes~~ outcome.

1. Academic Department – “academic department” hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines. Academic Departments are governed exclusively by Administrative Procedure 4023 and are not covered by Board Policy 4021 and Administrative Procedure 4021.

2. The establishment and existence of a designated program review within the District’s integrated institutional planning system does not by default confer the focus and object of that review to be a “program” if it has not met the requirements and standards of Administrative Procedure 4021.

B. Program Initiation – is the institution or adoption of a new program as defined by this policy.

C. Program Modification – Program modifications shall be categorized in the following two manners:

1. Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students’ ability to achieve their educational goals in a reasonable amount of time. A “Substantial Modification” must be proposed and meet the procedural requirements found in Administrative Procedure 4021.
2. Nominal Modifications – are non-substantial modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined “nominal” in its effect and institutional impact and

thus fall outside the purview and requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems “substantial” and refer the proposing party to Administrative Procedure 4021 for action.

D. Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Modification or Program Discontinuance.

E. Program Discontinuance –is the termination of an existing program, discipline, or department.

F. De Facto Discontinuance: is the unofficial discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

G. Committee: ~~When Program Viability Review is initiated,~~ the Academic Senate will form ~~an ad-hoc~~ a **standing** Program Viability Committee whose membership is ~~outlined~~ **listed** in Section IV of this procedure.

H. Intervention: a recommended action to remedy identified program shortcomings.

I. Determination Process: refers to the sequential process of Section III through V of this Administrative Procedure.

II. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE

Program initiation, modification and discontinuance proposals, and De Facto discontinuance notifications, can be initiated by the Chief Instructional Officer (CIO), ~~Division~~ **School** Dean, Department Chair, or Academic Program Director. He/she will consult with ~~Division~~ **School** Dean and Chair of the affected department and any other potentially affected department or faculty. He/she will provide and include data and information as specified in Section III of this procedure to demonstrate the need for program initiation, modification or discontinuance. The completed proposal is submitted to the Academic Senate President along with supporting documents.

III. PROPOSAL GUIDELINES

To ensure proper planning and advanced notice, the Program Viability Committee will notify the campus every spring semester of the timeline and procedural deadlines for submitting proposals during the fall semester. Program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President no later than the ~~sixth~~ **eighth** week of the fall semester.¹ Proposals received after the ~~sixth~~ **eighth** week of the ~~Fall~~ semester, or during the Spring semester, **will be advanced but with no intent of program implementation by the start of the next academic year. only if there exists necessary and compelling reasons to do so in the judgment of the Academic Senate.** Proposals submitted after the sixth week must complete the determination process in the same prescribed manner as timely proposal submissions. **The Committee will accept no more than 6 proposals per academic year. The Committee reserves the right to exceed the maximum number of proposals if in its judgment the additional proposals are nominal in their workload and institutional impact. Prioritization of proposals will be determined by the Committee in accordance with its committee operating procedures.**

The initial proposal shall include, but is not limited to, the itemized quantitative **and qualitative** evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle and development, and overall college functions.² The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns. ~~The~~

¹Proposals to **initiate, modify or discontinue intended to have program implementation by the start of the next academic year**, may be initiated only in the ~~Fall~~ semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 4021). The size and diversity of the Program Viability committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following ~~Spring~~ semester. Furthermore, completion of the determination process by the end of the academic year is mandated by potential changes to Senate membership and Program Viability Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.

² Grant funded staffing positions must be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget. **If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.**

emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed initiation, modification or discontinuance to the next procedural level. **Proposals advocating the establishment of a program supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default. Such proposals must also meet the evidentiary scrutiny established by this administrative procedure to obtain approval.**³

