

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

October 13, 2016 3:00 p.m. to 4:50 p.m. BONH 330



A. Routine Matters

1. Call to order
2. Public Comment
3. Approval of the Agenda
4. Approval of the Consent Calendar:
 - a) Academic Senate Summary for September 22, 2016 (pg.3)
 - b) Curriculum Summary for October 6, 2016 (pg.9)
 - c) Faculty Professional Development September 26, 2016 (pg.13)
 - d) CASL Summary September 28, 2016 (pg.17)
 - e) Program Review Summary September 28, 2016 (pg.17)
 - f) Program Viability Summary June 2, 2016 (pg.18)
5. Academic Senate President's Report, Rebecca Eikey
6. Academic Senate Vice President's Report, Teresa Ciardi (pg.21)

B. Action Items

1. BP 4235 and AP 4235 Credit by Exam Phase 1 (pg.22)
2. Garrett Hooper, Senate Representative for Student Services 3. Administrative Retreat Rights (pg.26) 4. Approval of Discipline Assignment:
 - o Jeffrey Forrest, Management (pg. 27) o Amy Foote, Biological Sciences (pg. 28) o Gina Bogna, Management (pg. 29) o Ambika Silva, Mathematics (pg. 30) o Patricia Foley, Chemistry (pg. 31) o April Reardon, Counseling (pg. 32) o Violeta Kovacev-Nikolic, Mathematics (pg. 33) o Michael Hubbard, Mathematics (pg. 34)

C. Other Report

1. Lisa Hooper – Non-Credit Curriculum Development

D. New Future Business

1. (IE)² Committee Report as related "Canyons completes," Audrey Green & Daylen Meuschke
2. Office Allocation Policy, Michael Dermody
3. Emeritus Faculty Policy, Michael Dermody
4. Finals Exam Policy, Michael Dermody
5. Doing What Matters Local Plan, Regina Blasberg and Dr. Buckley

E. Unfinished Business

1. Syllabus Survey
2. SCCRC Regional Plan
3. Revisions to BP 4235 and AP 4235 Phase 2
4. Adjunct Discipline List

F. Discussion Items

1. Civic Engagement Steering Committee Operating Procedures (pg. 35)
2. Climate Survey
<https://www.canyons.edu/Offices/AcademicSenate/Documents/307%20Climate%20Survey%20Spring%202016%20Narrative%20and%20Appendices%20%281%29.pdf>
3. Minimum Qualifications for Interdisciplinary Studies, Aivee Ortega (pg. 42)
4. ASCCC Resolutions
<https://www.canyons.edu/Offices/AcademicSenate/Documents/Resolutions%20Packet%20FA16%20Area%20Meetings%20Version10%20%282%29.pdf>

G. Travel Reports

1. Lisa Hooper – Curriculum in Maintaining Financial Aid Eligibility (pg. 43)

H. Announcements

- Area C Meeting October 15, Pasadena City College 10:00 am to 3:00 pm
- John Freitas & John Stankas, ASCCC Site Visit to discuss Minimum Qualifications & Equivalencies, October 21st BONH 330 11:00 am to 2:00 pm
- Curriculum Regional Meeting, October 22, 2016 9:30 am to 3:00 pm Mt. San Antonio College, Walnut, CA
- MQ and Equivalency Regional Meetings, October 28, Riverside
- Academic Senate Fall Plenary November 3-5, The Westin South Coast Plaza, Costa Mesa
- Formerly Incarcerated Student Regional Meetings, November 18- 19, TBD
- Contextualized Teaching and Learning Regional Meetings, December 2- 3, TBD
- Common Assessment Initiative Regional Meetings, December 9 – 10 Sacramento, Ca
Grand Sheraton Hotel Sacramento, 1230 J Street, Sacramento, CA 95814
- Faculty Hiring Regional Meetings, February 10 - 11, 2017, TBD
- Exemplary Program award <http://www.asccc.org/events/exemplary-program-award-0> application deadline is 11/8/16
- Hayward Award <http://www.asccc.org/events/hayward-award-0> application deadline is 12/23/16
- Norbert Bischof Faculty Freedom Fight Award <http://www.asccc.org/events/nbfff> application deadline is 2/1/17
- Stanback-Stroud Diversity Award <http://www.asccc.org/events/stanback-stroud-diversity-award-0> application deadline is 2/3/17
- Accreditation Institute February 17 -18, 2017 Napa Valley Marriott
- Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
- Area C Meeting March 17, TBD
- Curriculum and Noncredit Regional Meetings, March 31, -April 1, 2017, TBD
- Spring Plenary April 20 – 22, 2017 TBD
- CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, San Jose
- Faculty Leadership Institute June 15 – 17, 2017 Sheraton, Sacramento
- Curriculum Institute July 12 – 15, Riverside Convention Center

Summary for the Academic Senate Meeting September 22, 2016

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Teresa Ciardi	X	Business Senator	VACANT	
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	A	At Large Senator	Jason Burgdorfer	X
Policy Review Chair	Michael Dermody	A	At Large Senator	David Martinez Kelly Burke, Proxy	A
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop Nicole Faudree, Proxy	A	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Kimberly Bonfiglio	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Mercedes McDonald	X
			Adjunct Senator	Noemi Beck-Wegner	X

Non-voting Members	
Dr. Buckley	A
Lita Wangen	X
Dan Portillo	A
Dr. Wilding	A
Brenda Plona	X

Guests	
Barry Gribbons	Patty Robinson
Denee Pescarmona	Gina Peterson
Russell Waldon	Steve Zimmer
Daylene Meuschke	Jasmine Ruys
	Erin Delaney

A. Routine Matters

1. Call to order: 3:05 p.m.
2. Public Comment: Rebecca would like to pull the Adjunct List from the Agenda. Motioned by Nicole Faudree, seconded by Erin Barnthouse. Unanimous. Approved.
3. Approval of the Agenda: Motion by Teresa Ciardi, seconded Mary Bates. Unanimous. Approved.
4. Approval of the Consent Calendar: Motion by Teresa Ciardi, seconded by Mary Bates. Unanimous. Approved.
5. Academic Senate President's Report, Rebecca Eikey

Board of Trustees Presentation

At the Board of Trustees meeting last week, I gave a report on why we have an Academic Senate. We reviewed the pertinent information from Ed Code, Title 5 and what areas are the responsibilities of the Academic Senate according to our local board policy. Our purview includes minimum qualifications, faculty evaluations, and tenure review. Our local board policy defines what specific areas the governing board relies on the Academic Senate in terms of “primary” or “mutual consent.” The areas that fall into “rely primarily on” curriculum, degrees and certificates, grading policies, policies regarding student success, appointment of faculty members to committees, professional development for faculty and processes for program review. “Mutual consent” areas are the development of new programs, governance processes, faculty’s role in the accreditation, financial policies for faculty professional development activities, processes for budgeting and planning, and other professional and academic matters. The presentation to the Board of Trustees seemed to be well received.

One of the questions raised by the Board of Trustees was related to how the Academic Senate is required to follow the Open Meetings/Brown Act and they wanted to know if this requirement applies to the other committees under the Academic Senate.

Open Meetings/Brown Act

With the help of Diane Fiero, I had a conference call with Bruce Barsook, Attorney for Liebert Cassidy & Whitmore on September 21. In following the Open Meetings Act, we are to publish the Senate Agenda 72 hours in advance and have the agenda in a public location. After we concluded the phone call, Diane Fiero had another question related to if the agenda, must it be posted off campus, such as in a library, as the Board of Trustees does? It is a recommendation from ASCCC that Senate Executive Committees and Curriculum Committees follow the Open Meetings Act.

