



College of the Canyons Academic Senate

April 12, 2018

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Notification: *The meetings are audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

A. Routine Matters

1. Call to order
2. Public Comment

This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

3. Approval of the Agenda
4. Committee Appointments
 - Selection Committees (pg. 3)
5. Approval of the Consent Calendar
 - Academic Senate Summary, March 22, 2018 (pg. 4-11)
 - Curriculum Committee Summary, March 29, 2018 (pg. 12-17)
 - MQ&E Committee Summary, March 19, 2018 (pg.18-19)

B. Reports (time limit 7 minutes each)

1. Presidents Report, Rebecca Eikey
2. Scholarly Presentation Committee Report, Sarah Etheridge
3. Curriculum Committee Report, Lisa Hooper

C. Action Items

1. Spring 2018 Adjunct Discipline Lists (pg. 20-48)
2. *Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester:*
Lisa Hooper, Curriculum Chair 2018-2020 term
3. Administrator Retreat Rights: *Recommendation to Support Jeremy Goodman's Retreat to Open Mathematics Generalist Position* (pg. 49-59)
4. Updated [Seniority List](#), Kelly Burke additional Discipline Assignment-Education

D. Discussion (time limit 10 minutes each)

1. AB798 Funding for OER, Erin Barnthouse, James Glapa-Grossklag (pg. 60-68)
2. Student Discipline (BP 5529, 5530, 5531) Phase One, David Andrus
 - BP 5529 Student Conduct (pg. 69-76)
 - BP 5530 Disciplinary Action (pg.77-80)
 - BP 5531 Due Process/Disciplinary Student Action (pg. 81-91)
3. Academic Senate Constitution and By-Laws, David Andrus (pg. 92-110)
4. [ASCCC Spring Plenary Resolutions](#) Jason Burgdorfer, COC Delegate; Rebecca Eikey, ASCCC Executive Committee Delegate. New Resolutions expected Thursday and Friday, be sure to check the website. Resolutions will be debated and voted this Saturday, April 14, 2018. If you have concerns regarding the resolutions contact either Jason or Rebecca.

E. Unfinished Business

1. CTE Senate Committee Policy/Procedures, Regina Blasberg
2. Emeriti Scholarship Requirements, Rebecca Eikey
3. Advisory Boards based on Industry Clusters, Wendy Brill & Regina Blasberg
4. Faculty Professional Development Committee Procedures
5. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
6. Curriculum Committee Procedures, Lisa Hooper
7. Resolution in Support of Resources for the Academic Senate

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. TOP Code Alignment Project Update (Harriet Happel)
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)
3. Placement Changes in Mathematics & English and AB 705 Implementation (Sab Matsumoto & Alene Terzian)
4. Synergy Program (Kelly Cude)
5. Graduation Committee discussion (Michael Wilding)

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 330.

Recruitment and Selection (AP 7120)
Academic Freedom (AP 4030)
Matriculation Policies (BP 5050)
International Students (AP 5909)
Assessment (BP 5053)
Program Viability (BP/AP 4021)

H. Announcements

- Celebrating the Humanities, Wednesday, April 11, 2018, 2:00-3:15pm
- Next Academic Senate Meeting – April 26, 2018
- College of the Canyons Spring Student Symposium (SSS), April 27, 2018
- 2018 Spring Plenary Session, April 12-14, San Mateo
- 2018 Career and Noncredit Education Institute, May 4-5, Costa Mesa
- Honors Graduate Reception, Friday, May 18, 2018
- 2018 Faculty Leadership Institute, June 14-16, San Diego
- 2018 Curriculum Institute, July 11-14, Riverside

I. Adjournment

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

Spring 2018 Faculty Hiring Committee Members	
First Name	Last Name
Larry	Alvarez
Tim	Baber
Jeffrey	Baker
Erin	Barnthouse
Mary	Bates
Regina	Blasberg
Chris	Boltz
Wendy	Brill
Kerry	Brown
Jason	Burgdorfer
Adina	Carrillo
Sandy	Carroll
Jeannie	Chari
Mary	Corbett
Vincent	Devlahovich
Sylvia	Duncan
Peter	Hepburn
Susan	Hinshaw
Alisha	Kaminsky
Ron	Karlin
Debbie	Klein
Heather	Maclean
Lisa	Malley
April	Reardon
Lori Marie	Rios
Patty	Robinson
Amy	Shennum
Diana	Stanich
Anh	Vo
Tina	Waller

Academic Senate Summary for March 22, 2018

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse <i>via WebEx</i>	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus	X	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	A
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	A
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Nazanin Naraghi	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

Non-voting Members	
Dr. Buckley	X
Marilyn Jimenez	X
Dan Portello	A
Dr. Wilding	A
Devon Miller, ASG	A

Guests			
Omar Torres	X	Dustin Silva	X
Dr. Dianne Fiero	X	Ambika Silva	X
Denee Pescarmona	X	Collette Gibson	X
Harriet Happel	X	Ana Palmer	X
David Michaels	X	Robert Wonser	X
		Nick Hernandez	X

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment

This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

3. Approval of the Agenda
 - The last item on the consent calendar was pulled, it was added accidentally and was meant as informational only. Motion to approve the Agenda with the understanding that the last item on consent calendar is removed by David Brill, Seconded by Erika Torgeson. Unanimous. Approved.
4. Committee Appointments
 - Technology Committee has formed a new standing sub-committee: Web Committee
Academic Senate is looking for interested faculty to serve –contact Rebecca Eikey
5. Approval of the Consent Calendar: Revisions to the Presidents report and the Curriculum Summary from March 15, 2018 where shared in handouts. Motion to approve the Consent Calendar with the revisions by Sab Matsumoto, seconded by Lisa Cooper. Unanimous. Approved.
 - Academic Senate Summary, March 8, 2018 (pg. 3-10): There are some revisions to the President's report. There was correction made and change regarding the word "liberal" rather than "local" arts.

- Academic Senate Summary, February 8, 2018 (pg. 11-21): There were some typos on the Feb. 8th summary which will be corrected.
- Curriculum Committee Summary, March 1, 2018 (pg.22-28)
- Curriculum Committee Summary, March 15, 2018 (pg.29-35): There was a correction made to clarify some of the information that was provided.
- CETL Committee Summary, March 2018 (pg. 36)
- ESES Committee Summary, March 2018 (pg. 37)

B. Reports (time limit 7 minutes each)

1. President's Report, Rebecca Eikey: President's report was sent out in advance.
 - CPT Revised Mission Statement: In regards to the CPT response to the mission statement, president articulated to CPT what the Senate concerns were. On Monday it was agreed to wait on revisions until there is an ACCJC workshop in April. They are considering revisiting the revisions of the mission statement in the fall semester.
 - Equity Walk, Cindy Stephens: There were nine people who walked with Cindy Stephens. It was emphasized it would important to have more people involved. The people walked to Canyons Hall and Student Services, there was concern regarding accessibility for wheelchairs. There may be other issues that these equity walks will identify.
 - AB 288 Dual Enrollment: I have attended two meetings with the Hart District on behalf of Academic Senate. There was discussion in establishing an MOU for expanding dual enrollment specifically as AB288 Dual Enrollment also known as College and Career Access Pathways (CCAP). In my report there is some background information from the Statewide Senate to have an understanding of what the criteria are and how it is different from the current dual enrollment agreements that we have. There is interest on behalf of our district to expand into the AB288 Dual Enrollment as a way of continuing the work with the California Career Pathways Trust (CCPT) Grant and making sure those CTE pathways are firmly established. There is some concern from the Hart District in terms of the faculty purview (high school vs college instructor)? This will all be part of the conversation. I may be reaching out to more faculty or if you are interested please contact me.
 - DACA Advocacy Efforts: There were several resolutions in the fall approving DACA. There were 535 letters sent to members of United States Congress. We received three response letters back. As more come in, we will add them and share with the Senate.
 - SB 1009 (Wilk): Proposed Bill to Expand Apportionment for Tutoring: There was testimony from Tabitha Kumar, ASG Trustee; Wendy Brill-Wyncoop (FACCC) & Julie Bruno (ASCCC) d on behalf of Wilk's bill to expand apportionment for tutoring to courses that are beyond basic skills and remove the provision where it states faculty have to refer the student to the tutoring center.
 - Q: In regards to SB1009 (Wilk) it states, "Colleges can get apportionment for tutorial services in transfer levels as well as basic skills" and in AB1935 (Irwin) it was indicated in the President's report that AB1935 restricts tutorial services to only degree applicable or transfer level courses. Doesn't AB1935 (Irwin) also expand apportionment for tutoring?
 - A: Barry, Erick and Wendy met with a representative from Irwin's office who is responsible for AB1935. Irwin is clarifying the language and it will include basic skills and transfer level. There is a difference in the two bills, Wilk's bill is trying to make the changes in statute so they are more permanent and Irwin's bill is saying

that it can be more basic skills level tutoring with the details to be determined by Board of Governors. However, Irwin's office states their intent is to include basic skills and they will clarify that in their intent with the bill with possible revisions.

- Classified Senate Collaboration & Shared Efforts: We are trying to be more deliberative with our collaboration and shared efforts with the Classified Senate. I attended their Executive Senate meeting last Tuesday. There are some possibilities in terms of joint fundraising to support the Emeriti's Scholarship. There was discussion in terms of holding co-meetings with the Executive Senate once or twice a year and considering how to expand further.
 - Classified Staffing Process: President shared some notes regarding how the Classified Staffing process works and how requests are sent from the deans, executive cabinet members, how the ranking of the cabinet member level and that is shared out in a session. There were 8 votes that were given per each request, it was confusing as it seemed executive cabinet member couldn't vote in their own particular area. There is concern and feedback on the ranking and voting process and in terms of how do the positions move forward.
 - Reporting to Board of Trustees: President is doing her best to share the Senate's work with the Board of Trustees. A copy of the report given at the last BOT meeting was provided in the report. Specifically, the concerns expressed from Senate regarding Guided Pathways where articulated such as not losing students along the way or doing harm unintended.
2. [Programs Submitted to ACCJC as Substantive Change](#)-John Makevich, Dr. Jerry Buckley, Denée Pescarmona & Omar Torres
- There was a list of historical programs approved by the ACCJC for substantive change. There was a hyperlink to the additional programs that John is putting forward for consideration, as related to non-credit. There is also a list of programs that are being considered for change related to Distance Education.
 - Substantive Change Report for Noncredit Programs, John Makevich: I worked on a substantive change report for two new sites that we are going to be leasing in the Santa Clarita Valley to offer non-credit courses. Anytime you offer additional sites which are semi-permanent in nature you must do a substantive change report for accreditation to get approval. The copy shared is a draft but it does give you sense of the structure and what is in the report and what is being referenced. The core of every substantive change report really consists of a lot of similar language to the draft report.
 - Historical List and Distance Education Program Changes, Dr. Buckley: In regards to changes for Distance Education Programs, we periodically submit updates to the accreditation commission (ACCJC) a list of programs which may be able to offer more than 50% of the courses in the program as Distance Education. This is required for accreditation. Whenever we create new programs and if those programs are substantively different than existing programs, then they may have to be recorded as well. For Associate Degrees for Transfer (ADTs), those are not substantively different from programs that we already have, as they are similar to existing local degrees or certificates. Thus, when an ADT is presented to ACCJC, we have an acceptance letter issued by the commission that substantive change is not needed. The commission meets once every six months and we are targeting getting our substantive change reports in so that they are reviewed by the commission. We cannot charge a portion of credit courses (or programs) unless they have been approved by ACCJC. Thus in terms of approval of curriculum, we have

local approval from curriculum committee, then statewide approval from the state Chancellors office, and a third approval which is the accreditation commission, ACCJC.

- Q: There was some concerns regarding the accuracy of the list of courses offered as Distance Education. There was no prior communication to that department about that substantive change for the programs listed. Although the courses have a Distance Learning Addendum (DLA), it doesn't necessarily mean those classes are offered online.
 - A: The list was disseminated at the Deans Council with the intent that the list would get disseminated out to various department chairs and impacted faculty. If the courses have a DLA and those programs where 50% or more they could *potentially* be offered through distance education, those were included in the list. Patrick Backes, the Articulation Officer, examined all of the existing degrees, programs and certificates and where 50% or more could be offered online, then we included it on the list. Whether it is actually offered online is at the discretion of the department but because there is a DLA in place and it was approved through the curriculum committee and the Academic Senate, then we are obligated to include it in the list sent to ACCJC.
 - Q: What is the timeline on the renewal of these? For example "Water Technology" is on the list but "Land Surveying" is not. Was "Land Surveying" sent previously?
 - All of the new programs that are 50% or more are already on file with the commission.
 - Q: How often do we send in this list, "Water Technology" is not a new program?
 - The last time that we submitted a substantive change proposal for Distance Education programs was in 2014 when we had our last accreditation. Prior to 2014, we were not on a regular cycle prior since there was not an Accreditation Committee that met on a regular basis. We are now adopting guiding principles on what the Accreditation Committee should be responsible for, such as the annual accreditation reports, communication with various constituents and becoming more systematic.
3. ACCJC Annual Report- Dr. Jerry Buckley, Denée Pescarmona & Omar Torres
- Annual report goes out at the end of March every year. The 2017 Accreditation Annual Report version shows the type of questions related to SLO assessment. Typically, the SLO coordinators contribute to the Annual Report. In previous iterations of the Annual Report, there have been opportunities for the SLO coordinator to submit narratives. ACCJC has moved to simplify the report, and thus we don't have to submit any major narratives or comments. There is always an issue as to how many licenses (Licensure Examination) have we granted for particular programs, and it is difficult to come up with this data. We have a testing center now in the TLC and we are generating hundreds of individual tests. If we can figure out how to analyze the data then we will be ahead in the process especially when looking at changes in the state chancellor's office. If you have any knowledge of an individual certification for your students, we appreciate it if you could report that information. This is part of the 2017-18 Licensure Examination Rate.
4. FACCC Advocacy Conference: Attendees include Wendy Brill, Nick Hernandez, Robert Wonser, Rebecca Eikey, Tabitha Kumar, and April Reardon with two additional students.
- FACCC is the Faculty Association of California Community Colleges and is a membership organization for full-time and part-time faculty. They host an annual Advocacy and Policy Conference in Sacramento. There are groups of 8-12 students from the LACCD, Riverside Community College District (Moreno Valley), and Contra Costa Community College District. These students have an opportunity to hear conversations from the State Chancellors office and are trained in advocacy. Once students graduate from the LACCD program, they

can then come back and train the next group of students. April, Robert and Nick all brought in a couple of students to learn from other colleges and how other students are involved in the advocacy work. Students have an opportunity to take a course that teaches the basics, then they go through and divide the visits to legislators. The students also ask other students to identify issues that could be advocated to the legislators. We are hoping to have a group of 10 students from COC participate next year.

C. Action Items

1. CCCCCO Guided Pathways Work Plan, Rebecca Eikey & Denée Pescarmona (pg. 44-45)

The work plan is not static and it can change over time but there is the deadline for March 30th for Senate President and the Chancellor's signature.

- Outcomes: We did not include the outcomes as we did not discuss how to proceed so the Action is for activities only. The benchmarks the state Chancellor's office has established are key performance indicators, such as the number of students who are completing transfer level English and Math in their first year. However, the outcomes that we want to achieve we are going to establish locally by focusing on what we want to change during the first year of the grant program.
- Q: What is our internal timeline for doing the outcomes? We can set the timeline and have this item come back to Senate as a Discussion item. There is a need to have all of the stakeholder groups weigh in such as Classified Senate, ASG and ask students what they would like to see as measureable outcomes.
- Q: Based on the last Senate meeting there was a discussion relating to outcomes and how do we collectively as an institution work together? Part of the suggestion at the last meeting was to reach down deep into the institution to get people involved in and go beyond the Senate. Thus, we are coming back around to the various school meetings. We haven't done enough to engage our adjunct faculty and plan to address this. For example, we have had a conversation at the Faculty Professional Development Committee as to how we can increase awareness and participation from adjunct faculty. Another way that would be helpful would be larger gatherings where a multitude of voices can be heard.
- Budget: It is not balanced, it is over by \$58K as this is an aspirational budget. There was concern from Senate about approving the work plan if it does not have a balanced budget. The Guided Pathways plan intentionally supports the work that is being done in the (IE)² work groups. Thus, the budget managers for Equity, 3SP, and Basic are identifying activities that are part of the GP plan but may be supported with another fund. For example, the Basic Skills funding may be used to support student workers. We are trying to follow Santa Monica College's method and hire student workers to help. The work around Early Alert could potentially be supported with 3SP. The stipends for work group leaders are based on the seven (IE)² work groups. They are not listed as faculty stipends only as there has been a request from the classified representatives to investigate the possibility to have leads for the work groups from classified. Inquiry group stipends for group \$25K could be cross-functional, with primarily full and part-time faculty. However, it depends on the research needed to be done. The inquiry group could be cross-functional, or it could be very targeted/specific. The state has been very clear to ensure there is flexibility in the plan, allowing for budget transfers, and making adjustments when needed. Thus, we could use release time rather than a stipend as the plan is very flexible. For clarification the work plan will read "stipend/release" and "faculty/classified." Motion to approve the work plan by Regina Blasberg, seconded by Jason Burgdorfer. Unanimous. Approved.

2. Environmental Science-Biology Merge Rubric- Lisa Hooper (pg. 46-49)

- In December, Lisa Hooper gave a presentation to the Senate on the multiple proposals from the ESES department. One proposal included the splitting of Environmental Science so

that it would merge with Biological Sciences, at that time the members of ESES and Biology were supportive. There were other proposals from ESES that were conflicting. In Lisa's report to the Senate, the Program Viability Committee recommended and supported the split of Environmental Science from ESES to merge Biological Sciences but didn't find enough evidence to support other proposals. There are 16 criteria in AP 4023 that the PV committee has to review, one is "how this proposal will better serve the students." The President asked Lisa to complete the Academic Department Proposal Rubric to ensure standardization and document the rationale for the proposal for splitting of Environmental Sciences and merger with Biological Sciences, which is attached.

- However, this semester, there have been several ESES department meetings and trepidation from particular ESES faculty about the split of Environmental Sciences. A memo was sent from the department chair Teresa Ciardi on March 12th included in the Agenda. Teresa Ciardi references in the memo reassign time and compensation, topics that are negotiable and part of collective bargaining agreement, and thus Senate has no purview. There are also notes from Mary Bates to help give an understanding on their departmental discussions that have happened this semester.
 - Lisa consulted with David Andrus who then reviewed the AP 4023 and proposed two options for ESES 1.) Allow Senate to weigh in, in support or not; 2.) Have the department unanimously petition the committee to rescind and communicate to Senate they are pulling this recommendation.
 - Members of the ESES department: There are a number of faculty in the department that are not in favor of the department splitting up at this time. The ESES department agreed to keep the department together and then it was contradicted by the department chair in the attached memo. It sets a precedent that faculty own programs, when programs belong to departments. The department was formed five years ago and had not had issues until recently. This is a personality issue. The department wants to stay together and that is a quorum of five out of six. We ask the Senate to take that into consideration.
 - Motion to approve the Environmental Science merger with Biology based on the evidence that was presented to the PV committee and that there is no evidence, part of the program viability process, to the counter made by Wendy Brill, seconded by Lisa Hooper.
Unanimous. Approved.
 - Count: Senators in favor, Aaron Silverman, Regina Blasberg, Erika Torgeson, David Brill, Gary Collis, Garrett Hooper, Jennifer Paris, Wendy Brill, Lisa Hooper, David Andrus, Rebecca Shepherd
 - Count: Senators Opposed, Jason Burgdorfer, Mary Bates, Nazanin Naraghi.
 - Count: Senators Abstaining, Rebecca Eikey, Sab Matsumoto, Philip Marcellin, Carly Perl, Marco Llaguno, Erin Barnthouse
 - Voting Quorum: 22 voting senators total, 20 present, 11 voted in favor of the split, 3 where opposed and 5 abstained. The merge of Biology and Environmental Science passes.
3. Part-time faculty discipline assignments Fall 2017 (two lists, pg. 50-71)
- There were two list included in the agenda, the second list was an additional list with questions that have been resolved. Motion by Wendy Brill, seconded by Philip Marcellin.
Unanimous. Approved.
4. [Seniority list](#) updated (pg. 72)
- There were two date changes: Jason Burgdorfer and William Macpherson. Their start date will be the semester prior to what we have originally listed. Per Senate Procedures, any changes related to accuracy on the Seniority list must be brought to Senate to approve, and then forwarded to Board of Trustees who have the legal responsibility to make corrections to the list. Motion to approve the change in the seniority list by Mary Bates, seconded by

Wendy Brill. Unanimous. Approved.