A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to **the following inquiries: (Criteria may differ based on the nature of the proposal. Not all inquiries below will necessarily be required.)**
 - a. **What are the enrollment trends over the past five years and how are they favorable to the acceptance of the proposal?**
 - b. **What is the projected demand for the program in the future, and how does that demand support acceptance of the proposal?**
 - c. **What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?**
 - d. **What is the term to term persistence of students within the existing program, or proposed program.**
 - e. **What are the student success and program completion rates, and how are they favorable to the acceptance of the proposal?**
 - f. **What is the current or projected student completion rate, and how is that rate favorable to the acceptance of the proposal?**
 - g. **Does the productivity in terms of WSCH per FTE ratios favor acceptance of the proposal? If so, how?**
 - h. **What are, and how do, the Success rate of students passing state and national licensing exams support the proposal?**
 - ~~j.~~ **Enrollment trends over a sustained period of time**
 - j. **What data extracted from Program Review supports this proposal? And how?**
 - ~~k.~~ **Does any data from a CTE Advisory Committee support this proposal? If so, how?**
 - k. **Does the Regional Labor Data support this proposal? If so, how?**
 - ~~l.~~ **Will there be an adverse student impact resulting from discontinuance or proposal?**
 - ~~m.~~ **Implementation timeline for resulting new courses.**

³ Most grant funded programs are no different than any other program proposals placing increased pressure and demand on campus services and resources having unforeseen consequences on existing disciplines and support services. The program viability committee must scrutinize campus instructional and support services to determine if they can absorb and support the grant funded program without significantly diminishing the effectiveness of existing services and detrimentally increasing workload.

n. The proposal shall substantiate adherence to standards of equity established by the State Chancellor's Office.

B. Qualitative Evidence *(Copied and moved from Section IV(C) of this procedure.)*

Factors to be considered may include, but are not limited to:

1. Contemporary analysis of the relevance of a discipline.
2. Current college curriculum and offerings as they relate to the academic mission of the college.
3. The effect of program **initiation, modification or** discontinuance on institutional outcomes.
4. The potential for a disproportionate impact on diversity.
5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.
6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.
7. Consideration of matters of articulation as they relate to curriculum.
8. The replication of programs in surrounding college districts.
9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.
10. The **relation of the proposal to** the goals and strategies of the College as outlined in the most recent Strategic Plan.
11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.
- 12. The ability of campus instructional and support services to absorb and support the proposed program without significantly diminishing existing the effectiveness of existing services and increasing workload detrimentally.**
- 13. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan to sustainably institutionalize the position after the grant funding ends.**

~~2.~~ C. Incomplete Proposals

Proposals deemed incomplete due to the submission of insufficient benchmark evidence may be returned to the proposing party by the subsequent Academic Senate Program Viability Committee authorized by Section IV of this procedure.

~~3.~~ D. Vocational or Occupational Training Program Proposals

California Education Code Section 78015(a)(1) requires that the local governing board initiate a job market study of the labor market area for a proposed vocational or occupational training program prior to its establishment. Consequently, the initiating party of such a proposal must, prior to the submission of the proposal to the President of the Academic Senate and in accord with Section III(A)(1)(I) of this procedure, have requested and obtained the results of a relevant job market study of the labor market area

to be included in their program proposal. If a relevant study has already been completed within 6 months of the program proposal, that study may be used to satisfy the Education Code requirement as well as the criteria of this procedure and thus no new labor market study is necessary. **The proposing party should provide an analysis of the study as it relates to their proposal and indicate how it supports any newly proposed curriculum.**

~~B.~~ E. Notifications of Possible De Facto Discontinuances

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible De Facto discontinuance. Upon receipt of such notification the Senate President will inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a De Facto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible De Facto discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

IV. FORMATION OF PROGRAM VIABILITY COMMITTEE

The Academic Senate shall establish a standing program viability committee. Upon receipt of the proposal by the Academic Senate President, the Academic Senate shall ~~approve the creation of an ad-hoc~~ forward **proposals** to the Program Viability Committee at its next regularly scheduled meeting. The Senate President may request the party initiating the proposal to be present at the Senate meeting when the proposal is on its published agenda.

A. Program Viability Committee Composition

1. Academic Senate President, or designee.

a. The President of the Academic Senate shall serve as Chair of the committee. The President may delegate this duty to another standing member of the committee.

~~A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; *(this person will serve as Chair of the Committee).*~~

2. A tenured or tenure-track faculty member from inside the affected program; (if this is not possible, then a tenured faculty member from inside the affected department or division.)

3. Division Dean of the department that houses the program in question.

4. A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; *(this person will serve as Chair of the Committee).* ~~Academic Senate President, or designee.~~

5. CIO, or designee.
6. COCFA President, or designee.
7. AFT Part-time faculty union President, or designee.
8. A student representative appointed by the Associated Student Government.
9. A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.
10. Curriculum Committee Faculty Chair, or designee.
11. A member of the Program Review Committee.