An Opinion will be released from his office for the district. In the meantime, here are my notes as related to the conversation with Bruce Barsook:

- The purpose of the Open Meeting Act is to allow members of the community an opportunity to speak on items that the Senate is to take “Action.”
- As to who should follow the Open Meetings Act, there is not a clear answer in law, but the requirement that Academic Senates do follow the Open Meetings Acts comes from an Attorney General Opinion, where the Academic Senate is considered a “Legislative Body” under the Board of Trustees.
- Standing Committees vs Ad Hoc? It is important to consider Standing Committees under the Academic Senate, especially if these committees are composed of members of the Academic Senate and provide advice to the governing board (definitely curriculum committee) and the ones who are fall into the “rely primarily on.” Once you are a legislative body then you follow Brown Act. Non-standing committees or Ad Hoc committees do not have to follow Brown Act.
- Which Committees should follow the Open Meetings Act?
 - Academic Staffing? Yes – since they make recommendations that go to the governing board.
 - Policy Committee? Maybe? But we have also College Policy Council – if there is a BP that says recommendations go to board, then yes.
 - Faculty Professional Development ○ Academic Program Review

- What would these committees be required to do if they are to follow the Open Meetings Act? The requirements of the Open Meetings Act as applied to the governing board, applies to Academic Senate, and other standing committees whose purpose is to make recommendations that go from Academic Senate to the Board: purposes of agenda, 72-hour notice, right to have special meetings (24 hrs. or emergency meeting).
- Posted Agenda – should also have it included that its available online
- How much detail should go into the Agenda? For example, review of BP regarding X – a member of the public should be able to read and understand what was to be discussed, so if they want to attend they understand what is going too decided. Agenda must identify subjects but these can't be too broad. Enough information is needed to let public know what is going to be discussed.
- Can we limit public speaking? This is not defined in Brown Act, so it is up to own culture. Some legislative bodies limit public speaking to 3 or 5 min others have no limits per subject. The Academic Senate doesn't have to follow what our local board does, but can establish within reason.
- Is a closed session allowed for Academic Senate? Yes, if it would fit into an exception that allows closed sessions in order to allow, such as defendant in a law suit or personnel issues.

6. Academic Senate Vice President's Report, Teresa Ciardi

Committees

It would be good for committees to check their charter, policies and procedures, guidelines, etc. to ensure that there is adequate representation from each school. With the re-arrangement that occurred as we switched from divisions to schools, we (committees) may need to consider whether to have a specific number of representatives per school, like 2 per school, or have a number of representatives related to the school size.

IEPI Professional Development Application

Meeting of September 22, 2016

General Information at start of meeting:

- Should run every Friday for 6 weeks
- Look at styles of leadership
- Be project based (perhaps "fix" STRS problem)
- Have Guest speakers
 - Someone from senate to talk about 10+1
 - Design School (expensive)
 - Someone for soft skills
 - Training for committee chairs and members Items Dianne Highlighted as possible topics:

1. Big picture/roles across campus
2. Self-assessment
3. Lead from where you are
4. Clear written and oral communication
5. Soft Skills

My Question: How will this be different from LEAP?

- LEAP 1 is content, IEPI will be skills based
- We need to not be duplicative of LEAP (Barry)

- LEAP is for advancement, this is examining wealth of viewpoints in leading from where you are
- Best ideas come from people who are closest to the work (Dianne)
- LEAP was designed to grow our own leaders, this is about strengthening the team (Dianne) ☐

Diversity of capabilities (Dianne) More comments from Dianne:

- “There’s a readiness” for us to make this work
- We need a list of organizations COC has served
- Needs to be fun, activity based
- Off campus interactive skill building day
- Train the trainers

B. Action Items

1. Seniority List: Motion by Regina Blasberg, seconded by Kimberly Bonfiglio. One abstain, Teresa Ciardi. Unanimous. Approved.
2. Proposed Calendar 2018/19. Motion by Teresa Ciardi, seconded by Mary Bates. Unanimous. Approved.
3. Academic Senate Endorsement for Oktoberfest, September 29, 2016. Motion by Mary Bates, seconded by Deanna Riveira. Unanimous. Approved.
4. Discipline assignments: Motion by Regina Blasberg, seconded by Erin Barnthouse. Unanimous. Approved.
5. Discipline Assignments for Adjunct Faculty. This was pulled from the agenda – No ACTION taken.
6. Biology – Accepting Equivalency #2: Motion by Nicole Faudree, seconded by Mary Bates. Unanimous. Approved.

C. Other Report

1. Statewide MOU entitled Law School Pathway – Nicole Faudree and Russell Waldon.
Nicole gave a review of the Statewide MOU on the Law School Pathway which started last year. College of the Canyons is a very diverse college. Listed below are courses to be compiled to complete the course offerings associated with the Law School Pathway, which is not a degree. There is a conference in February at UC Irvine, one of the partnering universities with the Law School Pathway. Currently we have no Cal State partnering universities. When students ask about these courses they should go to counseling first.

Requirements	Courses	Name	Units	SEQUENCE
Required General Education Courses	ENGL 101	English Composition	3	Year 1 F/S
	ENGL 103	Critical Reading, Writing, and Thinking	3	Year 2 F/S
	COMS 225	Strategies of Argumentation	3	Year 1 F/S
	MATH 140	Introductory Statistics	5	Year 2 F/S
	HIST 111	United States History I		
	POLI SCI 150	Introduction to American Government and Politics	3	
Required Business Courses (choose one)	BUS 211	Business Law	3	Year 1/2 Year 1/2
Required Core Law Course	PARLGL 101	Introduction to Law	3	Year 1 F/S
	PARLGL 107	Legal Ethics	1	
Required Law Clinical Courses	CWE 188-Parlgl	Cooperative Work Experience Placement to be approved by Professor	1-4	Year 2 F/S Year 2 F/S
Required Strategies for Success	COUNS 111	Introduction to College and Strategies for Success	1	Year 1 F/S
Total Units			26-28	

D. New Future Business

1. (IE)² Committee Report as related to “Canyons Completes,” Audrey Green & Daylen Meuschke
2. Non-Credit Curriculum Development, Lisa Hooper
3. Office Allocation Policy, Michael Dermody

E. Unfinished Business

1. Syllabus Survey
2. SCCRC Regional Plan

F. Discussion Items

1. Discipline Memos – standardized requests

There was a discussion on standardized requests. Having a standardized memo is good for consistency. Please take the information below back to your schools and bring back what they think.

Discipline Memos Standardized Requests

MQ&E committee meeting minutes from September 14, 2015

Discipline assignment memo sheets submitted to academic senate will now include the following to accurately reflect that the faculty member hired has met MQ&E:

- *How the faculty member qualifies for the discipline*
- *The discipline assignment(s) for the faculty member*
- *The MQ&E for the specified discipline as listed in the current MQ&E handbook*

Memo sheets will also reflect discipline assignments only for the position the faculty was hired. If faculty requests additional discipline assignments and they meet MQ&E, the assignment will be included in the memo sheet.

2. BP 4235 and AP 4235 Credit by Exam, Jasmine Ruys

There was a change in the law over summer that allows districts to change the way they record articulated high school coursework on student transcripts. In past, students enrolled in articulated high school coursework had to wait to have their transcripts note this coursework upon enrollment at College of the Canyons. This was problematic because not all of the high school students come to COC, some go to CSUN. With the change in the law, students do not need to be enrolled in College of Canyons and be in good standing to get the course work on their College of the Canyons transcript. The BP has been modified to include this change and is being brought to the Senate as a Phase 1 modification. She also made some important changes that were asked by the Senate last spring, but there are more substantial changes to this BP/AP related to how we operate that the Policy Review Committee will be bringing back to Academic Senate this semester as Phase 2. In the meantime, Jasmine would like to see this part approved soon so that students who are currently enrolled in articulated high school classes could see the change to their transcript this semester. This was approved for Action for the next agenda.

3. Climate Survey Results, Barry Gribbons and Daylene Meuschke

Some questions were raised, such as how is the research done? What do we do with surveys? Some senators were looking for raw data and did not see that. Why did Executive Cabinet see the results before faculty and others? Some questions about transparency were asked. Barry explained how in general his office protects and codes the raw data and how they create the report in a manner that is consistent with ethical standards for social science research methods. The recommendations in the report are only a starting point and it is up to the requestors of the survey to create Action Implications. We will bring this back to Senate for further discussion on the survey results.