5. Department Chair Election results (pg.73-75)

- Cindy Schwanke will continue as Chair of the Culinary Arts Department. Heidi McMahon will be chair of the Chemistry Department. Garrett Hooper's first name was corrected on the Chair Election results list. Motion to approve by Wendy Brill, seconded by Erika Torgeson. Unanimous. Approved.

6. Discipline Memos (pg. 76-79)

- Christina Chung
- Tony Law
- Heather Dotter
- Erica Seubert
- Motion to approve the discipline faculty memos by Mary Bates, seconded by Jason Burgdorfer. Unanimous. Approved.

D. Discussion (time limit 10 minutes each)

1. Educational Administrator's Retreat Rights, Mathematics (pg.80-81)

- A memo from Diane Fiero was discussed regarding the retreat rights for Jeremy Goodman to a Mathematics (Generalist position). Per Ed Code, a copy of the job description for the Mathematics (Generalist position) was shared. A copy of a one-page sheet from November 7th where Dept. Chair presented to the Academic Staffing committee for three Mathematics positions, all presented as generalist (one replacement and two new positions). It was referenced that Monica Dabos's position (the replacement) was originally a Statistics position but it was in the interest of the department, according to the staffing presentation, that the needs would be better served making it a generalist position. Jeremy Goodman meets the requirements of the Educational Administrator Retreat Rights per law. Yet, the Senate has the opportunity to put forth their recommendation before the Board of Trustees takes action.
- There was a question as to whether this position was expiring, being terminated due to restructuring or being cancelled. It was stated that as per the AP and Ed Code, this process is voluntary and any administrator can retreat after serving two satisfactory years as an educational administrator. In this case, termination means "no longer working in this position" and this term is universally used throughout Ed Code.
- There was concern expressed that this process gives individuals an opportunity to by-pass, intentionally or unintentionally a rigorous faculty hiring process. It was confirmed that the administrator may not have any teaching experience yet qualify for retreat. Per Ed Code, they must have completed two years of satisfactory service in their administrator role including any time previously served as a faculty member in the district. Jeremy Goodman has taught in the department for three years as an adjunct faculty member.
- It was emphasized that there is an effort to be transparent with these processes before going to the Board of Trustees. It was stated that a department chair should not release information regarding a request for Administrator Retreat until a memo is made public through the Academic Senate.
- There was a discussion regarding revisiting the AP language in the future to address when multiple individuals are interested retreating and the possibility of setting up an interview process. This item can come back as an action item.

2. CTE Senate Committee Policy/Procedures-Regina Blasberg (pg. 82-85)

- This will come back for a future agenda.

3. Creating Advisory Boards Based on Industry Clusters-Regina Blasberg and Wendy Brill

- It was suggest that there needs to be a process for the discipline faculty and their input to the creation of the clusters. This will be an agenda item for the CE committee and report

out what that process is to the senate for feedback.

- Some additional discussion occurred regarding the new template for Advisory Board meetings.
- 4. [ASCCC Spring Resolutions](#) – Rebecca Eikey
 - This will come back to the next agenda.
- 5. Emeriti Scholarship Requirements-Rebecca Eikey (pg. 86)
 - This will come back for a future agenda.

E. Unfinished Business

1. Discipline Memos for New Fulltime Faculty
2. Faculty Professional Development Committee Procedures
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marengo
4. Curriculum Committee Procedures, Lisa Hooper
5. Resolution in Support of Resources for the Academic Senate
6. Spring 2018 Adjunct Discipline Lists

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. TOP Code Alignment Project Update (Harriet Happel)
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)
3. Placement Changes in Mathematics & English and AB 705 Implementation (Sab Matsumoto & Alene Terzian)
4. Web Redesign and Evaluation Report (Eric Harnish)
5. CSU AB 798 Funding/Grant Application (James Glapa-Grossklag)
6. Synergy Program (Kelly Cude)
7. Graduation Committee discussion (Michael Wilding)
8. Academic Senate Constitution and By-Laws (David Andrus)

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 330.

Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection
Academic Freedom AP 4030
Matriculation Policies BP 5050
AP 5909 International Students
BP 5053 Assessment
BP/AP 4021 Program Viability

H. Announcements

- Next Academic Senate Meeting – April 12, 2018
- Upcoming elections for Curriculum Committee members.
These are for Fall 2018-2020
- 2018 Spring Plenary Session, April 12-14, San Mateo
- 2018 Career and Noncredit Education Institute, May 4-5, Costa Mesa
- 2018 Faculty Leadership Institute, June 14-16, San Diego
- 2018 Curriculum Institute, July 11-14, Riverside

I. Adjournment: 5:09 pm

CURRICULUM COMMITTEE SUMMARY

March 29th, 2018

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; Steve Erwin – Admissions and Records; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Anne Marengo – Social and Behavioral Science; Ambika Silva – Mathematics (Substitute for Saburo Matsumoto); Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Cindy Stephens – At large member; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Carly Perl – Adjunct Representative

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 outlines will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
NC.COUN-025 NC.COUN-030	Noncredit Transition Course, Noncredit Distance Learning and Strategies for Success	Noncredit students will benefit from a support course to help them transition and learn about the matriculation steps and responsibilities to become a successful credit student.	S. Ling D. Solomon	TBD
NC.TUTR-091 NC.TUTR-092	TLC English Placement Process TLC Math Placement Process	In Spring 2018, the English department will implement multiple measures that may result in more students placing into English 101 using measures aside from an assessment test (such as high school GPA). However, the assessment exam will remain one possible measure for English placement. As such, a preparation course will continue to meet the needs of students, especially those who have been out of high school for longer than five years (the English department has required that students' multiple measure criteria may be no older than five years). One of the measures for placing students into Math courses is a score on an assessment test. Currently, this test is Accuplacer; however, Accuplacer is scheduled	E. Delaney	TBD

		to be replaced by the Common Assessment test in the near future. The curriculum for the course is written to be adaptable to both assessment tests.		
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-Motion to adopt the need for and conduct a full review of NC.COUN-025 & 030 pending authors agreement to move forward with these courses; Motion by Mary Bates, second by Erin Barnthouse. All in favor: Unanimous.

-The author of the NC.TUTR-091 & 092 course requested these discussions of need be tabled.

NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at previous Curriculum Committee meetings. These course outlines were reviewed through a technical review process and will now 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
CONST-030	Carpentry Technology I	2 units, 18 hours lecture, 54 hours lab. New SLO's (2).	E. Arnold	Fall 2018
CONST-032	Carpentry Technology II	2 units, 18 hours lecture, 54 hours lab. New SLO's (2). New prerequisite of CONST-030.	E. Arnold	Fall 2018

NEW PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposals were approved at previous Curriculum Committee meetings. These program outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective
Carpentry Technology	Certificate of Achievement	18 total units, new Program SLO.	E. Arnold	TBD
Hospitality Management	A.S.-T Degree	18-21 total major units, new Program SLO.	K. Anthony	TBD

-Motion to approve CONST-030, CONST-032, and the Carpentry Technology Certificate of Achievement; Motion by Julie Hovden, second by Lori Young. All in favor: Unanimous.

-Motion to approve the Hospitality Management AS-T Degree; Motion Mary Bates, second by Julie Hovden. All in favor: Unanimous.

TECHNICAL CHANGES – CONSENT CALENDAR

The following items are being approved as technical changes 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
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HRMGT-210	Hotel and Restaurant Law	Adding HRMGT-101 as a prerequisite per C-ID descriptor requirement.	K. Anthony	Fall 2018
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MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. 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
CMPNET-171	Security+ Certification	Revised SLO's (2), Revised objectives and content, updated textbook.	L. Hilliard	Summer 2018
ENGL-091	Introduction to College Reading and Writing	Revised SLO's (2), Revised objectives and content, updated textbooks.	A. Kaiserman	Fall 2018
ENGL-111	Introduction to Linguistics	Revised objectives and content, updated textbooks.	D. Davis	Fall 2018
ENGL-271	Mythology	Revised SLO's (2), Revised objectives and content.	S. Onthank	Fall 2018
KPEA-180A	Beginning Swimming	Revised SLO, Revised objectives and content.	S. Kakumu	Fall 2018
KPEA-180B	Intermediate Swimming	Revised SLO, Revised objectives and content. Adding KPEA-180A as recommended preparation.	S. Kakumu	Fall 2018
KPEA-180C	Advanced Swimming	Revised SLO, Revised objectives and content. Adding KPEA-180B as recommended preparation.	S. Kakumu	Fall 2018
KPEI-153	Off-Season Conditioning for Intercollegiate Sports	Revised objectives and content.	T. Iacenda	Fall 2018
KPEI-260A	Intercollegiate Football	Revised objectives and content.	T. Iacenda	Fall 2018
KPEI-260B	Off-Season Football Training	Revised objectives and content.	T. Iacenda	Fall 2018
KPEI-270A	Intercollegiate Soccer	Revised objectives and content.	P. Marcellin J. Lundin	Fall 2018
KPEI-270B	Off-Season Soccer Training	Revised objectives and content.	P. Marcellin J. Lundin	Fall 2018
KPEI-275A	Intercollegiate Softball	Revised objectives and content.	J. Wissmath	Fall 2018

KPEI-275B	Off-Season Softball Training	Revised objectives and content.	J. Wissmath	Fall 2018
KPEI-280A	Intercollegiate Swimming	Revised objectives and content.	S. Kakumu	Fall 2018
KPEI-280B	Off-Season Swimming Training	Revised objectives and content.	S. Kakumu	Fall 2018
KPEI-290A	Intercollegiate Track and Field	Revised objectives and content.	L. Kane	Fall 2018
KPEI-290B	Off-Season Track and Field Training	Revised objectives and content.	L. Kane	Fall 2018
KPEI-295A	Intercollegiate Volleyball	Revised objectives and content.	L. Hooper	Fall 2018
KPEI-295B	Off-Season Volleyball Training	Revised objectives and content.	L. Hooper	Fall 2018
PHILOS-220	Introduction to Comparative Religion	Revised SLO , Revised objectives and content, updated textbooks.	A. Jones-Cathcart	Fall 2018
PSYCH-110	Psychology as a Major and Profession	Revised minimum qualifications to be Psychology and Counseling. Changed number (Formerly PSYCH-100). Revised objectives and content, updated textbooks.	M. LaBrie	Fall 2018

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
CONST-032	Carpentry Technology II	New prerequisite of CONST-030.	E. Arnold
HRMGT-210	Hotel and Restaurant Law	Adding HRMGT-101 as a prerequisite per C-ID descriptor requirement.	K. Anthony
KPEA-180B	Intermediate Swimming	Adding KPEA-180A as recommended preparation.	S. Kakumu
KPEA-180C	Advanced Swimming	Adding KPEA-180B as recommended preparation.	S. Kakumu

-Motion to approve all items on the 3/29/2018 Consent Calendar except for the ENGL-091, ENGL-271, and KPEI-153 course modifications; Motion by Erin Barnthouse, second Julie Hovden. All in favor: Unanimous.

Discussion Items:

- AB 705 – English Update. Alene Terzian updated the committee on what the English department is doing to comply with AB-705.
An English FIG has been meeting to address AB-705 concerns and research what other colleges are doing. The English department is focusing on the following three models. These three options assume that there will not be any below transfer level English courses, a developmental English course could be kept but the department would have to prove without a doubt that students are highly unlikely to succeed without a developmental course. 1) Keep the 3 unit ENGL-101 course as is and add a 5 unit ENGL-101 Enhanced courses. 2) Keep the 3 unit ENGL-101 course with a 2 unit co-requisite. 3) Create a 4 unit ENGL-101 course, the extra unit would include more writing, the writing level would be increased to 8,000 – 10,000 words. The next steps are for the FIG to present their findings at the April 16th department meeting and give a recommendation, and then have a final vote at the May department meeting.
- Chairs Reports, Articulation Report.
 - New Course Process: Discussion of Need, Technical Review, Final Read, Consent. Should a final read result in a “same day” approval if no changes are made?
 - Technical Review of Non-Credit Courses, see handout.
 - A new DLA template specifically for Non-Credit courses will be developed.
 - “Good” curriculum should serve a need, provide knowledge and skills necessary for transfer, career, or personal growth (non-credit and general education). COR’s are well-crafted if they accurately articulate the objectives of the course and provide the content areas necessary to meet those objectives.
 - “Bad” curriculum, this is difficult but it is our job, as a committee, to determine what unmet “need” a course can satisfy; it is for this reason that we require not only the “New Course Documentation” information, but also the author to be present to field additional questions. This process must be thorough. Rigor (*Always compare comparable courses, that are already in the Curriculum inventory, whenever possible*) evaluated via the objectives, both in number and complexity, and the content. “Bad” curriculum has objectives with very low level cognitive demands.
 - Must consider number of units both for evaluation of rigor and articulation, “Bad” curriculum had inconsistent amounts of content and objectives for the units assigned.
 - “Good” Course Outline of Record should include Measurable learning outcome(s) with sample assignment(s), clear objectives consistent with comparable courses and content, content that matches the objectives and for which there is sufficient detail to create lesson plans to meet course objectives, and conform to all federal, state, and local regulations.
 - Three more committee meetings. April 19th, Daylene coming to help us interpret out of discipline pre-requisites data. May 3rd – Out of Disciplines pre-requisites meeting, may move this to April 19th? May 17th – Curriculum Committee Retreat, may need to do both: meet & retreat!
 - eLumen updates. Improved Curriculum “Dashboard” coming, will allow users to view and sort proposed curriculum from all departments.
 - 2018 Five Year Revision List. School Reps, please share this list with departments

New Courses - Includes ISA's	2	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	2	New DLA's	8	Deleted Courses	-0-
Modified Courses	20	New SLO's	6	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	8	Proposals Reviewed in Technical Review Session	20
New Non Credit Courses	-0-	New Prerequisites	4	Proposals Returned from Technical Review Session	3

within you Schools. Please let Patrick know if you, or departments within your schools notice any errors. Probably will be some with the transition to eLumen.

-CSU-GE/IGETC Decisions. Expecting to receive these any day now, looks like some decisions have already been made but not yet finalized.

COLLEGE OF THE CANYONS

Minimum Qualifications & Equivalencies Committee

Summary of March 19, 2018 Meeting

In attendance: Lee Hilliard, Pamela Williams Paez, Boo Su, Aivee Ortega, Yvette Pesina-Vazquez, Mary Powell

1) Eminence Update

- Continued discussion on eminence
 - i. Lee Hilliard suggested that “emergency” or “not used regularly” be included in the language.
 - ii. Confirm with Rian Medlin about what Human Resources practices are at other institutions.
 - iii. Next meeting will be a working meeting to draft a document to provide to Senate and inform and update Senate of our discussions.

2) MQ Handbook Wording “Education with an emphasis in...”

- Clarification from state is as follows (see email screenshot below from Rebecca Eikey)

From: Eikey, Rebecca
Sent: Sunday, December 03, 2017 9:06 AM
To: Ortega, Aivee <Aivee.Ortega@canyons.edu>
Subject: RE: Part Time Faculty MQ&E List for Fall
Importance: High

Hi Aivee,

I talked with John F about this at Exec yesterday. According to John F, it should be read as Yvette has described. Those darn commas! I think it would be better to have bulleted list and can see how both interpretations would arise. ☺

Master's in physical education, exercise science, **education with an emphasis in physical education**, kinesiology, physiology of exercise or adaptive physical education OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent.

According to Yvette:

“This is how we are reading the highlighted portion of the MQs:

“education with an emphasis in physical education” is **one discipline**.

Followed by the [separate] disciplines of “kinesiology”, “physiology of exercise” or “adaptive physical education”

He said that this issue comes up with English too and is interpreted in the manner above. He said there is a way to look at how the disciplines have changed over time (<https://asccc.org/disciplines-list-archives>). This may be helpful to see how the additional disciplines have been added to a particular MQ.

Also, I was thinking it could be a good site for research purposes for Marilyn, as well, as we move forward with cleaning up our discipline assignments of faculty.

Best,
Rebecca

3) Report on MQ&E Spring 2018 Flex Workshop

- There were less than five attendees and the conversation was needed and well received however low attendance was most likely due to the time the workshop was scheduled. The workshop was scheduled from 12-1:30. Presenters were Aivee Ortega, Rian Medlin, and James Gilmore.

4) Institutional accreditation for applicants

- There was some discussion at a previous meeting about minimum qualifications coming from an accredited institution. The current practice is to determine if the institution was accredited at the time the applicant's degree was awarded. Aivee Ortega informed the committee that Dianne Fiero will be checking with legal counsel regarding our current practice and Rebecca will be checking with the State Executive Academic Senate to ensure we are following equitable practices.

§ 53406. Requirement for Accredited Degrees and Units; Definition of Accredited Institution.

All degrees and units used to satisfy minimum qualifications shall be from accredited institutions, unless otherwise specified in this Article.

For purposes of this Subchapter, "accredited institution" shall mean a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. It shall not mean an institution "approved" by the California Department of Education or by the California Council for Private Postsecondary and Vocational Education.

5) Faculty Discipline Assignment/Curriculum Database

- Aivee Ortega shared with the committee the MS Access database project to provide an overview of the connectedness of disciplines (minimum quals), faculty discipline assignments and course discipline assignments.