B. Program Viability Committee Functions

The Committee will use the quantitative and qualitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of initiation, modification or discontinuance. The Committee will be charged with:

1. Determining the initial proposal's evidentiary sufficiency per Section III (A) and (B) of this procedure.
2. **Review and assess the sufficiency of the quantitative and qualitative evidence per Section IV(B) of this procedure.**
- ~~2.~~ 3. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.
- ~~3.~~ 4. Gathering all qualitative and quantitative evidence into a written report.
- ~~4.~~ 5. Participating in all public meetings and discussions.
- ~~5.~~ 6. **Recommending to the Academic Senate one of the three six potential outcomes of the discontinuance proposal process to include documenting its findings by a narrative.** (Listed is Section V (A) of this procedure.)
7. The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

C. ~~Qualitative Evidence~~

~~Factors to be considered may include, but are not limited to:~~

- ~~1. Contemporary analysis of the relevance of a discipline.~~
- ~~2. Current college curriculum and offerings as they relate to the academic mission of the college.~~
- ~~3. The effect of program discontinuance on institutional outcomes.~~
- ~~4. The potential for a disproportionate impact on diversity.~~
- ~~5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.~~
- ~~6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.~~
- ~~7. Consideration of matters of articulation as they relate to curriculum.~~
- ~~8. The replication of programs in surrounding college districts.~~

9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.
10. The goals and strategies of the College as outlined in the most recent Strategic Plan.
11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.

~~The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.~~
Moved to Section IV(B)(7)

~~D. C. Mandated Discontinuance~~

~~A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4021. If such a mandate occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the Program Viability Committee will be formed for the sole purposes listed in Section VI of this procedure.~~

V. REPORT OF PROGRAM VIABILITY COMMITTEE TO FULL ACADEMIC SENATE

The Program Viability Committee may return proposals to the proposing party it deems incomplete due to the submission of insufficient benchmark evidence. In such cases, the proposal is considered “ongoing” and can be resubmitted directly to the Committee at a future date. The Committee will determine a reasonable timeline for resubmission of the revised proposal. No Committee report need be forwarded to the Academic Senate as long as the proposal is ongoing.

If the proposal is determined complete, the Program Viability Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in which the proposal was submitted.⁴ The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. ~~The proposal report~~ shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, initiation or modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards

⁴The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

established by the State Chancellor's Office.

A. Possible Recommendations of the Program Viability Committee

There are ~~five~~ **six** possible recommendations the Program Viability Committee can make. A program may be recommended to be initiated, not initiated, modified, continued, continued with qualifications, or discontinued.

1. Recommendation to Initiate

The recommendation to initiate a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

2. Recommendation to Not Initiate

The recommendation to not initiate a program must include a clearly stated rationale for arriving at such a conclusion based upon the aforementioned qualitative and quantitative criteria documented in writing by the Committee and maintained by the Academic Senate.

3. Recommendation to Modify

The recommendation to modify a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

4. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate.

5. Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, a program that was proposed for discontinuance by this process, maybe recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee

and maintained by the Academic Senate. In accordance with the established time line the program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Committee.

6. Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and will be documented in writing by the Committee and maintained by the Academic Senate.

a. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4021 and substantiated under Section IV (C) of this procedure.

B. Full Academic Senate Action

The Academic Senate will consider and deliberate on the Program Viability Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the six actions it will formally adopt. Upon acceptance of any proposal, the Academic Senate must consider and send forward a scheduled implementation timeline. The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

1. Vocational and Occupational Training Programs

California Education Code Section 78016 mandates that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meet particular criteria. The District shall ensure compliance by conducting such ongoing reviews for all initiated programs of this type.

VI. PILOT PROGRAM STATUS

All newly initiated programs shall be deemed pilot programs for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.⁵

⁵ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and

1. Required Reporting Content

a. Year One Report – the report shall be an informational status update to include evidence of the program’s growth, success and challenges to date.

b. Year Two Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program’s likelihood for sustainable success by the end of its third year.

c. Year Three Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program’s immediate institutional sustainability.

2. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot program shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the Program Viability Committee will make a final determination as to the program’s status.

a. Discontinuance – all pilot programs failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation plan per Section VII of this procedure.

~~VI.~~ VII. IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is subsequently approved by the Board of Trustees, the original Program Viability Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO

the program content’s historical existence on campus. See the italicized note under Section III(A) of this proposal.

to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. Discontinuance Implementation Plan

The implementation plan must include, but is not limited to:

1. A plan and time line for implementing the discontinuance or qualifications to be established.
2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.
3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.
4. Coordinating program discontinuance to be consistent with the college catalogue.

Approved 04/11/12

Academic Senate Approved Revisions 10/24/2013

AP 4021 Program Viability- Initiation, Modification and Discontinuance

*Please see the policy for full language and details

CIO, Dean,
Dept. Chair,
or Academic
Program
Director

- Any of the parties at the left can submit a proposal asking to initiate, substantially modify, or discontinue a program.
- The proposal is due to the Senate no later than the 8th week of fall semester and should include both quantitative and qualitative evidence (please see policy for exact requirements).

Academic
Senate
Program
Viability
Committee

- The Committee will use the evidence contained within the initial proposal as a foundation to determine the merit of initiation, modification, or discontinuance.
- If a proposal is determined complete, the Program Viability Committee shall submit its written report to the full Academic Senate no later than the 5th week of the Spring semester. Programs can be recommended to be:
 - Initiated
 - Not initiated
 - Modified
 - Continued
 - Continued with qualifications
 - Discontinued

Academic
Senate

- The Academic Senate will hold a vote to determine which of the six actions it will formally adopt. If accepted, the Academic Senate will send forward a scheduled implementation timeline.
- The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. If the recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.
- All newly initiated programs shall be deemed pilot programs for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the program's existence. Upon receipt of the Year Three Report, the Academic Senate will make a determination as to whether the pilot program shall be approved as permanent.
- If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is approved by the Board of Trustees, the original Program Viability Committee will reconvene to propose an implementation plan for the finalized determination.

Program Viability Proposal Template

The purpose of this template is to assist faculty and others in preparing the proposals required by AP 4201 (Program Viability – Initiation, Modification, and Discontinuance). This template is not meant to limit the information that can be provided in the proposal but to provide a format that helps to make sure the required information is included.

Section 1 - Program Information

1. Program Name:
2. Type of program? (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)
3. Which Department houses (or will house) this program?
4. Which School houses (or will house) this program?
5. Type of Proposal? (Initiation, Substantial Modification, Discontinuance)
6. Please provide a brief (no more than a paragraph) description of the program and its purpose.

Section 2 – Quantitative Information

For all proposals:

1. What is the projected demand for this program in the future, and how is that demand favorable to the committee supporting this proposal?
2. What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?
3. How does this proposal adhere to standards of equity established by the State Chancellor's Office?

For CTE Programs only:

4. Does the Regional Labor Data support this proposal? If so, how?
5. What data are there from CTE Advisory Committees? How do they support this proposal?

For Initiation proposals:

6. What new courses will be developed? What is the timeline for implementing these new courses?
7. What are the projected student success, persistence, and completion rates, and how are they favorable to this proposal?

For Substantial Modification or Discontinuance proposals:

8. Data from Program Review:
 - a. What have the enrollment trends been over the past 5 years, and how are they favorable to this proposal?
 - b. What is the productivity in terms of WSCH per FTE ratios, and how does it support this proposal?
 - c. What are the student success and completion rates, and how do they support this proposal?

- d. Is there any other relevant data from program review? How does it support this proposal?
- 9. What is the term to term persistence of students within the program?
- 10. If applicable, what are, and how do, the success rate of students passing state and national licensing exams support the proposal?
- 11. What is the rationale for discontinuing the program, if applicable?
- 12. For Discontinuance proposals, will discontinuance cause an adverse impact on students? If so, how?