4. Administrative Retreat Rights

There was a discussion on Retreat Rights for Administrators. If an administrator was faculty and received tenure at that time, and if they choose to retreat back to the class room, they may retreat to a faculty position in their approved discipline if there is an opening for them. If the administrator has never taught in a classroom, then they will have to go through the process of tenure. Senators asked if these individuals were interviewed before they were given faculty position in their discipline. It appears that administrators are not required to go through the interview process as part of the retreat right process. Some senators did not think that this was good practice and wanted to change it, but the law states that the individual can retreat back to the classroom. It was suggested that Michael Dermody come and speak on this process because he has a lot of knowledge on this subject and could have some great input. Understanding Retreat Rights may come back to the senate as discussion, but approval of the list of Administrative Retreat Rights will be come back as Action.

5. Civic Engagement Steering Committee Operating Procedures – Tabled

G. Travel Report: N/A

H. Announcements: John Freitas from the statewide senate will be coming out on October 21st to discuss minimum qualifications and equivalencies. I. Adjourned: 4:50 p.m.

CURRICULUM COMMITTEE SUMMARY

October 6th, 2016

3:00 pm – 5:00 pm

Bonelli Hall 330

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Lisa Hooper – Faculty Co-Chair; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Denee Pescarmona (Substitute for Audrey Green – Administrative Co-Chair); Rebekah Villafana – At large member

Members Absent: Julie Jacobson – Enrollment Services; Jasmine Ruys – Director of Admissions & Records and Online Services; Cindy Stephens – At large member

NEW COURSE PROPOSALS – DISCUSSION OF NEED

The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum.
The course outline will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
GMD-104	Graphic Design for Web and Social Media	In order to remain current with industry standards, Graphic and Multimedia Design is expanding its program to include courses in creating content for Social Media as it applies to Multimedia and Graphic Design.	K. Jenkins	TBD
GMD-107	Multimedia for Web and Social Media	In order to keep with industry standards, Graphic and Multimedia Design is expanding its program to include Social Media as it applies to Multimedia and Graphic Design.	K. Jenkins	TBD

Department request the discussion for the 2 new proposed GMD courses be tabled until the next Curriculum Committee meeting. □

NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals was approved at the September 15th, 2016 curriculum committee meeting. These course outlines were reviewed during the September 26th technical review session and will now will be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
INTERD-100	First Year Seminar	3 units, 54 hours lecture, new SLO.	R. Eisey	TBD
SOCI-107	Introduction to Chicana/o Studies	3 units, 54 hours lecture, new SLO. Added DLA	A. Marengo	TBD
SOCI-130	Introduction to LGBTQ+ Studies	3 units, 54 hours lecture, new SLO. Added DLA	A. Marengo	TBD

-Additional revisions to INTERD-100 (subject prefix, discipline, catalog description, SLO, and objectives) were suggested and will be sent back to the course author for approval and be brought back for approval on consent at the next Curriculum Committee meeting.

-Motion to approve SOCI-107 & SOCI-130; Motion by Mary Bates, second by Saburo Matsumoto. All in favor: Unanimous.

NEW PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposal was approved at the September 15th, 2016 curriculum committee meeting. This program outline was reviewed during the September 26th technical review session, compared with the approved Transfer Model Curriculum (TMC), and will now will be reviewed by the curriculum committee. The author is not required to attend this meeting to represent this new program proposal.

Program	Degree/Certificate	Description of Action	Author	Effective
Social Justice	A.A.-T Degree	18-19 required major units based on approved Transfer Model Curriculum (TMC). New Program SLO.	A. Marengo	TBD

-Motion to approve the Social Justice A.A.-T Degree; Motion by Rhonda Hyatt, second by Mary Bates. All in favor: Unanimous with one abstention.

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session on September 26th, 2016 by the following curriculum committee members: Lisa Hooper, David Brill, and Mary Bates. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
ENGL-280	Women Writers	Changed title (formerly “Women’s Literature”), revised description, revised SLO’s (2), revised objectives and content, updated textbooks. Added DLA.	E. Delany	Fall 2017
ENGL-281	Introduction to Science Fiction and Fantasy	Changed title (formerly “Introduction to Science Fiction”), revised description, revised objectives and content. Updated textbooks. Added DLA.	E. Delany	Fall 2017
HLHSCI-046	Emergency Medical Responder	Revised SLO, revised content, updated textbooks.	P. Haley	Fall 2017

MATH-111	Finite Math	Revised content, updated textbooks.	S. Matsumoto	Fall 2017
MATH-212	Calculus II	Revised SLO , revised objectives and content, updated textbooks.	S. Matsumoto	Fall 2017
PHILOS-112	History of Philosophy – 20 th Century Philosophy	Revised content, added textbook.	A. Jones-Cathcart	Fall 2017
PHILOS-230	Symbolic Logic	Revised content, updated and added textbooks.	A. Jones-Cathcart	Fall 2017
SOCI-110	Self and Society	Revised objectives and content, updated textbooks.	A. Marengo	Fall 2017

-Motion to approve modified courses on the 10/06/2016 Consent Calendar; Motion by David Brill, second by Erin Barnthouse. All in favor: Unanimous.

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in the technical review session on September 26th, 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
ENGL-280	Women Writers	100% Online.	E. Delany
ENGL-281	Introduction to Science Fiction and Fantasy	100% Online.	E. Delany
SOCI-107	Introduction to Chicana/o Studies	100% Online, Online/hybrid	A. Marengo
SOCI-130	Introduction to LGBTQ+ Studies	100% Online, Online/hybrid	A. Marengo

-Motion to approve new Distance Learning Addendums on the 10/06/2016 Consent Calendar; Motion by Erin Barnthouse, second by Mary Bates. All in favor: Unanimous.

TECHNICAL CHANGES – CONSENT CALENDAR

The following items are being approved as a technical change and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
KPEI-153	Off-Season Conditioning for Intercollegiate Sports	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-245A	Intercollegiate Baseball	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-245B	Off-Season Baseball	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-250A	Intercollegiate Basketball I	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017

KPEI-250B	Intercollegiate Basketball II	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-255A	Intercollegiate Cross-Country	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-255B	Off-Season Cross-Country	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-260A	Intercollegiate Football	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-260B	Off-Season Football	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-265	Intercollegiate Golf	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-270A	Intercollegiate Soccer	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-270B	Off-Season Soccer	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-275A	Intercollegiate Softball	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-275B	Off-Season Softball	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-280A	Intercollegiate Swimming	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-280B	Off-Season Swimming	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-290A	Intercollegiate Track and Field	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-290B	Off-Season Track and Field	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-295A	Intercollegiate Volleyball	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017
KPEI-295B	Off-Season Volleyball	Adding "Coaching" discipline/minimum qualification	L. Hooper	Spring 2017

-Motion to approve new Distance Learning Addendums on the 10/06/2016 Consent Calendar; Motion by Mary Bates, second by Rhonda Hyatt. All in favor: ☐
Unanimous.

Discussion Items:

- Chairs Reports – Lisa Hopper updated the committee on the financial aid workshop she attended, discussed the college catalog release date, reviewed the responsibilities of the reviewers on the audit trail, reviewed the updated new course documentation form, and spoke about the following 3 initiatives that are directly related to curriculum: 1) "Doing what Matters", Adult Education Block Grant (AEBG), and California Career Pathways Trust (CCPT).
- Discipline List for Active Courses – Lisa Hooper shared a draft of a Discipline List for Active Courses that she would like to have completed for active courses at College of the Canyons.
- Passport Initiative (Cindy Stephens) – This item was tabled until the next Curriculum Committee meeting.
- Upcoming Meetings:
 - ASCCC Southern California Curriculum Regional Meeting, October 22nd (Lisa)
 - Minimum Qualifications and Equivalencies Regional Workshop – 9:00 am – 2:00 pm Saturday October 29th, Riverside Community College (Need Rep). <http://asccc.org/events/2016-10-29-160000-2016-10-29-220000/mq-and-equivalency-regional-meeting-south>. Rebecca Eikey let the committee know that College of the Canyons will have a site visit, on Friday October 21st, with John Stankas and John Freitas from the ASCCC to discuss Minimum Qualifications and Equivalencies. With this site visit we may not need to send a rep to the meeting on October 9th in Riverside.
 - Pathways Initiative, November 7th 2:00 pm – 4:00 pm, UCEN 258 (All Committee Members if schedules permit)
- Updated 2016 Five Year Revision List – The committee members reviewed the updated five year list that was distributed.