Next Meeting: Monday, April 16, 3:30 PM, Location TBD (MENH 246 will not be available next month – Aivee Ortega will find a room to meet in and will notify the committee)

Spring 2018 Adjunct Discipline Lists

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Deschenes, Nathan	Adjunct – Administration of Justice	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	JD Taft Law School and over 2 years of professional experience in the discipline
Brown (Betton), Michele	Adjunct – American Sign Language	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	MA in Special Education, California State University, Northridge and over 2 years of professional experience in the discipline
Cabrera, Roberto	Adjunct – American Sign Language	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent.	MS in Counseling, California State University, Fullerton and over 2 years of professional experience in the discipline

		OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Toyooka Smith, Yuki	Adjunct – Art	Master's degree in fine arts, art, or art history OR- Bachelor's degree in any of the above AND master's degree in humanities OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MFA in Art, California State University, Los Angeles
Burkert, Alex	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent	MS Biology, California State University, Northridge
Gross, Noah	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science	PhD Biological Sciences, University of California, Irvine

		OR the equivalent	
Chang, Steven	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent	PhD Biological Sciences, University of California, Irvine
Harris, Mark	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent	MS Biology, Cal State University, Northridge
Nourian, Neema	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent	MS Biological Sciences, University of Cincinnati
Zelaya, Ligia	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR-equivalent	MS and BS Biochemistry, California State University, Northridge
Hill, Denean	Adjunct – Coaching	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment	BS Business Administration, California State University, Los Angeles and over 2 years of professional experience in the discipline

		or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Koenig, Patti	Adjunct – Computer Science	Master's in computer science or computer engineering OR- Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR- Bachelor's in engineering AND master's degree in cybernetics, engineering, mathematics, or business administration OR- Bachelor's in mathematics AND master's degree in cybernetics, engineering, mathematics, or business administration OR- Bachelor's in any of the above AND master's degree in information science, computer information systems, or information systems or the equivalent	PhD Computer Science, University of Southern California
Braga-McCalister	Adjunct – Construction Management/Construction Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's	BS Civil Engineering, Universidad de Pernambuco, Brazil degree evaluated by Center for Applied Research, Evaluation and Education, Inc. and over 2 years of

		teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent	professional experience in the discipline
Bonitatis, Carolina	Adjunct – Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MS Counseling, California State University, Northridge
Jacqueline Espinoza	Adjunct – Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child	MS Counseling, California State University, Northridge

		counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	
Garcia, Evelyn	Adjunct – Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MS Counseling, California State University, Northridge
Gausman, Jenna	Adjunct – Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family	MS Counseling, California State University, Northridge

		and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	
Olmsted, Paul	Adjunct – Economics	Possession of an unexpired California Community College Instructor Credential in Economics OR- Master's in economics OR- Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science	Unexpired California Community College Instructor Credential in Economics, Board of Governors of the California Community Colleges
Prante, Tyler	Adjunct – Economics	Master's in economics OR- Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science	PhD in Economics, The University of New Mexico
Seygalus Gershkova, Alina	Adjunct – Economics	Master's in economics OR- Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science	MA in Economics, California State University, Los Angeles

Rymond, Dawn	Adjunct – Early Childhood Education (Child Development)	Master’s in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR- Bachelor’s in either of the above AND Master’s in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies.	MA in Human Development, Pacific Oaks College
Huerta, Brittany	Adjunct – Geology	Master’s in geology, geophysics, earth sciences, meteorology, oceanography or paleontology or Bachelor’s in geology AND Master’s in geography, physics, or geochemistry or the equivalent	MS Geology, California State University, Northridge
Orouji, Omid	Adjunct – Graphic Design (Graphic Arts, Multimedia)	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the	MFA in Art/Visual Art, California State University, Northridge and 2 years of professional experience in the discipline

		faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Entin, Stephanie	Adjunct – Health Science	Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR Bachelor's in any of the above AND Master's in any biological science OR the equivalent	MS Nutrition/Food Management, University of Central Oklahoma
Hernandez, Alejandra	Adjunct – Kinesiology/Physical Education	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent.	Equivalency: MS Health and Rehabilitation Science, University of Pittsburgh, 15 upper division semester units in Kinesiology and 12 graduate units in exercise science.
Johnston, Carol	Adjunct – Kinesiology/Physical Education	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education,	MS Physical Education, Azusa Pacific University

		kinesiology, physiology of exercise or adaptive physical education OR Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent.	
Stack, Xanth	Adjunct – Land Surveying (Engineering Support)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Construction Engineering, Cal Poly Pomona and over 2 years of professional experience in the discipline
Brown, Steven	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts	Equivalency: MBA Webster University, 27 graduate semester units in Math.

		documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
DiPassero, Kahroline	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent.	MS Mathematics, Cal State University, Northridge
Murphy, Donna	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent.	MS Mathematics, California State Channel Islands
Nikolaychuk, Konstantin	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent.	BS Mathematics, Ottawa University, MS Teaching Mathematics, University of West Alabama/Livingston,
Lewers, Karen	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent.	MS Mathematics, Arizona State

Terkivatan, Erdal	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent.	MS Applied Mathematics, Western Michigan University
Lam, Tai	Adjunct – Modern Languages (Chinese) (Foreign Languages)	Master's degree in Chinese; OR- Bachelor's degree in Chinese AND Master's degree in another language or linguistics; OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	BA in Chinese Language and Literature, Xiamen University, China, Academic and Professional International Evaluations, Inc. Report and MA in English, TESL, California State University, Dominguez Hills
Stanley, Michael	Adjunct – Music	Master's degree in music OR- bachelor's degree in music AND master's degree in Humanities OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher	MA in Music, California State University, Long Beach

		education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units	
Stewart, Virginia	Adjunct – Music	Master's degree in music OR- bachelor's degree in music AND master's degree in Humanities OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units	Equivalency: MA in Single Subject Teaching – emphasis in Music Education, University of Southern California with over 24 units in the discipline and 17 graduate level semester units.
Horst, Miles	Adjunct Media Entertainment Arts (Multimedia)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6)	BA in Communications, Pennsylvania State University and over 2 years of professional experience in the discipline

		years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Roman, Tylie	Adjunct – Nursing	Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	BS Nursing, California State University, Channel Islands, and over 2 years of professional experience in the discipline and possession of a valid California RN license
Jamsheed, Parisa	Adjunct – Nursing	Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	MS Nursing, Loma Linda University, and over 2 years of professional experience in the discipline and possession of a valid California RN license
Zema, Jane	Adjunct – Nursing	Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN	BS Nursing, California State University, Dominguez Hills and over 2 years of professional experience in the discipline and possession of a valid California RN license

		defines direct patient care as in a hospital setting. AND A valid, active California RN license	
Segovia, Cintia	Adjunct – Photography	Master's degree in photography, fine arts, or art; OR- Bachelor's degree in any of the above AND Master's degree in art history or humanities; OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MA in Art/Visual Arts, California State University, Northridge
Juarez, Alma	Adjunct – Photographic Technology/Commercial Photography	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BFA in Illustration, Art Center College of Design and 2 years of professional experience in the discipline
Freeman, Roberto	Adjunct – Photographic Technology/Commercial Photography	Any bachelor's degree and two (2) years of full-time	BFA in Photography, Art Center College of Design and over 2 years of

		equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	professional experience in the discipline
Goldberg, Brian	Adjunct – Political Science	Master's in political science, government, or international relations OR Bachelor's in any of the above AND Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD or LL.B.	PhD in Political Science, University of Southern California
Nova, Naira	Adjunct – Psychology	Master's in psychology. OR- Bachelor's in psychology AND Master's degree in counseling, sociology, statistics, neuroscience, or social work.	MA in Educational Psychology, California State University, Northridge
Newcomb, Hannah	Adjunct – Psychology	Master's in psychology. OR- Bachelor's in psychology AND Master's degree in counseling, sociology, statistics, neuroscience, or social work.	MA in Clinical Psychology, Azusa Pacific University
Ryan, Casey	Adjunct – Psychology	Master's in psychology. OR- Bachelor's in psychology AND Master's degree in counseling,	MA in Psychology, Azusa Pacific University

		sociology, statistics, neuroscience, or social work.	
Andrada, Amy	Adjunct – Sociology	<p>Master's in Sociology OR – Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR- Equivalency Option 1: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	MA in Sociology, California State University, Bakersfield
Nitzani, Michael	Adjunct – Sociology	<p>Master's in Sociology OR – Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful</p>	MA in Sociology, California State University, Los Angeles

		completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Perez, Cristoval	Adjunct – Water (Environmental Technology)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	MS Public Administration and over 2 years of professional experience in the discipline
Roman, Nicolas	Adjunct – Welding	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Media and Cultural Studies/Chicano Studies and over 2 years of professional experience related to the discipline
Reina, Ryan	Adjunct – Welding	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;	AA Transfer Studies, College of the Canyons and over 2 years of professional experience related to the discipline

		OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Bauccio, John	Adjunct – Wine Studies (Culinary Arts/Food Technology)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in English, University of Portland and over 2 years of professional experience related to the discipline
Edmond, Jessica	Adjunct – English as a Second Language	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR- Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language	MA in Teaching English as a Second Language, California State University, Northridge

Sharma-Chopra, Loveleen	Noncredit – English as a Second Language	<p>Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.</p> <p>bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.</p> <p>OR- a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.</p> <p>OR- possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.</p>	MA in English Literature, World Education Services, Inc. Credential Evaluation Report and Certificate in English Language Teaching – TEFL/TESOL Teacher Training
McQueen, Crystal	Noncredit – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English	MA in Teaching English to Speakers of Other Languages, University of Southern California

		<p>to speakers of other languages.</p> <p>bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.</p> <p>OR- a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.</p> <p>OR- possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.</p>	
Pourjafar, Leila	Noncredit – English as a Second Language	<p>Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.</p> <p>bachelor's degree in education, English, linguistics, applied</p>	MA in Teaching English to Speakers of Other Languages, Academic Credentials Evaluation Institute, Inc. Report

		<p>linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. OR- a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. OR- possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.</p>	
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ISAs for Academic Senate

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Ahten, John	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AS in fire technology from Pasadena City College and at least 6 years of experience in fire technology
Brazzill, Christopher	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AS in Administration of Justice from Citrus College and at least 6 years of experience in law enforcement
Briscoe, Francine	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;	MS Degree in Criminal Justice Administration and at least 2 years of experience in law enforcement

		OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Buzzerio, Anthony	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Social Sciences and at least 2 years of experience in fire technology
Cabrera, Steven	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AS in Fire Science from Mt. San Antonio College and at least 6 years of experience in fire technology
Delgadillo, Michael	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate	Equivalency to AA Option #2: 102 Semester units of college coursework from UCLA, including 18 in general education and 920 hours of discipline-specific training through certification courses

		degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. Option #2: successful completion of a minimum of 40 semester units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units, as described below and required for the Associate degree and documented AND verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline.	
Ergun, Erol	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Economics and Biochemistry from UC Davis and at least 2 years of experience in law enforcement
Gamble, William	Los Angeles County Fire Department	Any bachelor's degree and two (2)	MA in Organizational Leadership from Gonzaga University and at

		years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	least 2 years of experience in fire technology
Guardado, Mark	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AS degree in Administration of Justice from College of the Canyons and at least 6 years of experience in law enforcement
Jenkins, Robert	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS in Justice Studies from Grand Canyon University and at least 2 years of experience in law enforcement
Maloof, Stanley	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time	Equivalency to AA Option #2: 75 Semester units of college coursework from UCLA,

		<p>equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;</p> <p>OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.</p> <p>Option #2: successful completion of a minimum of 40 semester units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units, as described below and required for the Associate degree and documented AND verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline.</p>	including 21 in general education and 920 hours of discipline-specific training through certification courses
Pitts, Glen	Los Angeles County Fire Department	<p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;</p> <p>OR- Any associate degree and six (6)</p>	AS degree in Fire Science from Columbia Southern University and at least 6 years of experience in fire technology

		years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Sardar, Kamaron	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AS Degree in Administration of Justice and at least 6 years of experience in law enforcement
Stover, James	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	Equivalency to AA Option #2: 105 semester units of college coursework including a minimum of 22 semester units of general education and at least 320 hours of discipline-specific training.
Wilde, Jason	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional	BA in Economics and Theatre from CSU Stanislaus and at least 6 years of experience in law enforcement

		experience directly related to the faculty member's teaching assignment or the equivalent.	
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Memorandum

Office of Human Resources

Date: March 12, 2018

To: Dr. Rebecca Eikey

From: Dr. Diane M. Fiero, Asst. Superintendent/Vice President, Human Resource

Re: Educational Administrator's Request to Retreat

Mr. Jeremy Goodman, a current Educational Administrator at College of the Canyons, has requested to the retreat to the current Mathematics Generalist vacancy position recently approved by the Board of Trustees. The job description has been finalized by the department Chair and is on file in Human Resources. Per Education Code 87458, Mr. Goodman has a right to retreat to this tenure track position as long as he has met the criteria of the code section.

The District asserts that all provisions of the code section have been met.

Ed Code Section 87458.

A person employed in an administrative position that is not part of the classified service, who has not previously acquired tenured status as a faculty member in the same district and who is not under contract in a program or project to perform services conducted under contract with public or private agencies, or in other categorically funded projects of indeterminate duration, shall have the right to become a first-year probationary faculty member once his or her administrative assignment expires or is terminated if all of the following apply:

(a) The process by which the governing board reaches the determination shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination and that the written record of

the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358.

(b) Until a joint agreement is reached pursuant to subdivision (a), the district process in existence on January 1, 1989, shall remain in effect.

(c) The administrator has completed at least two years of satisfactory service, including any time previously served as a faculty member, in the district.

(d) The termination of the administrative assignment is for any reason other than dismissal for cause.

(e) This section shall apply to every educational administrator whose first day of paid service in the district as a faculty member or an administrator is on or after July 1, 1990.

Ed code subsection	How the Criteria is Met
A & B	In addition, the District does have a Board Policy and Administrative Procedure 7250 that speaks to the provisions for such a retreat. Mr. Goodman does possess the minimum qualifications in Mathematics and has been an adjunct in the department since spring 2016.
C	I can attest that Mr. Goodman has satisfactory evaluations for his past two years as an administrator and as an adjunct in the Mathematics department.
D	This retreat is completely voluntary and is at the request of Mr. Goodman
E	Mr. Goodman's hire date as an Educational Administrator was August 18, 2014.

I believe it would be appropriate for this to go forward on an Academic Senate agenda as an information item. Please let me know if you have any further questions or concerns.

Santa Clarita Community College District

COLLEGE OF THE CANYONS

announces an employment opportunity for

Full-Time Tenure Track Faculty Position

MATHEMATICS

(GENERALIST)

Position # ACA17-283

Review Date: April 13, 2018

Position Description: College of the Canyons is seeking a faculty leader in the area of Mathematics. This is a 10-MONTH professional, full-time tenure track position beginning Fall 2018. The position may include a combination of teaching, department, college, and community leadership functions. Assignment may include day, evening, and weekend duties at all District sites.

Duties of the Position:

- Maintains professional, ethical, and academic standards associated with the history and culture of the Mathematics Department.
- Teaches a full load of courses in mathematics including pre-algebra, elementary through college algebra, geometry, math for elementary teachers, trigonometry, pre-calculus, calculus, finite mathematics, linear algebra, differential equations, pre-statistics, and statistics.
- Maintains current and accurate records of course enrollment and student academic progress.
- Supports development and provides leadership in the growth, maintenance, and organization of the mathematics curriculum.
- Advises, assists, and mentors students.
- Continues to update curriculum in light of the changing needs of transfer institutions and/or the industry.
- Maintains office hours and participates in department, school, and college committees and governance.
- Participates in and implements departmental and college program reviews.
- Participates in additional faculty responsibilities, including college decision-making activities related to professional and academic matters. The activities will occur both within the department as well as in the larger College setting.
- Performs other duties as assigned.

Minimum Qualifications:

- Possession of an **unexpired** California Community College Instructor Credential in Mathematics
- OR**
- Master's in Mathematics or Applied Mathematics

OR

- Bachelor's in Mathematics or Applied Mathematics **AND** Master's in Statistics, Physics, or Mathematics Education

OR

- Equivalency: *Any Master's degree from an accredited institution of higher education **AND** completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units;

***Applicants who meet equivalent qualifications must also submit a Request for Equivalency Form.**

***Note to current COC adjunct instructors in the discipline:** If you were qualified and hired under the previous set of equivalencies, you may still qualify for this position. Please contact Human Resources.

Required licenses/certifications:

- Must be willing to remediate to a specialty.

Desirable Knowledge, Skills, Experience and Abilities:

- Strong academic record in undergraduate and graduate mathematics.
- Ability and willingness to teach a wide range of classes, including pre-statistics and statistics, as schedules and institutional commitments require.
- Commitment to maintain currency in the discipline, including use of advanced technology required in the discipline.
- Experience with online teaching and pedagogy ~~is desired~~.
- Strong commitment to professional growth and development, and to the continued innovation and improvement of successful teaching.
- Ability to work effectively with computers and other forms of advanced technology utilized in providing high quality instruction and the understanding and successful use of learning technology.
- Willingness to facilitate and encourage student success by working to develop varied and innovative academic learning environments.
- Ability to communicate professionally and clearly with students and staff, both orally and in writing.
- Demonstrated ability to establish and maintain positive and effective working relationships with on-campus groups (including students, faculty, administrators and staff), as well as, off-campus community and education partners.
- In addition to being well qualified to teach in their respective disciplines, it is desirable that faculty have additional abilities and interests in contributing to other professional pursuits at the College, such as: instructional innovation, second language ability, sponsoring clubs, new program development, student success initiatives and community outreach.
- Demonstrated sensitivity to, and understanding of, the diverse academic, socio-economic, cultural, ethnic and disability backgrounds of community college students.

Professional Responsibilities:

- Faculty members at College of the Canyons facilitate student learning by working to develop every student's abilities and by designing varied and exciting learning environments.
- Faculty members work as team members with all staff, create innovations in teaching and learning methods, and work to provide an environment for students to be partners in learning.
- Faculty members also assist in program planning, carry out related projects and evaluate related department programs and faculty.
- Faculty members carry out their professional responsibilities by participating in the college decision-making activities related to academic and professional matters via meetings, by participating on project teams, by engaging in ongoing and meaningful professional development, and by providing support to students on a one-to-one and small group basis at regularly scheduled times.

In addition to professional expertise in teaching within the discipline, applicants should possess the following abilities and attitudes that have been identified as important to successful performance in the position.

Professional Abilities:

- Success and commitment as a team player, including the ability to engage in cooperative problem solving;
- Success at initiating, executing and following up on projects, including the ability to set specific objectives and measure achieved results;
- A commitment to the mission and values of the community college;
- A positive attitude, including the ability to foster collegiality;
- Flexibility, including the acceptance of and willingness to change;
- Open-mindedness, including fairness and the ability to see multiple perspectives;
- The willingness to take risks and be innovative;
- A willingness to see complex tasks through to completion; and
- The willingness to accept responsibility for professional and personal growth.

Conditions of Employment:

- Ten-month position; anticipated starting date Fall 2018 (start date is not negotiable).
- Initial Salary Placement on Academic Salary Schedule C dependent on education and experience. Salary range is from: \$59,556 – 94,680 annually (adjusted for 12 months of pay per year). Column placement is based on education and step placement will be based on years of professional experience, not to exceed nine (9) years' experience for a maximum placement of Step 10: For details, click on link to [Academic Salary Schedule](#).
- Part of the teaching assignment may be evenings and/or weekends at all District sites.
- The instructor may be expected to deliver instruction utilizing nontraditional delivery methods.
- An excellent benefit package including medical, vision, dental, life and Section 125 is offered.
- Proof of eligibility to work in the United States and signing of loyalty oath per government codes 3100-3109.

- Successful completion of background fingerprint clearance, pre-employment physical examination (disabilities not related to the physical job will not affect the application process) and TB screening.
- Meeting applicable eligibility requirements under CalPERS or CalSTRS if you are a current or former member.
- Board of Trustees approval.
- Official transcript must be submitted upon offer of employment.
- Position is contingent upon funding and is subject to change.

Physical Characteristics: Additional Physical Characteristics?

Position requires standing for extended periods of time plus frequent periods of sitting and viewing a monitor and walking, which may include climbing staircases. Position also requires dexterity of hands and fingers to operate a computer keyboard and related equipment; reaching, bending, kneeling, crawling and stooping; frequently exert 10-20 pounds of force to lift, carry, push, pull or otherwise move objects; hearing and speaking to communicate and provide information to others; vision to read printed material and computer monitor; handling and working with various materials and objects; and travel from site-to-site. In the event of an emergency, employees will be relied upon to serve as emergency workers.