Section 3 – Qualitative Information

For all proposals:

- 1. How is this discipline/field relevant for either transfer or CTE preparation?
- 2. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?
- 3. What effects would this proposal have on institutional outcomes?
- 4. Is there a potential for disproportionate impact on diversity? If so, how?
- 5. Is there input about the quality of the program from program review, student evaluations, articulating universities, local business and/or industry, advisory committees, and/or the community? If so, please explain.
- 6. Are there similar programs in surrounding college districts? If so, where?
- 7. Is there an ability to meet standards of outside accrediting agencies, if applicable? Please explain.
- 8. How does this program align with the goals and strategies of the College as outlined in the most recent Strategic Plan?
- 9. How will this proposal impact existing workload for instructional and support services? How will it impact the effectiveness of existing services or programs?

For Initiation proposals:

- 10. How will the proposed new courses articulate with other institutions of higher education?
- 11. If there is hiring related to this proposal due to grant funding, how will the position(s) be institutionalized once grant funding ends?

For Discontinuance proposals:

- 12. How will students be able to complete their degree or certificate or transfer?

BP/AP 4021 Program Viability Evaluation: *name of program* Proposal

Submitted by:

Committee Meeting Date(s):

Committee Members:

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
1. Enrollment trends (past, present, future)	
2. Ability of program to meet standards of outside agencies/licensing boards	
3. Ability of students to complete program	
4. Status of curriculum of program courses	
5. Alignment with the mission, values, and goals of the institution	
6. Alignment with the mission of the CCC Chancellor's Office	
7. Appropriateness of the projected timeframe for implementation	
8. Articulation considerations	
9. Quality of program (input from program review, advisory committees, universities, community)	
10. Relevance of the discipline	
11. Alignment with access and equity goals for students (is there a potential for disproportionate impact?)	
12. Replication of programs in surrounding college districts	
13. Which individual, academic department and school will be responsible? Will AP 4023 be needed?	
14. Campus instructional and support services of program	
15. Plan for institutionalization (if grant funded)	

Program Viability Committee Recommendation <hr/> Committee Chair's Signature	<input type="checkbox"/> Initiate	<input type="checkbox"/> Not Initiate
	<input type="checkbox"/> Modify	<input type="checkbox"/> Not Modify
	<input type="checkbox"/> Discontinue	<input type="checkbox"/> Not Discontinue

Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

AP 4023 ~~MERGING/SPLITTING DEPARTMENTS AND PROGRAMS~~ ACADEMIC DEPARTMENTS

Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standard II.A.6.b.

4023.1 Definitions

a. Academic Department - "academic department", hereinafter referred to as "department", is an organizational structure composed of one or more related disciplines.

~~Formal written proposals to merge or split an academic department or educational program, merge an academic department or educational program, change an academic department or educational program's name or to relocate an existing course to a different department, division, educational program or campus office will be brought to the Senate. These proposals can be initiated by a department, the Instruction Office or any faculty member operating under an academic program or overseeing an unaffiliated course or courses.~~

- ~~a. For purposes of this policy, an "educational program", hereinafter referred to as "program", is an organized sequence of courses, or a single course, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure "Program" shall also be understood to mean any academic department as well as any thematic cluster of courses within the purview of the Office of Instruction that support a common set of outcomes.~~
- ~~b. For purposes of this policy an "academic department" hereinafter referred to as "department", is an organizational structure composed of one or more related disciplines.~~
- ~~c. An "unaffiliated course" is an academic course that does not fall under the control or categorization of any existing department.~~

4023.2 Proposals for Academic Department Initiation, Merger, Splitting or Renaming

- a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.**

1. Categories/Types of New Departments

i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.

A. If the new discipline/departmental proposal includes a proposed new educational program, that proposed educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.

ii. Proposed departments that merges two existing departments.

iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Academic Affairs.

iv. Departments resulting from a proposal to split an existing department into two or more departments.

v. Proposals to rename an existing department without splitting or merging the department.

vi. Proposals to rename an existing department as the result of a proposal to merge or split a department.

(Some proposals may fall within more than one category of “new” departments.)

b. Upon receipt of the written proposal the Academic Senate will establish an ad hoc committee to review the proposal. The ad hoc committee composition will be the following:

~~1. The Senate will appoint at least two one faculty members from each department or program impacted (one of whom will be designated as the chair of the ad hoc committee), and two faculty members from outside the department or program. The CIO will appoint a representative from the Instruction Office. If an impacted department or academic program maintains only one faculty member, that department or academic program’s membership on the committee will be reduced from two to one. If no faculty members are directly impacted, or if the department maintains no faculty members at the time of the proposal, the committee will be composed of two faculty members from within that department’s or educational program’s division as well as the CIO designee.~~

1. A tenured faculty member outside the school where the proposed department will be administratively assigned; Appointed by the Academic Senate President;

2. A tenured or tenure-track faculty member intended to be assigned to the new department; (if this is not possible, then a tenured faculty member from inside the

school where the proposed department will be administratively assigned.) 3. Dean of the division/school intended to house the proposed department.