New Courses - Includes ISA's	2	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	1	New DLA's	4	Deleted Courses	-0-
Modified Courses	8	New SLO's	3	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	4	Proposals Reviewed in Technical Review Session	12
New Non Credit Courses	-0-	New Prerequisites	1	Proposals Returned from Technical Review Session	3

Faculty Development Committee September 26, 2016, Meeting Summary By Teresa Ciardi

Members Present: Mehgen Andrade, Sarah Burns, Leslie Carr (Director), Sandy Carroll, Teresa Ciardi (Chair), Chris Cota, Alexa Dimakos, Nicole Faudree, Phil Gussin, Lee Hilliard, Brandon Hilst, Susan Ling, Galeen Roe, Gregory Shrout, Diane Sionko, Cindy Stephens

Teresa asked the committee if they had any thoughts or ideas as a result of Rebecca Eikey's visit at the last meeting. Teresa shared that the Academic Senate indicated that the FDC meeting summary is sufficient and that a list of approved activities was also requested to be submitted. She also shared that changes to policy and procedures need to be approved by the Academic Senate. Feedback received included:

- ☐ Should we be asking senate first before we make change to regular practice, such as, increasing the maximum allowable professional development hours for adjunct evaluation from 6 hours to 20.5 hours?
- ☐ Do applications we vote to approve need to go through senate before they are fully approved?
- ☐ There were also comments about the scheduling of workshops during fall and spring professional development weeks. The schedule has been shared with the Academic Senate and this practice will continue in the future. Concern was expressed that administration is holding time slots on the professional development calendar that prohibit other workshops from being scheduled against them.

Teresa welcomed the new members to the committee, prior to continuing with the agenda.

The committee chose to review all proposals from August and September prior to discussing other agenda items, and approved 63 proposals for Faculty professional development.

There was limited discussion on the topic of policy for professional development credit for online trainings. The purpose of this discussion is to determine how to accurately and fairly account for training hours, but this was tabled to be discussed further at the next committee meeting.

There was also limited discussion on the topic of flex credit for adjuncts who attended MSH^{HP} School meeting on opening day. Teresa shared that the committee had agreed in the past that there would not be different rules for adjunct and fulltime faculty. There were many points made for allowing this activity to be approved as flex credit. A decision was not reached at this meeting, so this was tabled to be discussed and decided at the next committee meeting.

The next FDC full committee meeting is **October 17**; this meeting will focus on Spring 2017 Flex week planning. The next FDC full committee meeting for reviewing proposals, and discussion items will be **October 24**.

Proposals Approved

Name & Classification	Proposal Type	Title/Description
Ann Kressin Chemistry	Training by Non-COC Provider	MARC MAPs 1- 7th class for CEU
Tina Rorick	Training by Non-COC Provider	Laerdal Manikin Training
Gary Sornborger Automotive Technology	Training by Non-COC Provider	BAR smog instructor update training
Phil Gussin Political Science	Workshop Proposal	Understanding the November Ballot
Ron McFarland Admin.	Training by Non-COC Provider	Cyber Patriots sponsored by the Air Force Association and Sierra College Training in Cyber Patriots sponsored by the Air Force Association and delivered by Sierra College
Kathy Kubo Math	Conference	STEM Reading Apprenticeship Summer Conference
Mary Corbett Nursing	Training by Non-COC Provider	West Hill Hospital Nursing Education
Name & Classification	Proposal Type & Hours Requested	Title & Description
Cindy Stephens ECE	Workshop Proposal	Human Trafficking: In Our Backyard
Larry		
Patty		
Cindy Stephens ECE	Workshop Proposal	ECE - Curriculum Revision/SLO/PLO Assessment Cycle
Elizabeth Bell Astronomy	Training by Non-COC Provider	@One Introduction to online teaching & learning (Shasta TB)
Tammy Bathke Nursing	Conference	Minority Nurse Leadership in the 21st Century
Michael Huff Psychology	Conference	Inacol - Online and Blended Learning Symposium
Mary Powell English	Conference	California Acceleration Project Community of Practice--Summer Institute
Virginia Arnold Short term	Workshop Proposal	Artist Talk – Ed Flynn
Cindy Stephens ECE	Workshop Proposal	Program Review Open Office Hours
Lisa Hooper Athletics	Workshop Proposal	Revise Your Course in Curricunet
Teresa Ciardi Physical Science & Astronomy	Training by Non-COC Provider	NASA High Altitude Student Platform (HASP) Testing & Integration Columbia Scientific Balloon Facility, Palestine, Texas

Steven Storey Automotive Technology	Training by Non-COC Provider	Required training for instructors who are or will be teaching California SMOG tech classes @ Bakersfield College
Nicole Hoelle English	Conference	Teaching Strategies Workshop
Anh Vo Nursing	Training by Non-COC Provider	Holy Cross Hospital Nursing Orientation
Kelly Burke Biology	Conference	So Cal ASM Annual Meeting
Anh Vo Nursing	Independent Project	CNEA accreditation process
Dorothy Minarsch Interior Design	Conference	Greenbuild International Conference & Expo
Greg Shrout History	Conference	6 th International Conference on Food Studies
KC Manji Music	Conference	National Association of Music Merchants Conference
Anne Marengo Sociology	Conference	CA Sociological Association Conference
Dorothy Minarsch Interior Design	Independent Project	Transfer School Tour
Tricia George	Workshop Proposal	Are Your Students Reading?
Kevin Anthony HRM	Workshop Proposal	Creating a Career in the 21st Century
Paul Wickline Dean	Workshop Proposal	California Faculty Collaborative: Crossing Boundaries for Equity-minded Teaching and Learning
Samuel Bolanos Computer Networking	Training by Non-COC Provider	Certified IPC Trainer IPC-A-610 Certification
Samuel Bolanos Computer Networking	Training by Non-COC Provider	Certified IPC Trainer J-STD-001 Certification
Samuel Bolanos Computer Networking	Training by Non-COC Provider	Certified IPC Trainer J-STD-001 Space Addendum
Valerie Malinoski Nursing	Conference	4th Annual UCLA Diabetes Symposium
Chris Cota Athletics	Conference	CCCBCA Executive Meeting (California Community College Baseball Coaches Association)
Phil Gussin Political Science	Conference	Trojan Model United Nations Conference
Adam Kaiserman English	Conference	Pacific Ancient and Modern Language Conference 2016
Amy Shennum Nursing	Conference	National League of Nursing 2016 Summit

Rhonda Hyatt Athletics	Collaboration	Collaboration on OER Resource Development for KPE Fall 2016 & Spring 2017 <i>COLLABORATION ON OER FOR HLHSCI 100</i>
Phil Marcellin Athletics		
Justin Lundin		
Athletics		
Ruth Rassool English	Workshop Proposal	Voice Projection Presenter: Erin Africa
Ruth Rassool English	Workshop Proposal	Health Insurance Application workshop Presenter: Michael Sanchez
Ruth Rassool English	Workshop Proposal	EDD Benefits workshop Presenter: Carlos Pinho
Stephen Branch History	Conference	Ben Johnson, 1616-2016
Anne Marengo Sociology	Workshop Proposal	Teaching Topics
Dilek Sanver-Wang Biology	Training by Non-COC Provider	Reading Apprenticeship STEM Network Summer Conference
Kimberly Jimenez Math	Conference	California Acceleration Project Summer Institute for the Community of Practice in Acceleration
Teresa Ciardi Physical Science	Collaboration	Collaboration between Disciplines
Patti Haley Health Sciences	Conference	EMS World Expo and World Trauma Symposium
Hencelyn Chu MLT	Conference	2016 Annual Southern California American Society for Microbiologists (SCASM) annual meeting
Necia Gelker Art	Training by Non-COC Provider	Getty Lecture: Things Unseen: Vision, Belief and Experience in Illuminated Manuscripts: How Do we Depict Religious Experiences?
Necia Gelker Art	Training by Non-COC Provider	Getty Lecture: "Beyond the Past"
Necia Gelker Art	Training by Non-COC Provider	Getty Lecture: Conserving the Salk Institute for Biological Studies
Kathy Kubo Math	Training by Non-COC Provider	Reading Apprenticeship in Math: A Seminar Hosted by West LA College
Patty Robinson Civic Engagement	Workshop Proposal	Meet and Greet the Candidates
Claudia Acosta Modern Languages	Workshop Proposal	Portuguese for Spanish Speakers Presenter: Joao Junqueira
Claudia Acosta Modern Languages	Workshop Proposal	Catalan for Spanish-Speakers Presenter: Jose Alonso

Claudia Acosta Modern Languages	Workshop Proposal	French for Spanish-Speakers Presenter: Pierre Etienne
Wendy Brill-Wynkoop Photography	Workshop Proposal	Board of Trustees and Civic Engagement Presenters: Wendy Brill-Wynkoop & Rebecca Eikey

A Summary of the CASL portion of the September 28th meeting.