About the District:

Innovative. Collaborative. Entrepreneurial. These qualities not only define College of the Canyons, they characterize the faculty, staff and administrators who make this college one of the most unique among California's 113 community colleges.

Established in 1969, College of the Canyons is among the fastest-growing community colleges in the nation. It is widely recognized as a model community college for enhancing student access, success and equity. In fact, its completion rates rank among the highest in the state. The college has established a well-deserved reputation for bolstering economic development and offering innovative career technical education programs that are responsive to industry needs.

Guided by visionary leadership, College of the Canyons serves a dynamic, growing 367-square-mile area of northern Los Angeles County that encompasses the City of Santa Clarita, the third largest city in Los Angeles County after Los Angeles and Long Beach, as well as the surrounding greater Santa Clarita Valley. A steady infusion of new residents and businesses creates a spirit of limitless possibilities that inspires the college to be flexible, creative and attuned to the region's evolving needs. The expanding diversity of the community is mirrored by the college, which qualifies as a Latino-serving institution.

The college's influence in the community is best illustrated by the dozens of collaborative partnerships it has forged with local school districts, government entities and service organizations. More than 75,000 children from every local school district have experienced the arts as part of the college Performing Arts Center's K-12 Arts Education Outreach Program. And, Academy of the Canyons, an early/middle college high school ranked among the top 10 percent of high schools in the nation, is housed on our Valencia campus.

College of the Canyons is housed on two campuses, in Valencia and Canyon Country. It offers 83 associate degree programs, including 21 that provide guaranteed transfer to the California State University system, as well as 71 programs leading to workforce training certificates. Classes are offered during traditional fall and spring semesters, as well as shorter, intensive summer and winter sessions. In addition, the University Center at the Valencia campus has removed barriers to higher education by offering approximately 40 bachelor's and master's degree programs, as well as certificates and credentials, from five public and private universities. The center has enriched the lives and livelihood of more than 14,500 students and 2,600 graduates since opening in 2002.

Because of the college's reputation for consistently meeting the needs of the community, local voters have approved three bond measures valued at more than \$472 million since 2001. The college also secures substantial funding from the state, and millions of dollars in grants each year that allow new, cutting-edge programs to be developed and facilities to be built to accommodate them.

Given its commitment to growth and innovation, College of the Canyons has set a new standard for what a college and its students can achieve. It is a vital cultural, educational and economic force in the region. Join us here, and you will discover unexpected opportunities, the freedom to innovate, and a chance to shape the future.

APPLICATION AND SELECTION PROCESS: Applicants are encouraged to complete their applications online. Please visit our website at <http://www.canyons.edu/Offices/HumanResources>. If you require assistance, please call the Human Resources office at (661)362-3427 or our TTY Line at (661)362-5178. Applicants may check the status of their application online and may expect to be notified within approximately 4 - 5 weeks following the Review Date as to the status of their application.

All application materials must be uploaded online or received in the Human Resources office by the end of the day on the review date in order to assure consideration for this position. Postmark is not acceptable for this purpose. Separate application materials must be submitted for each position applied for. Materials submitted become property of the District and will not be returned, copied, or considered for other openings. The Human Resources office is located in the University Center, Suite 360 at 26455 Rockwell Canyon Road, Santa Clarita, CA, 91355.

The following application materials are required for your application to be complete. Incomplete applications will not be considered.

- **A District Academic Application.**
- **Cover letter** addressing how and why candidate meets the required and desired qualifications for this position.
- **A detailed resume** summarizing education and experience.
- **At least three (3) current (within the last five years) letters of recommendation** are required. **Letters must be signed (no fancy font signatures) and dated.** One formal, signed teaching evaluation (dated within the last five years) may be substituted in lieu of one letter of reference. *Three*

(3) current letters of professional reference that clearly describe why you are a strong candidate/good fit for this specific position based on the job description, are preferred.

- **College transcripts** verifying educational degree(s) required for the position. Submit unofficial copies of transcripts for application purposes. Copies of college diplomas are not acceptable in lieu of transcripts. **Important note on minimum education requirements:** Units and/or degree(s) earned must have been awarded by a college or university accredited by an agency recognized by the American Council on Post-Secondary Education. Please see our website for evaluation requirements for units and degrees earned at foreign institutions.
- **Confidential Recruitment Source Information** (Voluntary Survey). This is voluntary and is part of the online applicant profile separate from the application.

Additional Application Submission Materials Required:

- Provide a sample syllabus you have created for a college-level mathematics course
- Provide a sample final exam you have written for a college-level mathematics course

Applicants are encouraged to apply online. If you need assistance with the application process, contact:

Human Resources Office

(661) 362-3427

TTY/TDD (661) 362-5178 or visit our website at

www.canyons.edu/offices/humanresources

It is the applicant's responsibility to ensure that all application materials are fully and correctly submitted. All materials submitted are for this position only and become the property of the District. Materials will not be returned, copied or considered for other openings. Resumes may not be submitted in lieu of the official application form.

The College is expecting to conduct initial interviews the week of May 14, 2018 and final interviews the week of May 21, 2018. This is a tentative schedule and is subject to change.

Notes:

- Hiring committees review all complete qualified application packets and select applicants for interview based on those who most closely meet the criteria listed in the job announcement. Possession of the minimum qualifications does not guarantee an interview.
- Skills evaluation of candidates for interview may be required.

- Travel and relocation expenses are the responsibility of the applicant.
- A teaching demonstration will be required for those candidates selected for an initial interview.
- Current COC employees who are applying for this position: Please be aware that materials from your personnel file are not included as part of the application file; therefore, please provide the same requested application materials as any other applicant.

Position is contingent upon funding. We reserve the right to withdraw, extend the filing date, reopen, or delay filling this position. Recruitment may continue until this position is filled. This recruitment may be used for future vacancies.

EEO POLICY:

The Santa Clarita Community College District does not discriminate on the basis of race, religious creed, color, ethnic or national origin, ancestry, citizenship status, uniformed service member status, physical disability, mental disability, medical condition, marital status, sex, pregnancy, age, sexual orientation, gender identity, or any other protected basis under the law.

Applicants who have disabilities may request that accommodations be made in order to complete the selection process by contacting the Human Resources Office directly at 661-362-3427.

Mathematics Department: 3 Mathematics Generalists (1 replacement, 2 new)

Connection to mission statement: Basic Skills, Transfer, and CTE support

Brief Job Description: The faculty will actively participate in all aspects of the mathematics program including instruction of a wide range of mathematics courses offered, which include the two statistics-based courses (Math 075 and 140).

Program Review Data (2016/2017):

Full-time faculty	21	FTEF	69.9
Part-time faculty	71	Instruction load	464
FTEs	2,161	# sections	428
WSCH	64,833	Degrees awarded	116*
* 47 AA-T or AS-T, 69 AA or AS (total of 116) in mathematics, according to Tableau			

- The Math Department generates 15.2% of the total FTEs (2,161 out of 14,248) but only 12.5% of the full-time FTEF.
- Full-time faculty account for only 30.2% of FTEF (below the college-wide percentage of 31.4%).
- In 2016/17, the Department awarded 116 degrees, which is 222% more than 5 years earlier (36 in 2011/12).

Enrollment Trends:

- The Department's FTEs rose 15.01% over 5 years from 2011/12 (1,879) to 2016/17 (2,161) while the adjunct FTEF increased by 47.8% from 31.2 to 46.1 (and full-time FTEF dropped by .64%).
- The upward trend in enrollment is expected to continue as every pathway requires Math 070, 075, or 140.
- Most of the Department's 180 plus sections are waitlisted every semester even with increased offerings in winter and summer sessions.

Staffing History:

- Monica Dabos resigned during the Fall 2017 semester, and her replacement is urgently needed.
- The FT faculty has not grown during the last ten years as 9 positions were lost and 9 were hired.

Adjunct/Full-Time Ratio:

- The percentage of full-time faculty went down from 38.5% (2011/12) to 30.2% (2016/17).
- Half of the FT faculty take on overloads every semester to ensure that all sections are staffed.

Scarcity of Adjuncts in Mathematics:

- As the statistics pathway is quickly growing everywhere, statistics instructors are harder to find.
- Recent reduction in the number of remedial sections has created more demands for more STEM courses, requiring full-time instructors who can teach advanced mathematics courses.

Department Growth and innovation:

- Due to the innovative statistics pathway, the number of Math 140 (Statistics) sections grew from 22 (Fall 2014) to 40 (Fall 2017) in 3 years, requiring more instructors.
- The recent growth, innovation, and upcoming changes based on AB 705 will demand more flexibility.
- We are also offering more transfer-level STEM classes, requiring highly qualified mathematics generalists.

Addresses access, equity, retention issues:

- The Department has made award-winning changes to improve student success, including a non-STEM statistics pathway, non-credit arithmetic, a drastic placement reform, and PAL offerings. These steps have significantly reduced disproportionate impacts in terms of equity, access, retention, and success rate.

AB798 Funding

Sample Campus Project Plan

Campus Name: College of the Canyons

Headcount of students enrolled: 25,000

Headcount of faculty teaching: 700

Campus strategic priority that aligns with AB 798: 1) Teaching and Learning: College of the Canyons will provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students' goals including attaining degrees and certificates and transfer. 2) Student Support: College of the Canyons will provide student support to facilitate equitable student success and maximize opportunity for all students.

Campus Partner (if applying for the first time):

Project Objectives

Example: To enable [Name of campus] faculty to adopt free and open educational materials in at least [10 or more] course sections by (date) and make a college education at [Name of your campus] more affordable for students.

1 To enable College of the Canyons students to be assigned OER in 50 sections by Spring 2019

2 To support professional development for faculty and staff about how to discover, adapt, implement, and improve OER

3

4

Measures of Success: List the top metrics you will track to compare with your objectives

Examples: # of course-section adoptions, \$'s saved per student per course section, # of professional development and outreach events and the # of attendees per event,

1 The number of class section adoptions of OER during 2018 - 19

2 The number of professional development activities on OER and number of attendees per event compared to past activities on OER

3

4

Campus Readiness: List the existing aspects of your campus culture, organization, resources, and support services that will help support faculty adoption of low/no cost course materials on your campus.

Examples: Campus's faculty development center will provide an excellent organization and trusted resource to support faculty learning about OER and getting the support to adopt the resources in their courses.

1 History of faculty interest in OER. For example, in May, 2015, a faculty survey found that 88% of respondents were interested in using OER.

2 History of academic department leadership creating and adopting OER. For example, two academic departments are developing complete OER pathways for student, aka Zero Textbook Cost degrees.

3 History of administrative commitment to OER. For example, beginning in 2017, the Dean of Learning Resources is serving as co-Technical Assistance Provider for the CCC ZTC grant program.

4 History of executive support for OER. For example, in 2015 the College CEO identified the development of an OER-based degree.

Campus Challenges: Describe some of the existing challenges to faculty adoption of low/no cost course materials on your campus that your proposed textbook affordability program will address.

1. Some faculty perceive that for their disciplines, OER does not exist, is difficult to locate, or is of insufficient quality. Increasing the number and variety of professional development opportunities around OER will address this. 2. Some faculty believe that moving from traditional textbooks to OER will not increase student learning. Convening and supporting faculty inquiry groups that explore discipline-specific content and evidence of efficacy will address this.

Project Team

Coordinator(s)			
Name	Email	Phone	Department
Jeffrey Baker	jeffrey.baker@canyons.edu	661.362.3688	Media Entertainment Arts
TBD			

Working Group Team members			
Name	Email	Phone	Department
James Glapa-Grossklag	james.glapa-grossklag@canyons.edu	661.362.3632	Learning Resources
Brian Weston	brian.weston@canyons.edu	661.362.3102	Distance Learning
Chloe McGinley	chloe.mcginley@canyons.edu	661.362.3724	Distance Learning
Pola Pardon	pola.pardon@canyons.edu	661.362.3686	Learning Resources
Erin Barnthouse	erin.barnthouse@canyons.edu	661.362.3363	Library
Jeffrey Baker	jeffrey.baker@canyons.edu	661.362.3688	Media Entertainment Arts
Regina Blasberg	regina.blasberg@canyons.edu	661.362.5096	Water Technology
Jennifer Paris	jennifer.paris@canyons.edu	661.362.3508	Early Childhood Education

Project Partners and/or Campus Partner			
Name	Email	Phone	Organization & Responsibilities
Cristina Champion	bookstore@canyons.edu	661.362.5255	College Bookstore (Barnes & Noble) continued collaboration on distributing print copies.
Una Daly	unatdaly@oeconsortium.org	(408)348-4346	Community College Consortium for OER; deliver training in licensing, search, and adaptation.

Project Governance Structure	
Executive Sponsors (Insert name, title)	What major decisions from these sponsors are needed for your project?
Jerry L Buckley, Vice President of Academic Affairs	Continued support
James Glapa-Grossklag, Dean of Learning Resources	Continued support
Other Shared Governance Individuals or Groups (Insert name, title)	What major decisions from these sponsors are needed for your project?
Rebecca Eikey, Academic Senate President	Continued support
Jason Burgdorfer, Academic Senate Vice President	Continued support

Communication and Outreach Plan

The Communication and Outreach plan will help you determine how you will leverage a variety of activities to increase low/no cost course awareness, knowledge, and interest across different stakeholder groups at your institution.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Key Value Proposition (Refer to your key attributes on the overview tab)	Desired Outcome/Action	Activity to be Executed	Timing	Responsible Party	Measure of Success
Name	Example: Broad use of more affordable learning materials save students significant amounts of money, thereby increasing course retention and student outcomes, thereby helping to shrink the existing achievement gap among CSU students and empowering them to repurpose those funds to take more units/semester and graduate in fewer years.	Examples: • Information/Follow up • Consultation/ Advisory/ Feedback • Decision making/ Prioritize/ Collaboration/ Consensus • Action or Work Required	Examples: • E-mail • Workshops • Website • Webinars • Library integrations/collab • Bookstore collaboration • Conference Calls • Online surveys • One-on-one Meetings • OER Days • Department presentation • Other campus event • Faculty recognition event • Student survey • Faculty showcases	Examples: • Fall semester • October 2016 • Monthly	Examples: Who will be accountable for implementing the method on time to achieve the critical mass and desired outcome?	What metric will you track to determine the success of the activity? Examples: • # of face to face faculty meetings • OER day # of attendees • # of department presentations • Support at event(s) • Textbook affordability advocacy
Campus Academic Senate	To increase College of the Canyons faculty and student awareness of OER	Receive updates on overall project	Regular meetings of Academic Senate, OER Advisory Committee, Educational Technology Committee, Bookstore Committee	Fall 2018 and ongoing	OER co-coordinators	Number of questions and answers
Department Chairs	To enable College of the Canyons faculty to adopt OER in at least 50 sections by Spring 2017	Provide guidance on overall implementation and feedback to departments and schools	Department meetings when appropriate	Fall 2018 and ongoing	OER co-coordinators	Number of questions and answers
Associated Student Government	To increase College of the Canyons faculty and student awareness of OER	Outreach activities when appropriate	Outreach activities such as faculty development committee, student government, student clubs, technology committee, etc	Fall 2018 and ongoing	OER co-coordinators	Number of outreach activities; student survey
The Learning Center	To make education at College of the Canyons more affordable for students	Make hard copies of open textbooks available to students on reserve	Hard copies produced or ordered and placed on reserve on Tutoring Center	Fall 2018 and ongoing	Tutoring Center Director	Number of circulations
Library	To make education at College of the Canyons more affordable for students	Make hard copies of open textbooks available to students on reserve	Hard copies produced or ordered and placed on reserve on Library, Veteran's Center, and EOPS	Fall 2018 and ongoing	Collections Development Librarian	Number of circulations
Reprographics	To make education at College of the Canyons more affordable for students	Produce print hard copies of open textbooks for distribution in bookstore	Coordinate with department chairs to determine number of books to be produced or ordered for bookstore; Coordinate faculty survey with Institutional Research	Already in place--continue	Reprographics staff in coordination with OER co-coordinators	Faculty survey on implementation
Campus Bookstore	To make education at College of the Canyons more affordable for students	Provide purchase point for open textbooks for retail price that includes cost recovery	Coordinate with department chairs to determine number of books to be produced or ordered for bookstore; Coordinate student survey with Institutional Research	Already in place--continue	Bookstore staff in coordination with OER co-coordinators	Student survey on implementation
Distance Learning	Support faculty discovery and adoption of OER	Employ and direct college assistants to identify and coordinate professional development activities, and support faculty in OER adoption	Workshops, conference attendance and presentations, meetings, and department presentations	Already in place--continue	Distance Learning Director	Attendees, feedback

Training and Professional Development Plan

The Training and Professional Development plan will help you support your faculty understanding the value of adopting free and open educational resources and the impact it can have on student success.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Topic for Training	Types of training	# of people invited	Schedule	"Trainers"	Measure of Success
Name	<p>Examples:</p> <ul style="list-style-type: none"> • What is OER and why use it? • How do I find OER? • How do I use it in my class? • How do I distribute the materials to my students? • How do my students get print copies when they want ? • What do I have to do to get the grant? • How can my library help? • How can the bookstore help? • Other 	<p>Examples:</p> <ul style="list-style-type: none"> • face-to-face workshops • Online tutorial/webinars • 1:1 mentoring and "office hours" • Reference desk support 		<p>Examples:</p> <ul style="list-style-type: none"> • Fall semester • October 2016 • Monthly 	<p>Examples:</p> <p>Faculty leaders, librarians, academic technology staff, students, Bookstore staff, others</p>	<p>What metric will you track to determine the success of the activity?</p> <p>Examples:</p> <ul style="list-style-type: none"> • # of participants in training sessions • Participant satisfaction in training • # of OER adoptions • • OER day # of attendees • # of department presentations • # of OER adoptions • Textbook affordability advocacy
Faculty-ALL	Workshops on OER curation and licensing	Workshops		Academic year 2018-2019	All faculty	# of attendees
Faculty considering OER adoption	Faculty Inquiry Group to review evidence of efficacy and appropriate content in discipline clusters (e.g., Humanities)	4 face-to-face meetings during a semester		Academic year 2018-2019	Distance Learning staff to coordinate	Faculty participant final report
Faculty adopting OER	Conference presentations on adoptions of OER	Presentation at conference		Academic year 2018-2019	Faculty who adopt	Faculty presentation on campus following conference presentation
All activities will be open to campus community including students						

Help and Support Services Plan

The Help and Support Services plan will help your campus answer questions, help access to the free and open educational resources, help resolve issues, and provide other help and support during the implementation of your textbook affordability program.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Type of Help and Support Services	# of people available to deliver help	Schedule	Help and Support Service Providers	Measure of Success
Name	Examples: • Frequently Asked Questions posted on websites • Phone # and contact information for Campus Coordinator to get help) • Reference librarian to provide help • Bookstore staff to provide help • Instructional designers to provide help • Campus help desk to refer people to reference librarians, bookstore, instructional designers • Website postings and memo to faculty about where to get local and online training in adopting OER • Other		Examples: • Helpdesk question/answer protocols available 24 X 7 • Post schedule of help services at library and bookstore • Posting updates on website	Examples: Faculty leaders, librarians, academic technology staff, students, Bookstore staff, others	What metric will you track to determine the success of the activity? Examples: • # of visits to FAQ and related websites • # of people served at "help centers" • # of calls to help desk • # of complaints by faculty and students
Faculty - All	Use OER for courses				
Librarians	Inform students of OERs available on reserves	1.0 Librarian	Maintain website; student outreach		
Distance and Accelerated Learning	Inform students of sections using OER	1.0 staff member	Maintain website; email students	Department staff	student survey
Library	Inform students of OER	1.0 Librarian	Maintain website; student outreach		student survey
The Learning Center	Make hard copies of open textbooks available to students on reserve in tutoring center	1.0 staff member	Inform and direct students	Fall 2018	Tutoring Center Director
Library	Make hard copies of open textbooks available to students on reserve in library, veteran's center, and EOPS center	1.0 staff member	Inform and direct students	Fall 2018	Collections Development Librarian
Reprographics	Produce print hard copies of open textbooks for distribution in bookstore	1.0 staff member	With departments' coordination, produce print hard copies of open textbooks	Already in place--continue	Reprographics staff in coordination with OER Coordinator
Campus Bookstore	Produce print hard copies of open textbooks for distribution in bookstore	1.0 staff member	With departments' coordination, produce print hard copies of open textbooks for distribution in bookstore	Already in place--continue	Bookstore staff in coordination with OER Coordinator

Plan for Discovery, Curation, and Distribution of Digital and Print Course Materials

The plan to enable faculty and students to find, organize, and acquire the digital and print versions of the courses materials plan will be essential for the successful implementation of your textbook affordability program.