4. Academic Senate President, or designee.
5. CIO, or designee.
6. COCFA President, or designee.
7. AFT Part-time faculty union President, or designee.
8. A student representative appointed by the Associated Students Government.
9. A Counselor appointed by the Academic Senate President in consultation with Counseling Chair.
10. Curriculum Committee Faculty Chair, or designee.
11. A member of the Program Review Committee.

c. The President of the Academic Senate shall serve as Chair of the ad hoc committee. The President may delegate this duty to another standing member of the ad hoc committee.

d. ~~The Senate may add additional voting or non-voting members to the committee who are affected by the proposal's impact on an unaffiliated course or courses.~~

The Committee may add additional voting or non-voting members to the committee deemed necessary to determine the appropriateness of the proposed department.

e. ~~The committee may add additional, non-voting resource members as it deems necessary.~~

e. Committee Functions

1. Determining the initial proposal's evidentiary sufficiency per Section 4023.2(g) of this procedure.
2. Gather all qualitative and quantitative evidence into a narrative written report.
3. Make recommendations to the Academic Senate as to the proposals validity.
4. Use as its guiding principles for recommendation, the following:
 - i. The proposed department is based on the need of the District and not other national or regional standards alone.
 - ii. The District planning mechanisms have collaboratively and democratically prioritized this proposal.
 - iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.
 - iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.

~~e. For proposals involving renaming of departments the Senate will determine if a separate ad hoc committee is necessary.~~

- f. In the event a proposal is made to the Academic Senate or Office of Instruction ~~Academic Affairs~~ without supporting written documentation, **the ad hoc committee shall reject the proposal.** ~~may be used to assist in drafting a formal written proposal.~~

~~4023.3~~ g. The written proposal for a departmental change ~~should~~ **shall** address the following issues:

1. How will the proposal help the students of the college?
2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
3. What is the **proposal's** impact on existing students and faculty members? ~~What is the opinion of the impacted faculty members?~~
4. Does the ~~Instruction Office~~ **Office of Academic Affairs** support the proposal? **Please explain, why or why not?**
5. Will the proposal provide for a more effective use of time, resources, and faculty? **If so, please explain how and why?**
6. Is the proposal similar to the departmental structures at other institutions? **How and why is it the same or different in nature?**
7. Is the size of the proposed department a relevant factor to consider? ~~Will this proposal increase or alleviate the "Goldilocks Factor" (e.g., "too big...too small....just right!")?~~ **If so, why?**
8. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? **If so, how?**
9. ~~What impact could this have on any governance proposals?~~
10. ~~Are there any possible negative impacts of such a change?~~
11. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the curriculum committee?
 - i. *Close consultation with the Curriculum Chair, Counseling Office **and Articulation Officer** is ~~recommended~~ **required**.*
12. **CCC, CSU and UC Considerations:**
 - a. **Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?**
 - b. **Is the proposed department's academic discipline common to the California Community College system and mission?**
 - c. **Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?**
13. **Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?**

14. Are there any additional issues raised by the Senate or the Instruction Office? **If so, please explain.**
 15. **Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?**
 16. **Can the proposed department be absorbed into an existing department?**
 17. **Will existing full-time faculty be assigned or transferred to the new Department? And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?**
 18. **The proposal must include a feasible implementation plan, to include funding for at least three years.**
- g. **The committee will forward its recommendation to the Chief Instructional Officer and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCFA) to ensure that implementation of the proposal will not be hindered by, and the District will be able to honor, all existing bargaining contract provisions. All proposals submitted to the Academic Senate must contain an implementation plan. If the proposal is approved by the Academic Senate and there is mutual agreement ~~with~~ between the Academic Senate and the ~~Instruction Office~~ Chief Instructional Officer, the proposal will be advanced for implementation. ~~to the College Policy Council. granted "provisional approval".~~**