On their September 28th meeting, CASL-PR members reported and discussed and moved on following topics:

- Faculty, only, are voting members of the committee and that more faculty presence is needed from CTE and Humanities representation; SLO coordinators to reach out to CTE faculty for participation
- Rationale behind merging PR with CASL and the need for looking at the by-laws for both; subcommittee formed to review bylaws
- Report on Days of assessment on November 4th and 5th; invitations to faculty will be sent by email shortly.
- Inclusion of the word student to Institutional Learning Outcomes and Program Learning Outcomes
- Making ISLO visible to the students in a similar way that Basic Skills were advertised on campus
- Continuation of coaching sessions with Daylene and Cindy, they will be advertised through Professional Development: October, November and December dates were posted
- Discussion and decision on continuing to report the SLO in CurricuNET

Program Review Committee Meeting Summary for 9/28/16

1. There are several orphan programs without a department **chair** to do their program reviews (Liberal Studies AA, Elementary Education AA-T, Social Science AA). There was discussion as to whether program reviews are needed for these programs since they don't have a budget, have no staff, and are composed entirely of various departments' existing curriculum. Further discussion focused on where these programs should be placed, who will coordinate these programs, and assessment ideas such as using the days of assessment or ILOs to assess the programs. Orphan programs will continue to be discussed at next program review meeting.
2. Committee discussed the importance of program review including role in accreditation, self-reflection/self-improvement, and resource allocation.
3. Further discussion focused on revisiting the timeline for the program review cycle. A more robust rolling model/ongoing process was one idea to replace our current once a year system. Idea of a peer review process was also brought up.

4. Budget and program review trainings have been scheduled during the months of October and November. There will be one or two trainings per school for department chairs and other interested faculty are welcome to attend.
5. At the end of the meeting it was announced that going forward the CASL/PR committees would more strictly follow the Brown Act and have the agenda for the next meeting posted 72 hours in advance.

Summary of Program Viability Meeting

June 2, 2016

Attendance: Rebecca Eikey, Paul Wickline, Katie Coleman, Ronald McFarland, Albert Loaiza, David Andrus, Alan Strozer, Jerry Buckley, Wendy Brill, Lisa Hooper, Regina Blasberg, Anne Marenco, Russell Waldon

1. **Construction Technology Proposal** was reviewed. There is an existing grant, Career Pathways Trust Grant, related to the development of Construction Technology Programs. The Proposal consisted of a **Substantial Modification** to an existing credit program (solar/plumbing) and an **Initiation** of a new non-credit program. For the credit program there are proposals for three certificates of achievement and an AA/AS degree which would include the repackaging of current curriculum (solar & plumbing) and the development of additional new curriculum (construction technology). For the noncredit proposal, two new non-credit construction courses would need to be developed as would a certificate. However, there were concerns over the declining enrollment in solar and plumbing and additional information requested.

The committee recommendations:

- a. The Construction Technology Proposal should be go through PV Process since these CTE programs are determined to be Substantial Modification and Initiation.
- b. Additional information is needed and authors should resubmit proposal.

2. **Social Justice Emphasis Proposal** was reviewed. This proposal includes the addition of two new credit courses to an existing credit program. These new courses are related to the optional ones specified in the AS-T degree.

The committee recommendations:

- a. Social Justice Emphasis Proposal go directly to the Curriculum Committee for review since this program is determined to be Nominal.

3. **CAWT Proposal** was reviewed. This proposal contained an AS degree and Certificate of Achievement for Web Development and an AS degree and Certificate of Achievement for Web Publishing & Design.

Based on regional labor market data and Advisory Committee recommendations, there is demonstrated need for these new degrees/programs.

The committee recommendations:

- a. CAWT Proposal should be approved as New Program Pilot status since these CTE programs are determined to be Initiation, please see attached rubric.
- b. The degrees should have additional electives added since there is a 10-unit gap with GE courses double counted.

BP/AP 4021 Program Viability Evaluation:

CAWT AS Degree & Cert of Achievement for Web Development and CAWT AS Degree & Cert of Achievement for Web Publishing & Design

Proposal Submitted by: Alan Strozer & Russell Waldon

Committee Meeting Date(s): Jun 2, 2016

Committee Members: Rebecca Eikey, Teresa Ciardi, Audrey Green, Ann Lowe, David Andrus, Jerry Buckley, Wendy Brill, Lisa Hooper, Amy Mori, ASG Rep

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
1. Enrollment trends (past, present, future)	Regional Labor Market data indicated demand.
2. Ability of program to meet standards of outside agencies/licensing boards	None
3. Ability of students to complete program	Committee expressed concern about students' ability to complete the degree in 4 semesters.
4. Status of curriculum of program courses	There are current courses in CAWT, GMD, CWE, and COMPSCI that would comprise the degrees/certificates. CAWT 175 will be archived and a new course developed related to WordPress. Additional new courses would be developed: CAWT 190 & 192; emphasis of new curriculum would be for use in employment.
5. Alignment with the mission, values, and goals of the institution	Yes
6. Alignment with the mission of the CCC Chancellor's Office	Yes
7. Appropriateness of the projected timeframe for implementation	Yes

8. Articulation considerations	Non-transferrable courses; only CAWT 170 articulates to CSUN
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9. Quality of program (input from program review, advisory committees, universities, community)	Program proposal was a response to the Advisory Committee recommendations in line with preparing students for employment in the field.
10. Relevance of the discipline	These new degrees could be a supplement to computer science degrees or degrees in multimedia/graphic design.
11. Alignment with access and equity goals for students (is there a potential for disproportionate impact?)	None
12. Replication of programs in surrounding college districts	None
13. Which individual, academic department and school will be responsible? Will AP 4023 be needed?	CAWT AP 4023 would not be needed
14. Campus instructional and support services of program	Additional funds are needed to support these programs. It was suggested that access to PELL Grant could benefit these programs.
15. Plan for institutionalization (if grant funded)	
Program Viability Committee Recommendation	<input checked="" type="checkbox"/> Initiate <input type="checkbox"/> Not Initiate
	<input type="checkbox"/> Modify <input type="checkbox"/> Not Modify
<hr/> Committee Chair's Signature	<input type="checkbox"/> Discontinue <input type="checkbox"/> Not Discontinue

Vice President's Report
Teresa Ciardi
October 13, 2016

1. My absence this week is due to having my presence requested at a dinner reception for my husband who is being presented with the NASA Scientific Achievement Award.
2. Summaries from Standing Committees of the Academic Senate

If all sub-committees provide a summary for the consent calendar, similar to what Curriculum has been doing, and Faculty Professional Development and Program Review/CASL are doing as of this semester, then a stronger connection with these committees may be established. Additionally, the summaries may provide academic senate with information that can be used to make recommendations for best practices in these committees. The summaries will provide an avenue for communication.

3. Report on Title V Grant and other Professional Development Funds

A 5-year, Title V Grant was written by a committee led by Jim Temple. We are in the 2nd year of this grant. Ten thousand dollars has been allocated for this year for professional development and may only be used for speakers to support training on the general topic of *Culturally Relevant Pedagogy*. One requirement of the grant is that at least 50 people must attend these workshops.