Edit and fill out as many of the cells of the template below to assist you in your AB 798 RFP initiative planning. The column headings provide the aspects that you could consider, and the rows provide the potential stakeholders that might be important to include in your communications plan. You may use the same activity for multiple stakeholder groups. All rows need not be filled out; however, they are included for you to consider as many campus stakeholders in your AL\$ communications' plan as possible.

POTENTIAL Stakeholders	Strategies for Finding OER	Strategies for Curating OER	Strategies for Distributing OER	Getting Print Copies	Measure of Success
Name	<p>Examples:</p> <ul style="list-style-type: none"> • Add link to www.cool4ed.org into campus's Learning management systems resource page • Student organizations add • Attend training workshop • Follow self-directed instructions from communications and outreach • Get help from 1:1 services • Other 	<p>Examples:</p> <ul style="list-style-type: none"> • Use COOL4Ed suggestions in Course Showcase • Department committees recommend OER resources • Library creates "special collection" of resources aligned with courses. 	<p>Examples:</p> <ul style="list-style-type: none"> • Faculty add links to OER in syllabi and in LMS • Bookstore posts links on bookstore website • Library posts links on library website 	<p>Examples:</p> <ul style="list-style-type: none"> • Bookstore provides print-on-demand copies • Bookstore provides publisher version (e.g. Open Stax) 	<p>What metric will you track to determine the success of the activity?</p> <p>Examples:</p> <ul style="list-style-type: none"> • # of visits to websites to find materials • # of free and open educational materials organized into recommendations • # of courses with OER resources posted in LMS and syllabi • # of print copies sold
Faculty - All	Professional development provided by Distance Learning staff, maintenance of OER website, and OER Coordinators	Professional development provided by CCCOER and then by internal staff and OER Coordinator	Integrate in Canvas and Canvas Commons	We have established options for students who wish to use print hard copies of OER. First, students may purchase low-cost print copies via the campus bookstore. The College reprographics department prints hard copies, which are stocked by the campus bookstore, and sold for a retail	Number of workshops and attendees
Librarians	College MIS department is programming an "OER" icon for the online schedule to permit students to search for class sections that use OER				

Technologies, Facilities, Policies, and Resources

Technology Requirements: List any technology requirements that will be necessary to successfully execute your plan.

Example: Distribute communications and outreach through campus listserv's to faculty, staff, and students

Example: Use campus LMS to provide access to the OER and library resources used to substitute for expensive print textbooks

Example: Use campus portals for students and faculty to provide access to the help and support services

1 None needed with this funding. All technology equipment and support already in place.

2

3

4

Facility Requirements: List any facility requirements that will be necessary to successfully execute your plan.

Example: Library will provide a "special reference desk" for supporting faculty and students with finding and using OER

Example: Campus center for students with disabilities are prepared to support use of OER

Example: Bookstore will provide a special location in bookstore for information about the OER resources

1 None needed with this funding. All facilities and support already in place.

2

3

4

Policy Requirements: List any policy requirements that will be necessary to successfully execute your plan.

Example: Make sure academic freedom policies are applied to textbook affordability program

Example: Make sure accessibility policies are applied OER resources

1 None needed with this funding. Academic Senate and Associated Student Government resolutions in place, College CEO and Board of Trustees support OER. Academic freedom policy is in place already. Accessibility requirement and regular training are already in place.

2

3

4

Resource Requirements: List any resource requirements and projected costs that will be necessary to successfully execute your plan.

Feel free to add additional rows as needed.

Staff Time: OER Co-Coordiators	Erin Barnthouse, Librarian; Jeff Baker, Professor of Animation	12 hrs mo each x 2 = 24 hrs mo	Please see submitted OER Coordinator Job Description	Est. cost	\$10,000
				Fringe	\$3,000
Technical and search support	Hourly staff in Distance Learning	40 hrs mo @ \$18 hr	College assistant to assist with search and formatting	Est. cost	\$14,000
				Fringe	\$4,000
FIGs on OER	Faculty considering OER	Stipends	review research on OER and collaboratively identify material	Est. cost	\$2,000
Stipends for OER refresh					\$5,000
Conferences	Faculty members who adopt OER	Registration + travel	Up to 4 faculty who wish to present on their adoptions	Est. cost	\$8,000
Recognitions/Convenings	Supplies and refreshments				\$ 4,000

Total grant funds requested:

\$ 50,000

AB 798 RFP Projected Cost Savings and Progress Report Template Bonus Funding 2018 - 2020

As part of AB798 requirements to receive funding, a campus must show a 30% cost savings. Use columns A - G (blue section) of the spreadsheet to list all courses that will participate in the Adoption Incentive program. All information is required. Use the Campus Progress Report columns (H - K) (green section) when reporting actual savings and costs.

RFP Projected Cost Savings for Proposed Courses (Due with RFP Submission)

Course Identification Number or Prefix	Course Name	Course/Section Number	Estimated Number of Students / Enrollment Cap of Courses Section	Department	Total Cost of Course Materials in Previous Term (at local Bookstore)	Total Cost of Course Materials for All Students in a course in Previous Term (# of students in section X total)	Term when OER will be adopted	Estimated Total Cost of Course Materials with adoption of OER	Estimated Total Cost Savings of Course Materials with adoption of OER	Calculating Projected Savings	Projected % Saving
COMS-105	Fund. of Public Speaking	34568	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34569	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	35263	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34565	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33760	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33761	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33762	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33764	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33765	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33767	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33770	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33776	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33777	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33779	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33867	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33868	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	33869	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34082	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34083	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34085	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34086	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34087	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34088	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34186	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34190	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34191	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34192	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34306	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34307	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34308	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34309	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34310	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105	Fund. of Public Speaking	34567	30	Communications	\$ 86.15	\$ 2,584.50	Fall 2018	0	\$2,585	100	100%
COMS-105H	Fund. of Public Speak - Honor	34197	25	Communications	\$ 86.15	\$ 2,153.75	Fall 2018	0	\$2,154	100	100%
ECE-102	Child, Family and Community	36239	35	Child Development	\$ 107.00	\$ 3,745.00	Fall 2018	0	\$3,745	100	100%
ECE-102	Child, Family and Community	36242	35	Child Development	\$ 107.00	\$ 3,745.00	Fall 2018	0	\$3,745	100	100%
ECE-102	Child, Family and Community	36250	35	Child Development	\$ 107.00	\$ 3,745.00	Fall 2018	0	\$3,745	100	100%
ECE-200	Practicum - Field Experience	36241	20	Child Development	\$ 62.00	\$ 1,240.00	Fall 2018	0	\$1,240	100	100%
ECE-200	Practicum - Field Experience	36245	20	Child Development	\$ 62.00	\$ 1,240.00	Fall 2018	0	\$1,240	100	100%
ECE-201	Spvrns/Admstr Children's Prgrms	36227	35	Child Development	\$ 153.00	\$ 5,355.00	Fall 2018	0	\$5,355	100	100%
ECE-202	Adv Supervision/Admin Chld Prg	36228	35	Child Development	\$ 153.00	\$ 5,355.00	Fall 2018	0	\$5,355	100	100%
HLHSCI-100	Health Education	34879	35	Other	\$ 132.00	\$ 4,620.00	Fall 2018	0	\$4,620	100	100%
HLHSCI-100	Health Education	34882	35	Other	\$ 132.00	\$ 4,620.00	Fall 2018	0	\$4,620	100	100%
HLHSCI-100	Health Education	33796	35	Other	\$ 132.00	\$ 4,620.00	Fall 2018	0	\$4,620	100	100%
HLHSCI-100	Health Education	34869	35	Other	\$ 132.00	\$ 4,620.00	Fall 2018	0	\$4,620	100	100%
MATH-058	Algebra Preparation	33740	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	33742	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	33744	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	33870	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	33871	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	34706	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	34727	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	34728	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	34729	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%
MATH-058	Algebra Preparation	34731	35	Mathematics	\$ 110.00	\$ 3,850.00	Fall 2018	0	\$3,850	100	100%

Previous Costs:	\$ 168,847.25	Cost Savings:	\$168,847
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AB 798 RFP Projected Cost Savings and Progress Report Template Bonus Funding 2018 - 2020

As part of AB798 requirements to receive funding, a campus must show a 30% cost savings. Use columns A - G (blue section) of the spreadsheet to list all courses that will participate in the Adoption Incentive program. All information is required. Use the Campus Progress Report columns (H - K) (green section) when reporting actual savings and costs.

[illegible]

BP 5529 STUDENT CONDUCT

5529.1 Introduction

The California Education Code (section 66300) requires every community college governing board to adopt specific rules governing student behavior along with applicable penalties for violation of such rules.

Students enrolling at College of the Canyons (the College) assume an obligation to abide by all College regulations.

- A. For the purposes of this policy, at the time an alleged violation occurs, a student is defined as an individual who:
1. has submitted an application to College for the current or upcoming terms; or
 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 or training occurs, or;
 3. has met the conditions for part one (1) or two (2) above in the immediately preceding semester or intersession.

5529.2 Grounds for Disciplinary Action

A student may be disciplined for one or more of the following causes, which must be College/District related and which may occur either on any District site or elsewhere off-site during a College-sponsored activity or event, or through any online interaction the student may have with another member of the campus community. 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, and not necessarily in conjunction with a College-sponsored activity or event.

This list is not intended to be exhaustive, but is an example of good and sufficient causes for disciplinary action.

- A. Any theft, conversion, or damage or destruction, including, but not limited to, cutting, defacing, vandalizing, or marking with graffiti. of and/or to any property, real or personal, belonging to the College, a member of the College staff, a student, or a campus visitor, or knowingly receiving stolen College or District property or private property on campus.

- B. Forgery, alteration or misuse of College documents, keys, records, or identification, or knowingly furnishing false information to the College or one of its officials, or any fraud activity including, but not limited to, reversing credit card charges to avoid paying fees, or failure to make good on returned checks cashed by the College.
- C. Cheating, plagiarism, fabrication, and other forms of academic dishonesty, and/or facilitating academic dishonesty, including, but not limited to: having other students or non-students take courses, tests, placement exams, or write papers; access to, or use of electronic devices, during exams; opening internet browsers while taking closed book, closed note proctored exams.
- D. Violation of classroom rules, as determined by each course syllabus, including, but not limited to, the use of cell phones, pagers, other unauthorized devices, attendance and punctuality standards, decorum standards, safety standards, including, but not limited to the wearing of specified footwear and/or safety gear and/or protective clothing or uniforms, and other standards found in the course syllabus.
- E. Physical or verbal abuse, or harassment, including, but not limited to, sexual harassment, or any threat of force or violence including physical altercation, flaming, bashing, bullying, intimidation, harassment, sharking or any abusive, threatening, coercive, or hostile behavior, including online interaction, directed toward any member of the College, or members of his or her family, or a campus visitor, or any harassing or discriminatory behavior based on race, sex, sexual orientation, religion, age, national origin, disability, or any other status protected by law.
- F. Sexual Harassment
Sexual harassment is defined as unwelcome conduct of a sexual nature that may include unwelcome sexual advances, requests for sexual favors, and/or other verbal, non-verbal, or physical conduct of a sexual nature. Sexual harassment also encompasses nonsexual conduct, provided the behavior is unwelcome, is based on sex or sexual stereotyping, and has the effect of interfering with a student's ability to participate in or benefit from a school program, such as participation in athletics, employment or co-curricular activities.

Examples of sexual harassment include, but are not limited to:

- making sexual propositions or pressuring students and other member of the campus community for sexual favors;
- unwanted touching of a sexual, or non-sexual, nature;
- writing graffiti of a sexual nature;
- displaying or distributing sexually explicit drawings, pictures, photographs, or written materials;
- performing sexual gestures or touching oneself sexually in front of others;
- telling sexual or dirty jokes;
- spreading sexual rumors or rating other students and other members of the campus community as to sexual activity or performance; or,
- circulating or showing e-mails or Web sites of a sexual nature
- requesting another person to provide nude photographs or photographs of a sexual or illicit nature of him/herself

G. Sexual Assault/Rape

Sexual assault occurs when physical sexual activity is engaged in without the consent of the other person, and includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

Sexual assault is defined as actual or attempted sexual contact with another person without that person's consent, regardless of the victim's affiliation with the community college, including, but not limited to, any of the following:

1. Intentional touching of another person's intimate parts without that person's consent or other intentional sexual contact with another person without that person's consent.
2. Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent.
3. Rape, which includes penetration, no matter how slight, without the person's consent, of either of the following.
 - a. The vagina or anus of a person by any body part of another person or by an object.
 - b. The mouth of a person by a sex organ of another person (Education Code Section 76033).
4. For the purposes of this policy Sexual Assault may occur in the absence of affirmative consent.
 - a. "Affirmative Consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.
 - b. "Incapacitation" is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drug consumed affects a person's decision-making capacity, awareness or consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one's responsibility to obtain consent. The factors to be considered when determining whether consent was given include whether the accused knew or whether a reasonable person should have known that the complainant was incapacitated.

- c. “Developmental incapacitation” is defined as the inability for a person to provide consent based upon diminished developmental disability.
- H. Sexual Misconduct: Sexual misconduct is non-consensual sexual activity that does not involve touching. The misconduct may include, but is not limited to:
 - Electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images of another person
 - Allowing third parties to observe sexual acts
 - Engaging in voyeurism
 - Exposing oneself
 - Transmitting sexually explicit photos or videos of oneself to others through any means electronically, including, but not limited to, social media, email, texting, or any other form of electronic transmission, or through any other forms of delivery
- I. Sexual Exploitation

Sexual exploitation, defined as a person taking sexual advantage of another person for the benefit of anyone other than that person without that person’s consent, regardless of the victim’s affiliation with the community college, including, but not limited to, any of the following:

1. Prostituting another person
2. Recording images, including video or photograph, or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent.
3. Distributing images, including video or photograph, or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio know or should have known that the person depicted in the images or audio did not consent to the disclosure and objected to the disclosure.
4. Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent, and for the purpose of arousing or gratifying sexual desire. (Education Code Section 76033)

J. Stalking

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress. Alleged stalking activity includes, but is not limited to, that which occurs in person, through electronic devices, online, or through social media.

Examples of stalking include, but are not limited to:

- Following
- Obsessive behavior
- Unwanted and/or excessive phone calls or other forms of communication
- Unwanted letters or messages
- Unwanted gifts or threatening gifts
- Damage to property
- Appearance at places of residence, school, work
- Threats to person, family, or friends
- Inappropriate confrontations and approaches

K. Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

L. Domestic Violence

Includes felony or misdemeanor crimes of violence committed by:

1. A current or former spouse of the victim;
2. A person with whom the victim shares a child in common;
3. A person who is cohabitating with or has cohabitated with the victim as a spouse;
4. A person who is cohabitating with or has cohabitated with the victim other than as a spouse;
5. A person similarly situated to a spouse of the victim under California law; or
6. Any other person against an adult or youth victim who is protected from that person's acts under California law.

M. Misuse of any student contact information obtained in any manner, including, but not limited to, sending harassing, stalking, threatening, offensive, indecent, lewd, or obscene correspondence or photos either through email, texting or social media, or making harassing, stalking, threatening, offensive, indecent, lewd, or obscene phone calls to another student.

N. Misuse of email or engaging in other inappropriate forms of communication with College faculty or staff, including, but not limited to, communication by written notes, phone, voicemail, or any form of electronic communication.

- O. Manufacture, use, possession, distribution, sale, offer to sell, furnishing, arranging or negotiating the sale of any drug or drug paraphernalia, or being under the influence of alcohol, narcotics, recreational drugs (whether legal or illegal), or other dangerous drugs, or the abuse of any lawfully prescribed medication which causes the student to be so impaired as to be a danger to oneself or others, or to be disruptive to the educational or administrative process, on campus, or off campus at any College-sponsored event, including day and night while the student is under the supervision of the College and its personnel, even when formal activities of the event (athletic event, conference, field trip, etc.) have ended.
- P. Unauthorized entry into, unauthorized use of, possession of, or misuse of, College or District property, facilities, supplies or equipment, or vehicles, or unauthorized occupancy of any buildings or other facilities owned, rented, leased, or otherwise under the control of the College or District.
- Q. Disorderly, lewd, indecent, obscene, or offensive conduct on District-owned or controlled property or at College-sponsored or supervised functions, or engaging in expression which is libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College or District premises, or the violation of lawful College or District regulations, or the substantial disruption of the orderly operation of the College or District.
- R. Possession, use, or sale of any weapons including, but not limited to, firearms, knives, explosives, dangerous chemicals, or other potentially harmful implements, substances, or objects, which could be classified as a weapon, or any imitation or replica weapons, which may cause alarm to the College community while on the College campuses or at a College or District-sponsored function without prior authorization of the Chief Executive Officer (CEO) or designee.
- S. Failure to identify oneself to or failure to comply with directions of College officials acting in performance of their duties including, but not limited to, the provisions of the Penal Code Sections 626.6 and 626.8.
- T. Obstruction or disruption, on or off campus, of the College's education process, administrative process, or other College function, or the open and persistent defiance of authority. This includes all extracurricular activities including, but not limited to, internships, service-learning activities, athletic events, conference travel, and field trips during all hours the student is under supervision of the College and its personnel.
- U. Violation of any order of the CEO or designee, notice of which has been given prior to such violation and which order is not inconsistent with any of the other provisions of this policy. This notice may be given by publication in the College newspaper, web site, social network, or by posting on an official bulletin board designated for this purpose.
- V. Soliciting or assisting another to undertake any act, which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.
- W. Abusive behavior or abusive language directed toward, or hazing of, a member of the College community, or any act, which injures, degrades, disgraces or tends to injure, degrade, or disgrace any fellow student or member of the campus community.

