College of the Canyons Academic Senate
March 22, 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
   - 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
   - Academic Senate Summary, March 8, 2018 (pg. 3-10)
   - Academic Senate Summary, February 8, 2018 (pg. 11-21)
   - Curriculum Committee Summary, March 1, 2018 (pg.22-28)
   - Curriculum Committee Summary, March 15, 2018 (pg.29-35)
   - 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
2. [Programs Submitted to ACCJC as Substantive Change](#)-John Makevich & Daylene Meuschke
3. ACCJC Annual Report-Daylene Meuschke
4. FACCC Advocacy Conference, Wendy Brill, Nick Hernandez, Robert Wonser

C. Action Items
1. CCCCO Guided Pathways Work plan, Rebecca Eikey & Denee Pescarmona (pg. 44-45)
2. Environmental Science-Biology Merge Rubric- Lisa Hooper (pg. 46-49)
3. Part-time faculty discipline assignments Fall 2017 (two lists, pg. 50-71)
4. [Seniority list](#) updated (pg. 72)
5. Department Chair Election results (pg.73-75)
6. Discipline Memos (pg. 76-79)
   - Christina Chung
   - Tony Law
   - Heather Dotter
   - Erica Seubert

D. Discussion (time limit 10 minutes each)
1. Educational Administrator's Retreat Rights, Mathematics (pg.80-81)
2. CTE Senate Committee Policy/Procedures-Regina Blasberg (pg. 82-85)
3. Creating Advisor Boards Based on Industry Clusters-Regina Blasberg and Wendy Brill
4. [ASCCC Spring Resolutions](#) – Rebecca Eikey

    5.   Emeriti Scholarship Requirements-Rebecca Eikey (pg. 86)

E. Unfinished Business

1. Discipline Memos for New Fulltime Faculty
2. Faculty Professional Development Committee Procedures
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
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

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

Academic Senate Summary for March 8, 2018

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	*David Andrus for Gary Collis*	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	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	*Lee Hilliard for Regina Blasberg*	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	*Ron Mita for David Brill*	X
VAPA Senator	*Michael McCaffrey for Wendy Brill-Wynkoop*	X	At Large Senator	*Dustin Silva for Saburo Matsumoto*	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Nazanin Naraghi	X
Kinesiology/Athletics Senator	Phillip 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
Robert Sherrid
Omar Torres

A. Routine Matters

1. Call to order: 3:05 pm
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
   - Motion for the approval of the agenda by Mary Bates, seconded David Andrus. Unanimous. Approved.
4. Committee Appointments:

- Christina Chung, Noncredit Committee
5. Approval of the Consent Calendar
    - Academic Senate Summary, February 8, 2018 is not included in the consent calendar as there are still some questions and areas which need clarification.
    - Academic Senate Summary, February 22, 2018 (pg. 3-9)
    - Curriculum Committee Summary, February 15, 2018 (pg. 10-15)
    - Academic Senate Executive Committee Summary, February 22, 2018 (pg. 16)
    - Motion to approve the consent calendar by Mary Bates, seconded by Aaron Silverman. Unanimous. Approved.

B. Reports (time limit 7 minutes each)
1. President's Report, Rebecca Eikey
    - Update on the Statewide Senate: Spring Resolutions will come out this Friday for the area meetings. This update will be added to the March 22, 2018 agenda as a discussion item. There are some papers which will be up for consideration and adoption by the body at the ASCCC Plenary in April. Those papers include faculty hiring, ensuring online educational programs, effective practices for educational programs and ASCCC strategic next 5 year vision plan. There was a recommendation from the Quantitative Reasoning Taskforce for the Senate Executive Committee to consider work done towards the AB705 implications or improvement. There is a small taskforce which includes representatives from the Statewide Senate working along with California Mathematics Council Community Colleges (CMC³) a math community college group. They are recommending to create C-ID descriptors which would allow for the collapsion of the course content into more streamline courses which would allow faculty to have more options to adopt that C-ID curriculum locally. This is not a placement issue but a curriculum issue and this is why the Executive Senate choose to move forward with recommendations as to what can we do to support the curricular side of the implications related to AB705. In thinking about if the students are not ready how can they drop back into their pathways? It is helpful to look at their example of Math pathway, in a one year timeframe they have elementary Math as a combination of traditional arithmetic and pre-algebra, then they could move into foundations for algebra for Math intensive fields and there would be a new C-ID descriptor to support that work. There is also the STEM pathway and non-STEM pathway, there are fundamentals for Algebra, statistic, liberal arts and Math competency courses and pre-requisites to support that work. The CID will be streamlined in its approval process so the system could have courses faster in place to meet the requirements of the law.
    - February Rostrum was shared electronically and hard copies where distributed to mailboxes.
    - FACCC Advocacy and Policy Conference: This report will be brought back at a future agenda. FACCC is in opposition to the online college and would prefer to see the funds be used elsewhere. FACCC Funding formula ideas include, how the funding formula can be adjusted to better represent the population of students, recommending 50% based on enrollment and half of the remaining percentage allocated for education of lower income and underrepresented students. It is on a blended formula based on several grants which include Promise, Pell, Enrollment of Foster Youth, Welfare to Work, Active Military and Military Veterans, Unemployment, participation in DSPS, EOPS/CARE,

CALWORKS and other Statewide Support Programs. The formula in the governor's budget is limited to the Pell and BOGW grants. FACCC recommends final percentages that recognize practices that contribute to student success. Moving toward 75-25% full-time to part-time faculty ratio, and part-time faculty in terms of office hours, health benefits and increase numbers of counselors. The Chancellors office sent out an email regarding collapsing categorical programs, President shared this email with the senate for anyone interested in participating in the survey. This came from a request from the governor's office to the Chancellors office to consider the consolidation or collapsion of categorical programs there was concern at the FACC conference as to how this would impact Foster Youth and special population programs.

- Committee on Committees meeting update: One takeaway was thinking about and implementing the Guided Pathways framework. What type of questions should we be thinking about within our committee structures? There was interest in if committees want to redo their evaluation on their committees.
- Commencement and Graduation Committee meeting update: We were 2,000 seats short for student and guest at last year's commencement ceremony. The Chancellor does not want to move it to stadium and will the ceremony will continue to be hosted in the Honor Grove. There will be an additional 3,500 seats added that will take up walking pathways. Some concerns discussed were in regards to safety due to open areas and areas being blocked by people observing. Some students left early due to the sun. There was no map shared regarding which areas will be covered. There were some ideas that after the procession walks in that chairs would be placed in those areas and bleachers would added by SECO, BOYKIN, BONELLI building walkways. We need to accommodate guests, overflow was moved to the cafeteria and there wasn't care taken to ensure a clean space for those family members who need to be indoors.
- There is foundation funds available for plenary to attend the Plenary Institute.
- There was a request to have the Commencement and Graduation Committee present a report to Senate so if there are any concerns they can be expressed to the committee.

2. Vice President's Report, Jason Burgdorfer
- Marilyn and Jason have been working on updating the Faculty Seniority and Office Allocation list to correct some of the errors. Both walked around campus to double check the list, fixing typos, double checking office room numbers and cleaning up names. At the start of the fall semester this item will be brought back as an Action item.
- There are some vacancies needed to be filled on the senate for next year. It was requested to recruit anyone interested, MSHP is still open.

3. Update on the Scholarly Presentation Committee, Sarah Etheridge
- President asked Senate to allow her to report later and provide her update.

C. Action Items

1. BP 4020 - Program and Curriculum Development-David Andrus (pg.18-19)
- This came up as an Action item and it was requested to be tabled as the Policy Committee has requested to meet with Omar Torres. The language is Title V but we wanted to communicate the importance of this to the faculty on policy and credit hour. Credit hour is one unit academic course which represents 18 classroom carnage hours and 36 homework hours. If it is a 3 unit course that comes out to 54 Carnegie hours of class time instruction and 108 homework hours outside of classroom instruction. This is

not in the policy because there are various scenarios as to how the credit hour is to be implemented. What makes any college have rigorous educational standards is the expectation of what goes on outside the classroom. Not all instructors are maintaining what is required of outside classroom instruction. Nothing is changing in implementation it is standard practice. In eLumen all the course outlines list the hours that a student is supposed to be learning which includes the hours outside the classroom. Faculty do not need to use the text but they need to make sure they are following the credit unit hour ratio. We thought to culminate in a statement and in the Board Policy and reference the course outline of record regarding inside/outside class hours. It also depends on how those hours align to meet those inside/outside credit hours. It was emphasized that there should be a minimum expectation in terms of a student meeting the objectives. This is standard across the country.

  o Q: If those courses are up for a 5 year revision and there is a need to examine them again, there is a mismatch between the units?

- There is some flexibility in term of the hours assigned to a unit. We want to ensure the number of units to a course transfer, to remain consistent and to avoid that when a student transfers that course will only count for a fewer number of units. There are transfer institutions that allow for repeatability but College of the Canyons does not allow unless there is documentation. In regards to the Music Department, units need to be aligned to a lecture and lab to allow students more supervised time with their instructor.

  o If there is a four unit class but they meet 5 hours a week, can we develop a class like this?

- You can probably do a combination class to increase contact hours. There are creative combinations so we do not compromise student success.

  o Any questions about the CWEE addition? None

- Motion to approve the Board Policy change by David Andrus, seconded by Garret Hooper. Unanimous. Approved.

2. Election Results – Adjunct Senators Nominations were Christian Beam (History), Nazie Naraghi (Geography and Environmental Studies) and Gregory Shrout (History).

- Nazie Naraghi (Geography and Environmental Studies), Adjunct Senator
- Motion to confirm the election results for Nazie Naraghi by Mary Bates, seconded by Aaron Silverman. Unanimous. Approved.

3. Election Results – School Senators for 2016-18 (pg.17)

- We have identified who has been selected for the respective school for the 2018-2020 term. There is one seat vacant for Math/Science Health Professions.
- Senator Mary Bates will vacate her seat due to her need to focus on other tasks and will remain on the Curriculum Committee and teaching at the prison.
- Motion to approve the next round of school senators for 2018-2020 by Deanne Riveira, seconded by Aaron

Note: David Andrus is Gary Collis proxy for today's meeting. Any vote he cast will also be for Gary Collis.

4. Discipline Memo for Jeffrey Baker (pg.20-21)

- Aivee Ortega has been very thorough in analyzing what the MQ Handbook states and what our faculty discipline memos state. There was an inquiry in regards to Jeffrey Baker being able to teach an additional class. A few years ago the Senate approved his discipline as Animation due to it matching with the position title. Aivee spoke in February at the Senate meeting explaining the difference between the discipline and the

position title and how at times they are the same and other times they are not. Jeffrey Baker is an example of how they are not the same. His position is in Animation but the discipline that he is qualified for is under Multi-Media and Animation does not exist according to the handbook. We view this is an opportunity to update disciplines. Jeffrey Baker meets more than one discipline assignment.

- Motion to approve the updated discipline assignment for Jeffrey Baker by Mary Bates, seconded by Erin Barnthouse. Unanimous. Approved.

5. Standing Rule: Standard Components for Academic Senate Committee Charters
   - This will be standards rules for the operating procedures/by-laws for the sub-committee of the Academic Senate. The documents has been perfected and strikethrough's have been removed. When there is a standing committee this outlines at a minimum what should be in their charter.
   - Motion to approve this standing rule by Erin Barnthouse, seconded by Mary Bates. Unanimous. Approved.

D. Discussion (time limit 10 minutes each)

1. Advisory Boards Based on Industry Clusters –Regina Blasberg & Wendy Brill
   - This has been pushed to a future agenda. The understanding is they want to broaden the definition of who should be serving on an Advisory Board and go more into a pathways way of thinking. For example, a cluster would be computer networking but it can be computer networking with a related industry as part of that advisory board to have a more rounded perspective.
   - There has been work in combining advisory committees with high schools, and pathways so there is less stress on community partners. The focus has been on clustering the disciplines together. There will be a core meeting with break outs for individual areas. We will bring this back as an additional discussion item.

2. Emeriti Scholarship Requirements
   - The foundation has stated this is a merit based scholarship and not financial need base:
     - Scholarship Requirements: The minimum GPA is a 2.75 to qualify. Must be a full-time student and related to a COC employee.
   - There was a request to clarify what is meant by "must be related to a COC employee?" Does this mean biological, adopted or a dependent student? It is not clear how they are screening applicants in terms of this criteria and there was a request for clarification.
   - There was discussion and an explanation as to where the scholarship funds come from. Senate has sponsored the October Fest and the funds were collected from this event. October Fest was moved to the alumni association. COCFA are the primary fundraisers for this scholarship through social events. Interdisciplinary committee were creating the October Fest and raising funds for the Emeriti scholarship. Senate moved away as the number of participants was declining and COCFA was increasing in fundraising efforts. There was a subcommittee of the senate whose primary duty was to come up for funding for the scholarship.
   - A discussion took place regarding that if COCFA is the primary funder for the scholarship the questions should go back to them and the scholarship should be only for someone related to COC faculty. An administrators son was awarded two years ago and a classified's daughter was awarded last year and there has not been a son/daughter of a faculty member awarded.
   - There was some questions as to the reasoning or primary motivation behind creating this scholarship. It was explained the Past President felt that it was important to do something to show support for the students. It is unclear as to why the focus shifted to

employees of COC.