Professional Development typically receives \$3,000 of equity funds to help pay for speakers each year.

An IEPI Professional Development Grant for nearly \$50,000 was written by Ryan Thule with input from classified staff, faculty, and administrators. The primary goal for this grant is leadership training that will be very different from LEAP. The leadership training will focus on using soft skills to lead from where you are for all employee groups on campus.

The district provided \$22,500 for professional development this academic year, \$10,000 of which was used to pay for the new mylearningplan system. Funding from the district is used primarily for speakers, catering, and LEAP. Separate funds in the amount of \$5,300 was provided by the district for new employee orientation.

BP ~~5905~~ 4235 CREDIT BY EXAMINATION

Reference: Title 5 Section 55050

4235.1 Credit may be earned by students who satisfactorily pass authorized examinations. The Santa Clarita Community College District Chancellor shall establish administrative procedures to implement this policy.

4235.2 Credit by Examination is a method of assessing the entirety of a particular course as defined by its course outline of record. The primacy of Credit by Exam is shared and resides within the Office of Instruction substantively, and the Office of Admissions and Records, procedurally.

~~5905.1 Credit by Examination may be granted for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses. Units and grade points earned shall be counted toward the Associate degree.~~

~~5905.2 Units earned by Credit by Examination are not considered as units completed in residence and will not be used for reports to insurance companies or other similar agencies.~~

~~5905.3 Students must obtain permission from the division dean or department chair from which the course is offered. Department chairs (or division deans) will forward the results of the examination to the Admissions and Records Office for processing and recording.~~

~~5905.4 Requirements for Credit by Examination:~~

- ~~A. Students wishing to receive credit by examination must be in good academic standing at College of the Canyons and be currently enrolled in a minimum of 3 units.~~
- ~~B. Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of finals for the semester or term.~~
- ~~C. Courses taken through credit by examination are subject to A – F grading. Incompletes, withdrawals, or no-pass grades are not allowed.~~
- ~~D. Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for prerequisites once the more advanced course has been completed.~~
- ~~E. A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.~~
- ~~F. The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.~~
- ~~G. A maximum of 18 units may be awarded through credit by examination.~~
- ~~H. Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional \$9.00 per unit processing fee. Students will be charged these fees prior to the time the examination is attempted.~~

~~I. Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.~~

~~J. High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.~~

~~○ Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment. ○ Credit for the course will be given at the time the student enrolls in the course with the Santa Clarita Community College District and will appear on the student's official transcript of record.~~

AP 4235 CREDIT BY EXAMINATION

Reference: Title 5 Section 55050

- 4235.1 Credit by Examination may be granted only to a student who is registered at the college and in good standing and only for a course listed in the college catalog. Units and grade points earned shall be counted toward the Associate degree.
- 4235.2 Units earned by Credit by Examination are not considered as units completed in residence and will not be used for enrollment verification or reports to insurance companies or other similar agencies.
- 4235.3 The nature and content of the examination shall be determined solely by District faculty in the discipline who normally teach the course for which credit is to be granted in accordance with the course outline of records approved by the curriculum committee. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the course outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
- 4235.5 Requirements for Credit by Examination:
- A. Students wishing to receive credit by examination must be in good academic standing or have no academic standing at College of the Canyons and be currently enrolled in a minimum of one course.
 - B. Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of the semester or term.
 - C. Courses taken through credit by examination are subject to A – F grading, unless the course is only offered Pass/No Pass option. Incompletes, withdrawals, or no-pass grades are not allowed.
 - D. ~~Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for pre-requisites once the more advanced course has been completed.~~
 - E. A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.
 - F. The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.
 - G. A maximum of 18 units may be awarded through credit by examination.

- H. Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional \$9.00 per unit processing fee. Students will be charged these fees prior to the time the examination is attempted.
- I. Credit by exam fees must be paid prior to taking the exam. Fees are nonrefundable.
- J. The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

4235.7 High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.

- A. Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment.
- B. Credit for the course will be given at the time the student **completes the high school articulated** course with the Santa Clarita Community College District and will appear on the student's official transcript of record. **The course will be notated with a letter grade.**

Approved xxx

Retreat Rights

Tenured Administrators

1-Jul-88	Van Hook, Dianne	Psychology, counseling and Guidance, Education
23-Aug-89	Stewart, Diane	Child/ECE, Education
11/1/1989	Green, Audrey	Counseling, Education
5-Jan-98	Mahn, Mojdeh	Mathematics
19-Jul-99	Glapa-Grossklag, James	History, Humanities, Education
10-Jan-00	Waldon, Russell	Business Law and Management
8/19/2002	Pescarmona, Dennee	English
8/12/2005	Cheng-Levine, Jia-Yi	English
8/18/2008	Wickline, Paul	Theatre #2, English #2, Education
8/17/2012	McCutcheon, Andy	English

Retreat Right Administrators

28-Oct-91	Joslin, Mike	Counseling and Guidance, Journalism(E1)
5-May-97	Wilding, Mike	Anthropology, Education
22-Nov-99	Gribbons, Barry	Education, Psychology(E1)
26-Nov-01	Michaelides, Anthony	Psychology, Counseling(E1)
8/11/2004	Fiero, Diane	Psychology(E1) Sociology(E1)
1-Oct-07	Theule, Ryan	History
1-Apr-08	Wood, Murray	Counseling
12-Aug-10	Torres, Omar	Chemistry
8/8/2011	Dominguez, Carmen	Music/Theatre(E3)
8/12/2010	Makevich, John	Atmospheric Sciences, Earth Science
8/1/2013	Buckley, Jerry	Biology, Education
12/9/2013	Schallert, Lawrence	Psychology, Counseling, Philosophy (E1)
8/21/2015	Young, Micah	Doctor of Medicine, Biology
8/18/2015	Weston, Brian	Computer Applications & Web Technologies (CAWT), Computer Networking
8/31/2015	McFarland, Ronald	Comp. Science #1, Comp. Applications & Web Technologies (CAWT), Computer Networking
		Business, Education, Interdisciplinary Studies
4/13/2014	Manual, Mary	Nursing, Nursing Science, Health, Health Services Director/Coordinator/College
		Nurse Health & Safety
2/12/2015	Bogna, Gina	Management
1/28/2013	Marshall, Renee	Child Development/ECE, Education
8/18/2014	Goodman, Jeremy	Mathematics
7/25/2016	Forrest, Jeffrey	Management
8/23/2016	Amy Foote	Biological Sciences

HUMAN RESOURCES OFFICE

Date: September 19, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Jeffrey Forrest

The following information is provided for discipline assignment:

Jeffrey Forrest

Mr. Forrest has been hired as the Vice President, Economic and Workforce Development, effective start date July 25, 2016. He meets the minimum qualifications listed below.

The minimum qualifications* for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

The following is provided for discipline assignment:

- Master's Business Administration, Concentration: Finance, Lindenwood University ☐
Bachelors in Science, Business Administration, University of Missouri
- 21 Semester units towards Master's in Science, Finance, Northeastern University ☐
Professional experience:
 - Over 11 years of educational administrator experience

It would appear that Mr. Forrest qualifies for the discipline(s) of:

- **Management**

HUMAN RESOURCES OFFICE

Date: September 19, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Amy Foote

The following information is provided for discipline assignment:

Amy Foote

Ms. Foote has been hired as Mathematics, Engineering and Science Achievement, Program Director, effective start date August 23, 2016. She meets the minimum qualifications listed below.

The minimum qualifications* for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

The following is provided for discipline assignment:

- Master of Science, Biology, California State University, Northridge ☐ Bachelor of Science, Biology, California State University, Northridge
- Professional experience:
 - Five years of leadership experience

HUMAN RESOURCES OFFICE

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

- **Biological Sciences**

Date: September 19, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Gina Bogna

The following information is provided for discipline assignment:

Gina Bogna

Ms. Bogna has been hired as the Acting Assistant Dean, Internships, Job Development, and Career Center, effective start date February 12, 2015. She meets the minimum qualifications listed below.