- X. Any other cause not listed above which is identified as good cause by Education Code Sections 76032 and 76033.
- Y. Abuse of computing facilities or computer time, including but not limited to unauthorized entry into a file to use, read, or change the contents or any other purpose; unauthorized transfer of a file; unauthorized use of another individual's identification or password; use of computing facilities to interfere with the work of another student, faculty member, or College official; and/or use of computing facilities to interfere with a College computing system. For specifics, refer to the College of the Canyons Acceptable Use Agreement.
- Z. Committing any act or engaging in any behavior that threatens or endangers the health or safety of another individual on campus or at any college sponsored activity or event.
- AA. Willful misconduct that results in injury or death to a student or to College or District personnel or a campus visitor.
- BB. Unauthorized preparation, selling, giving, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, or any materials that are the intellectual property of a faculty member, except as permitted by any district policy or administrative procedure.
- CC. Gambling on College or District property.
- DD. Willful or persistent smoking of tobacco products, or the use of an electronic cigarette, hookah pen or pipe, or similar device used to ingest flavored serums, with or without nicotine and which dispense vapors, in any area where smoking or use of vapor emitting electronic cigarettes, pens, pipes or similar devices has been prohibited by law or by regulation of the College or District.
- EE. Failure to follow and comply with established guidelines and regulations of off-site entities while participating in college-sponsored, off-campus activities including, but not limited to, conferences, retreats, field trips, excursions, internships, externships, service-learning or volunteer placements, and athletic events.
- FF. Violation of College or District policies or of campus regulations including those concerning chartering and registration of student organizations, use of College or District facilities, or the time, place and manner of public expression.
- GG. Any attempt to misuse a campus parking permit issued by the College or District including, but not limited to, selling a College-issued student parking permit to another student, giving an expired student parking permit to another student, allowing a current or expired student parking permit to be borrowed by another student, making use of any stolen College-issued parking permit, creating or making any form of falsified or fake student or faculty/staff parking permit with the intent for use on a District campus.

- HH. Violations of California Vehicle Code or local traffic violations, which cause a threat to persons or property, or the orderly operation of the College by virtue of the nature or frequency of the violations.
- II. Failure to pay, in a timely manner, parking citations written by the College's Campus Safety Officers for parking violations, which occur on the College's campuses.
- JJ. False accusations or malicious charges against another student or member of the campus community.
- KK. Violation of federal, state, or local statute or ordinance, or District policy, rule, or regulation while on College property and during all hours, off campus, while the student is under the supervision of the College and its personnel.
- LL. Attempting to perform any actions that are cause for disciplinary action identified above.

BP 5530 DISCIPLINARY ACTION

5530.1 The following policies regulating student disciplinary actions are adopted for the purpose of providing a uniform method of disciplining students for misconduct, and assuring that all students are accorded fair and objective treatment. Every effort shall be made to make the student aware of these policies.

A. Types of disciplinary Action (Sanctions)

The following types of disciplinary action may be imposed, or imposed and suspended, by appropriate College authorities when a student is found in violation of College rules and regulations.

1. **Warning**
Notice to the student that continuation or repetition of specified misconduct may be cause for other disciplinary action.
2. **Restitution**
The student is required to make payment to the College, or to other persons, groups, or organizations for damages, loss, or injury incurred as a result of a violation of this policy. Restitution may take the form of appropriate service, monetary reimbursement, or materials replacement.
3. **Fine**
A fine, as established in the associated Administrative Procedures 5530, payable to the College, for violations of this policy. Failure to pay the specific fine by the established date will result in a Hold on the student's records and ability to register, in any district program, for future terms.
4. **Official Reprimand**
A written reprimand is for violation of specified regulations or misconduct. It serves to place on record that a student's conduct in a specific instance does not meet with the student's expected performance at the College. A person receiving a reprimand is notified that continued conduct of the type described in the reprimand may result in additional disciplinary action against the student. The student is further informed that records of reprimands are destroyed four years after the last entry has been made concerning disciplinary action against an individual student and that such records are not considered part of a student's permanent record at the College.
5. **Loss of Privileges**
Exclusion from extracurricular activities, removal from campus(es), removal from campus organizations, or denial of specified privileges for a designated period of time. An organization may also lose campus privileges, including, but not limited to, the forfeiture of official recognition by COC.
6. **Disciplinary Probation**
Disciplinary probation is a status imposed by the College for a specific length of time during which the student must conform to College standards of conduct. Conditions restricting privileges and/or eligibility may be imposed. For example, students may be removed from all College organization offices and denied the privilege of participating in all College and student-sponsored activities, including public performances. Other conditions, such as community

service and academic workshops, may be imposed. The term of disciplinary probation shall be not less than one college month nor longer than four (4) college years. Repetition during the probationary period of conduct resulting in disciplinary probation may be cause for suspension or other, more stringent, disciplinary action.

7. Removal by Instructor

- a. An instructor may remove a student from his/her class, including face-to-face, online, or through a learning management system, field trip, lab, or other educational program when the student has interfered with the instructional process (Education Code Section 76030). The duration will be for the day of the removal, at a minimum, and the next class meeting at the instructor's discretion. The instructor shall immediately report the removal to the Office of Student Services for appropriate action.
- b. If the student who is being removed for two class meetings is a minor, the Dean or designee shall notify the parent or guardian of the student involved in the incident, and shall hold a conference regarding the suspension as soon as possible with the student, his or her parent or guardian and the faculty member, (Education Code 76032).

8. Disciplinary Suspension

- a. Disciplinary suspension consists of the temporary removal of the student from enrollment or participation in all College curricular, or extracurricular activities, as well as noncredit, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops.
- b. A student may be suspended from one or more classes for the remainder of the school term; or from all classes and activities of the College for one or more terms.
- c. A suspended student is not to occupy any portion of the campus or campuses, or learning management system, and is denied all College privileges including face-to-face, and online class attendance and privileges noted under "Disciplinary Probation."
- d. Removal of a student suspended from one or more courses may be notated on the student's transcript as W for withdrawal.
- e. Whenever a minor is suspended from a community college (all courses, programs, and, activities), the parent or guardian shall be notified in writing by the Chief Executive Officer (CEO) or the president's designee (Education Code 76031).

9. Expulsion

Expulsion consists of the permanent and unconditional removal of the student from the College and all its programs. Students may be expelled from the College only by action of the Board of Trustees upon recommendation of the CEO (Education Code 76030). Notation of the expulsion may be noted on the student's official transcript for an indefinite period of time. Appeal of this notation may be made to the CEO using the process established in Policy 5531.3(F) – Due Process.

10. Interim Suspension

Interim suspension consists of temporary removal of the student from the College for both academic and extra-curricular activities during the limited time necessary to complete an investigation and is not necessarily considered a disciplinary action.

Interim Suspension shall be:

- a. Imposed by the CEO of the College, or designee, pending a hearing, only when such action is deemed to be necessary for the immediate safety and welfare of the students and staff members or for the protection of the District property;
- b. Limited to only that period of time necessary to assure that the purpose of interim suspension is accomplished;
- c. For not more than a maximum of ten (10) College days.
- d. Students suspended on an interim basis shall be given an opportunity for a hearing within ten (10) days of being placed on Interim Suspension.
- e. Students found not culpable at the conclusion of an Interim Suspension may be provided an opportunity to make up all work missed for all courses in which they are enrolled in, at the time.

11. Administrative Hold

A hold placed on a student's records to prevent the student from re-enrolling in COC courses or the ability to receive any and all college services. This action shall be taken when a student has been suspended or expelled from the Santa Clarita Community College District. A hold may also be implemented after a student fails to attend a mandatory disciplinary hearing with the Dean or designee, and, depending upon the outcome of the hearing, the hold may be removed after the student has attended the required hearing. An administrative hold may also be placed upon a student's record if the student has excessive parking citations, or owes other fees or penalties determined to be a violation of this Code.

12. Campus Restraining Order (CRO)

The CRO shall prohibit named students from intentionally contacting, telephoning, texting, emailing, or otherwise disturbing the peace of others specifically named, for a specified period of time. A violation of a term or condition of such an Order may be regarded as actionable misconduct and may subject the student to further disciplinary action. A copy of the CRO will be provided to the alleged victim.

13. Reinstatement Process

- a. Notwithstanding any other law, if an order requested by a community college district to protect a campus of a community college district or any person regularly present on a campus of that district is issued upon a finding of good cause by a court against a student of that community college district, and the order prevents that student from attending classes and maintaining his or her academic standing, the community college district may require the student to apply for reinstatement after the expiration of that order. If the district requires the student to apply for reinstatement, the District shall do so before the expiration of the protective order. If a student applies for reinstatement under this paragraph, a review with respect to the application shall be conducted by the Dean of Students (or designee). This review, at a minimum, shall include consideration of all of the following issues:

- (1) The gravity of the offense.
 - (2) Evidence of subsequent offenses, if any.
 - (3) The likelihood that the student would cause substantial disruption if he or she is reinstated.
- b. The governing board of the community college district, or the person to whom authority is delegated pursuant to subdivision (f) of Education Code Section 76038, shall take one of the following actions after conducting a review under paragraph (a):
- (1) Deny reinstatement.
 - (2) Permit reinstatement.
 - (3) Permit conditional reinstatement and specify the conditions under which reinstatement will be permitted.

BP 5531 DUE PROCESS - STUDENT DISCIPLINARY ACTION

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, of the College, as defined below, jurisdiction extends to matters which may occur either on or off campus, and which may not be limited to College events.

The following procedures outlined in sections 5531.3, 5531.4, 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

- A. For the purposes of this policy, at the time an alleged violation occurs, a student is defined as an individual who:
 - 1. has submitted an application to the College for the current or upcoming terms; or
 - 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 or training occurs, or;
 - 3. has met the conditions for part one (1) or two (2) above in the immediately preceding semester or intersession.
- B. Complainant: The term “complainant” is defined as any individual who files a formal complaint that a student has allegedly violated one or more sections of the Student Code of Conduct.
- C. Respondent: The term “respondent” is defined as a student against whom a complaint has been filed and who is alleged to have violated one or more sections of the Student Code of Conduct.
- D. Accused: The term “accused” is defined as a student against whom a complaint has been filed and who is accused by a complainant of having committed one, or more, of the following acts: sexual assault or rape; sexual harassment, sexual misconduct, sexual exploitation, stalking, dating violence, or domestic violence, each of which is a violation of one or more sections of the Student Code of Conduct.
- E. Notice: Whenever this Policy requires giving notice to any student, mailing such notice, to the mailing address most recently provided by the student or, if undeliverable at that address, to the student’s permanent address of record, shall constitute notice.

- F. Days: For purposes of this Policy, the term “days” means normal business days and shall not include Saturdays, Sundays, or administrative holidays.
- G. Student Conduct Committee: This committee consists of five members of the campus community who convene as needed to adjudicate cases of misconduct. See 5531.4 for additional information.

5531.3 Due Process

A. Referral of Cases:

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

B. Investigation and Notice to Student:

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

1. In cases involving an allegation of sexual assault it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:
 - a. The complainant was asleep or unconscious.
 - b. The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
 - c. The complainant was unable to communicate due to a mental or physical condition.
2. The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435 (staff), and BP 5531 (student), regardless of whether a complaint is filed with local law enforcement.
3. All victims of rape, sexual assault, domestic violence, dating violence, or stalking, occurring on or off campus, shall be kept informed, through the Dean of Students Office, or the Office of Human Resources (depending on the status of the accused) of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality. The college will disclose to the alleged victim the final results of a disciplinary proceeding against the alleged perpetrator, regardless of whether the institution concluded that a violation was committed.
4. With the exceptions noted in 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.

5. 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 (or designee) 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.
6. The Dean (or designee) may refer the matter to other campus and/or community resources.
7. The Dean (or designee) shall notify the student respondent in writing of the following:
 - a. 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;
 - 1) Temporary Campus Restraining Order (TCRO):

In cases in which the Dean (or designee) has a reasonable suspicion to believe that an alleged violation of Policy 5529.2(D) and/or 5529.2(M) occurred, the Dean (or designee) may issue, in addition to the letter of notification, a Temporary Campus Restraining Order (TCRO). The TCRO shall prohibit named students from intentionally contacting, telephoning, texting, emailing, or otherwise disturbing the peace of others specifically named for a specified period of time. A TCRO shall not include a provision that terminates the respondent's student status as a student, nor shall it be construed as a finding of culpability on the part of any student respondent. Nevertheless, violation of a term or condition of such an Order may be regarded as actionable misconduct and may subject the student respondent to disciplinary action without regard to the outcome of the case that occasioned the issuance of the TCRO. A copy of the TCRO will be provided to the alleged victim.
 - 2) a copy of the student conduct procedures; and
 - 3) that an interview with the Dean (or designee) must be scheduled within seven (7) days for the purpose of an initial hearing. The student respondent may waive the right to an initial hearing and request that the matter be referred directly to the Student Conduct Committee for a hearing.

C. Placement and Notice of Hold:

In the event that the student respondent does not contact the Office of the Dean of Students within the seven (7) day period, or fails to keep any scheduled appointment, the Dean (or designee) may then place a Hold on the student respondent's College records and notify the student respondent that this action has been taken. Notification may be in the form of pre-notification by way of the summons letter which shall indicate a date certain by which the student respondent, must reply or keep an appointment in order to avoid the hold being placed on the student respondent's College records; or, in certain cases, notification of the placement of the hold shall be made at the time the summons and notice of allegations are mailed to the student respondent. Such Hold will be removed only when the student

respondent either appears at the Office of the Dean of Students (or designee) for a scheduled interview, or requests in writing that the case be referred directly to the Student Conduct Committee for a hearing.

D. Initial hearing with the Dean:

The Dean of Students (or designee) shall, at the initial hearing:

1. determine that the student respondent has received a copy of these procedures;
2. discuss confidentiality; inform the student respondent that the content of this and all subsequent communications with the Office regarding information not relevant to the case shall, insofar as allowed by law, be treated confidentially, unless such confidentiality is waived by the student; and that information relevant to the case may be divulged to those who have a legitimate educational interest;
3. describe to the student respondent as completely as possible the allegation, and the College policies allegedly violated, hear the student respondent's defense to such charges and;
4. provide the student respondent with an opportunity to inspect all documents relevant to the case which are in the possession of the Dean at the time of the hearing, and all such documents arriving after the initial hearing but before disposition of the case by the Dean of Students (or designee);
5. provide the student respondent with copies of the documents relevant to the case, at the student respondent's request, and;
6. counsel the student respondent regarding the campus discipline process as appropriate.

E. Right of Student to be Accompanied at Initial Hearing

1. If the student respondent is accompanied by a person or persons (not affiliated with the allegation) of their choice at the initial hearing with the Dean (or designee), it shall be recognized that the student respondent has provided implied consent for the presence of a third party person at the initial hearing.
2. At the initial hearing, the student respondent must represent him or herself. Any person accompanying the student respondent must not address the Dean (or designee)
3. The Dean (or designee) may excuse any person accompanying the student respondent, from the initial hearing, if the Dean (or designee) deems that person's presence is being disruptive to the hearing process.

F. Disposition by the Dean of Students (or designee):

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

1. Insufficient Evidence:

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

In the cases of alleged violations of classroom and/or academic misconduct the Dean (or designee) will notify the complainant of this outcome (if allowed by law). The complainant may appeal this decision, within ten working days, to the Vice President of Academic Affairs.

2. Informal Agreement of Resolution:

In cases in which the Dean (or designee) determines that an Informal Agreement of Resolution is appropriate, the student respondent will be informed that this Resolution, while not a part of the student respondent permanent record, is binding. If the student respondent fails to abide by the Informal Agreement of Resolution, such failure will be regarded as actionable misconduct, under District Policy 5529.2(L), and may subject the student respondent to disciplinary action by the College.

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

- a. Direction by the Dean (or designee) to the student respondent to refrain from the behavior(s) described by the Dean (or designee) and/or restrictions regarding contact with others involved in the case.
 - 1) Required participation by the student respondent in educational programs and/or reconciliation processes, including mediation.
 - 2) Required participation by the student respondent as an unpaid volunteer in activities that serve the College and/or community.

- 3) Retention of the case file and the Informal Agreement of Resolution in the Office of the Dean of Students for two (2) years from the date appearing on the Agreement. During those two (2) years, should the Dean (or designee) have a reasonable suspicion to believe that the student respondent has engaged in misconduct related in nature to the conduct which occasioned the Agreement, both cases may be subject to College disciplinary action.

3. Formal Disciplinary Action:

- a. If the student respondent does not admit culpability, and if the Dean (or designee) concludes that an Informal Agreement of Resolution is not appropriate, and that there is sufficient evidence such that a student Conduct Committee could find, by a preponderance of the evidence, that the student respondent has violated College policy, the Dean (or designee) shall refer the case to the Student Conduct Committee for a hearing.
 - b. If the Dean (or designee) determines at the initial hearing to refer the case to the Student Conduct Committee for a hearing, the Dean (or designee) shall inform the respondent, at the conclusion of the initial hearing, of the range of sanctions the Student Conduct Committee may consider for the alleged violation by the respondent, based on sanctions imposed in similar cases.
 - c. If the student respondent does admit culpability, and if the Dean (or designee) concludes that there is sufficient evidence to sustain a finding of culpability, the Dean (or designee) may impose, or impose and suspend, one or more of the sanctions listed in Santa Clarity Community College District Policy 5530 (excluding expulsion); moreover, the imposition of any sanction may be effective retroactively. Regardless of the action taken, the Dean (or designee) shall confirm his or her disposition of the case in a written notice mailed to the student respondent within ten (10) days of the action.
- 1) In cases involving an allegation of sexual assault it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:
 - i. The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
 - ii. The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

G. Appeal of the Sanction Imposed by the Dean:

1. If the Dean (or designee) imposes a sanction of Suspension or recommends Expulsion, the student respondent may submit a written appeal of the imposed Suspension or Expulsion to the CEO within five (5) days of the date appearing on the Dean's (or designee's) written confirmation of his or her action. The imposition of a sanction of Suspension may be withheld during such appeal. The CEO's review of such appeal shall be in accordance with the provisions set forth in Section 5531.5, The CEO, below. The CEO's decision is final.
2. Withdrawal of Consent to Remain on Campus: The Dean (or designee) may notify a respondent for whom there is a reasonable belief that he/she mayS willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the respondent is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the Dean (or designee), a written report must be promptly made to the CEO.

The respondent from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not

later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the same procedure relating to interim suspensions except the hearing will be held under the authority of a student conduct dean other than the dean who imposed the withdrawal of consent to remain on campus. (Board Policy 5530.A.10)

Any respondent as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent to remain on campus has been withdrawn, except to attend a hearing on the appeal of the withdrawal of consent to remain on campus, is subject to arrest under Penal Code Section 626.4.

5531.4 The Student Conduct Committee

- A. The Student Conduct Committee shall provide a hearing for all cases referred to it under this Policy.
- B. The Student Conduct Committee shall be comprised of five members of the campus community. Two full-time faculty members, one of which shall act as chair; one classified staff member; and two students. Three members must be present to constitute a quorum. A classified staff member shall act as the Hearing Coordinator and provide appropriate administrative support to the process. Alternate members from each constituent group named above shall be identified and trained.
- C. It is the intention of this Policy that hearings be set as soon as reasonably possible after referral to the Student Conduct Committee.
- D. Hearings shall be held in accordance with generally accepted standards of procedural due process, including, but not limited to, the opportunity to present evidence, and the right to examine and cross-examine witnesses in an orderly manner. The student respondent may be advised by any person of the student respondent's choice, at the student respondent's own expense; however, the student respondent must represent him or herself. The Committee Chair may grant exceptions (for example pending criminal charges against the student respondent). The Committee Chair shall rule on all questions of procedure. Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs, and is not restricted to evidence admissible under the strict rules of evidence of a court of law.
- E. When the hearing involves an allegation of rape, or other forms of sexual assault, evidence of the complainant's past sexual history, including opinion evidence, reputation evidence, and evidence of specific instances of the complainant's sexual conduct, shall not be admissible by the accused student unless the Committee Chair makes a specific finding of relevance after an offer of proof by the accused student. Under no circumstances is past sexual history admissible to prove consent. The offer of proof must be made and resolved by the panel before the complainant testifies.
- F. No inference shall be drawn from the silence of the student respondent. The standard of proof to be applied in these hearings is that of a preponderance of the evidence. Hearings shall be recorded and the student respondent shall receive, upon request, a copy of the record without charge. The record may be an audio-tape recording of the hearing.
- H. The hearing shall be closed to spectators unless a student, who is a respondent to the allegation, specifically requests a public hearing.
- I. The Committee Chair has the right to exclude spectators from the hearing room if deemed necessary for the quiet or secure conduct of the hearing. When the hearing involves an allegation of rape or other forms of sexual assault, the hearing shall be closed to spectators except for the following:
 - 1. The complainant shall be entitled, for support, to have up to two persons of the complainant's choice accompany the complainant to the hearing. A support person may be called as witness, and the fact that he or she is to act as a witness shall not preclude that person's attendance throughout the entire hearing. If a support person is also a witness, the Committee Chair may require him or her to testify before the complainant. Neither of these persons shall be entitled to represent or defend the complainant. Similar rights shall be afforded the accused student.