- President has instructed Marilyn to pull the archives from 2008-2010 to determine the intent.
- There was a question as to if the Emeriti Scholarship is prioritized to only COC faculty will there be another scholarship created for classified staff? Creating a scholarship for classified staff would communicate that their dedication and hard work at COC means something to their families.
- We need to make sure the primary funder is comfortable with the parameters? It's important to own the criteria and explain why are they putting these current parameters or why it was created with those parameters? For example do we want to honor legacy and hard work? Would other senates on campus such as the Classified Senate want to have their own scholarships available, thus creating more scholarships for students?
- There was concerned shared that the term "Emeriti" implies retired faculty communicating that this scholarship is only available to students of retired faculty and may deter some from applying. Retired could also mean retired and returning to teach which can be seen as a small incentive to hiring faculty and can be seen as a rational for the scholarship.
- It was clarified that the total amount of the scholarship is anywhere from $500-$1000 and the scholarship account currently has $3,700 in funds.
- Senate agreed to remove the requirement of U.S. Citizen from the scholarship application as there are concerns to limiting to only U.S. Citizens.
- There was a consensus by Senate 1.) To go to the COCFA rep council for their consideration 2.) To look into possibly prioritizing relationship to faculty and then if its split requesting feedback from classified senate 3.)Possibly changing the name of "Emeriti" scholarship 3.) Make clear what the intent for this scholarship is, 4.) Look into the archives for rational history 5.) Invite previous past President Edel Alonso to give some insight into the intent of the scholarship and 6.) Opening the scholarship to mature adult students who perhaps are retired and have returned to take some classes.

3. CCCCO Guided Pathways Work Plan
   - The "CCC GP Guided Pathways Implement Plan Timeline and Allocation Summary" handout from the state chancellor's office was shared. The second document shared was the "Guided Pathways Self-Assessment" handout which had been approved in the fall. In terms of the scale of adoption and as far as the elements we have listed ourselves as early adoption with the exception of two. "Shared metrics" and "Inclusive Decision-Making Structures" which were two items selected for priority by Senate at the last meeting.
   - Allocation is from year 1 through year 5. Allocation for year one will be given in April. This is one time money given over 5 years, 7 years for COC.
   - President asked for feedback on first column "Inquiry/Design: Cross Functional inquiry, shared metrics, and inclusive decision making," and on "Activities." It was emphasized at the last meeting to use data to emphasize decisions. What would success look like?
   - There was concern that in the first area of focus under activities, "Increase Tableau data visualization to meet needs of faculty and other stakeholders" may be too generalized and there needs to be more clarity on what are "needs."
   - Data Coaches are currently being used by other colleges to help with decision making. There was some question as to defining which are the "needs of faculty and other stakeholders" to be successful in selecting a pathway? A completer?

- Guided Pathways Workshop: One question brought up was "what information do you need form your students that would help you to help them better?" For example, on rosters, would it help to have the students major, meta-major, or year in their program, identified? If a student is the same major as a faculty's members then faculty can forward them information on academic clubs. There was concern as to if this is the best use of faculty's time. Others felt this may be helpful for faculty in determining what activities are chosen for students in the class, what may be their barriers. Faculty would also like to know which students fall within a unique population such as EOPS or Veteran's understanding concerns with FERPA and non-discrimination laws. It would be helpful to have more information about the students, full printed name, and aliases, whether they are minors or AOC students due to faculty being mandated reporters and must report any cases of abuse with minors.
- There was a question as to if these discussions regarding Guided Pathways are being communicated to the individual schools, there seems to be a repeat of the same questions. There was concern that at the individual schools levels faculty have not been given an opportunity to ask questions regarding Guided Pathways. Some classified staff are not yet informed about Guided Pathways either because they feel it will not impact their departments or it just has not reached them.
- Dr. Jerry Buckley: This process is a continuous stream of communication for several years. Classified get the communication regarding institutional type of information first. Faculty and adjuncts due to primarily being in the classroom in a control environment have a very difficult time getting that message. It takes all of us, communicating in various ways. I will take this feedback to communicate back to our team.
- There was concern that sharing data on rosters regarding demographics can create biases and may influence professors in ways they may not have been influenced. As part of the "Data coaching" that may be an element that could be embedded regarding being aware of biases and keeping in mind equity practices.
- There was concern that not enough information is being communicated to all faculty regarding how is Guided Pathways going to change job expectations, what will be expected from staff five years from now and is success defined by having more data or what can be done with that data? It is important to have more solicitation from faculty have them feel that they are deciding what success looks like and survey them. To have a successful implementation faculty need to feel like it was their idea.
- Students can participate in a Graduation Exit survey and there are students selected at random to participate in an annual student survey. It was suggested to have a subcommittee of students to ask them what they view as success and get their perspectives.
- It was recommended to have a school meeting presentation or workshop that will talk about how you will be involved in pathways and how it will impact individual faculty members and their departments/schools on campus rather than a global presentation.
- The Guided Pathways Workplan must be signed by March 30, 2018 and submitted to the state with an Academic Senate President Signature and that of the Chancellors. The Chancellors office is obligated by law to do a report at the legislature in June or July. The Workplan can be modified or changed if needed in the future. Academic Senate selected which key elements are going to be the focus due to the President being required sign the Workplan.
- In regards to accountability it was suggested there should be an internal audit of Guided Pathways outcomes.

- Dr. Jerry Buckley: We should not only focus on the framework that Guided Pathways is requiring as only a few are responsible for the framework. Faculty should focus on the one-on-one mentoring with students.
- Guided Pathways will be moved as an action item for the March 22nd agenda.

E. Unfinished Business
1. Faculty Professional Development Committee Procedures, Teresa Ciardi, Nicole Faudree
2. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
3. Curriculum Committee Procedures, Lisa Hooper
4. Resolution in Support of Resources for the Academic Senate
5. Fall 2017*/Spring 2018 Adjunct Discipline Lists, HR
6. Discipline Memos for New Fulltime Faculty, HR
7. Environmental Science-Biology Merger, Program Viability

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7. Report on Programs Submitted to ACCJC as Substantive Change (Daylene Meuschke)
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Matriculation Policies BP 5050
AP 5909 International Students
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H. Announcements
- Next Academic Senate Meeting – March 22, 2018
- Upcoming elections for Department Chairs and Curriculum Committee members. These are for Fall 2018-2020
  - We received all but one department with a nomination.
- 2018 Spring Plenary Session, April 12-14, San Mateo
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- 2018 Curriculum Institute, July 11-14, Riverside

I. Adjournment: 5:00 pm

Academic Senate Summary for February 8, 2018

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Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus	A	At Large Senator	Jennifer Paris	A
AT Senator	*Lee Hilliard for Regina Blasberg*	X	At Large Senator	Deanna Riviera	X
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	X
VAPA Senator	*Michael McCaffrey for Wendy Brill-Wynkoop*	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Noemi Beck-Wegner	X
Kinesiology/Athletics Senator	Phillip Marcellin	X	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

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

Guests
Aivee Ortega
Heaven Warner
Omar Torres
Dr. Dianne Fiero

A. Routine Matters
1. Call to order: 3:00pm
2. Public Comment: None
3. Approval of the Agenda: Motion to approve Deanna Riviera, seconded by Mary Bates, none abstained. Approved.
4. Committee Appointments:
These are appointment set forth by our constitution and listed here for informational purposes.
   - Tenure Committees 2017-2018

- Gary Quire, CASL
- Sarah Etheridge, Scholarly Presentation Committee Chair
- Regina Blasberg & Nicole Faudree, Taskforce AB-288/Dual Enrollment
- Marco Llaguno, Tammy Bathke and Majid Mosleh, Equity-Minded Practitioner Work Group.

5. Approval of the Consent Calendar: Motion to approve Mary Bates, seconded by Garrett Hooper, Unanimous. Approved.

1. Academic Senate Summary, December 7, 2017 (pg. 3-23)	
2. Full-Time Senator 2018-19: Marco Llaguno Senator for Humanities Department.	3. Erika Torgeson, Guided Pathways Liaison Student Services (pg. 29-30)

B. Reports (time limit 7 minutes each)

5. President's Report, Rebecca Eikey
   - President is absent and will share the report at the next Senate Agenda meeting on February 22, 2018.
6. Vice President's Report, Jason Burgdorfer
   - If there is any public comment period, bring any ideas or concerns you have. We have the COCFA as a representative for working conditions but if you have any Academic concerns you want to address we can put it out on a future agenda.
7. Minimum Qualifications & Equivalencies update, Aivee Ortega
   - A copy of the "Discipline Assignments (Minimum Qualifications)" handout was shared. We hire faculty according to discipline, then we assign courses according to discipline and this is how we determine who can teach the courses. The dilemma is that Academic Senate receives discipline assignments from human resources. The discipline assignments are made based on the Minimum Qualifications (MQ) or accepted Equivalency with evidence of how the faculty member meets the MQ. Then we have Curriculum, a separate entity, assigning disciplines to courses. The connection between human resources and curriculum is the disciplines. We have a disconnection between them, however. We want to bridge the connection. This project has been in the making for over a year. A primary objective of this project is to make sure Department Chairs have a current list of available instructors with their discipline assignment. Knowing that you have a qualified instructor in an emergency situation can really take the stress away from the chairs.
   - For example, I need someone who can teach Anthropology 101 with lab, and this database system will pull up all the names of those who are have MQ for the discipline assigned to the Anthropology 101. In reference to Counseling, who can teach Counseling 101? The database will pull up a list of people who can and what they were hired under. The three entities, Curriculum, Human Resources, and the 2017 State Chancellors Office Minimum Qualifications (MQ) handbook (which are approximately 243 positions) were all uploaded into this database. We are thinking of updating the data between these

- three entities this once a year and annually after that. Marilyn will maintain this database.
- There are disciplinary courses where you have to have primary training in one filed and supplementary training in another field to be eligible to teach that course, these can become more complicated.
- Discipline assignments from HR need to match the discipline in the MQ Handbook and the courses also need to match the discipline in the MQ Handbooks. For example, if we hired Jane Doe for "Counseling" it will read "Counselor." This will not load because it has to be a perfect match. Sometimes people are being assigned to disciplines that exist under that same name but they change.
- We have recently discovered that someone hired years ago had "Animation" as the discipline assignment but in the MQ handbook there is no "Animation" listed as a recognized discipline. It is listed under Graphic and Multimedia Design. We had to go back and fix that. This system will eliminate any discrepancies.
- Q: When a person changes their name, they get married or divorced will Human Resources send that information?
- A: It is incumbent on faculty members to follow their name change with the college. They will need to forward that change to through senate via Human Resources who are able to generate a query from Datatel of full-time faculty and double check this information.
- What we are looking for are discrepancies with the qualifications. For example, the adjunct in Child Development, the Minimum Qualifications say a Master's in Business in Math or Family Consumer Science with a specialization but it does not state what the specialization is. Masters in Family and Consumer Science at California State University Northridge does not have an emphasis in Child Development rather it is its own Masters in Child Development. This is concerning as some instructors may have already taught.
- It was emphasized that when you offer a course with an unqualified instructor the student doesn't earn a grade and institution has to pay back all of the financial aid dollars that they used on that course.
- These issues should be addressed at the hiring committee. There are 3-5 discipline experts who would be able to speak to that preparation for full-time faculty hiring. HR is supposed to be screening them before they move from consideration to the level one committee. Out of the 90%, 10% have to be determined and research must be done before it is presented to the Equivalency Committee. For example, there is an individual trying to get hired in a particular discipline but we can't tell if it's an accredited institution. I received information electronically but there is a question as to their accredited institution. Further research is needed to verify accreditation.
- The state has decided to review the discipline assignment annually now due to more sub disciplines are emerging and becoming their own disciplines and we are getting refinement.

C. Action Items
1. Part-Time Faculty Discipline Assignment for Fall 2017 (pg. 52-53)
   - Some individuals where removed from the Part-Time Faculty Discipline Assignment list.

- o April Alvarez, Rebecca Laff, Kyle J. Keller, Ryan Seymore, and David Tripoli, due to particular clarification questions.
- o The degree or its emphasis is not specified for April Alvarez and Rebecca Laff and Kyle Keller.
- o In regards to Math on pg. 44., we do not accept equivalency #1 anymore and shared Aivee Ortega's notes and clarifications for Tina White and Linda Newland, "There is a concern that referencing equivalency #1 as the equivalency to a masters has no options. It may be confusing to still have the reference numbers that do not exist."
- There was no Action taken on the Discipline Assignments and consensus was to postpone to the next Senate Agenda meeting.

2. Proposed calendar for Curriculum and Senate 2018/2019 (pg. 50)
   - It was clarified that Nov. 22nd Is the Thanksgiving Holiday and it is blocked out on the calendar.
   - Motion to approve by Mary Bates, seconded by Carly Perl. Unanimous. Approved.

3. Administrative Retreat Rights updated (pg. 51)
   - This is an update list to reflect recent hires and recent retirements or resignations. It was confirmed Renee Marshall was removed.
   - Motion to approve by Deanna Riviera, seconded by April. Unanimous. Approved.

4. Approval of Nicole Faudree, Department Chair of Business & Department Chair of Paralegal Studies for spring 2018.
   - Motion by Deanna Rivera, seconded by Gary Collis. Unanimous. Approved.

5. Discipline Assignments:
   - Motion to approve for Gary Quire for the discipline of Business? Motion by Gary Collis, seconded by Mary Bates. Unanimous. Approved.

D. Discussion (time limit 10 minutes each)

1. Emeriti Scholarship Requirements-Jason Burgdorfer (pg. 53)
   - Currently in the requirement to receive this award there is a criteria of being a US citizen, should we remove this requirement or should we leave it? In regards to financial aid there is certain documentation you have to have. *Suggestions and Concerns:*
     - ➢ Can students get the money up front as opposed to them turning receipts to get reimbursement?
     - ➢ There was some concern with including "US Citizen" even though this is an emeriti scholarship and the person is in some way related to a faculty or staff member.
     - ➢ Do we have to make sure that they meet financial aid requirements? Should this mirror what the financial aid rules are? Should we use that language and let financial aid figure it out. Or meets the "eligibility requirements for student financial aid?"
     - ➢ There was some questions regarding the "background", it reads "the Emeriti's scholarship is established by its founding faculty members retirees" and then it reads "for a student who is related to College of the Canyons faculty or staff" why or "staff?" Is it related to someone who was a faculty retiree? But then it reads staff, it is confusing.
     - ➢ It is possible this scholarship was set up jointly or there are multiple donations and there was a need to broaden it.
     - ➢ The consensus was to follow up with the questions above and bring this back to Senate.

2. **Peer Review Process for Program Review, Jason Burgdorfer (pg. 54)**
   - If you are a Department Chair, Program Coordinator, or a committee chair, you may have experience program review. There are changes forthcoming to Program Review as approved by Academic Senate on May 25, 2017. These changes are currently being programed and the new Program Review will be available for roll out for the next academic cycle.
   - Other proposed changes to Program Review process include implementation of a peer review process so chairs can meet with other chairs to compare their respective program reviews for the sake of personal growth. The Committee on Student Learning and the Program Committee have been jointly met this past year and have come up with a set up procedures for the peer review process.
     o There are 70-80 academic programs and we will take volunteers.
     o The comments in the peer review process are supposed to stay between the two faculties involved and should not be forwarded to the next level.
     o Ideally, this would take place in the middle of the semester.
   - There was some concern and questions as to is this physically feasible to have it go to the peer reviewer then have the peer reviewers complete the peer review, debrief with the person before it goes to stage 2. Chairs are not getting program review information quickly enough to do that. The timeline or deadline is for stage 2 is very narrow.
     - There was concern that it may be challenging to complete in two weeks in addition to teaching, committee work and all other responsibilities. We may need to advocate for shift in how the process is handled and if this is going to be supported by administration.
     - The data we are looking for is the budget, enrollment, completion and table data. This is going to be embedded in the new version.
     - It was clarified that Peer Review is **optional** as there is a workload issue. It was emphasized that there is a peer review checklist which is used in the peer review process on pages 56 through 59. This will closely mirror what the new program prompts in the updated program review version rolling out next fall. There was some discussion regarding how long this process will take and if there will be compensation for 2-3 hours. It was recommended that at a minimum three hours should be allocated for this process. It was emphasized that making peer review optional should be noted on the document. There was some questions as to the order, if some department want to participate in peer review the first year or the third year can that be changed.
     - This will be brought back at the next senate agenda meeting a Action.

3. **Prioritization of Full-Time Faculty Hires-Miriam Golbert (pg. 54-61)**
   - ➢ Miriam is not here do we want to re-arrange the agenda. Can we make a motion to re-arrange the agenda and make sure we go over items four and five first? Motion to rearrange the agenda by Mary Bates, seconded by Rebecca Shephard. Unanimous. Approved.

4. **BP 4020 - Program and Curriculum Development-David Andrus (pg. 78-82)**
   - ➢ David Andrus was absent, but Omar Torres, Administrative Co-Chair of Curriculum Committee was present to address this policy.
   - ➢ When Lisa Hooper, Sab Matsumoto and few others were at the Curriculum Institute in the summer, we learned that there was going to be a forthcoming change in Title 5, as related to the wording of the credit hour. The Title 5 change was subsequently approved by the Board of Governors and is in place.
   - ➢ When you look at the "red-line version," there are a couple of items to highlight (which is on pages 78-82):

- One credit hour of community college work shall require a minimum of 48 semester hours of total student work which may include inside and outside hours.
- We actually schedule it is in the range between 48-53 hours. We try to be as precise as possible and it would be best to put that. That is what the college does and adhere to when we are scheduling.

➢ At the Curriculum Institute they gave us a PowerPoint or chart which covered what David was addressing regarding the ratios. Depending on whether it is a lecture or lab class, if it's a lab class the ratio of inside to outside of class hours will vary. If for example a lab class, a lab class will not have outside hours on this chart it will read zero and it would read 3 to 4 inside of class hours for a lab for a single unit, if it were a lecture, it would have the ratio of one to two inside and outside respectively. The PowerPoint goes into a few different permutations depending on what the class is.

➢ If a class does indeed require outside of class hours, then that has to be included in the course outline of record along with what the total number of hours are for both inside and outside. Looking at the eLumen product, you will see that eLumen now has outside and inside required hours because we are required to have that information.

➢ A question was asked regarding if it is calculated for you? Do you say what percentage of the course is going to be lectured or lab and then it will do the calculations for you? A: we are required by law to show the students all the hours that they are expected to participate in this course. It is not just the 51 hours that they are sitting in our classrooms but they are obligated to commit at least two maybe more depending on how they learn.

➢ We also included the language about Cooperative Work Experience (CWEE) because that was additional language that was clarified in the current version of the Title 5 language. According to Title 5, 75 hours of paid work or 60 hours of non-paid work are included as well.

➢ With the change to this BP, we are consistent with Title 5. For out of class work beyond the 51-54 hours of instruction, we do have the 1-2 ratio, for a standard 3-unit class. If you are teaching in class for a semester 54 hours of work then you are required to assign the students 108 hours of outside work to each the total of 162. You divide that by 54 and that is your 3-unit class. This is how they did that calculation.

➢ But in terms of the integrity, the outside of class work and consistency amongst multiple faculty teaching in the same discipline for a same course that is a bigger conversation. One thing mentioned was the example of the required textbook, one class may have a required textbook and the other one may not.

  ➢ Omar Torres: A course outline of record (COR) has recommended textbooks. If it is a C-ID approved class, the C-ID will list recommended textbooks and typically we should be listing those textbooks in our COR's or we risk a good chance of not having the course receive C-ID approval.

  ➢ Since we have been willing to assist our students that are struggling financially, there is a huge movement to encourage faculty to incorporate the use of OER into their courses. However, we also want to make sure that there is integrity associated with OER. There was some concern about whether the department is using a required textbook or OER textbook. It is the right of the department faculty to ascertain whether or not they are going to use OER. However, we must make sure that we are providing an outside of class work so that students are successful.

➢ Q: For articulation purposes, they do require that you provide a textbook in the OER? A:

Some of the universities that our students would transfer too might not articulate your course without a textbook on it. We ask that you use both, at some point in the future it may not be necessary but right now we are not going to risk this.

➢ From a collegial perspective we should be collaborating, we should be using the same text as often as can, whether it's a paper text or an open educational resource text. We should do that for the students if it's a paper text or have the opportunity to get it used or a cheaper copy all of those things. But what if someone doesn't, and in an instant the supplemental material that they are offering might not be fully appropriate or might not be rigorous for a college level course. What happens then?

➢ Omar Torres answers, I think that something like that would probably be better addressed in the administrative procedure. I think that given that the actual Title 5 language does not go into that detail.

➢ One issue is who would be assessing the quality of the materials, we have that same issue with OER. There isn't an editorial review of experts, there is no process to determine accuracy or rigor. It is difficult to develop an AP for handouts by themselves that didn't also potentially include OER because there is no standard on which to be upheld. When you have publishers that are publishing there is at least editors, there's experts and they still find some errors. In OER there is no such process, anything can be put out in OER format and people are pulling them off because they are free for students. Let use this stuff but students are learning inaccurate information, incomplete, stuff that is not rigorous enough and it's not consistent with our course outline of record.

➢ There was a suggestion as to have a collegial agreement within departments that are functioning well with each other and try uphold these values and serve out students. It can be challenging for departments which don't have that level of communication and if you are looking at full timers and adjuncts and the sheer number of instructors it's hard to maintain that information.

➢ It was suggested to write down terms of best practices. People would have a document that would list these are best practices guidelines that the college has adopted and try and get people to comply that way or at least to consider some of these issue where we are going to get an agreement.

➢ All comments and suggestion have been noted and will be forwarded to President Rebecca and Senator David Andrus.

5. **Mission Statement Proposed by CPT November 20, 2017- Jason Burgdorfer (pg. 81)**
   ➢ Update on the "College Planning Team" meeting in November: A new Mission Statement was developed. We need to collect some feedback on what everyone thinks before the college and the Board of Trustees formally adopts this Mission statement. This is the Mission statement for the whole college and not for a school or program but the whole institution. I believe the strikes through and the additions where changes made since November 20th at the CPT meeting.
   ➢ *Questions:*
   ➢ Additional concerns where addressed such as "certificates and degrees" which doesn't describe everything that we do and "pathways" can be all encompassing.
   ➢ Should "future education and employment" should be included? Understanding that statewide the push has been that but it has pulled away from the community college and more of a moratorium for exploration. Non-credit is part of the college too but personal interest, personal growth is not in there, it is just can you transfer and can you get a job.
   ➢ There was some concern regarding "skills for future education and employment?" as it

doesn't say for "personal growth, future education and employment." Senators agreed, it is not part of the performance based funding model. There was some clarification that non-credit is not designed for personal growth but for credit is, that is fee based education. Non-credit is outlined in Title 5, it has to have objectives to enhance your ability to be a functional member of the community.

➢ Senators were in agreement with "functional member of the community" but not "personal growth and exploration."

➢ There questions regarding the placement of the word "future," suggesting that perhaps the word should be in front of the word education as it seems to make more sense because are we preparing students for the future. The word "future" suggests that everyone will continue beyond here, either to a workplace or another institution.

➢ The accreditation does demand we put in the types of degrees and credentials that we offer in the mission statement.

➢ Senator recommendations: "To an accessible highly supportive learning center experiences that provide all students with clear pathways leading to….or education and employment." So we don't duplication education. Or maybe just their future and it then encompasses anything you do after now. What if you just put a period after degrees? Do we have to explain why we are giving them degrees? Do we have to put employment in? Do we have to put for future education and employment? So after skills, credentials, certificates and degrees, period do we have to say for education and employment? But I think they want those words "employment" it is our mission. With our outcome based business, we want them to be a placement for employability. Why would "global responsibility" be taken out?

➢ There was some agreement that "tracking employment," "civic engagement", and "global responsibility" are important and should be in included.

➢ Omar Torres: We are putting together an Association of American Colleges & Universities (AAC&U) application to attend a conference in June. The (ACC&U) website talks about 21st Century Skills and one of the things they've added to their mission statement is about Civic Engagement. If we think about the world we live in currently it may be more important than ever to engage in Civic Engagement.

➢ Dr. Dianne Fiero emphasized that CPT's main focus was to make the new mission statement shorter and include what we offer as a college, the certificates, credentials and degrees which were missing in the old version.

➢ Senate is not ready to move forward. The mission statement has to go through all the various groups such as CPT, Senate, and Student Government and then it is discussed and voted on by the Board of Trustees.

➢ Dr. Dianne Fierro: if you look at the steps, you are Step #4 then it goes through the first readings then it goes back to CPT and then it's approved. Your input is really important and I think you are having a great discussion. I am looking at the list, this reads spring 2018. There are no several groups working on it at the same time. CPT has taken their look at it (that's the note at the bottom of the page) ASG has seen it in the fall 2017, and then Classified Senate has looked it over in the Winter 2018 and now it is here in Academic Senate Spring 2018. According to this list I think it would go back to CPT and then continues with more first readings and second readings.

➢ It was agreed to send it to the next agenda and senators were instructed to send any suggestions to Rebecca and Marilyn. Please have suggestions/comments in by next Thursday February 15, 2018 due to the holiday. The mission statement is currently posted on the catalog, posters, college web homepage, and it is posted on the walls around campus.

(2. Revisited) Prioritization of Full-Time Faculty Hires-Miriam Golbert (pg. 54-61)

- There are two replacement positions for faculty that became deans in July of 2016 and the replacements where board approved. There was a Geography position approved in January-February 2016 and that was part of the big batch of 29, Psychology, Sociology to Biology. All those hires have gone through except for Geography, this was a discussion item to provide information that those positions are filled yet and we haven't seen an update from the Staffing Committee as to what's the status of those three positions. The two replacements for English and Theater and a new authorized Geography position from a year ago.
- Dr. Dianne Fierro responds. We are moving out all three of those positions, English, Theater and Geography will all be launched very shortly. We will need to talk to the chairs to get any updates to the job descriptions. We had two replacements that were on the recommended list of staffing, Nursing and Math. There was a resignation from Galeen Roe and there will be replacement for the library position. All the replacements that have been recommended by the Academic Staffing Committee will be moving forward. The ones that have not been moved out but have been recommended from December and from the meeting this week will be on this Board Agenda.
- In regards to the "Academic Staffing Fall 2015 – Positions in order of ranking list in the comment boxes, on pages 61-63, the first item is listed as Nursing. In January of 2016 there was a memo from the Chancellor to the Academic Staffing committee that recommended the hiring of all the positions that the staffing committee, in the fall, they were ranked as urgent and all of those have been hired. All of the positions from the strongly recommended list have been hired except for geography, which is what we are waiting on. The one position which was hired from the recommended list was Political Science. The list of those positions is on page 68 in the memo titled "New Positions to be hired," which is from the Chancellors office dated February 19, 2016. The Board authorized to list these positions and are on page 71 under section "A" "Academic Personal" with the estimated hiring dates. All of those positions where hired over fall 2016, spring 2017 and fall 2017.
- Those position that were recommended, other than Political Science where hired and were reintegrated with the staffing recommendations that people gave presentations this past fall. This list was sent out with the correction last December 2017. This new list is currently on the Academic Senate website, under committees, academic staffing "fall 2017 ASC Recommended New Faculty and Replacement positions." The large list of hires filled 29 positions but more people have presented for more positions so the list is back up to 40 plus positions recommended. The committee this semester choose not to rank everything in order but instead to put in three broad categories. In that list you saw from a couple of years ago all of those positions where in order of priority. This just puts it in alphabetical order within each category.
- Dr. Dianne Fierro: The Chancellor sent out a memo and we are waiting on more budgeting funding formula information before we go forward with any new positions but the two that are on there that are listed as replacements we are moving forward with those right away. We hope to have more information very soon this semester to be able to speak to new positions. All the replacements and the three that had previously been approved we are waiting to be given the ok to move forward.
- Miriam will be putting a call out to the division chairs. As retirements or recommendations come up the committee will recommend or not recommend replacements. Typically the recommendation for new positions are in the fall semester.

E. Unfinished Business

Vice President asks the senators, any comments on any of those unfinished items, anyone working on them or wants to bring them forward?

7. Standard Components for Academic Senate Committee Charters
8. Faculty Professional Development Committee Procedures
9. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
10. Deliberative Dialog: Campus Culture & Safety
11. Curriculum Committee Procedures, Lisa Hooper
12. Resolution in Support of Resources for the Academic Senate
13. Program Viability Committee recommendation to merge Environmental Sciences with Biology department.

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.

9. CCCCO Guided Pathways Workplan
10. TOP Code Alignment Project Update
11. CWEE Courses & Work Based Learning
12. BP/AP 4021 Program Viability

G. In Committee
Vice President comments, that In Committee there are several items going on but David Andrus is not here to present but he will in the next meeting.

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

H. Announcements
Vice President announces next Curriculum meeting is coming up, next Senate Agenda meeting is taking place on February 22, 2018. Are there any last comments for today? Motion to adjourn this meeting by Mary Bates, seconded by Phillip Marcellin. Unanimous. Approved.

- o Next Academic Senate Meeting – February 22, 2018
- o Upcoming elections for Academic Senate President, Academic Vice President, School Senators, Adjunct Senators, Department Chairs and Curriculum Committee members.
  These are for Fall 2018-2020
- o Currently there is an open adjunct Senate seat for spring 2018.

- 2018 Accreditation Institute February 23-24, Anaheim
- 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:** 4:46 p.m.

CURRICULUM COMMITTEE SUMMARY

March 1st, 2018   **3:00 pm – 5:00 pm**   **Bonelli Hall 330**

Curriculum Committee Members

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; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Carly Perl – Adjunct Representative; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Julie Hovden – Enrollment Services; Rhonda Hyatt – Kinesiology, Physical Education & Athletics

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**
MUSIC-187	Commercial Music Ensemble	This course will allow students requiring to develop the required expertise in the performance of the diverse areas of instrumental and vocal commercial music, including but not limited to pop, rock, rhythm & blues, soul, reggae, Latin-pop, acoustic rock, etc. so that they can favorably professionally compete. This course will teach students how to procure and obtain music jobs and to earn a living as musicians.	W. McPherson	TBD

-Motion to adopt the need for and conduct a full review of MUSIC-187; Motion by David Brill, second by Cindy Stephens. All in favor: Unanimous.

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
~~CE-200~~	~~Introduction to Civic and Community Engagement~~	~~3 units, 54 hours lecture.~~ **New SLO.**	~~P. Robinson~~	~~Fall 2018~~
~~CE-201~~	~~Introduction to Community Based Learning~~	~~3 units, 54 hours lecture.~~ **New SLO.**	~~P. Robinson~~	~~Fall 2018~~
~~CONST-010~~	~~Plumbing Technology I~~	~~2 units, 18 hours lecture, 54 hours lab.~~ **New SLO's (2).**	~~E. Arnold~~	~~Fall 2018~~
~~CONST-012~~	~~Plumbing Technology II~~	~~2 units, 18 hours lecture, 54 hours lab.~~ **New SLO's (2). New prerequisite of CONST-010.**	~~E. Arnold~~	~~Fall 2018~~
~~CONST-020~~	~~Electrical Technology I~~	~~2 units, 18 hours lecture, 54 hours lab.~~ **New SLO's (2).**	~~E. Arnold~~	~~Fall 2018~~
~~CONST-022~~	~~Electrical Technology II~~	~~2 units, 18 hours lecture, 54 hours lab.~~ **New SLO's (2). New prerequisite of CONST-020.**	~~E. Arnold~~	~~Fall 2018~~
~~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

Subject & Number	Title	Description of Action	Author	Effective
~~Carpentry Technology~~	~~Certificate of Achievement~~	~~18 total units, **new Program SLO.**~~	~~E. Arnold~~	~~TBD~~
~~Carpentry Technology~~	~~Certificate of Specialization~~	~~4 total units, **new Program SLO.**~~	~~E. Arnold~~	~~Fall 2018~~
~~Civic and Community Engagement~~	~~Certificate of Specialization~~	~~15 total units, **new Program SLO.**~~	~~P. Robinson~~	~~TBD~~
~~Construction Technology~~	~~A.S. Degree~~	~~29 total major units, **new Program SLO.**~~	~~E. Arnold~~	~~TBD~~
~~Construction Technology~~	~~Certificate of Achievement~~	~~29 total units, **new Program SLO.**~~	~~E. Arnold~~	~~TBD~~
~~Electrical Technology~~	~~Certificate of Achievement~~	~~18 total units, **new Program SLO.**~~	~~E. Arnold~~	~~TBD~~
~~Electrical Technology~~	~~Certificate of Specialization~~	~~4 total units, **new Program SLO.**~~	~~E. Arnold~~	~~Fall 2018~~
~~Plumbing Technology~~	~~Certificate of Achievement~~	~~18 total units, **new Program SLO.**~~	~~E. Arnold~~	~~TBD~~
~~Plumbing Technology~~	~~Certificate of Specialization~~	~~4 total units, **new Program SLO.**~~	~~E. Arnold~~	~~Fall 2018~~

-A vote was not held for the Construction Technology and Civic Engagement new course and program proposals. The committee requested additional revision to the course and program outlines.

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
FIRET-066	Trench Rescue Technician	**Title change** (Formerly "Emergency Trench Rescue").	K. Klar	Spring 2018
HLHSCI-151	Emergency Medical Technician	**Increasing to 180 total hours - 156 hours lecture, 24 hours lab, units increasing to 8.5 units** (formerly 146 hours lecture, 24 hours lab, 8 units).	P. Haley	Fall 2018

Subject & Number	Title	Description of Action	Author	Effective
LEPD-014	Special Weapons and Tactics	**Prefix and number change** (formerly PUBSAF-40AE).	C. Theil	Spring 2018
LEPD-017	Crisis Negotiation Update	**Prefix and number change** (formerly PUBSAF-20AC).	C. Theil	Spring 2018
MEA-102	History of Animation	**Adding DLA, 100% Online option only**	J. Baker	Fall 2018

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
ECE-100	Principles and Practices of Early Childhood Education	**Number & Title change (formerly ECE-121 "Principles and Practices of Teaching Young Children").** Revised description, objective and content. **Revised SLO. Removing ECE-101 prerequisite, changing advisory from ENGL-101/101H to ENGL-091.**	C. Stephens	Fall 2018
ECE-101	Child Growth and Development	Revised description, objective and content. **Revised SLO. Changing advisory from ENGL-101/101H to ENGL-091.**	C. Stephens/S. Eyrich	Fall 2018
ECE-102	Child, Family, and Community	**Number change (formerly ECE-125).** Revised description, objective and content. **Revised SLO. Removing ECE-101 prerequisite.**	C. Stephens/S. Eyrich	Fall 2018
ECE-103	Observation and Assessment	**Number change (formerly ECE-129).** Revised description, objective and	C. Stephens/S. Eyrich	Fall 2018

ECE-104	Introduction to Curriculum for Early Childhood Education	content. **Revised SLO. Changing prerequisite from ECE-123 to ECE-100.** **Number & Title change (formerly ECE-123 "Introduction to Curriculum for Young Children").** Revised description, objective and content. **Revised SLO. Prerequisite now ECE-100 due to number change.**	C. Stephens/S. Eyrich	Fall 2018
ECE-105	Health, Safety, Nutrition in Early Childhood Education	**Number & Title change (formerly ECE-127 "Health, Safety, Nutrition for Children").** Revised description, objective and content.	C. Stephens/S. Eyrich	Fall 2018
ECE-106	The Role of Equity and Diversity in Early Childhood Education	**Number & Title change (formerly ECE-165 "Teaching Children in a Diverse Society").** Revised description, objective and content.	C. Stephens/S. Eyrich	Fall 2018
ECE-200	Practicum – Field Experience	**Number change (formerly ECE-131).** Revised description, objective and content. **Revised SLO's (2). Adding prerequisite of ECE-100, 101, 012, 103, 104, 105.**	C. Stephens/S. Eyrich	Fall 2018

NEW AND MODIFIED INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES – CONSENT CALENDAR

The following new courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. 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
LEPD-013	Detective Symposium	0.50 units, 10 hours lecture, **new SLO.**	C. Theil	TBD

Program	Degree/Certificate	Description of Action	Author	Effective
Early Childhood Education	AA-T Degree	**Revised SLO, added PSLO's (3)**. Revised course numbers and titles will be reflected in revised program outline.	C. Stephens	Fall 2018

Subject & Number	Title	Suggested Enrollment Limitation	Author
~~CONST-012~~	~~Plumbing Technology II~~	~~New prerequisite of CONST-010.~~	~~E. Arnold~~
~~CONST-022~~	~~Electrical Technology II~~	~~New prerequisite of CONST-020.~~	~~E. Arnold~~
~~CONST-032~~	~~Carpentry Technology II~~	~~New prerequisite of CONST-030.~~	~~E. Arnold~~
ECE-100	Principles and Practices of Early Childhood Education	Removing ECE-101 prerequisite, changing advisory from ENGL-101/101H to ENGL-091.	C. Stephens
ECE-101	Child Growth and Development	Changing advisory from ENGL-101/101H to ENGL-091.	C. Stephens/S. Eyrich
ECE-102	Child, Family, and Community	Removing ECE-101 prerequisite.	C. Stephens/S. Eyrich
ECE-103	Observation and Assessment	Changing prerequisite from ECE-123 to ECE-100.	C. Stephens/S. Eyrich

Subject & Number	Title	Change	Author
ECE-104	Introduction to Curriculum for Early Childhood Education	Prerequisite now ECE-100 due to number change.	C. Stephens/S. Eyrich
ECE-200	Practicum – Field Experience	Adding prerequisite of ECE-100, 101, 012, 103, 104, 105.	C. Stephens/S. Eyrich

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR
The following is a summary of new Distance Learning Addendums (DLA's) that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Type of Delivery	Author
MEA-102	History of Animation	100% Online only	J. Baker

-Motion to approve all items, except for the new Construction Technology prerequisites, on the 3/1/2018 Consent Calendar; Motion by Cindy Stephens, second David Brill. All in favor: Unanimous.

Discussion Items:

- Chair Report
  -Electronic Tech Reviews. First full round went well! Remember feedback must make sense to author too, not just Patrick and Lisa. If you want to leave Lisa and/or Patrick a note, use the Sticky Notes option in the PDF app. When providing feedback on the COR itself, use the text or strikethrough option please, it is captured on the PDF and we can send it back to the author with all the feedback viewable.

New Courses - Includes ISA's	1	Modified Non Credit Courses	-0-	Modified Prerequisites	5
New Programs	-0-	New DLA's	1	Deleted Courses	-0-
Modified Courses	12	New SLO's	4	Deleted Programs	-0-
Modified Programs	1	Modified SLO's	8	Proposals Reviewed in Technical Review Session	17
New Non Credit Courses	-0-	New Prerequisites	1	Proposals Returned from Technical Review Session	8

CURRICULUM COMMITTEE SUMMARY

March 15th, 2018   **3:00 pm – 5:00 pm**

Bonelli Hall 330

Curriculum Committee Members

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; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Carly Perl – Adjunct Representative; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Cindy Stephens – At large member

NEW COURSE PROPOSALS – DISCUSSION OF NEED				
The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.				
Subject & Number	**Title**	**Rationale for New Course Proposal**	**Author**	**Effective**
THEATR-181A/B/C	New Play Development and Production (Beginning/ Intermediate/Advanced)	As the department updated the Theatre Families at the August 17 2017 Department retreat, it was determined that this set of courses needed to be added to replace the Archived THEATR 190. The department had been attempting to use THEATR 180A/B/C to teach this content but it was felt that the goals of the two styles of theatre were different enough to merit New Play Development having its own course sequence. Courses will	C. Boltz	TBD

		align with C-ID THTR 191.		

-Motion to adopt the need for and conduct a full review of MUSIC-187; Motion by Julie Hovden, second by Rhonda Hyatt. All in favor: Unanimous.

– 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
Carpentry Technology	Certificate of Specialization	4 total units, **new Program SLO.**	E. Arnold	Fall 2018

-CONST-030 & 032 and the 2 Carpentry Certificate were reviewed and revised by the committee. The suggested revisions will be sent to the author for approval and will be scheduled to be on the consent calendar of the next meeting.

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
MLT-110	Clinical Hematology Lecture	**Adding DLA, Hybrid and 100% online options.**	H. Chu	Fall 2018

Subject & Number	Title	Description of Action	Author	Effective
MLT-112	Clinical Urinalysis Lecture	**Adding DLA, Hybrid and 100% online options.**	H. Chu	Fall 2018
MLT-114	Clinical Coagulation Lecture	**Adding DLA, Hybrid and 100% online options.**	H. Chu	Fall 2018
MLT-116	Clinical Microbiology Lecture	**Adding DLA, Hybrid and 100% online options.**	H. Chu	Fall 2018
MLT-118	Clinical Immunology/ Immunohematology Lecture	**Adding DLA, Hybrid and 100% online options.**	H. Chu	Fall 2018
MLT-120	Clinical Chemistry I Lecture	**Adding DLA, Hybrid and 100% online options.**	H. Chu	Fall 2018
MLT-124	Clinical Chemistry II Lecture	**Adding DLA, Hybrid and 100% online options.**	H. Chu	Fall 2018

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
DANCE-107	Dance Conditioning	Revised objectives and content.	D. Stanich	Fall 2018
DANCE-108	Pilates	**Changed to 1 unit** (formerly 2 units). **Revised SLO's**, revised description, objectives and content	P. Smith	Fall 2018
DANCE-121	Beginning Modern Dance	**Revised SLO**, revised description, objectives and content.	D. Stanich	Fall 2018
DANCE-141	Beginning Ballet	Revised description, objectives and content.	D. Stanich	Fall 2018
DANCE-159	Commercial dance	Revised description, objectives and content. **Adding prerequisite of "Concurrent enrollment in ballet, jazz, modern or choreography class."**	P. Smith	Fall 2018
KPEA-100A	Beginning Physical Fitness Lab	Revised objectives and content.	H. Fisher	Fall 2018

KPEA-100B	Advanced Physical Fitness Lab	Revised objectives and content. **Adding KPEA-100A as recommended preparation.**	H. Fisher	Fall 2018
KPEA-101A	Beginning Weight Training	Revised objectives and content.	C. Cota	Fall 2018
KPEA-101B	Advanced Weight Training	Revised objectives and content.	C. Cota	Fall 2018
KPEA-103	Cardio Cross-Training	**Revised SLO**, revised description, objectives and content.	J. Wissmath	Fall 2018
KPEA-105	Beginning Step Aerobics	**Changed title (formerly "Step Aerobics"). Revised SLO**, revised objectives and content.	R. Dos Remedios	Fall 2018
KPEA-107	Stretching for Flexibility and Relaxation	Revised objectives and content.	L. Hooper	Fall 2018
KPEA-125	Walking for Fitness	**Revised SLO**, revised description, objectives and content.	L. Kane	Fall 2018
KPEA-150A	Beginning Basketball	Revised objectives and content.	H. Fisher	Fall 2018
KPEA-150B	Intermediate Basketball	Revised objectives and content.	H. Fisher	Fall 2018
KPEA-150C	Advanced Basketball	Revised objectives and content.	H. Fisher	Fall 2018
KPEA-170A	Beginning Soccer	Revised objectives and content.	P. Marcelin/ J. Lund	Fall 2018
KPEA-170B	Intermediate Soccer	Revised description, objectives and content. **Adding KPEA-170A as recommended preparation.**	J. Lund	Fall 2018
KPEA-175A	Beginning Softball	Revised objectives and content.	J. Wissmath	Fall 2018
KPEA-175B	Intermediate Softball	Revised objectives and content. **Adding KPEA-175A as recommended preparation.**	J. Wissmath	Fall 2018
~~KPEA-180A~~	~~Beginning Swimming~~	~~Revised objectives and content.~~	~~R. Dos Remedios~~	~~Fall 2018~~
~~KPEA-180B~~	~~Intermediate Swimming~~	~~Revised objectives and content.~~	~~R. Dos Remedios~~	~~Fall 2018~~
~~KPEA-180C~~	~~Advanced Swimming~~	~~Revised objectives and content.~~	~~R. Dos Remedios~~	~~Fall 2018~~

Subject & Number	Title	Description of Action	Author	Effective
KPEA-185A	Beginning Tennis	Revised objectives and content.	R. Dos Remedios	Fall 2018
KPEA-185B	Intermediate Tennis	Revised objectives and content. **Adding KPEA-185A as recommended preparation.**	R. Dos Remedios	Fall 2018
KPEA-185C	Advanced Tennis	Revised objectives and content. **Adding KPEA-185B as recommended preparation.**	R. Dos Remedios	Fall 2018
KPEA-195A	Beginning Volleyball	**Revised SLO,** revised description, objectives and content.	L. Hooper	Fall 2018
KPEA-195B	Intermediate Volleyball	**Revised SLO,** revised description, objectives and content. **Adding KPEA-195A as recommended preparation.**	L. Hooper	Fall 2018
KPEA-195C	Advanced Volleyball	**Revised SLO,** revised description, objectives and content.	L. Hooper	Fall 2018

NEW AND MODIFIED INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES – CONSENT CALENDAR

The following new courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. 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
FIRET-019	Ethical Leadership in the Classroom	0.25 units, 8 hours lecture. **New SLO.**	K. Klar	TBD

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~~
DANCE-159	Commercial dance	Adding prerequisite of "Concurrent enrollment in ballet,	P. Smith

		jazz, modern or choreography class."	
KPEA-100B	Advanced Physical Fitness Lab	Adding KPEA-100A as recommended preparation.	H. Fisher
KPEA-170B	Intermediate Soccer	Adding KPEA-170A as recommended preparation.	J. Lund
KPEA-175B	Intermediate Softball	Adding KPEA-175A as recommended preparation.	J. Wissmath
KPEA-185B	Intermediate Tennis	Adding KPEA-185A as recommended preparation.	R. Dos Remedios
KPEA-185C	Advanced Tennis	Adding KPEA-185B as recommended preparation.	R. Dos Remedios
KPEA-195B	Intermediate Volleyball	Adding KPEA-195A as recommended preparation.	L. Hooper

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR
The following is a summary of new Distance Learning Addendums (DLA's) that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Type of Delivery	Author
MLT-110	Clinical Hematology Lecture	Hybrid and 100% online options.	H. Chu
MLT-112	Clinical Urinalysis Lecture	Hybrid and 100% online options.	H. Chu
MLT-114	Clinical Coagulation Lecture	Hybrid and 100% online options.	H. Chu
MLT-116	Clinical Microbiology Lecture	Hybrid and 100% online options.	H. Chu
MLT-118	Clinical Immunology/ Immunohematology Lecture	Hybrid and 100% online options.	H. Chu
MLT-120	Clinical Chemistry I Lecture	Hybrid and 100% online options.	H. Chu
MLT-124	Clinical Chemistry II Lecture	Hybrid and 100% online options.	H. Chu
MLT-110	Clinical Hematology Lecture	Hybrid and 100% online options.	H. Chu

-Motion to approve all items, except for the KPEA-180A/B/C courses and the CONST-032 prerequisite, on the 3/15/2018 Consent Calendar; Motion by Julie Hovden, second Mary Bates. All in favor: Unanimous.

Discussion Items:

Chairs Reports

-AB 705 – Acceleration, Saburo Matsumoto updated the committee on AB 705. Placement into courses in math and English below transfer level could be going away unless we have data that shows that the students are highly unlikely to succeed in transfer-level classes.

-Courses not offered in the past 4 years have been automatically archived based on past

New Courses - Includes ISA's	1	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	8	Deleted Courses	-0-
Modified Courses	33	New SLO's	1	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	8	Proposals Reviewed in Technical Review Session	30
New Non Credit Courses	-0-	New Prerequisites	7	Proposals Returned from Technical Review Session	7

practice. If there are courses in your School on the list that was distributed earlier in the Spring semester, please let the faculty know these courses will be automatically archived unless the committee is given a substantial reason in writing why they should not be archived.

-Electronic tech reviews are going great! Thank you to those who have served on the first few technical reviews for the quick turnaround. Please remember to craft your feedback on the outlines such that the author of the proposal can read it.

-Horus on Course Outline of Record. We will need to start focusing on the hours and that the units are being calculated accurately on the outlines. Noncredit courses will just have the hours populated, no units.

-We will be seeing proposals from the Modern Languages department to increase some of these courses from 4 units to 5 units.

-Some points to look for in "good" curriculum: Serves a need – provides knowledge and skills necessary for transfer, career, or personal growth (non-credit and general education). Sufficiently rigorous, and outlines that accurately articulate the objectives of the course and provide the content areas necessary to meet those objectives.

Center for Excellence in Teaching and Learning (CETL) committee summary for March, 2018:

- The CETL Steering Committee reviewed CETL's new salary schedule for all courses. This schedule was developed in collaboration with Academic Affairs.
- Registration is now open for CETL's current online instruction certification course, IOI. Since January, three sections have been offered so far, with an average of six sections per academic year since 2016. We will also be offering multiple sections of it in spring and summer, 2018. Registration details can be found at MyLearningPlan.com
- Victoria Leonard's Teaching Strategies Workshop will begin Friday, 4/13/18. Registration is now open, but only wait list spaces remain. Like all CETL courses, faculty who complete these units are eligible for FLEX credit or salary advancement.
- In addition to our team-taught Skilled Teacher Certificate course, and our new reading apprenticeship course, CETL will be launching new courses on critical thinking best practices and assessment strategies. 2018-2019 Skilled Teacher Certificate program will begin registering later this spring.
- The spring, 2018 CETL newsletter, *Classroom Matters*, will focus on pathways. Faculty who would like to contribute to future issues of the newsletter are eligible for a small stipend for their work.
- CETL will be holding retreats for its presenters this June. More information will be announced soon.
- Synergy will hold its "graduation" celebration May 11 for new faculty completing year one of the tenure track.

ESES Meeting Tues
March 6
5 pm   BYKH-109
notes by Mary Bates

1. Teresa
2. Jason
3. Mary
4. Jeannie
5. David
6. Vince not present - but..
   added to discussion
   via email

Jason getting data to determine
reassign time

CHAIR - Teresa is putting her name
in the ~~too~~ pool.
Suggesting David to shift
more toward Astronomy.

Jason is nominated for
Chair, but he has not accepted. YET.

Jeannie - if we do stay,
all understanding - that whomever
is ~~chair~~ chair will not receive
any reassign time.

Geog
Geol
Astron
Phy Sci
Envir.

If Envir goes 70% she's
more likely to stay

Do Doodle Poll for all
ESES for adjuncts ←

Which option?
#1 ESES as it is.
#2 ~~ESES~~ w/o env.
#3 all split

IIII I

Historical List of Programs that have been approved by ACCJC for substantive change.

Year	Location	Program	School	Area/Dept	Course/Certificate	Degree
2008	CCC	Canyon Country Education Center	Business	Accounting Tech	BUS 100	NA
					BUS 101	NA
					BUS 144	NA
					BUS 211	NA
					CIT 115	NA
					CIT 145	NA
				Accounting Transfer	BUS 201	NA
					BUS 202	NA
					BUS 211	NA
					ECON 201	NA
					ECON 202	NA
					MATH 140	NA
				CIT - Admin Assistant	CIT 101	NA
					CIT 105	NA
					CIT 110	NA
					CIT 116	NA
					CIT 120	NA
					CIT 140	NA
					CIT 150	NA
					CIT 155	NA
				CIT - Computer Apps	CIT 105	NA
					CIT 110	NA
					CIT 135	NA
					CIT 150	NA
					CIT 155	NA
					CIT 160	NA
					CIT 165	NA
					CIT 166	NA
				HRM	BUS 100	NA
					BUS 110	NA
					BUS 126	NA
					BUS 132	NA
					BUS 160	NA
					BUS 211	NA
					CIT 116	NA
				MKT	BUS 100	NA

					BUS 110	NA
					BUS 140	NA
					BUS 141	NA
					BUS 142	NA
					BUS 192	NA
					BUS 211	NA
				Real Estate	BUS 201	NA
					REAL 100	NA
					REAL 101	NA
					REAL 105	NA
					REAL 115	NA
					REAL 120	NA
					REAL 121	NA
					REAL 130	NA
					REAL 150	NA
					TWO ELECTIVES: BUS 211	NA
				SBM	**BUS 100**	NA
					BUS 101	NA
					BUS 117	NA
					BUS 126	NA
					BUS 132	NA
					BUS 140	NA
					BUS 160	NA
			Humanities	English	**ENGL 101**	NA
					ENGL 102 or 103	NA
					ENGL 250 or 251	NA
					ENGL 260 or 261	NA
					ENGL Electives (2)	NA
				French	**FRNCH 101**	NA
					FRNCH 102	NA
					FRNCH 150	NA
					FRNCH 201	NA
					FRNCH 202	NA
			Social and Behaviorial Sciences	History	**HIST 101**	NA
					HIST 102	NA
					HIST 111	NA
					HIST 112	NA
					HIST 191, 192, or 240	NA
					HIST Elective (1)	NA
				Social Science	**ANTHRO 103**	NA
					ECON 201	NA

					HIST 111	NA
					POLISCI 150	NA
					PSYCH 101	NA
					SOCI 101	NA
2014	**CCC**	Automotive Technology	**Applied Technology**	Automotive Technology	**AUTO-094**	NA
					AUTO-101	NA
					AUTO-102	NA
					AUTO-103	NA
					AUTO-104	NA
					AUTO-105	NA
					AUTO-106	NA
					AUTO-107	NA
					AUTO-108	NA
					AUTO-109	NA
					CWE-188AUTO	NA
	OLC	Distance Education	**Learning Resouces**	Distance Education	**Accounting (Transfer)**	(AS)
					Accounting (Transfer)	(COA)
					Accounting Technician	(AS)
					Accounting Technician	(COA)
					Administration of Justice	(AS)
					Administrative Assistant	(AS)
					Administrative Assistant	(COA)
					Art	(AA)
					Biological Sciences	(AS)
					Communication Studies	(AA)
					Computer Applications	(AS)
					Computer Science	(AS)
					Early Childhood Education	(AS)
					E-Commerce-Business	(COS)
					E-Commerce-Technology	(COS)
					Engineering	(AS)
					English	(AA)
					Entrepreneurship and Small Business Management	(AS)

					Entrepreneurship and Small Business Management	(COA)
					Fire Technology In-Service	(AS)
					Fire Technology Pre-Service	(COA)
					French	(AA)
					Geography for Transfer	(AA-T)
					Geology for Transfer	(AS-T)
					History	(AA)
					Hotel & Restaurant Management	(AS)
					Hotel Management	(AS)
					Human Resources Management	(AS)
					International Trade-Finance	(COS)
					International Trade-Marketing	(COS)
					Liberal Arts and Sciences	(AA)
					Liberal Studies-Elementary Teaching Prep	(AA)
					Marketing	(AS)
					Marketing	(COA)
					Mathematics	(AS)
					Mathematics for Transfer	(AS)
					Medical Office Administrative Assistant	(COS)
					Music-Composition	(AA)
					Music-Concert Performance	(AA)
					Music-Guitar Performance	(AA)
					Music-Jazz Performance	(AA)
					Music-Voice Performance	(AA)
					Network Associate	(COS)
					New Media Journalism	(AA)

					Philosophy	(AA)
					Physical Education-Kinesiology	(AA)
					Psychology	(AA)
					Psychology for Transfer	(AA-T)
					Real Estate	(AS)
					Recreation Management	(AA)
					Restaurant Management	(AS)
					Social Science	(AA)
					Sociology	(AA)
					Sociology for Transfer	(AA-T)
					Sound Arts	(AA)
					Spanish	(AA)
					Theatre	(AA)
					Theatre Arts for Transfer	(AA-T)
					Theatre Performance	(AA)
					Water Systems Technology	(AS)
					Water Systems Technology	(COA)
					Website Development	(COS)
	VLC	Medical Laboratory Technician Training Program	MSHP	Medical Laboratory Technician	MLT 050	NA
					MLT 110	NA
					MLT 110L	NA
					MLT 112	NA
					MLT 112L	NA
					MLT 114	NA
					MLT 114L	NA
					MLT 116	NA
					MLT 116L	NA
					MLT 118	NA
					MLT 118L	NA
					MLT 120	NA
					MLT 120L	NA
					MLT 124	NA
					MLT 124L	NA
					MLT 128	NA
					MLT 129	NA

					MLT 130	NA
					MLT 131	NA

CCCCO Guided Pathways Workplan

Area of Focus	Activities	Anticipated Budget
Inquiry/Design: Cross-functional inquiry, shared metrics, and inclusive decision making	1. Support inquiry and cross-functional teams with relevant data 2. Increase Tableau data visualizations to meet needs of faculty and other stakeholders 3. Hire Data Coaches (in conjunction with Career Education resources) to help inform planning for departments, schools and eventually meta-majors and success teams 4. Embed student voice with focus groups, surveys, select classroom activities.	1. Tableau costs for contractor: $10,000 2. Data coaches: $48,000 3. Inquiry group stipends; $25,000
Guided Major and Career Exploration	1. Support work of (IE)2 group on Early Career Exploration 2. Possible use of My Majors or other career education software	1. Stipend for work group leaders: $6,000 2. Possible Software costs: TBD (waiting on call)
Clear Program Requirements	1. Support work plan of Mapping and Meta-Majors group 2. Support department chairs and deans in crafting map elements 3. Create visually interesting meta-majors and maps 4. Involve students to support the work (Santa Monica College model)	1. Stipend for work group leaders: $6,000 2. Stipends for faculty work teams: $20,000 3. Designer: TBD—could this be done with GMD faculty and students. Need to research costs 4. Student workers: paid from BSSOT grant—no cost to Pathways
Proactive and Integrated Student Supports	1. Examine new models for cross-functional, high-touch student support (i.e. success teams, completion teams, etc.—Bakersfield College Model is one) 2. Support inquiry into ways to generate more integration and re-visioning of supplemental learning and/or other learning support services.	1. Stipends for work group leaders: $6,000 2. Inquiry group stipends; $25,000 3. Early Alert software solution: $25,000

	3. Support work of Early Retention Solutions (Early Alert) work group	
Integrated Technology Structures	1. Hire external consultant for website revision and redesign based on research, inquiry and broad stakeholder input. 2. Stipends for Web Committee members to meet ad hoc over summer to review consultant findings	1. Consultant fees: $90,000 2. Stipends for web committee: $25,000
Strategic Professional Development	1. Support cross-functional inquiry (classified, faculty, administrative) opportunities for ideas above. 2. Support "field trips" and conferences to investigate new models for supporting student success and completion (i.e. trips to Sierra College, Skyline, etc.)	1. Conference, guest speaker and field trip costs: $70,000
Total Year One funds: $376, 829 (over by $58K)	Additional Cost Items: • 80% reassigned time for Senate GP Liaisons (similar to CE liaison which has 40%): approx.. $64,000 • Benefits for stipends and reassigned time: approx. $14,000	

Program Viability Committee Recommendation-Environmental Science/Biology merger

Academic Department Proposal Rubric

Section 1 - Basic Information

1. Type of Change Requested (please select all that apply):

    ☐ Create a New Department from Previously Unaffiliated Existing Courses/Programs

    X Create a New Department by Merging Existing Departments

    ☐ Split an Existing Department into One or More Departments

2. Please provide a brief (no more than a paragraph) description of the change requested and how this change will help the students of the college.

Based on information provided in three proposals regarding splitting and/or merging of the Earth, Space, and Environmental Science (ESES) department, the Program Viability Committee voted to merge Environmental Sciences with Biological Sciences. The remaining disciplines within ESES have been encourage to present one, cohesive, proposal regarding future splits and/or mergers.

Section 2 – Background Information

1. Is the proposal part of a program review recommendation or objective? If not, what has changed since the last program review that would support the proposal?
    Department meeting minutes provide evidence of discussions regarding the merger of Environmental Science with Biological Science.

2. Why is this proposal necessary to achieve programmatic success? For example, for initiating a new department, could the proposed department be absorbed into an existing department instead?

    Environmental Science and Biological Science share many of the same resources. The laboratory space and supplies overlap and the full-time faculty member in Environmental Science also meeting the minimal qualifications to teach Biology and has done so.

3. Is the proposed department's academic discipline common to the California Community College system and mission?

    Not applicable

4. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?

    In two of the three proposals provided clear evidence that Environmental Science is often part of the Biological Sciences department.

    a) If this departmental structure currently exists at other community colleges, please provide a few examples.
       - *LA Mission College and Antelope Valley College merge Environmental Science with Biology.*
    b) If this departmental structure similar to those found at UC or CSU, please provide a few examples.
       - *UC Santa Cruz, UC San Diego, CSU Monterey Bay, CSU Chico*

Section 3 – Stakeholders

5. Are the affected faculty members in support of this proposal? Please explain why or why not.

    All members of both the ESES department and Biological Sciences department are in favor of this merger.

6. Does the Office of Academic Affairs support this proposal? Please explain why or why not.

    The Office of Academic Affairs has representation on the Program Viability committee and those members voted in support of this merger.

7. Are there any additional issues raised by the Academic Senate or the Office of Academic Affairs that should be considered?

    Not at this time.

Section 4 – Potential Impacts

1. What will be the size of the proposed department(s)? Is this a relevant factor to consider? If so, why?

    Environmental Science is a relatively small program at this time and as such, cannot stand-alone. The Biological Sciences department is large and does not feel this merger will unduly impact it.

2. Will the proposal provide for a more effective use of time, resources, and faculty? If so,

please explain how and why.

The collaboration between Environmental Science and Biological Science has been happening across department, outside of normal structures and processes. It was successfully argued that this collaboration would be more easily facilitated in the new structure.

3. What is the proposal's impact on existing students?
There is no anticipated impact on existing students.

4. Would there be any resulting changes to curriculum, and, if so, what is the intended timeline for implementation and approval by the curriculum committee?
[Note: *Close consultation with the Curriculum Chair, Counseling Office, and Articulation Officer is recommended*].

   None.

5. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? If so, what will they be?

   No.

6. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?

   No.

7. Will exiting full-time faculty be assigned or transferred to the new department? And if so, has funding been secured to provide replacement for any vacancies created by this transfer? [Note: *transfer only can occur if there is a BOT- approved open position (new or replacement*).

   There will be no vacancies created by this merger.

8. Would this proposal require any additional funding or other resources? How will these be provided?

   Not applicable

Section 5 – Implementation Plan

Please provide a detailed implementation plan (including dates) and documentation of

any needed funding or other resources (at least one year of documented funding needed).

The Program Viability committee supports the immediate merger of Environment Science with Biology. As this configuration exists at other community colleges and universities, and the disciplines share physical and human resources, the transition is not expected to disrupt programming in any way.

March 12, 2018

To: Academic Senate
From: Teresa Ciardi, Chair of Earth, Space, and Environmental Sciences (ESES)
CC: Miriam Golbert

Dear Academic Senate,

It is the collective consensus of all full time faculty in ESES that we consider a new structure for our department that is more egalitarian in its distribution of release time and more fairly recognizes the hard work of those responsible for coordinating nearly all aspects of their respective disciplines. To that end, we feel that if each of the 5 individual disciplines can equally share the chair release time and the amount allotted feels sufficient for the work load required, then we would like to remain together as a department. This is contingent on the department being able to negotiate an additional 20% release time to total 100% which will be equally split by all 5 disciplines.

Therefore we ask that the request to move ENV to BIO be put on hold for a brief period until it is determined whether this new structure is possible. If it is not, then it makes sense to all of us to return to the original proposal of fall 17, and to move ENV to Biology. In this way the discipline of ENV will enjoy the synergy of working with Biology and the ENV share of the compensation may be redistributed among the remaining ESES faculty.

Part Time Faculty (Academic Senate) Equivalency for fall 2017

Name	Position Title (Discipline Assignment)	MQ&E for the specified discipline as listed in the current MQ&E state handbook	Evidence for how the faculty member meets MQ or E
Ahlstrom, Martha	Adjunct – Earth Science	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	MA Geology, California State University, Northridge
Amoroso, Danielle	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	MA Biology, California State University, Northridge
Arabi, Masoumeh	Adjunct – Physics/Astronomy	Master's in physics, astronomy or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology or geophysics OR the equivalent.	MA Physics, California State University, Northridge
Brink , Mary	Adjunct – Business	Master's in business, business management, business administration, accountancy, finance, marketing or business education	MA in Accounting, Grand Canyon University

Behrman, Jennifer	Adjunct -Early Childhood Education	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	MA in Human Development, Pacific Oaks College
Bhumralkar, Dilip	Adjunct – Chemistry	Master's in chemistry **OR** Bachelor's in chemistry or biochemistry **AND** Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry **OR** the equivalent.	PhD in Chemistry, Wayne State University
Brister, Becky	Adjunct -Photography	Master's in photography, fine arts, or art	MFA in Art, University of California, Los Angeles
Caruna, Joseph	Adjunct – Business	Master's in business, business management, business administration, accountancy, finance, marketing or business education	MA in Business Education, California State University, Los Angeles
Carter, Corey	Adjunct – Paralegal	JD or LL.B.	Juris Doctor, Pepperdine University

Circhirillo, Emily	Adjunct – Library	Master's in library science, library and information science	MA in Library and Information Science, The University of Southern Mississippi
Chang, Christine	Adjunct- Culinary Arts	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;	BA in Political Science, University of California, San Diego and over two years of experience in Culinary Arts
Cox, Jeffrey	Adjunct – Communication Studies	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication	MA in Communication Management, University of Southern California
Dawkins, Sean	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.	MA Criminal Justice, Arizona State University plus two years of experience in Administration of Justice
DeJesus, Wilfredo	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	BA Criminal Justice, John Jay College plus two years of experience in Administration of Justice

		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.	
DelCid, Randy	Adjunct – Counselor	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.)	MA Social Work, University of Southern California
Edmond, Jerry	Noncredit – CAWT	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	BS in Business, University of Southern California and two years of experience in the discipline

		assignment or the equivalent.	
Farkas, Robert	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.	BA Criminal Justice Management, Union Institute and University and two years of experience in Administration of Justice
Ferrerosa, Joseph	Adjunct – English	Master's in English, literature, comparative literature, or composition	MA in English Literature, California State University, Dominguez Hills
Field, Kelly	Adjunct – Early Childhood Education	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	MA in Child Development, California State University, Los Angeles
Gausman, Jenna	Adjunct – Counselor	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling,	MA Counseling, California State University, Northridge

		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.)	
Gharagozli, Behnam	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.	BA in Political Science, University of California, Berkeley and Juris Doctor, Hastings College of the Law
Goldberg, Brian	Adjunct – Political Science	Master's in political science, government, or international relations	PhD in Political Science, University of Southern California
Gandomi, Fatemeh "Tara"	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	Doctor of Medicine (MD), Tehran University, US equivalence: International Education Research Foundation, Inc.
Gisel, Thomas	Adjunct – Chemistry	Master's in chemistry **OR** Bachelor's in chemistry or	MA in Biochemistry and BS in Biochemistry, University of Wisconsin

		biochemistry **AND** Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry **OR** the equivalent	
Green, Chrystin	Adjunct – Physics	Master's in physics, astronomy or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology or geophysics OR the equivalent.	MA in Physics, California State University Fullerton
Greene, David	Adjunct – Construction Management 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.	AA Electrical Technology, Long Beach City College plus six years of experience in Construction Technology
Gruneberg, Natalie	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	MA in Human Nutrition, University of Bridgeport

		biological science **OR** the equivalent	
Hamawe, Samir	Adjunct – Counselor	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.)	MA in Counseling, California State University, Northridge
Hassenpflug, Wendy	Adjunct – Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis.	MS in Kinesiology with Dance emphasis, California State University, Northridge
Hechavarria-Moreno, Marianela	Adjunct – Diagnostic Medical Technology	Requirements per the MQ handbook: Any Bachelor's degree or better AND two years of experience in the discipline Requirements per the Board of Registered Nurses: one or more of the following: -must be a physician or surgeon licensed under chapter 5 OR -a doctorial scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory specialist licensed	BA Applied Microbiology, Universidad Del Este, Puerto Rico plus two years of experience as a clinical laboratory scientist, Medical Laboratory Certification and a Clinical Laboratory Scientist Certification

		under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160 OR Any Bachelor's degree or better AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3. OR Any Associate's degree AND six years of experience in the discipline AND one or more of the following: -must be a physician or surgeon licensed under chapter 5 OR -a doctorial scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160. OR Any Associate's degree AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3 AND One year of additional experience in the discipline. OR-Equivalent (none accepted)	
Herrera, Melissa	Adjunct – Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family	MA Counseling, California State University, Northridge

		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.)	
Jara, Michael	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.	MA Kinesiology, California State University, Northridge
Jegel, Torey	Adjunct – Interior Design	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	BA Interior Design, California State University Northridge plus two years of experience in Interior Design

		assignment or the equivalent.	
King-Rushing, Bola	Adjunct- English	Master's in English, literature, comparative literature, or composition	PhD in English, University of California, Santa Barbara
Labat, Patty	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 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 Elementary Education, Mankato State University plus two years of experience in Tennis
Lapham, Charles	Adjunct – Automotive 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.	AA in Administration of Justice and over six years of experience in Automotive Technology
Lane, Shaunasey	Adjunct – Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of	MA Nursing Education, Western Governors University and BS, Nursing, Arizona State University, California RN License

		Registered Nursing, whichever is higher.	
Lewis, Laura	Adjunct – Counselor (EOPS)	Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance (a-c) Opportunity counseling, educational counseling, social work or Programs and career development, or the equivalent, Services (EOPS) AND EOPS counselors hired after October 24, 1987, shall: (1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages OR (2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages AND In addition, an EOPS	MA Educational Counseling, University of LaVerne, six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, COC plus two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

		counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages	
Macis, Lucielle	Adjunct – Counselor	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.)	MA Counseling, California State University, Northridge
Mazurova, Asya	Adjunct – Communication Studies	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication	MA in Communication Studies, California State University, Northridge

McConnell, Brian	Adjunct – History	Master's in history	MA in History, California State University, Northridge
McHale, Timothy	Adjunct – Anthropology	Master's in anthropology or archaeology	MS in Evolutionary Anthropology, U.S. Equivalence: International Academic Credential Evaluators, Inc.
Mkrtchyan, Hasmik	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.	MA Applied Mathematics, Yerevan State University. U.S. Equivalence: World Education Services
Morgan, Jamie	Adjunct – Communication Studies	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication	MA in Communication, Eastern Michigan University
Newland, Linda	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.	Equivalency Option: MA Mathematics Education, California State University, Northridge and 24 semester units at the upper division and graduate level in mathematics, with a minimum of 12 units at the graduate level.
Njuguna, Wanjiru	Adjunct – Geography, Interdisciplinary Studies	Master's in geography **OR** Bachelor's in geography **AND** Master's in geology, history, meteorology or oceanography **OR** the equivalent **OR** see Interdisciplinary Studies	MA Geography, California State University, Long Beach

Njuguna, Wanjiru	Adjunct – Earth Science	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	MA Geology, California State University, Long Beach
Ng, Benny	Adjunct – Chemistry	Master's in chemistry **OR** Bachelor's in chemistry or biochemistry **AND** Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry **OR** the equivalent.	PhD in Chemistry, UCLA
Pineda, Salvador	Adjunct – Engineering Technologies	Master's in any field of engineering **OR** Bachelor's in any of the above **AND** Master's in mathematics, physics, computer science, chemistry or geology **OR** the equivalent. *(NOTE: A bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline.*	MA Civil and Environmental Engineering, UC Berkley
Pinheiro, Erin	Adjunct – Library	Master's in library science, library and information science,	MA in Library and Information Science, UCLA Los Angeles

Porlier, Clay	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.	MA Public Administration, California State University, Northridge plus 2 years of experience in law enforcement.
Reed, Adam	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	MA Kinesiology, California State University, Northridge
Rains, Christine	Adjunct – Physics/Astronomy	Master's in physics, astronomy or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology or geophysics OR the equivalent.	MA Geophysics, California State University Northridge, and BA Physics, Scripps College

Schluter, Rodney	Adjunct – Chemistry	Master's in chemistry **OR** Bachelor's in chemistry or biochemistry **AND** Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry **OR** the equivalent.	PhD in Chemistry, University of Texas
Sever, Kirk	Adjunct – English	Master's in English, literature, comparative literature, or composition	MA in English, California State University, Northridge
Spurgeon, Joshua	Adjunct - English	Master's in English, literature, comparative literature, or composition	MA in English, California State University, Northridge
Suh, John	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.	MA Mathematics, California State University Los Angeles
Thomas, Daniel	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	MA Biology, Cal State University, Northridge
Trejo, Raquel	Adjunct - Library	Master's in library science, library and information science,	MA in Library and information Science, San Jose State University

Trousdale, Michael	Adjunct – Economics	Master's in economics	PhD in Agricultural Economics, Texas A&M University
White, Tina	Adjunct – Geography, Interdisciplinary Studies	Master's in geography **OR** Bachelor's in geography **AND** Master's in geology, history, meteorology or oceanography **OR** the equivalent **OR** see Interdisciplinary Studies	MA in Geography, California State University, Northridge
White, Tina	Adjunct – Earth Science	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	MA in Geography, California State University, Northridge and 24 semester units in geology with a minimum of 12 semester units at the graduate level (Equivalency)
Willey, Bonnie	Adjunct – English	Master's in English, literature, comparative literature, or composition	MA in English, California State University, Northridge
Yankey, Juliana	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.	MA Mathematics, University of Texas, San Antonio
Zapata, Lorraine	Adjunct – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages	MA in Teaching of English as a Second Language, California State University, Northridge

Zapata, Lorraine	Noncredit – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages	MA in Teaching of English as a Second Language, California State University, Northridge

Fall Hire Issues

Alvarez, April	Adjunct – Child Development/Early Childhood Education	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	MS in Family and Consumer Sciences, California State University, Northridge **Emphasis: Family Studies – it is designated as a Child Development specialization on the department website.** What is degree emphasis? CSUN has multiple emphasis' within their FCS masters and child development/early childhood is not one of them. Child development at CSUN is its own major.

Keller, Kyle J.	Adjunct – English	Master's in English, literature, comparative literature, or composition Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism OR the equivalent.	Equivalency: MFA with 56 semester units in English at graduate level. MFA in English Creative Writing, California State University, Fresno **Updated information above – he meets the equivalency** Creative Writing is not listed for the master's section below. MFA in Creative Writing and a MA in English are two distinct degrees and the MQ is specific about creative writing as part of the "OR." He does not meet the masters but maybe he can meet the OR which is the bachelors in any of the above with his MFA in creative writing Or can he meet equivalency?
Laff, Rebecca	Adjunct – Child Development/Early Childhood Education	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 wit h 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.	MS in Family and Consumer Sciences and BA in Child Development, California State University, Northridge **Updated information above – she qualifies with the Bachelor's in CD and a Master's in FCS.** What is degree emphasis? CSUN has multiple emphasis' within their FCS masters and child development/early childhood is not one of them. Child development at CSUN is its own major.

Seymour, Ryan	Adjunct – Industrial Technology, Manufacturing Technology, 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- <mark>Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent</mark>. (#1,2)	AA Welding Technology, College of the Canyons and <mark>six years</mark> of experience in Welding Technology **Updated information above – he has six years; "two" was a typo.** <mark>Does he have 6 years' experience?</mark>
Tripoli, David	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 (#1)	MA in Sports Conditioning and Performance, Southern Utah University and BA Kinesiology, Whitworth University (equivalency option #1) There is no #1 or option#1, its just equivalency. **See information below.** <mark>How he meets equivalency is not clear. Does he have the 24 units? He does not meet the "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"</mark>
David Tripoli was addressed previously: The below is from Aivee's email on September 10, 2017. The #1 needs to be removed though, as there is only one Equivalency.			
Tripoli, David	Adjunct – Kinesiology/Physical Education	MA in Sports Conditioning and Performance, Southern Utah University and BA Kinesiology, Whitworth University, 33 semester units in Physical Education and 18 semester units of upper division courses in Kinesiology (no graduate courses in Kinesiology) (equivalency option #1),	**<mark>Okay for equivalency. The MA does not need to be noted but the 24 units of upper/graduate level courses should be. I</mark>**

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Physical education only since he only has 18 units of kinesiology courses.

Per the Academic Senate Seniority Procedures Approved by Academic Senate: 2/9/2017:

ERRORS IN THE SENIORITY LIST

The annual ratification of the seniority list by the Senate is a formal record that the seniority list has been made public. The Senate may not change the order of the list. [Ed Code 87415: "The order once determined by lot shall be permanent"] If a faculty member believes that there is a clerical error in the seniority list, they should contact the Vice President of Human Resources and/or the Academic Senate President and provide documentation to support their claim. The Senate President (or designee), the Vice President of Human Resources, and a third member of the Academic Senate will review the claim of inaccuracy. They will report the findings to the full Academic Senate, who will vote to recommend or not to recommend the claim of inaccuracy. The recommendation of the Senate will be forwarded to the Board of Trustees, who have the legal responsibility to make any corrections to the seniority list (Ed Code 87415). As an "Other Professional or Academic Matter" the Board should try to reach Mutual Agreement with the Senate, in accord with Board Policy 7215.

	2018 Departments and Chair Nominations Updated 3/7/18, 3:20pm	2017 Departments and Chairs
School of Applied Technologies	*Architecture and Interior Design – Jason Oliver**, Chair** ***Automotive Technology **-** Gary Sornborger, **Chair** *Construction Management & Technologies - **,**Eric Arnold, **Chair** *Engineering Technologies – Regina Blasberg**, Chair** *Manufacturing Technology – Tim Baber**, Chair** *Telecommunications & Electronic Systems – Lee Hilliard**, Chair** *****Welding – Tim Baber**, Chair**	*Architecture and Interior Design - **Jason Oliver, Chair** ***Automotive Technology **-** Gary Sornborger, Chair** *Construction Management & Technologies - **Eric Arnold, Chair** *Engineering Technologies - **Regina Blasberg, Chair** *Manufacturing Technology - **Tim Baber, Chair** *Telecommunications & Electronic Systems - **Lee Hillliard, Chair** *****Welding - **Tim Baber, Chair**
School of Business	*Business - Nicole Faudree**, Chair** *Computer Applications & Web Tech (CAWT) – Melanie Lipman**, Chair** *Culinary Arts/Wine Studies –**Cindy Schwanke, Chair** *Economics - Guillermo Cruz**, Chair** *Hotel & Restaurant Management – Kevin Anthony**, Chair** *Paralegal Studies – Nicole Faudree**, Chair** *Real Estate – Kevin Anthony**, Chair**	*Business - **Nicole Faudree, Chair** *Computer Applications & Web Tech (CAWT) - **Melanie Lipman, Chair** *Culinary Arts/Wine Studies - **Cindy Schwanke, Chair** *Economics - **Guillermo Cruz, Chair** *Hotel & Restaurant Management - **Kevin Anthony, Chair** *Paralegal Studies - **Nicole Faudree, Chair** *Real Estate - **Kevin Anthony, Chair**
School of Humanities	*American Sign Language – Brittany Applen**, Chair** *Cinema – Gary Peterson**, Chair** *English – Alene Terzian **, Chair** *English as a Second Language – Heather Maclean**, Chair** *****Humanities Program **-** Adam Kaiserman**, Program Coordinator** *Modern Languages – Claudia Acosta**, Chair**	*American Sign Language - **Brittany Applen, Chair** *Cinema - **Gary Peterson, Chair** *English - **Alene Terzian, Chair** *English as a Second Language - **Heather MacLean, Chair** *****Humanities Program **- Adam Kaiserman, Program Coordinator** *Modern Languages - **Dr. Claudia Acosta, Chair** *Philosophy - **Andrew Jones-Cathcart, Chair**

	*Philosophy – Andrew Jones-Cathcart**, Chair**	
School of Kinesiology	*Kinesiology/Physical Education – Howard Fisher**, Chair**	*Kinesiology/Physical Education - **Howard Fisher, Chair**
School of Mathematics, Sciences and Health Professions	*Administration of Justice – Larry Alvarez**, Chair** *Biological Sciences – Miriam Golbert**, Chair** *Chemistry – Heidi McMahon and Consuelo Beecher**, Co-Chairs** **(Chemistry Note: Co-Chairs, 50/50)** *Computer Science – Christopher Ferguson**, Chair** *Earth, Space & Environmental Sciences **-** Jason Burgdorfer**, Chair** *Emergency Medical Technician/Health Sciences – Patti Haley**, Chair** *Engineering and Physics – David Martinez**, Chair** *Fire Technology- Keith Kawamoto**, Chair** *****Mathematics – Charlie Johnson**, Chair** *Medical Laboratory Tech (MLT) - **, Faculty Dir and Chair** *Nursing – Anh Vo**, Chair**	*Administration of Justice - **Larry Alvarez, Chair** *Biological Sciences - **Dr. Miriam Golbert, Chair** *Chemistry - **Heidi McMahon, Chair** *Computer Science - **Chris Ferguson, Chair** *Earth, Space & Environmental Sciences - **Teresa Ciardi, Chair** *Emergency Medical Technician/Health Sciences - **Patti Haley, Chair** *Engineering and Physics - **Dr. David Martinez, Chair** *Fire Technology- **Keith Kawamoto, Chair** *Mathematics **- Saburo Matsumoto, Chair** *Medical Laboratory Tech (MLT) - **Hencelyn Chu, Faculty Dir and Chair** *Nursing - **Tina Waller, Chair**
Social & Behavioral Sciences	*Anthropology – Lisa Malley**, Chair** *Communication Studies – Tammera Stokes Rice**, Chair** *Early Childhood Education – Wendy Ruiz and Cindy Stephens**, Chair** **(ECE Note: Wendy for fall 2018, Cindy returning in spring 2019)** *History – Sherrill Pennington**, Chair** *Political Science – David Andrus**, Chair** *Psychology – Deanna Riviera **, Chair**	*Anthropology - **Lisa Malley, Chair** *Communication Studies - **Tammera Stokes Rice, Chair** *Early Childhood Education - **Cindy Stephens, Chair** *History - **Sherrill Pennington, Chair** *Political Science - **David Andrus, Chair** *Psychology - **Deanna Riviera, Chair** *Sociology - **Katie Coleman, Chair**

	*Sociology – Katie Coleman**, Chair**	
Visual & Performing Arts	*Art – Michael McCaffery**, Chair** *Dance – Phylise Smith**, Chair** *Graphic & Multimedia Design – Mark Daybell**, Chair** *Media Entertainment Art – Jeff Baker**, Chair** *Music – Bernardo Feldman**, Chair** *Photography – Lee White **, Chair** *Theatre – Christopher Boltz **, Chair**	*Art - **Michael McCaffrey, Chair** *Dance - **Diana Stanich, Chair** *Graphic & Multimedia Design -**Mark Daybell, Chair** *Media Entertainment Art -**Jeff Baker, Chair** *Music - **Dr. Bernardo Feldman, Chair** *Photography - **Lee White, Chair** *Theatre - **Chris Boltz, Chair**
Enrollment Services/Counseling/Student Services	*Counseling – Garret Hooper**, Chair**	*Counseling - **Diane Solomon, Chair**

HUMAN RESOURCES OFFICE

Date: March 12, 2018

To: Rebecca Eikey
            President, Academic Senate

From: Linda Clark
            Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
            Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Christina Chung

Name: Christina Chung

Hire Date: February 15, 2018

Position: Business Instructor

Discipline Assignment: Business

The minimum qualifications for business are the following:

- Possession of a California Community College Instructor Credential in Business; or
- ✓ Master's in business, business management, business administration, accountancy, finance, marketing or business education; or
- Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree; or
- Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree.

Christina Chung meets the minimum qualifications with:

- Master's degree in Business Administration, California State University, Northridge

Date: March 13, 2018

To: Rebecca Eikey
             President, Academic Senate

From: Yvette Pesina-Vazquez
             Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
             Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Tony Law

Name: Tony Law

Hire Date: January 29, 2018

Position: Full-time EOPS/CARE Counselor (60%)

Discipline Assignment: Counseling (EOPS)

The minimum qualifications for the discipline of Counseling: Extended Opportunity Programs and Services (EOPS):

- Possession of an <u>unexpired</u> California Community College Counselor Credential in the appropriate area;

OR

- Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development;

AND

- Have completed a minimum of nine semester units of college coursework predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages **OR** Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages;

AND

- Have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.

Tony meets minimum qualifications with:

- Master's degree in Counseling Psychology from Mount Saint Mary's University

_____Santa Clarita Community College District_____
COLLEGE OF THE CANYONS

- 15 semester units of college coursework predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages
- Over 2 years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.

HUMAN RESOURCES OFFICE

Date: March 13, 2018

To: Rebecca Eikey
             President, Academic Senate

From: Yvette Pesina-Vazquez
             Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
             Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Heather Dotter

Name: Heather Dotter

Hire Date: January 29, 2018

Position: Full-time Nursing Instructor

Discipline Assignment: Nursing

The minimum qualifications for the discipline of Nursing:

- Master's degree in Nursing

AND

Additional qualifications as required by the Board of Registered Nursing:

- At least one year's experience as a registered nurse providing direct patient care within the last five (5) years OR Completion of one (1) academic year of teaching courses, within the last five (5) years, related to nursing or a course which includes practice in teaching nursing.

Heather meets minimum qualifications with:

- Master's degree in Nursing from Western Governors University
- 7 years of experience as a registered nurse providing direct patient care within the last 5 years
- 1.5 years of experience as an adjunct at College of the Canyons

HUMAN RESOURCES OFFICE

Date: March 13, 2018

To: Rebecca Eikey
               President, Academic Senate

From: Yvette Pesina-Vazquez
               Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
               Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Dr. Erica Seubert

Name: Dr. Erica Seubert

Hire Date: January 29, 2018

Position: Full-time Biology Instructor

Discipline Assignment: Biology

The minimum qualifications for the discipline of Biology:

Possession of an **unexpired** California Community College Instructor Credential in Biology.

OR- Master's in any Biological Science

OR- Bachelor's in any biological science **AND** master's degree in biochemistry, biophysics, or marine science

Dr. Seubert meets minimum qualifications with:

- PhD in Biology from the University of Southern California

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 of concerns.

CAREER EDUCTION COMMITTEE OF THE ACADEMIC SENATE

COMMITTEE PROCEDURES

I. PURPOSE

The **Career Education Committee (CEC)** is a sub-committee of the Academic Senate. The primary role of the Committee is to serve as a resource and advisory group for investigating and recommending options and strategies to the Academic Senate on policies, initiatives, budgets, grants, work plans, professional development, and curriculum directed to **Career Education (CE)**.

II. COMMITTEE DUTIES AND FUNCTIONS

The duties and functions of the CEC are as follows:

1. Advocate for COC's Career Education programs using a transparent process to promote the development, expansion, and improvement of Career Education programs on campus.

2. Provide advice on actions to be considered through our existing participatory governance process, in particular in areas of curriculum, CE program review, accountability measures as required by the Doing What Matters/Strong Workforce Program (DWM/SWP) and the other CE initiative requirements, professional development needs for CE faculty and staff, facilities, and budget with a special focus on sustainable braiding of all grant resources.

3. Review College and regional work plans and budgets for the Strong Workforce/Doing What Matters Initiative. Provide advice on actions to be considered. As requested, review college policy and procedure related to CE.

4. Review regional labor market data to address market supply and demand with particular attention directed to projected labor shortages.

5. Advise and provide recommendations as needed regarding CE program viability, the development of new CE programs (credit and non-credit), the direction of existing CE programs, and emerging needs or technologies in support of the Program Viability Committee and process.

6. Be a resource for all CE faculty and programs. Provide recommendations to support professional development of CE faculty and staff.

7. Enhance communication among CE programs.

III. MEMBERSHIP

A. COMMITTEE CO-CHAIRS

The committee will be co-chaired by the CE Director and the CE Liaison.

B. DUTIES AND RESPONSIBILITIES OF THE COMMITTEE CO-CHAIRS

1. Develop the meeting agenda.
2. Review and finalize meeting minutes.
3. Provide updates for the committee website.
4. Report out to the Academic Senate
5. Work with the Academic Senate President to recruit and manage Committee membership
6. Oversee and allocate the work and participation of committee members
7. The CE Liaison will serve as a member of the Academic Senate's Executive Committee

C. VOTING MEMBERS:

1. 6 full-time CE faculty
2. 2 part-time CE faculty
3. 2 full-time faculty from non-CE disciplines
4. Non-Credit faculty liaison

D. NON-VOTING MEMBERS

1. Dean, School of Applied Technologies
2. Dean, School of Business

E. ADJUNCT COMMITTEE MEMBERS

1. Adjunct members of the Committee must maintain a teaching assignment for the semester in which they serve on the Committee, and are thus potentially subject to a one semester term of service on the Committee.
2. All faculty are welcome and encouraged to attend the committee meetings.

F. ADVISORY AND RESOURCE MEMBERS

The following is a list of the advisory resource members. Additional members may be added as resource members by mutual agreement of the co-chairs.

1. Associate Vice President, Academic Affairs or designee
2. Vice President, Academic Affairs or designee
3. Dean, Institutional Research, Planning and Institutional Effectiveness
4. Director of Job Placement
5. Vice President, Economic and Workforce Development or designee
6. Dean, Continuing and Community Education
7. Vice President, Technology or designee
8. Business Services representative
9. Student representatives
10. CE Classified Staff

G. TERMS

    1. All members other than the co-chairs will serve a two-year term.
    2. Terms will be staggered to provide some continuity in membership.
    3. Members may serve multiple terms.

IV. MEMBERSHIP RESPONSIBILITIES

    1. Attend and participate in all regularly scheduled meetings.
    2. Undertake due diligence in reviewing materials and documents in preparation for meetings.
    3. Conduct independent research as required
    4. Participate on sub-committees as required
    5. Faculty members will inform, update, and gather information from other CE faculty and schools.

V. VOTING

    1. The committee membership will work to reach consensus regarding recommendations. In the event that consensus cannot be reached on a matter requiring a recommendation to the Academic Senate, there will be a vote.
    2. The Committee is a voting Committee in an advisory capacity only.
    3. Voting will be based on a simple majority. When reporting or making recommendations to the Academic Senate, both majority and minority perspectives will be reported. *A tie vote will also be reported.*

VI. MEETINGS

    1. The committee will meet monthly. Meeting dates and times are subject to change based on the members' availability and schedules.

    2. Any member unable to attend a meeting should notify a co-chair. Faculty unable to attend the meeting should encourage another faculty member to attend in their place as a proxy. If any absent faculty member is represented by proxy, such transfer of voting rights should be made known to either co-chair in advance of that particular meeting by the consenting faculty committee member.

    3. All meetings shall have recorded minutes.

VII. SUB-COMMITTEES

The Committee may establish sub-committees from its membership. Sub-committees of this Committee must report back to the full Committee membership before submitting any formal draft to the full Academic Senate.

VIII. QUORUM

The minimum number of voting members, which must be present at a meeting in order to transact business legally, shall be 50% of the voting membership plus one.

IX. COLLEGIAL CONSULTATION COMMITTEES

Since the work of CEC covers a broad range of schools, disciplines, and topics, it is expected that this committee will collegially work with, consult, and advise, as needed, a number of other campus committees.

The collegial consultation committees are:

1. Program Viability
2. Curriculum
3. President's Advisory Council on the Budget (PAC-B)
4. Committee on Assessing Student Learning (CASL)
5. Program Review
6. Grants Committees
7. Chancellor's Taskforce on Workforce Development
8. Institutional Effectiveness and Inclusive Excellence (IE)[2]

Emeriti Scholarship

Summary notes from February 14, 2002

The Senate will begin to award the Emeriti scholarship. Since this is a campus-wide scholarship, representatives from the Classified and the Managers will be invited to participate in the screening/selection committee. It was suggest that a retired faculty be invited to participate as well.

The Senate felt that the following guidelines and criteria were appropriate for the scholarship.

1. Priority will be given to a full-time continuing student over a part-time continuing COC student.
2. The scholarship is based on merit, and is open to any relative of any COC employee.
3. It is preferred that applicants have a minimum of a 3.0 GPA, and that they submit one academic reference letter (from a non-relative, of course!).
4. This is a non-renewable scholarship, but individuals may apply in successive years."

Summary notes from February 28, 2002

The Emeriti Scholarship Committee has been formed, and will begin work on March 7. It was suggested that a retired faculty member be invited to participate with the committee. It was also suggested that the scholarship be expanded to include ALL relatives of COC employees, with preference given to fill-time, continuing student who have at least a 3.0 GPA.

Summary notes from March 14, 2002

The scholarship selection committee will meet in April to select two individuals who will receive the inaugural Emeriti Scholarship. The Scholarships will be $250 each, and the application deadline is April 5, 2002.

Summary notes from May 11, 2006

The possibility of expanding the Emeriti Scholarship was discussed. Initially funded by a faculty reception/party for retirees, it is currently funded by donations and book sales. We will be asking the entire campus community to help support this program. The Scholarship Awards Ceremony will be held on May 22. Faculty members were encouraged to participate and attend.

Summary notes from Feb 14, 2008

Emeriti Scholarship was discussed by Fasha Skjelstad. -- This scholarship is for faculty and staff family. The goal is to present two $500 scholarships. To help accomplish this we would like to see if every faculty member could make a $1 monthly donation to this fund.