The minimum qualifications* for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

The following is provided for discipline assignment:

- Master of Science, Administration, California State University Bakersfield ☐ Bachelors in Science, Organizational Management, University of La Verne

- Professional experience:
 - Over 8 years of administrator experience

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

- **Management**

HUMAN RESOURCES OFFICE

Date: September 14, 2016
 To: Rebecca Eikey
 President, Academic Senate
 From: Yvette Pesina-Vazquez
 Senior Human Resources Generalist (Faculty)
 Subject: Discipline Assignment – Ambika Silva

The following information is provided for discipline assignment:

Ambika Silva

Ms. Ambika Silva has been hired as Math Instructor effective start date 8/12/16. The following is provided for discipline assignment:

- MS in Applied Mathematics, CSUN
- BS in Pure Mathematics, UCLA

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

- Mathematics

HUMAN RESOURCES OFFICE

Date: 9/14/2016
To: Rebecca Eikey
President, Academic Senate
From: Yvette Pesina-Vazquez
Sr. Human Resources Generalist
Subject: Discipline Assignment for Patricia Foley

The following information is provided for discipline assignment

Ms. Patricia Foley

Ms. Foley has been hired as a full-time Chemistry Instructor, effective 8/12/16. The following is provided for discipline assignment.

- Ph.D Cornell University, Chemical Engineering
- BS Biochemistry, University of Nebraska
- BS Biological Systems Engineering, University of Nebraska

It appears Ms. Foley qualifies for the discipline of:

- Chemistry

HUMAN RESOURCES OFFICE

Date: September 14, 2016
To: Rebecca Eikey
President, Academic Senate
From: Yvette Pesina-Vazquez
Senior Human Resources Generalist (Faculty)
Subject: Discipline Assignment – April Reardon

The following information is provided for discipline assignment:

April Reardon

Ms. April Reardon has been hired as EOPS/CARE Counselor (60%) effective start date 7/21/16. The following is provided for discipline assignment:

- MS in Educational Counseling, University of LaVerne
- BA in Social Science, Chapman University

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

- Counseling

HUMAN RESOURCES OFFICE

Date: September 14, 2016
To: Rebecca Eikey
President, Academic Senate
From: Yvette Pesina-Vazquez
Senior Human Resources Generalist (Faculty)
Subject: Discipline Assignment – Violeta Kovacev-Nikolic

The following information is provided for discipline assignment:

Violeta Kovacev-Nikolic

Ms. Kovacev-Nikolic has been hired as full-time Math Instructor effective start date 8/12/16. The following is provided for discipline assignment:

- Ph.D in Applied Mathematics, University of Alberta
- MS in Statistics, University of Alberta
- MS in Applied and Computational Mathematics, Western Michigan University
- BS in Physics and Applied Mathematics, Western Michigan University

It would appear that Ms. Vovacev-Nikolic qualifies for the discipline(s) of:

- Mathematics

HUMAN RESOURCES OFFICE

Date: September 14, 2016
To: Rebecca Eikey
President, Academic Senate
From: Yvette Pesina-Vazquez
Senior Human Resources Generalist (Faculty)
Subject: Discipline Assignment – Michael Hubbard

The following information is provided for discipline assignment:

Michael Hubbard

Mr. Hubbard has been hired as full-time Math Instructor effective start date 8/12/16. The following is provided for discipline assignment:

- MS in Mathematics, CSUN
- BS in Mathematics, UC Santa Barbara

It would appear that Mr. Hubbard qualifies for the discipline(s) of:

- Mathematics

HUMAN RESOURCES OFFICE

College of the Canyons
Civic Engagement Steering Committee
Operating Procedures

I. Mission Statement

The Civic Engagement Initiative at College of the Canyons fosters civic knowledge, social responsibility, civility, and mutual respect among the campus community to transform self and society. Civic literacy is enhanced through campus and community partnerships which emphasize the public good at local, national, and global levels and helps to create “citizens of the world.” Civic scholarship can be achieved through a variety of methods, such as critical thinking, reflection, community-based learning, and service-learning, available through curricular and co-curricular activities.

II. Vision Statement

The Civic Engagement Initiative at College of the Canyons is dedicated to bridging theory with practice to create a “civic-minded” culture which fosters democratic thought and action for the public good. Fostering collaboration, volunteerism, and critical thinking, students, faculty, staff, and community will serve as civic leaders to bring attention of social issues to others. Through social awareness, an empowered citizenry can confront issues of inequity facing person, place, and environment. Emphasizing the use of High Impact Practices (HIPs) throughout curricular and cocurricular activities, opportunities to build inclusion and unity are enhanced.

III. Philosophy

Demonstrate an understanding of civic knowledge, diversity, and equity by exercising a philosophy of civic engagement, personal leadership, and social responsibility to confront community, national, and global issues in order to foster the public good.

IV. Shared Governance

The Civic Engagement Steering Committee reports to the Academic Senate.

V. Scope and Duties

Working in tandem with the Center for Civic Engagement, the overarching responsibilities of the Civic Engagement Steering Committee include but are not limited to:

- a. Assisting in the development of a civic engagement activity calendar.
- b. Embedding civic engagement throughout the campus community through curricular and co-curricular activities.
- c. Creating a civically-engaged campus which will promote a life-long commitment to civic engagement and social responsibility.
- d. Fostering a civic identity among students, faculty, and staff.
- e. Increasing civic awareness, literacy, and action throughout the campus.
- f. Assessing outcomes through institutional measures and metrics.
- g. Utilizing campus partnerships and presentations to increase civic awareness and literacy.
- h. Incorporating community partnerships with local agencies and government organizations, as well as individuals.
- i. Promoting student success, retention, and completion through civic knowledge and engagement, including, but not limited to such activities as:
 - Classroom Instruction
 - Discussion of Current Events and Controversial Issues
 - Community-Based Learning/Service-Learning
 - Extracurricular Activities and Excursions
 - Co-Curricular Activities between Student Services and Academic Affairs
 - Student Participation in School Governance
 - Partnership with Local School Districts
 - Simulations of Democratic Processes
- j. Confirming student success of civic engagement knowledge and awareness through the use of rubrics and assessment measures.
- k. Promoting civic engagement workshops and events among campus-wide staff and community members through professional development opportunities.

VI. Responsibilities of Membership

Working in tandem with the Center for Civic Engagement, the more specific responsibilities of the Civic Engagement Steering Committee include, but are not limited to:

- a. Attend and fully participate in regularly scheduled committee meetings, as well as attend at least *one* civic engagement function per semester.
- b. Arrive to meetings ready to provide ideas and engage in informed and thoughtful dialog of activities and events.
- c. Identify, suggest, and assist with the creation of activities and workshops associated with civic engagement events, including those organized for students, faculty, staff and/or community.
- d. Assist with identifying speakers for guest presentations and student, faculty, staff and/or community training sessions and workshops.
- e. Serve as civic engagement liaisons to the campus community, including academic schools, while providing information about the civic and community engagement initiative and its goal to foster student success.
- f. Promote cross-, multi-, and inter-disciplinary collaborations among faculty who are interested in addressing themes of civic engagement or single-issue social topics.
- g. Work with faculty and faculty club advisors to assist in embedding civic engagement activities, assignments, and volunteer opportunities into classes and clubs.
- h. Evaluate and assess activities, workshops, and events to maximize potential learning.
- i. Plan and facilitate civic engagement faculty training workshops specifically organized to help faculty embed components of civic engagement into their classes, including assessment rubrics.

- j. Serve a minimum of one full academic year as a committee member; however, if unforeseen circumstances arise, a member may step down from the committee at any time during the year. With the consent of the committee, the member may rejoin the group.
- k. Work in collaboration with campus groups, schools, and departments to foster increased civic literacy across the campus environment.
- l. Work to provide outreach to the campus and the SCV community regarding civic engagement activities and events.
- m. Make decisions reflecting the best interest of the campus community, including curricular and co-curricular areas.