2. The complainant shall have the right to be present during the entire hearing, notwithstanding the fact that the complainant is to be called as a witness.
3. An individual who participates as a complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the institution's student conduct policy at or near the time of the incident, unless the institution determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

J. Responsibility for Presentation of Cases:

1. At the hearing, the student respondent must represent him or herself (exceptions may be granted by the Committee Chair); however he or she may receive advice, from any person at the student respondent's own expense. An advisor is not allowed to address the Committee directly and must conduct him or herself in an appropriate manner.
1. The Committee Chair may excuse any advisor for the student respondent from a hearing, if the Chair deems the advisor is being disruptive to the hearing process.
2. If the student respondent wishes the Hearing Coordinator to direct communications concerning the case to his or her advisor, as well as to him or herself, he or she must provide the Hearing Coordinator with such a request, including the name and address of his or her advisor, in writing.
3. The College's representative shall be the Dean of Students or the Dean's designee. The Dean(or designee) shall present the case to the Committee; provide training to the Committee regarding due process; and act as a moderator during the hearing. The Dean (or designee) may consult with legal counsel.
4. Committee members may ask questions of the student respondent witness(es), and other involved individuals in the case, until they are satisfied they have received all the relevant facts of the matter.

K. Continuing Informal Resolution:

Until the Student Conduct Committee makes its report to the CEO, any agreement between the student respondent and the Dean of Students (or designee) as to the disposition of the matter shall bind all parties and terminate all proceedings.

L. Reports to the CEO:

Within fifteen (15) days after the conclusion of a hearing, the Committee Chair shall submit a report advising the CEO of:

1. the Committee's specific finding of fact;
2. whether, in the opinion of a majority of the Committee the student respondent has violated one or more College policies; and
3. a recommendation of sanction, provided that prior to recommending any sanction, the Committee is briefed by the Dean of Students (or designee) regarding sanctions imposed in similar cases, and any previous cases of misconduct by the student respondent on file with the Office of the Dean of

Students; and provided further that the Committee indicate the rationale for such recommendation.

- M. The CEO may grant an extension of time for submission of the report for good cause shown and upon such terms as shall avoid undue prejudice to the student respondent. Any member of the Committee may submit a minority report to the CEO.
- N. A copy of all reports required to be submitted to the CEO by this Policy, including any minority reports, shall be sent to the student respondent, the Dean of Students (or designee), and the complainant (if allowed by law), when transmitted to the CEO.
- O. The student respondent shall have ten (10) days from the date appearing on the Committee report in which to submit to the CEO any written argument supporting the student respondent's position.
- P. If a student does not meet with the Dean (or designee) and/or does not appear at the hearing, or has withdrawn from the College while subject to pending disciplinary action, the case may proceed to disposition without the student respondent's participation.

5531.5 The CEO

A. Decision by the CEO:

The final decision regarding the case shall be made by the CEO except in cases which:

- 1. are resolved by the Dean of Students (or designee), and no written appeal is made by the student respondent;
- 2. include a recommendation for expulsion.

B. Basis for Decision:

The CEO shall base his or her decision upon:

- 1. the report submitted by the Student Conduct Committee;
- 2. counsel solicited from the Dean (or designee), regarding sanctions imposed in similar cases, and any previous cases of misconduct by the student respondent on file with the Office of the Dean of Students.

C. Sanctions:

The CEO may decide to impose, or impose and suspend, one or more of the sanctions listed in Section 5530, with the exception of expulsion (discussed below). The CEO is not limited to those sanctions imposed by the Dean, or to those recommended by the Student Conduct Committee, even though such decision may result in a decrease of the student respondent's penalty; moreover, the imposition of any sanction may be effective retroactively.

D. Recommendation for Expulsion:

- 1. The CEO or designee, shall, in writing, by first class mail, notify the student respondent, or in the case of a minor, his or her parent or guardian, of the intent of the Board to hear the matter of his or her expulsion. Unless the student respondent, or, in the case of a minor, his or her parent or guardian, request in writing, within 48 hours after receipt of such written notice of intention, that the Board consider the matter in a public meeting, then the hearing to consider such matters

shall be conducted by the Board in closed session, without the student respondent and his or her parent or counsel present. If such written request is served upon the CEO, the meeting shall be public, except that any discussion at such meeting that might be in conflict with the right to privacy of any student, other than the student respondent requesting the public meeting, or on behalf of whom such meeting is requested, or the right of privacy of any employee, then the meeting shall be in closed session, without the student respondent, his or her parent or counsel present. Whether the matter is considered in a closed session or in a public meeting, the final action of the Board shall be taken in a public meeting and the result of such action shall be a public record (Education Code 72122).

2. If the student respondent is being represented by counsel in his or her appeal to the Board of Trustees, the student respondent's counsel can only address the Board in open session.

E. Appeal:

1. The student respondent may appeal the Student Conduct Committee's or Dean's (or designee's) decision to recommend expulsion to the Board of Trustees by filing an appeal with the CEO. Any such appeal shall be submitted in writing within five (5) days following receipt of the Committee's or Dean's (or designee's) decision and shall specifically state the grounds for appeal. The appeal shall be based only on the disciplinary record and the Committee's or Dean's (or designee's) decision.
2. The appeal and the recommended disciplinary action shall be consolidated and the Board shall consider the action as one.
3. Withdrawal of Consent to Remain on Campus: The CEO (or designee) may notify a respondent for whom there is a reasonable belief that he/she may willfully disrupt the orderly operation of the campus and in so doing, withdraw consent for the respondent to remain on campus during the period of appeal that consent to remain on campus has been withdrawn. If the respondent is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the Dean (or designee), a written report must be promptly made to the CEO.

Any respondent as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent to remain on campus has been withdrawn, except to attend a hearing on the appeal of the withdrawal of consent to remain on campus, is subject to arrest under Penal Code Section 626.4.

F. CEO:

Not later than twenty (20) days after the date appearing on the written appeal of the student respondent; or the report of the Student Conduct Committee, if any, whichever is latest, written notification of the CEO's decision shall be delivered to:

1. the student respondent;
2. the Chair of the Student Conduct Committee, if the Committee heard or reviewed the case and made a report to the CEO, and
3. the Office of the Dean of Students.
4. The CEO may also notify other parties of his or her decision. The CEO may direct the Dean of Students (or designee) to notify others, if there is an institutional interest in doing so, and if such parties are authorized to receive such information under the "Santa Clarita Community College District Policy on the Disclosure of Information from Student Records."

5531.6 Records

- A. The College considers records generated by disciplinary due process to be confidential.
- B. Such records will be kept separate from other, none disciplinary, records retained by the College.
- C. With the exception of cases ending in Expulsion from the College, records shall be retained for four (4) years following the conclusion of the sanction. At such time both electronic records and paper records will be destroyed.
 - 1. Records for cases that result in the expulsion of a student will be kept indefinitely.
- D. The Dean of Students (or designee) may grant exceptions to this timeline.

COLLEGE OF THE CANYONS

ACADEMIC SENATE CONSTITUTION

PREAMBLE

We, the faculty of College of the Canyons, do hereby establish this Constitution to represent the faculty in academic and professional matters and to enable the collegial process of shared governance.

ARTICLE I – NAME

~~Section 1—~~ The official name of the organization shall be the College of the Canyons Academic Senate.

ARTICLE II – PURPOSE

~~Section 1—~~ In accordance with Title V 5, the purpose of the Academic Senate, as the representative body of the Faculty, shall be to recommend, promote and participate in the formation and implementation of policies on academic and professional matters and to support faculty, students, administration, and the Board of Trustees in that endeavor.

ARTICLE III – DEFINITIONS

~~Section 1—~~ For the purposes of this Constitution, the term “tenured” faculty refers to regular employee and the term “tenure track” faculty refers to probationary and, or contract employee as defined by Education Code Section 87661(d) and 87661(b), respectively. **The term “adjunct faculty” refers to temporary employee as defined by California Education Code Section 87482.5.**

ARTICLE IV – ELECTIONS

Section 1 – The voting members of the Academic Senate hereinafter identified as Senators who, unless otherwise specified, shall be tenured and tenure track faculty members are:

- A. President
- B. Vice President
- C. 3 Adjunct-Faculty Representatives
- D. The Immediate Past Academic Senate President
- E. 1 Representative from each **School**/Division
- F. 1 At-Large Representative per every 40 tenured/tenure track faculty members
- G. Faculty Chair of the Curriculum Committee (Ex Officio).
- H. Chair, Policy Review Committee

Section 2 – Individuals that satisfy two or more of the positions/titles listed in Article IV (Section 1) shall be, nonetheless, held to only one vote on matters before the Senate. This restriction does not restrict the right to hold a proxy vote.

Section 3 (**Formerly Section 2**) – The Non-voting members of the Academic Senate shall be:

- A. Chief Instructional Officer (CIO)
- B. Vice President of Student Services
- C. The COC Faculty Association President, or designee
- D. The COC Adjunct Association President, or designee
- E. The Student Senator of Associated Student Government (ASG).

1. The Student Senator shall become a member of the Academic Senate if approved by the ASG. ASG Membership on the Academic Senate is purely voluntary.

Section 4 (**Formerly Section 3**) – **The President of the Academic Senate may vote only when her/his vote will break a tie or change the outcome.**

~~In the event a vote of the Senate for any matter being decided upon results in a tie, the deadlock will be broken by the vote of the President of the Academic Senate.~~

Section 5 (**Formerly Section 4**) – The term of office for all Senators shall commence July 1 and end June 30.

Section 6 (**Formerly Section 5**) – The Senators shall be elected in the following manner:

- A. The President and the Vice President shall each serve a two-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted **during no later than the 2nd 4th week of the Spring Semester of even years.** A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester. **The nominating period shall be open and extend until the conclusion of the second week of the spring semester.** No restrictions shall exist in the number of terms served.
- B. The ~~School/Division Representatives~~ **Senators** shall be elected by a plurality of **the tenured/tenure-track faculty in** their respective **Schools/Divisions.** They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective **Schools/Divisions during no later than the 4th 6th week of the Spring Semester of even years.** **The nominating period shall be no less than two weeks in duration.**
- C. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections will be conducted no later than the 8th week of the Spring semester **of odd years.** **The nominating period shall be no less than two weeks in duration.**
- D. ~~School/Division Representatives~~ **Senators** and At-Large Senators will have staggered terms from one another. ~~Upon ratification and enactment of this clause, At-Large Senators will begin serving two-year terms in the Fall, of 2011 in order to initiate the staggering process.~~ **The nominating period shall be no less than two weeks in duration.**
- E. Adjunct Senators will be elected during each Spring semester after the Office of Instruction confirms teaching assignments for the subsequent Fall semester. **Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances** Adjunct Senators will **then** be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the ~~current Spring~~ **subsequent fall** semester. The Adjunct Senator will serve a one-year term. The Adjunct Senator must maintain his/her employment as an adjunct faculty member during his/her term of office. **The nominating period shall be no less than two weeks in duration.**
- F. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- G. The results of all elections must be confirmed by the **Academic Senate by the conclusion of the semester in which they are held.**

~~Section 6~~ **Section 7** – Senate vacancies in office shall exist as so declared by a two-third majority of the Academic Senate upon acknowledgement of resignation, sabbatical leave of absence, recall, **non-performance** or other incapacity.

- A. Vacancies in the office of President or Vice President shall be filled in the manner prescribed by a plurality vote of ~~the Senators~~ **a quorum of the Academic Senate**.
- B. Vacancies in the office of **School/**Division Senator shall be filled by a plurality ~~vote~~ of **voting** tenured and tenure track faculty from which that Senator was elected in a manner prescribed by the Senate.
- C. Vacancies in the office of At Large Senator shall be filled by a plurality ~~vote~~ of **voting** tenured and tenure track faculty in a manner prescribed by the Senate.
- D. Vacancies in the office of Adjunct Senator shall be filled by a plurality ~~vote~~ of **voting** adjunct faculty in a special election to be held as soon as possible once a vacancy has been declared.
- E. Recall of the President, Vice President or At-Large Senator may be initiated by a petition of 40% of all full time Faculty members. Upon establishment of the authenticity of the petition, the Academic Senate must conduct a recall election among the tenured/tenure track faculty. A 2/3 vote of those tenured/tenure track faculty ~~voting~~ **having voted** is required to recall the President, Vice President or At-Large Senator from office.
- F. Recall of a **School/**Division Senator may be initiated by 40% of members of the **School/**Division. Upon establishment of the authenticity of the petition, the Academic Senate will authorize the **School/**Division to conduct a recall election. A 2/3 vote of those tenured/tenure track faculty ~~voting~~ **having voted** from that **School/**Division is required to recall the **School/**Division Senator from office.
- G. Recall of an Adjunct Senator may be initiated by 40% of adjunct faculty. Upon establishment of the authenticity of the petition, the Academic Senate will authorize a recall election. A 2/3 vote of those adjunct faculty ~~voting~~ **having voted** is required to recall the Adjunct Senator from office.
- H. **Recall of any member of the Academic Senate due to the non-performance of a member in violation of their assigned duties outlined in Article II of the Academic Senate Bylaws may be accomplished by an initial 2/3 vote of the Academic Senate, and subsequent ratification by pertinent faculty members under the following scenarios:**
 - 1. **Subsequent to initiation by the Senate, removal of the President or Vice-President will occur only upon approval of 2/3 of voting tenured/tenure track faculty.**
 - 2. **Subsequent to initiation by the Senate, removal of a School/Division Senator will occur only upon approval of 2/3 of voting faculty from that Senator's designated constituents.**
 - 3. **Subsequent to initiation by the Senate, removal of an Adjunct-Instructor will occur only upon approval of 2/3 of voting adjunct faculty members.**
 - 4. **All other members of the Academic Senate cannot be removed for non-performance. Removal of those members may be realized by the loss of their title and positions.**

ARTICLE V – CURRICULUM COMMITTEE

Section 1 –Curriculum is the heart of the educational mission of the college; as such, the Curriculum Committee shall be considered the Academic Senate’s primary sub-committee.

Section 2 – The Faculty Curriculum Committee chair will be appointed by the President and subject to confirmation by a majority of the Senate.

Section 3 – The Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester **of even years.**

Section 4 - The voting members of the Curriculum Committee shall include:

- A. Faculty Chair of the Curriculum Committee
- B. 1 Representative from each **School/Division, to include a member from the Counseling Department.**
- C. 3 At-Large Faculty Representatives
- D. 1 Adjunct Representative
- E. Chief Instructional Officer, or designee from the Office of Instruction.

~~E.1~~ – The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.

~~E.2~~ – Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.

Section 5 - The faculty Representatives shall be elected by a plurality of their respective voting constituents. They shall be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective Schools/Divisions no later than the 6th week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.

~~Section 5~~ **6** – If they are not already voting members, the following shall be appointed as Non-Voting members:

- A. Curriculum Coordinator
- B. Representative from the Associated Student Government
 - 1. The Student Representative shall become a member of the Academic Senate if approved by the ASG. ASG Membership on the Curriculum Committee is purely voluntary.**

- C. Representative of the Counselors (if no elected member is a Counselor)
- D. Matriculation Officer
- E. Director of Admissions and Records
- F. Articulation Officer

Section 6 7 - The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.

ARTICLE VI – COMMITTEES

Section 1 – The President shall be empowered to form any Standing or *ad hoc* committees of the Senate.

A. Any subcommittee of the Academic Senate may be dissolved upon the approval of a 2/3 vote of a quorum of the Academic Senate.

Section 2 – The President shall be empowered to appoint faculty members to all Senate, and/or District committees, except when those faculty members are to be appointed by the COCFA President.

A. The President of the Academic Senate may remove any faculty committee member for cause, including non-performance of their assigned duties.

B. Removal of a committee Chair must be ratified by a 2/3 vote of a quorum of the Academic Senate.

Section 3 – The operating procedures and, or, bylaws of all standing sub-committees of the Academic Senate, shall be approved by a majority of the Academic Senate.

Section 4 – The President will inform and update the Senate, each semester, of any Senate committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Those committees and appointments are valid unless a majority of the Senators present rejects the formation of the committees or the appointments that have been made.

ARTICLE VII – MEETINGS

Section 1 – The Academic Senate shall adopt and distribute a schedule of meetings for each academic term. The President or a majority of the Senators may call special meetings. All meetings shall be open to any interested persons **and shall meet the provisions of the Open Meeting Act for the State of California (also known as the Ralph M. Brown Act).**

Section 2 – The President and the Vice President shall submit an annual budget request on behalf of the Academic Senate.

Section 3 – Any Senator unable to attend a meeting may select an alternate upon notification to the President in writing in advance of the meeting.

- A. In the absence of the President, the Vice President shall preside.
- B. In the absence of both the President and the Vice President, the President shall designate an alternate from the voting members of the Senate to act as Presiding Officer for that meeting.
- C. A **School**/Division Senator who anticipates their nonattendance at a Senate meeting, may select an alternate from his/her respective **School**/Division.
- D. Alternate Senators serving in place of voting members of the Senate will maintain voting privileges.
- E. In the absence of a voting member of the Senate where no Alternate Senator is designated, those absent voting members may provide their proxy vote to the President or presiding officer in advance of the meeting.

Section 4 – The Academic Senate may audio record its meetings for the purpose of maintaining accurate minutes and transcripts of Senate business. A Standing Rule or Procedure shall be established to govern the practice of audio recordings.

ARTICLE VIII – QUORUM

Section 1 - The minimum number of Senators, which must be present at a meeting in order to transact business legally, shall be 50% of the elected Senators or their representative.

- A. The presence of the immediate Past-President is not required for a quorum.
- B. **A vote by proxy shall not be considered in meeting quorum requirements if the trustee of the proxy is already a voting member of the Academic Senate.**

ARTICLE IX – SUPPLEMENTAL POWERS

The Academic Senate may establish Bylaws, Standing Rules, Standing Procedures, and any other authority it deems necessary to put into effect the provisions of this Constitution or any other legally vested rights so much as they do not conflict with, nor are interpreted to supersede any provision of this Constitution.

ARTICLE X – RESOLUTIONS

The Academic Senate may adopt resolutions and accordingly shall develop procedures for their implementation.

ARTICLE XI – AMENDMENTS (Formerly Article IX)

Section 1 - This Constitution may be amended by a two-thirds vote of a quorum of the Senate and ratified by a majority ~~vote of the~~ **of voting** tenured/tenure track faculty.

ARTICLE XII – ENACTMENT CLAUSE (Formerly Article X)

Section 1 – This Constitution shall be effective upon approval by a **voting** majority ~~vote~~ of the College of the Canyons full time Faculty.

Section 2 – Amendments to the Constitution shall be effective upon confirmation of election results by the Academic Senate.

Section 3 – Unless otherwise specified, all actions previously taken by the Academic Affairs Committee of the College of the Canyons Faculty Association shall constitute the policies and practices of the Academic Senate.

Fall, 1988

Revised, Fall 2000

Proposal submitted, Fall 2004

Amended Proposal, Approved by the Senate - March 10, 2011

Ratified by Faculty, May 12, 2011

Amended Proposal, Approved by the Senate – May 8, 2014

Ratified by the Faculty, May 22, 2014

**BYLAWS
of the
ACADEMIC SENATE
COLLEGE OF THE CANYONS**

ARTICLE I – MEMBERSHIP

Section A - The Electorate

1. The Electorate shall consist of tenured and tenure-track faculty, **and adjunct faculty** as defined in Article III of the Academic Senate Constitution (hereinafter “the Constitution”).
2. Voting members of the Academic Senate shall be selected by and from the Electorate.
- ~~3. A maximum of three Adjunct Faculty Members shall be elected as voting members to the Academic Senate per Article IV of the Constitution.~~

ARTICLE II – RESPONSIBILITIES

Section A – Statement of General Duties and Expectations

The Academic Senate strives to ensure shared governance, faculty representation, and the successful development of academic standards. Therefore, faculty elected to serve as members of the Academic Senate, and those faculty members working on behalf of the Academic Senate, shall make every attempt to adhere to the rules and expectations listed herein—conducting due diligence in all matters brought before them, while adhering to the highest degree of professional behavior in carrying out the duties bestowed upon them by the Electorate.

1. Officers

a. For purposes of these Bylaws, the Constitution and the Academic Senate, an “officer”, by the nature of their institutional role and impact (*Ex Officio*), is considered to be one that holds a position of significant trust thereby serving as a unique resource to the Academic Senate and faculty at large.

b. Officers of the Academic Senate

- i. President**
- ii. Vice-President**
- iii. Chair, Curriculum Committee**
- iv. Chair, Policy Review Committee**

Section B – Duties of President

1. The President shall prepare the agenda of all regular and special meetings of the Academic Senate, post each agenda in compliance with the Brown Act, and distribute each agenda to all Senators at the time of public posting.
2. The President shall preside at all meetings of the Academic Senate.
3. The President or a designated Senator shall represent the Academic Senate at all Board of Trustees meetings, as well as relevant district and college meetings.

4. The President, in consultation with the Academic Senate, shall appoint faculty members to represent the faculty in college-wide committees.
5. The President shall manage all income and expenses incurred by the Senate.
6. The President or the President's designee shall attend **Academic Senate of California Community Colleges (ASCCC) Fall and Spring Area C meetings** ~~of the California Community College Academic Senate as well as ASCCC Fall and Spring Plenary Sessions. and regional Community College Academic Senate meetings.~~
7. The President shall serve as the **Delegate for College of the Canyons** and is expected to participate voting process for ASCCC Resolutions and Elections.
8. In the event the President cannot serve as ASCCC Delegate for College of the Canyons, Delegate shall be selected from the voting members of the Academic Senate.
9. The President shall attend ASCCC Leadership Institute and may attend other ASCCC Institutes or Regional Workshops as necessary to stay current with academic and professional matters.
10. The President shall chair all meetings of the Executive Committee.
11. The President shall assign the role of parliamentarian to a senate officer or senator.
12. The President shall not advocate for or against an outcome of an agenda item unless she or he "passes the gavel."
 - a. The President may call upon a member of the Academic Senate to preside over the discussion and debate of a particular agenda item so that the President may participate to advocate for or against an outcome of that item. In so doing, the President has "passed the gavel" as presiding officer until the end of the agenda item in question. The President shall take great consideration in appointing a temporary presiding officer as doing so eliminates the designee's own right to fully advocate for or against an outcome of an agenda item.

Section C – Duties of Vice-President

1. The Vice-President ~~shall~~ **may** preside over meetings of the Academic Senate in the President's absence.
2. The Vice-President shall assume the duties of the President if the President vacates the Office of the Presidency during his or her term. **Under such circumstances the Vice-President will serve in an interim basis until the Academic Senate takes action under Article IV, Section 7(A) of the Constitution.**
3. *(Formerly part of Section C2.)* The Vice President shall assume the duties of the President on an interim basis upon the request of the President.
4. The Vice-President shall assist the President and perform other duties, as assigned by the President at Academic Senate and Executive Committee Meetings. The Vice President shall attend all meetings of the Executive Committee and Academic Senate.
5. The Vice-President shall make every effort to attend the next scheduled Faculty Leadership **Institute** ~~conference~~ offered by the ASCCC ~~Statewide Academic Senate~~, if he or she has not already attended such conference at least once previously.

Section D - Duties of the President-Elect

1. Any member of the Electorate who is elected to serve as President of the Academic Senate will be designated "President-Elect". The President-Elect is essentially the President

in waiting whose term shall begin upon confirmation of said election results by the Academic Senate and end on the first day of the subsequent month of July in which they assume the duties of the Presidency. If the President-Elect also sits as a member of the current term of the Academic Senate, then he or she must fulfill all duties assigned and shall not neglect their current position on the Senate in anticipation of assuming the Presidency.

2. The President-Elect shall make every effort to attend all meetings of the Academic Senate to ensure an effective transition to leadership.

3. The President-Elect shall make every effort to attend the next ~~leadership conference offered by the Statewide Academic Senate~~ **the next scheduled Faculty Leadership Institute offered by the ASCCC**, if he or she has not already attended such conference.

4. The President-Elect shall make any and all attempts to attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District during his or her term as President-Elect and before he or she assumes the duties of the Presidency.

Section E - Transition Duties *(Formerly Section G of Article II. Moved for organizational purposes thus altering subsequent Section lettering of this Article.)*

1. It is the duty of the President and the President-Elect to:

a. Schedule at least two “transition” meetings whereby the outgoing President informs and prepares the President-Elect regarding ongoing matters of professional concern and Academic Senate business as well as debriefs the President-Elect on typical procedural requirements of the Office of the Presidency.

b. Ensure the President-Elect has key access to the physical office space assigned to the Academic Senate as well as the overall resources of the Academic Senate.

c. Ensure a meeting of the President, President-Elect, and Executive Committee to ensure seamless transition of Academic Senate business.

d. Jointly attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District.

Section F - Duties of the Past President

1. The Past President shall provide support and expertise to the President.

~~2. The Past President, acting as parliamentarian, shall recommend parliamentary procedures as prescribed in the Robert’s Rules of Order or any other parliamentary authority adopted by the Academic Senate. In the absence of the Past President, the Chair of the Policy Committee shall serve as parliamentarian.~~

Section G - Duties of Senators

1. Division Senators

a. **Attendance** – Senators representing ~~serving as~~ **Schools/Divisions Representatives** shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator’s responsibility to develop a work schedule around the Senate’s regularly scheduled meeting time. **Regular attendance is expected.**

i. Absence – School/Division Senators Representatives shall make any and all effort to secure an alternate representative from their respective **School/Division** in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

b. Appointments - All **School/Division Senators Representatives** shall be eligible for and should anticipate appointment to at least one Academic Senate standing committee or ad hoc committee per academic year.

c. Liaison Duties - Senators serving as **School/Division representatives** shall be the liaison between their representational areas and the Academic Senate. Senators shall explain Academic Senate agenda material to their constituents and present to the Senate concerns from their affected areas.

2. At-Large Senators

a. Attendance - Senators serving as At-Large **Representatives** shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. **Regular attendance is expected.**

b. Appointments - At-Large Senators **Representatives** shall be eligible for and should anticipate being appointed to represent any ~~academic~~ **School/Division** lacking a ~~division Representative~~ dedicated Senator on the Academic Senate.

i. Absence – At-Large Senators Representatives shall make any and all effort to secure an alternate representative from the Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

c. Liaison Duties - Senators serving At-Large **Representatives** shall be the liaison between the full Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area.

3. Adjunct Senators

a. Attendance - Adjunct Faculty Senators shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. **Regular attendance is expected.**

i. Absence – Adjunct Faculty Senators shall make any and all effort to secure an alternate representative from the **Adjunct Electorate** in advance of any anticipated absence from a scheduled meeting of the Academic Senate. In order for any alternate to serve in place of the absent Senator, the alternate must meet all the requirements to serve as that of the permanent Adjunct Senator.

b. **Liaison Duties** – Adjunct Faculty Senators shall be the liaison between the full adjunct faculty Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area. Adjunct Senators should use all reasonable means to communicate and liaise with the entire adjunct faculty Electorate.

Section H – Duties of Parliamentarian

1. To attend meetings of the Academic Senate.
2. To ensure orderly and effective discussion in accordance with the adopted parliamentary rules.
3. To advise the President at meetings of the Academic Senate and Executive Committee.
4. To maintain a copy of Robert's Rules of Order for reference.

Section I – Reassign Time for the Academic Senate (SECTION I APPROVED BY THE SENATE 05/26/2016 AS AN AMENDMENT. IT IS NOW BEING INCORPORATED INTO THE MAIN DOCUMENT)

To meet the evolving needs of the Academic Senate, at the start of each spring semester, the Academic Senate President will, in consultation with the Senate Executive Committee, allocate the reassign time for the Academic Senate effective the following fall semester. In the case of unforeseen need, the Academic Senate President reserves the right to modify the allocations of Reassign Time at the beginning of any semester.

1. Eligible Positions

The positions eligible for reassign time may include, but are not limited to the following:

- a. Academic Senate President
- b. Academic Senate Vice President
- c. Curriculum Committee Chair
- d. Policy Review Committee Chair
- e. Faculty Professional Development Committee Chair
- f. Program Review Committee Chair
- g. Noncredit Liaison
- h. Legislative Liaison
- i. Career Education (CE) Liaison

It is at the discretion of the Academic Senate President, in consultation with the Senate Executive Committee, to add or remove positions eligible for reassign time. The Academic Senate President shall report any changes to the allocation of reassign time to the Academic Senate.

2. Requirements

Each position given reassign time must have a clear description of the job duties and expectations. For committee chairs, these job duties must be incorporated into the

respective committee procedures/charters. All other positions must have a written description of job duties and expectations that are approved by the Academic Senate.

ARTICLE III – MEETINGS AND SENATE PROCEDURES

Section A – California Open Meetings/Ralph M. Brown Act

1. Notice of the agenda shall be posted in a public place at least 72 hours before any meeting, except in an emergency. All special or emergency meetings shall comply with the notice requirements for an emergency meeting under the Ralph M. Brown Act.
2. **Agendas shall include time, place of meeting, and information for accessibility accommodations as well as opportunity for public comments and brief description for action items. Other typical components of the agenda include consent calendar, reports, discussion, unfinished business, and new future business.**
3. All meetings of this organization shall be public meetings. No meeting or executive session of this organization, or any committee or sub-committee meeting of this organization shall be closed to the public except to discuss a personnel matter, or to discuss litigation **with legal counsel** in which the Academic Senate is involved, or may be involved.
4. All Votes shall be taken in accordance with the Provisions of the Brown Act.
- ~~4. The President may put the meeting into executive session as prescribed in The Ralph M. Brown Act.~~

Section B – Meeting Procedures and Standing Rules

1. Meeting Procedures

- a. ~~Except as otherwise provided, The most recent Robert's Rules of Order shall govern meeting procedures~~ **be relied upon for guidance and reference for the Academic Senate's parliamentary conduct. Not all aspects of Robert's Rules of Order sensibly align with the organizational and institutional structure of the Academic Senate and thus may result in modified parliamentary practice that remains true to the spirit of equitable procedural practice.**
- ~~b. All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business hour. The Senate shall not take any action by secret ballot, whether preliminary or final. (This section was copied and moved below to Art. III, Section B(2) for organizational purposes.)~~
- ~~c.~~ **b. The duration of time for each meeting of the Academic Senate should be consistent and agreed upon by a majority of the Academic Senate.**

2. Voting by the Senate

- a. All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business hour. The Senate shall not take any action by secret ballot, whether preliminary or final.
- b. **Meetings of the Senate via teleconferencing require all votes to be made by roll call.**
- c. **Voting by email is not permitted.**

d. An accurate record of voting must be maintained.

3. Standing Rules

- a. The Academic Senate may adopt Standing Rules **and Procedures** to implement the intent and purposes of these Bylaws, **the Senate Constitution, and any other permissible acts. Standing Rules shall not be intended or interpreted to replace or supersede any provision of these Bylaws or the Constitution.**
- b. Standing Rules **and Procedures** shall be adopted by a majority vote of a **quorum** of the Academic Senate.

ARTICLE IV – ELECTIONS

Unless otherwise assigned by a majority of the Academic Senate, *the Elections Committee of the Academic Senate shall administer all elections outlined in Article IV of the Academic Senate Constitution and any other elections assigned to it by the Academic Senate. (Underlined portion was grammatically amended.)*

ARTICLE V – COMMITTEES

Section A - Committee Membership Eligibility

All faculty are eligible to serve on committees of the Academic Senate.

Section B - Standing **Academic Senate Sub-Committees**

Membership on standing committees shall be approved by a majority vote of a quorum of the Academic Senate. ~~The standing committees are:~~ **A list of standing committees shall be regularly updated and maintained by the President and her or his staff and shall be publicized on the Academic Senate web site. **Standing committees include, but are not limited to the following:****

1. Academic Staffing Committee
2. Academic Standards Committee
3. ~~Board Policies and Procedures~~ **Policy Review Committee**
4. Constitution and Bylaws Committee
5. Cultural Heritage Committee
6. Curriculum Committee
7. Elections Committee
8. Equivalencies Committee
9. Faculty Professional Development Committee
10. Honors Program Committee
11. ~~Interdisciplinary Committee and Coffee on the Side~~
12. Program Review Committee
13. Scholarly Presentation Committee
14. Student Learning Outcomes Committee
15. **Executive Committee of the Academic Senate**
16. **Program Viability Committee**

17. Career Education (CE) Committee

Section C – Collegial Consultation Committees

1 - Collegial Consultation Committees are a reflection of the spirit and requirement of AB 1725 shared governance. AB 1725 not only enables, but demands faculty participation in the governance of matters at the local district level. Doing so ensures necessary faculty input on matters concerning the development of sound policy and maintenance of quality academic standards. Consequently, active membership and participation on shared governance committees is essential to the charge of the Academic Senate and the mission of the District.

2 - Membership on collegial consultation committees shall be approved by a majority vote of a quorum of the Academic Senate. ~~The collegial consultation committees are:~~ **A list of collegial consultation committees shall be regularly updated and maintained by the President and her or his staff and shall be publicized on the Academic Senate web site. Collegial consultation committees include, but are not limited to the following:**

- a. College Planning Team (CPT)
- b. College Policy Council
- c. Facilities Master Plan
- d. Enrollment Management
- e. President’s Advisory Council on the Budget (PAC-B)
- f. Technology
- ~~g.~~ Health and Safety Committee

Section D - Ad Hoc Committees

The Academic Senate may establish “Ad-Hoc” committees to accomplish specific tasks. Upon completion of these tasks, these committees may be dissolved or approved as a standing committee. Membership on ad-hoc committees shall be approved by a majority vote of a quorum of the Academic Senate.

Section E - Committee Chairpersons

1 - Committee chairpersons may be recommended by the Academic Senate President or by the committee and approved by a majority of a quorum of the Academic Senate. Chairpersons of standing committees shall be appointed for one academic year unless otherwise directed by the operating procedures of the assigned committee.

2 - All terms of committee chairpersons shall commence on the first day of July subsequent to their appointment and confirmation by the Academic Senate. Appointments occurring after the first of July may be deemed retroactive by a majority vote of a quorum of the Academic Senate.

ARTICLE VI – EXECUTIVE COMMITTEE OF THE ACADEMIC SENATE

Section A - Purpose

The Academic Senate shall establish an Executive Committee (Ex Com). The purpose of Ex Com is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Section B – Membership

1 – Standing Members

- a. President (Committee Chair, or designee)
- b. Vice-President
- c. Curriculum Committee Chair
- d. Policy Review Committee Chair
- e. Faculty Professional Development Committee Chair
- f. Academic Staffing Committee Faculty Chair
- g. Program Review Committee Chair
- h. College Planning Team Committee Faculty Chair
- i. President’s Advisory Committee on the Budget Faculty Chair
- j. Constitution and Bylaws Committee Chair
- k. Elections Committee Chair
- l. Honors Steering Committee Chair
- m. Program Viability Committee Chair
- n. Legislative Liaison
- o. Career Education Liaison
- p. Noncredit Liaison

- 2. Ex Com may expand its membership upon a majority vote of its members.

ARTICLE VII – RESOLUTIONS

Section A - Scope

The Academic Senate may adopt resolutions. Resolutions may be used to recommend policy or action to the Board of Trustees, the Chief Executive Officer (CEO), the Academic Senate for California Community Colleges, or other groups.

Section B – Proposals

The Academic Senate may establish standing or ad hoc committees for the purpose of drafting resolutions. The President, Vice-President and individual Senators may also propose resolutions. Any proposed resolution must be submitted to the President and Executive Committee prior to being placed on the Senate agenda. The Executive Committee must approve the draft resolution by a majority vote in order for it to move forward as a Senate agenda item. All proposed resolutions must be in writing.

- 1. Format – All resolutions shall have a title that correlates to its content. There shall be no more than four “whereas” statements and no more than four “resolved” statements within each resolution.

Section C – Senate Action

All proposed resolutions before the Academic Senate shall undergo a minimum of two readings before adoption. All proposed resolutions may be revised and amended prior to final adoption by the Academic Senate. The President shall make reasonable and timely effort to communicate the nature of proposed resolutions through available campus means. Resolutions shall be adopted by a two-thirds vote of a quorum of the Academic Senate and shall consequently contain an accurate time stamp for historical reference.

Section D – Disposition

1. Upon adoption, the Academic Senate shall decide by majority vote the appropriate disposition of the resolution. The President may be directed to present the resolution at a public meeting of the Board of Trustees; may be directed to present the resolution to the CEO; may be directed to present the resolution to the Academic Senate for California Community Colleges; may be directed to submit it to publications in the form of a press release; or any other disposition as directed by the Senate.
2. All adopted resolutions shall be archived by the President as hard copies in print, and on the Academic Senate web site.

Section E – Votes of No Confidence

1. Academic Senate initiated *Votes of No Confidence* shall be conducted through the resolution process listed in Article VII of these Bylaws. *Votes of No Confidence* may be initiated and undertaken by the Academic Senate alone, or jointly with the College of the Canyons Faculty Association and, or any other organized District staff unit. *Votes of No Confidence* may be initiated for any and all District staffing positions or deliberative bodies.
2. *Votes of No Confidence* shall be adopted by a two-thirds vote of a quorum of the Academic Senate, and ratification by a majority of voting full-time faculty and a separate majority of voting adjunct faculty.

Section F – Statements

The Academic Senate may adopt “statements” by a majority vote. Statements serve to communicate positions, perspectives, information or recommendations to its members or the campus community without necessarily calling for action by any deliberative body.

ARTICLE VIII – AMENDMENTS (Formerly Article VI)

~~Section A~~— These Bylaws may be amended by a two-thirds vote of a quorum of the Academic Senate.

ARTICLE IX – ENACTMENT CLAUSE (Formerly Article VII)

Section A – Initial Effective Date

These Bylaws shall be effective upon approval by a majority vote of a quorum of the Academic Senate.

Section B – Amendments

Amendments to these Bylaws shall be effective upon approval by a majority vote of a quorum of the Academic Senate. **All amendments shall be incorporated into this document and shall not stand alone as a separate amended document.**

Approved by the Academic Senate: December 13, 2012

Amended by the Academic Senate: May, 26, 2016