~~4023.5 The proposal will receive final approval when the following conditions have been met:~~

- ~~a. The Curriculum Committee has approved of any new course numbering system (if necessary) and approves of the proposed timeline for changes and implementation of affected curriculum;~~
 - ~~b. The Articulation Officer certifies that there are no outstanding articulation issues;~~
 - ~~c. All appropriate college offices have been notified for any changes required in the college catalog, brochures, and other publications;~~
 - ~~d. Any outstanding contractual issues have been resolved; and,~~
 - ~~e. Any other conditions that may be requested by the Instruction Office or the Senate have been resolved.~~
- ~~—Upon concluding the above conditions have been met, the CIO will notify the President of the Academic Senate that he or she is granting final administrative approval of the proposal. The President of the Academic Senate will then request final approval from the Senate.~~

4023.6 4023.3 Implementation

- a. Unless a specific implementation date is detailed in the approval process, ~~final~~ implementation will take place at the start of the next academic year.
- b. If the proposal results in substantive alterations to curriculum or student expectations, the **initiation**, merger, split or renaming must be approved and completed by the print deadline for the coming academic year college catalogue.
- c. All appropriate college offices ~~have been~~ **shall be** notified for any changes required in the college catalog, brochures, and other publications;
- d. **Pilot Department Status**

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.¹

1. Staffing – no full time staff may be hired to support the new department until the conclusion of the three year pilot process.

2. Required Reporting Content

- i. **Year One Report – the report shall be an informational status update to include evidence of the department's growth, success and challenges to date.**
- ii. **Year Two Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's likelihood for sustainable success by the end of its third year.**
- iii. **Year Three Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's immediate institutional sustainability.**

3. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot department shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic

¹ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content's historical existence on campus.

Senate and CIO disagree on the outcome the Program Viability Committee will make a final determination as to the department's status.

i. Discontinuance – all pilot departments failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation.

~~4023.7~~ 4023.4 This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #7215). It is an area where the Senate and the District will reach mutual agreement.

Department Changes Proposal Template

The purpose of this template is to assist faculty and others in preparing the proposals required by AP 4023 (Academic Departments). This template is not meant to limit the information that can be provided in the proposal but to provide a format that helps to make sure the required information is included.

Section 1 - Basic Information

7. Type of Change Requested (please select all that apply): (Create a New Department from Previously Unaffiliated Courses, Create a New Department by Merging Existing Departments, Split an Existing Department into One or More Departments, Rename an Existing Department)
8. Please provide a brief (no more than a paragraph) description of the change requested and how this change will help the students of the college.

Section 2 – Background Information

1. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
2. What will be the size of the proposed department(s)? Is this a relevant factor to consider? If so, why?
3. Is the proposed department's academic discipline common to the California Community College system and mission? Does it currently exist at other community colleges? If so, where and how frequently within the state?
4. Is the proposal similar to the departmental structures at other community colleges? How and why is it the same or different in nature?
5. Is the proposal similar in structure to those found at UC or CSU?
6. Are the affected faculty members in support of this proposal? Please explain why or why not.
7. Does the Office of Academic Affairs support this proposal? Please explain why or why not.
8. Are there any additional issues raised by the Senate or the Office of Academic Affairs?
9. Why is this proposal and its associated administrative structure necessary to achieve programmatic success? For example, for new department proposals, could the proposed department be absorbed into an existing department instead?

Section 3 – Potential Impacts

1. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why.
2. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?

3. Would there be any resulting changes to curriculum, and, if so, what is the intended timeline for implementation and approval by the curriculum committee? (Note: Close consultation with the Curriculum Chair, Counseling Office, and Articulation Officer is recommended).
4. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
5. Will existing fulltime faculty be assigned or transferred to the new department? If so, has funding been secured to provide replacement for any vacancies created by this transfer?
6. Would this proposal require any additional funding or other resources? How will these be provided?

Section 4 – Implementation Plan

Please provide a detailed implementation plan (including dates) and documentation of any needed funding or other resources (at least one year of documented funding needed).



ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

President

Rebecca Eikey

October 27, 2015

Vice President

Teresa Ciardi

Chancellor Brice Harris
California Community Colleges
1102 Q Street
Sacramento, CA 95811

Senators

Regina Blasberg
Amy Shennum
Wendy Brill-Wynkoop
Garrett Hooper
Tracey Sherard
Philip Marcellin
Victoria Leonard
Robert Maxwell
Ron Karlin
Ann Lowe
David Andrus

Dear Chancellor Harris,

We have read the Report of the 2015 Accreditation Task Force and we wholeheartedly endorse the Recommendations of the Task Force, specifically to either join with the Western Association of Schools and Colleges Senior College and University Division or to explore affiliation with another regional accrediting agency.

At Large Senators

Diane Baker
Lee Hilliard
Deanna Riveira
Michael Sherry
Valerie Malinoski

Sincerely,

Rebecca Eikey
President

Teresa Ciardi
Vice President

Adjunct Faculty

Kimberly Bonfiglio
Jason Burgdofer

Non-Voting Members

Lita Wangen, Administrative Assistant
Amy Foote, AFT President
Dr. Jerry Buckley, VP of Instruction
Dr. Michael Wilding, VP of Student Services

**Resolution in Support of the Recommendations of the Chancellor's
Accreditation Task Force 2015
Fall 2015**

Whereas: The U.S. system of regional accreditation continues a long tradition of providing essential guarantees of quality in America's post-secondary institutions; a spirit of collaboration and mutual respect between the regional commissions and their member institutions is essential to the success of the system of accreditation; and a shared focus on the needs and interests of students is primary and vital to preserve, and

Whereas: Over the last decade, the relationship in the Western Region between the Accrediting Commission for Community and Junior Colleges (ACCJC) and California's 112 community colleges has changed from one of constructive collegiality to one in which the member colleges increasingly report antagonism, intimidation and fear, and

Whereas: The ACCJC levels sanctions against California community colleges at a rate that is 400% of the sanction levels seen in other regions and in four-year California institutions,

Whereas: Concerns about the changed nature of the relationship between the ACCJC and many of its member institutions have been documented by resolutions, articles and complaints prepared and approved by leading statewide organizations of professional educators, including the Community College Council of the California Federation of Teachers (CCC-CFT), the Community College Association of the California Teachers Association (CCA-CTA), the California Community College Independents (CCCI), the Faculty Association of the California Community Colleges (FACCC) and the Academic Senate for the California Community Colleges (ASCCC),

Whereas: Many Administrative, Trustee, Support Staff and Student Groups have joined faculty in expressing concern about the actions of the ACCJC,

Whereas: The growing concerns regarding the ACCJC have led to a review of the ACCJC's financial impact on community colleges by the CA Legislature's Joint Legislative Audit Committee, creation of three separate Task Forces by the California State Chancellor's office, filing of three lawsuits against the ACCJC, and multiple public statements of concern from members of California's Congressional delegation as well as state legislators, and

Whereas: The ACCJC's frequent sanctions based on the legitimate activities of trustees of Community College District Boards have raised serious concerns regarding the free speech rights of elected officials and the rights of voters to representation by duly elected officials, and

Whereas: Areas of non-compliance found during the ACCJC's regular review by the U.S. Department of Education prompted the DOE to continue its recognition of the ACCJC as an accrediting body for only a one-year period -- in which it must demonstrate compliance -- instead of the standard five-year period for renewal of recognition, and

Whereas: The 2015 Chancellor's Accreditation Task Force Report has researched and reported on the actions of the ACCJC and has recommended unanimously that the Chancellor either pursue joining the Western Association of Schools and Colleges Senior College and University Commission or affiliating with another regional accreditor,

Therefore Be it Resolved: That [Our Organization] hereby joins with our colleagues throughout the state to express deep concern over the adversarial relationships fostered by the ACCJC, which pose a threat to fair accreditation and access to public higher education in California, and

Be it Further Resolved: That this body stands in strong support of the recommendations made by the Chancellor's 2015 Accreditation Task Force Report and endorses a new model for accreditation, including options such as forming a combined single accrediting commission with community colleges joining WASC Senior College and University Commission, in keeping with the prevalent model for regional accreditation, or identifying other regional accreditors that could serve the California Community Colleges.

Date _____

Academic Senate President, Rebecca Eikey

Vice President Academic Senate, Teresa Ciardi