VII. Responsibilities of the Committee Co-Chairs

- a. Faculty co-chairs each serve a two-year term.
- b. Provide an annual committee status report to the Academic Senate by the end of every spring semester, including committee membership for the following academic year.
- c. Recruit and manage committee membership.
- d. Schedule committee meetings and develop meeting agendas.
- e. Facilitate committee discussion of all workshops, events, and activities.
- f. Meet once per semester with CEO or CIO to discuss workshops, events, and community partnerships.
- g. In times when the committee is unable to convene and vote, co-chairs will make a decision(s) on behalf of the committee; and, if needed, will consult with Academic Affairs.

VIII. Committee Membership

- a. Members will be confirmed by the Academic Senate president. It is suggested, when possible, that membership be comprised of at least one faculty (e.g., fulltime or adjunct) representative or staff representative from each of the following instructional and non-instructional areas, as well as one student representative each from the Associated Student

Government (ASG) and College of the Canyons Civic Engagement Club (CEC):

- School of Applied Technologies
- School of Business
- School of Humanities
- School of Kinesiology and Athletics
- School of Mathematics, Sciences and Health Professions
- School of Social and Behavioral Sciences
- School of Visual and Performing Arts
- Community-Based Learning
- Health and Wellness Center
- Associated Student Government
- Student Development
- Learning Resources
- COC Alum/Community Member
- MESA Center
- Student Services/Counseling
- Veterans Office

- b. Limitations may be placed on the total number of members who serve on this committee to ensure active participation and engagement.
- c. Members who are present during voting times may have one vote each.
- d. Any change in the structure of the Civic Engagement Steering Committee must be made in advance of the academic year.
- e. If a new academic division/school is created, a representative is entitled to join the committee.

IX. Voting Rights

- a. Decisions will be based on a majority vote.
- b. Voting results will be based on a quorum which comprises 50 percent plus one of the total voting membership of the committee.
- c. Committee co-chairs will hold full voting rights and in the event that the committee cannot reach a consensus, co-chairs have the right to make a decision on behalf of the committee.

X. Attendance

- a. A committee member is responsible for notifying a co-chair when s/he is unable to attend a scheduled meeting.
- b. A committee member can miss no more than two (2) meetings per semester without approval from the co-chairs.
- c. Conference call arrangements will be made available for a member(s) who is unable to attend a meeting in person.

XI. Management

- a. The faculty co-chairs will be selected by the committee and confirmed by the Academic Senate president for a two-year term.
- b. Members will provide comments concerning academic program review processes and functions.
- c. Agenda items will be discussed by co-chairs and presented to committee members before scheduled meetings. Committee members are encouraged to submit items for discussion; when necessary, an item(s) will be added to a published agenda.
- d. Shared responsibility of taking minutes will take place among committee members.
- e. Meeting minutes, as well as all other related documents, will be posted on the COC Center for Civic Engagement website.
- f. Any changes to procedure(s) or documents created by the committee must first seek the committee's review and approval.
- g. Committee members will review the operating procedures of this group by the end of each spring semester.
- h. Committee members will engage in collaboration and dialog while fostering constructive debate/discussion and display respect for diverse opinions or points of view.

XI. Procedures

- a. Assist the campus community in embedding civic engagement awareness throughout curricular and co-curricular activities, as well as increase the level of civic literacy campus wide through professional development.
- b. Promote Community Engagement ILO, once formally approved.

- c. Solicit civic engagement topics from students and faculty to discuss as a group when helping plan co-curricular and Professional Development presentations.
- d. Accept majority vote when approving Professional Development presentation topics.
- e. Facilitate civic engagement Professional Development faculty training workshops addressing specific ways to embed activities within or throughout a course(s).
- f. Work to identify civic engagement rubrics and best practices for the campus community, especially through the use of High Impact Practices (HIPs) like community-based learning, service-learning, and signature assignments.
- g. Recognize the dialog and debates occurring within the national civic engagement movement and keep abreast of related discussions to assist in planning efforts, especially those originating from the American Association of Colleges and Universities, (AAC&U), American Association of State Colleges and Universities (AASCU), The Democracy Commitment (TDC), California Campus Compact, etc.

XIII. Meetings

2016-2017 Calendar

- a. Committee members will meet at least twice per month. Meetings will be held on designated Tuesdays from 3:00-4:30 p.m. (Additional meetings among organized work groups may meet on a regular or ad hoc basis when necessary; and, given the event(s) or topic(s) under discussion, the co-chairs may call for an additional meeting throughout the semester.)
- b. Co-chairs will set the agenda for meetings.

Meeting dates and times for the following academic year will be finalized by the last meeting of the current academic year

From: Ortega, Aivee

Sent: Monday, April 25, 2016 10:53 PM

To: Eikey, Rebecca <Rebecca.Eikey@canyons.edu>

Cc: Lowe, Ann <Ann.Lowe@canyons.edu>

Subject: Interdisciplinary Studies Hello,

Here are the results of the recent MQ&E meeting regarding the discussion on interdisciplinary studies.

Christina Chung from HR made a great point regarding our original suggestion to add “quarter units” in the language. Adding this would cause more confusion as well as lack of consistency when our equivalency options 1 & 2 specifically say “semester units.” We agreed that we need to be consistent and keep it at semester units.

So to remain consistent while also allowing room for flexibility and keeping aligned with the MQ handbook (see screen shot below), we came up with the following changes **(in bold)**:

Masters in the interdisciplinary area OR

master's in one of the disciplines included in the interdisciplinary area

AND 6 semester units of upper division or graduate course work in at least one other constituent discipline or a combination of units in the constituent disciplines.

With this new change, someone who would be qualified to teach an interdisciplinary humanities course, for example, could have:

A Master's in Art and 6 semester units in History

OR

A Master's in Art and 3 semester units in History and 3 semester units in philosophy

It was also our conclusion that while 3 units in one constituent discipline and 3 in another may be disputed that they would not be enough to constitute enough breadth and depth of knowledge of the discipline as opposed to 6 units in one single discipline, we trust that our faculty will hire well qualified applicants to teach the specific interdisciplinary course.

All the best,

Aivee

Interdisciplinary Studies	<p>Master's in the interdisciplinary area</p> <p>OR</p> <p>master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.</p> <p>(NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's List.)</p>	Yes
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Travel Report – Lisa Hooper

Understanding the Dynamics of Curriculum and Financial Aid

Register today for two upcoming workshops that center on the implications that curriculum has on financial aid. Each college is highly encouraged to send a team that includes the following representatives: the Curriculum Chair, Financial Aid Director and Admissions & Records Director. In addition, it is also suggested to extend the invitation to the college's CIO/Dean, Academic Senators and Curriculum Specialists. See below for more information including registration links:

The Role of Curriculum in Maintaining Your Institution's Financial Aid Eligibility Training Workshop (Student Success & Support Program)

Tim Bonnel/Bryan Dickason/Jackie Escajeda/Ruby Nieto

With the assistance from IEPI, SSSP and AAD will conduct two workshops focusing on curriculum and financial aid. Training will be focused on curriculum/program approval and Financial Aid eligibility. Participants will leave with a process of best practices to ensure continued financial aid eligibility for their college/district curriculum programs/courses. Each college is encouraged to send a team that includes the following representatives: the Curriculum Chair, Financial Aid Director and Admissions & Records Director. In addition, it is also suggested to extend the invitation to the college's CIO/dean, CSSO/dean, Academic Senators and Curriculum Specialists.

Registration is required through Eventbrite. There is a \$50 per-person registration fee for attending. Registration includes lunch as well as morning and afternoon beverages. Participants are responsible for travel and any parking costs. This one-day workshop is tentatively scheduled from 9:00 am - 5:00 pm.

Workshop Locations:

<https://iepi-sac-finaidworkshop.eventbrite.com>

Thursday, September 22, 2016

Hilton Irvine/Orange County Airport

Crystal Ballroom

18800 MacArthur Boulevard

Irvine, CA 92612

Registration link:

<https://iepi-irvine-finaid.eventbrite.com> **Monday,
September 26, 2016**

Sheraton Grand Sacramento

Camellia/Gardenia Room

1230 J Street

Sacramento, CA 95814

Registration link: