College of the Canyons Academic Senate

May 10, 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:
   - None at this time
5. Approval of the Consent Calendar
   - Academic Senate Summary, April 26, 2018 (pg. 3-11)
   - Academic Senate Summary, April 12, 2018 (pg. 12-19)
   - Academic Senate Executive Committee Summary, April 26, 2018 (pg. 20-22)
   - Curriculum Committee Summary, May 3, 2018 (pg. 23-33)
   - CE Committee Summary, May 2018 (pg. 34)
   - Fall FLEX Week Schedule –Nicole Faudree (pg. 35-39)
   - Department Name Changes:
     - Biological Sciences *to* Biological & Environmental Sciences (pg. 40-44)
     - Earth, Space, & Environmental Sciences *to* Earth & Space Sciences (pg. 49-53)

B. Reports (time limit 7 minutes each)

These are informational items no discussion or action will be taken however clarification questions are welcomed.

1. College Website re-design-Eric Harnish
2. CTE Liaison Report-Regina Blasberg (pg. 54-55)
3. Legislative Report-Wendy Brill (pg. 56-60)
4. Non-Credit Committee Report-Wendy Brill (pg. 61)

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Student Discipline (BP 5529, 5530, 5531), David Andrus
   - BP 5529 Student Conduct (pg. 62-68)
   - BP 5530 Disciplinary Action (pg. 69-72)
   - BP 5531 Due Process/Disciplinary Student Action (pg. 73-84)
2. (Matriculation)BP & AP 5050, (Assessment) BP & AP 5053, David Andrus
   - (Matriculation)BP & AP 5050 (pg. 85-88)
   - (Assessment) BP & AP 5053 (pg. 89-93)
3. AP 5909 International Student, David Andrus (pg. 94)

D. Discussion (time limit 10 minutes each)

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. CE Senate Committee Policy/Procedures, Regina Blasberg (pg. 95-98)
2. Course Repetition (AP, 4225), David Andrus (pg. 99-102)
3. Synergy Program-Kelly J. Cude (pg. 103-106)
4. Program Viability (BP/AP 4021) (pg. 107-122)

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Advisory Boards based on Industry Clusters, Wendy Brill & Regina Blasberg
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. Academic Senate By-Laws, David Andrus

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. Graduation Committee discussion (Michael Wilding)

G. In Committee

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

Recruitment and Selection (AP 7120)
Academic Freedom (AP 4030)

H. Announcements

- Academic Senate Meeting, May 26, 2018
- ASCCC Guided Pathways Regional Event, May 11, 2018 Pasadena City College
- 2018 Faculty Leadership Institute, June 14-16, San Diego
- 2018 Curriculum Institute, July 11-14, Riverside

I. Adjournment

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

Academic Senate Summary for April 26, 2018

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	*David Andrus proxy for* Rebecca Shepherd	A
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT	A	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	Regina Blasberg	X	At Large Senator	*Benjamin Riveira proxy for* Deanna Riveira	A
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	*Lisa Hooper proxy for* Garrett Hooper	A	At Large Senator	Benjamin Riveira	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	*Mary Bates proxy for* Nazanin Naraghi	A
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

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

Guests			
Miriam Golbert	X	Jia-Yi Cheng-Levine	X
Brian Weston	X	Denne Pescarmona *via WebEx*	X
Kelly Burke	X	Michael Joslin	X
Jasmine Ruys	X	Tim Honadel	X

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment
   This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
3. Approval of the Agenda
   - Motion to approve the agenda by Erin Barnthouse, seconded by Gary Collis. Unanimous. Approved.
4. Committee Appointments
   - None at this time.
5. Approval of the Consent Calendar

Academic Senate Summary, April 12, 2018 (pg. 3-10) – *pulled from Consent**	Faculty Professional Development Committee Procedures, Nicole Faudree (pg. 36-37)
Academic Senate Summary, March 22, 2018 (pg. 11-19)	Emeriti Scholarship Requirements, Rebecca Eikey

	(pg. 38)
Curriculum Committee Summary, April 19, 2018 (pg. 20-27)	Substantive Change Proposal Construction Technology 2018, submitted April 14, 2018
Faculty Development Committee Summary, March 25, 2018 (pg. 28-35)	Substantive Change Proposal DE 2018 with Standards ERs, submitted April 14, 2018

- *Lisa Hooper has requested to revise her Curriculum Committee report in the April 12th Summary. Motion to pull the April 12th Summary from Consent by Lisa Hooper, seconded by Regina Blasberg. Unanimous. Approved.
- Motion to approve the Consent Calendar excluding the April 12th summary by Wendy Brill, seconded by David Brill. Unanimous. Approved.
- Substantive Change reports comments by Dr. Buckley: The Accreditation Committee has been working since fall to look at the substantive change manual that was created by the commission. There was a change from proposing four substantive change reports to two. One substantive change is to Construction Technology proposing new programs and the second is for programs offering more than 50% courses as distance education.

B. Reports (time limit 7 minutes each)

1. President's Report, Rebecca Eikey
    - A reminder, the Academic Senate has the authority outlined in Education Code and Title 5 Regulations. It is the official voice of the faculty on academic and professional matters and is there to make recommendations to the Board of Trustees. This is why we follow the Brown Act.
    - In the last several years, our Senate has made decisions in a transparent way and has established a "check and balances" type process especially in regards to sub-committees. This is important since the Senate serves as the official voice of faculty to the Board of Trustees. I have heard criticism that the senators are unprepared and not knowledgeable of the subject matter in the agenda. I do not believe this to be the case. I know you are thoughtful and come prepared to the meetings. I know you are all intelligent, interested and informed and understand the complexity of the issues before you decide to vote.
    - Examples of accomplishments that demonstrate the thoughtful decisions of the Senate:
        - We have supported the students, specifically the Dreamers with advocacy at the national level.
        - We have formalized an Emeriti process, and collaboratively done much work in policy development.
        - We have defined qualifications for teaching online teaching.
        - We have established more academic standards such as the essential elements in syllabi, created new standing rules related to committee appointments, committee charters, and the recordings of the meetings.
        - We have updated our office assignment policy. We previously had a policy that faculty could have two offices, one at each campus. As we grow, we now that is not a sustainable model.
        - We have defined our seniority procedures.

- We have been very supportive of OER and have supported grant applications that enable our faculty to serve the needs of their students. One example is on the agenda today.
- We were selected for the California Guided Pathways application. It was a competitive process, where many schools applied. We were one of only 20 selected.
- With Doing What Matters (DWM)/Strong workforce there has been a lot of collaboration that started a few years ago and it has continued and expanded such as through the establishment of a new standing sub-committee of the senate, Career Education Committee.
- The IEPI Partnership Resource Team visit wouldn't have been possible without Lisa Hooper, Regina Blasberg and I (Rebecca) advocating and identifying non-credit as an area that needed more support in terms of growth and development. It took some advocating on behalf of our Chancellor to apply for the grant funds because at one point IEPI wouldn't allow COC to apply for the grant funds since we are the institution who manages the grant. We received about $200,000 and that is helping to support the development in noncredit curriculum that is occurring. Our Curriculum Committee is seeing the fruits of that labor.
- We have been actively involved in accreditation, in contributing to the Midterm report, and bringing through changes such as those in the Substantive Change Reports that were on today's agenda.
- We have endorsed civic engagement for our students and that committee's work to establish Deliberative Dialogues.
- We have done a lot over the years to improve our Program Viability process.

- ASCCC Spring Plenary: There were a number of resolutions sent out via email. Area C, won the competition for the first time for the Academic Senate Foundation for California Community Colleges (ASFCCC). The "Armadillo" award was shared with the senators. Area C raised $3,060, Area D raised $2,500, Area B $1,700 and $1,100 for Area A. The money raised for ASFCCC is used to support the faculty when they attend Plenary or other ASCCC events.
- I (Rebecca) won by acclamation the position on the Area C for the ASCCC Executive Committee. The new president is John Stanskas, Dolores Davison is the new Vice President, Craig Rutan is the new Secretary and Virginia "Ginni" May is the new Treasure.
- BSI Grant: There was a memo to the Senate from last semester stating there was an increase in the allocation for BSI, we expected $400,000 and it went up closer to $700,000. This is related to how the state has changed the formula and getting recognition to multiple measures and other evidence based practices. The updated allocation report was shared with the Senators.
    - There is interested in Academic Affairs to support the work of the AB705 implementation. There can be special coordinators and reassign time in both English and Math, so about 25% for English and 33% for Math. There is also interest to use those funds to support a web designer.

- The BSI plan is something that requires the Academic Senate sign. There was additional interest with the funds that came in after the fact with adding coordinator positions for English and Math and a web designer. Due to changes in the plan we approved, would you all like to have this come through one more time as a sign off? Yes. This will topic will come back to the Senate.

- PAC B: With the uncertainty of the governor's budget, the Executive Cabinet members met and ranked the forced costs into three categories 1.) Mandate no option: these request will be put into the tentative budget 2.) Critical but timing can wait: these request will be put into the adoptive budget 3.) It is no longer a forced cost and has been move into the augmentation list. This is discretionary budget requests and does not include instructional equipment requests as those have their own block grant funding.
- Sub-committee on PAC-B: There was a conversation as to whether categorical grant funded programs should be able to submit for augmentation or forced costs. The committee is going to recommend that categorical programs should use the augmentation process and go through program review. There was an example that a Grant funded program may have a decrease in their budget due to circumstances at the granting agency and not anything that they have done prior to getting that grant. Their agreement is that depending on that grant there may be interest to move forward as a forced cost and making sure it is not an ongoing request. There was discussion that PAC-B is only a recommending body and ultimate decision is Chancellor Van Hook.

2. Vice President's Report, Jason Burgdorfer
    - ASCCC Spring Plenary: Jason gave an overview of the various Breakout sessions he attended, in particular the Guided Pathways and the proposed new budget formula. One session had leaders from the San Mateo Community College District including their District Chancellor, the President of Skyline College and a Chief Financial Officer. They gave a lot of insight into the proposed new budget formula. They made some good points on how performance base funding may inadvertently hurt students that the Vision for Success created by California Community Colleges Chancellor's Office (CCCCO) is trying to target for equity purposes. One of the General Sessions included a panel of CCCCO Vice Chancellors. The discussion was a bit contentious.
    - Announcement: There are two faculty vacant offices open that will be available for the fall 2018 semester, ALLB-306 and BONH-321. Any faculty interested where instructed to reply to the email and CC Marilyn.
3. Academic Staffing Report, Miriam Golbert (pg. 39-41)
    - A request to replace the position for Communications Studies (Forensics) due to resignation was presented to committee and this is the only update to the Memo shared with the Senate. The committee met and that position was recommended as "urgent." The district is going forward with the hiring of that replacement. Per Dr. Dianne G. Van Hook, there has yet to be a decision regarding any new hiring due to uncertainty with the state budget. The CCCCO published the projected FON for the fall to be 218. As to anticipating additional requests for replacement positions, people do not have to state their intentions to retire until April 15th. Academic Staffing Committee

waits until the retirement requests are recognized by the Board of Trustees and a presentation is made to the committee before they make any revisions to the list.

C. Action Items

5. CSUAB798 Funding for OER, Erin Barnthouse, James Glapa-Grossklag (pg.) *(James requested a vote from Senate to include in the application.)*
    - This application has already come through Senate. The granting agency is offering the opportunity for additional funds to all the colleges that have previously be awarded funding. The funds will be to support faculty for the development of OER.
    - Motion to approve the funding request by David Andrus, seconded by Regina Blasberg. Unanimous. Approved.
6. Academic Senate Constitution, David Andrus (pg. 42-49)
    - There was a change on page 45 which was underlined, "recall of an at-large senator for non-performance may be accomplished by a 2/3rds vote of the academic senate alone." The Senate felt it was better to recall at-large senators at the senate rather than having all faculty vote across the campus. There was another change on page 46, it is underlined as "F" "one counselor if not already represented by any of the proceeding categories." This was a suggestion in terms of how to guarantee a counselor serves on the curriculum committee as a voting member. All other original modifications are in bold.
    - It was clarified that before the Academic Senate existed it was the Academic Affairs Committee of the College of the Canyons Faculty Association. This is historical as it was before implementation of AB 1725 (Vasconcellos, 1988). It was suggested to have a separate historical document to give some history of the Senate. Michael Dermody is the current Senate historian. It was suggested perhaps to have a project with a student in a communication studies course interview Michael Dermody as a way of capturing the of our Senate history.
    - Motion to approve the Academic Senate Constitution by Mary Bates, seconded by Lisa Hooper. Unanimous. Approved.
7. Advocacy Joint Letter Regarding Governors Budget Proposal including proposed Funding Formula (pg. 50-53)
    - There was revised letter sent out to all the senators. There was interest on behalf of COCFA in having advocacy related to the full-time faculty and that language was included. Last year there was as request for Senate to participate in the advocacy related to the governor's budget. This year the Advocacy Committee has worked to ensure that the letter be drafted and prepared so it could be sent to the Governor before the May Revise. This year is unusual with the online college district being proposed to be funded with portion of the budget for the community college system and the proposed new funding formula.
    - It was stated that organizations representing CIO's, CEO's, CBO's, staff, faculty, students are not in support of the proposed new funding formula. There is some support of the online community college. The best scenario is that the proposed new funding formula be delayed for a year before implementation so that the system can study how to change the funding formula. Worst case scenario is that the new funding formula moves forward as it is right now.
    - Motion to support the Advocacy Joint Letter by Wendy Brill, seconded by Gary Collis. Unanimous. Approved.

As part of advocacy we thought it was important to send some additional resolutions maybe in conjunction with the advocacy letter or separately. The ASCCC was referenced for the "WHEREAS" in the resolution. It was stated the document was "live" and could be edited on the floor. President could add footnotes to add hyperlinks to the previous resolutions for the statewide senate that are being referenced. It was stated to look at both documents together and take action separately.

8. Resolution in Opposition to Proposed California Online Community College District (pg. 54)
    - Background reading: Senate Rostrum April 2018
    - The resolution was cited for the third "WHEREAS."
    - There has been a question as to why put money into a new online district and why not share those resources across the system and remove the barriers that prevent the system from expanding online.
    - They are planning on using a different accrediting agency, a federal distance education accreditation as oppose to our local regional to begin. Creation of the new district also requires that some regulations are suspended in terms of requirements all to have the same accrediting body for the system. Their governing body will be the Board of Governors which are appointed by the Governor and not an elected officials as seen with other community college boards. This is a huge difference as the people are supposed to elect representatives. It is conflict of interest, the new district would be in competition with the current 72 districts and that will effect everyone's ability to access funding.
    - Motion to adopt the resolution knowing that the additional citation will be included in the 3rd "WHEREAS" by Philip Marcellin, seconded by Wendy Brill. Unanimous. Approved.
9. Resolution in Opposition of the 2018 Proposed Funding Formula (pg. 55)
    - President (Rebecca) will add in additional footnotes and references to the resolution with regards to previous positions from ASCCC in terms of opposition to performance based funding.
    - There was language added to the "RESOLVED" section stating, "More time to assess unintended consequences with modeling."
    - There was a suggestion to use the last paragraph of the funding formula advocacy letter to write the "RESOLVED" section.
    - In the 3rd "WHEREAS" there was a suggestion to add in "We are opposed to the funding formula before it's modified or changed and until a study of the funding formula is completed and submitted" so there is a consistent message.
    - In the 4th "WHEREAS" the word "Unless" was added after "the commitment" to read better.
    - Motion to adopt the resolution with the changes proposed by Wendy Brill, Seconded by Aaron Silverman. Unanimous. Approved.
10. Discipline Assignment-Jason Burgdorfer & William Macpherson (pg. 56-58)
    - There was a change in their start date. We have been working with HR and have stated we would like to see the format of the discipline memos with more detail.
    - Motion to approve the discipline assignments by Mary Bates, seconded by Carly Perl. Unanimous. Approved. Jason Burgdorfer abstained.

D. Discussion (time limit 10 minutes each)

4. Academic Senate By-Laws, David Andrus (pg. 59-69)
    - In the next few weeks, we are hoping the senate elections committee will hold a campus-wide election for ratification. There are two senate meetings left and we are

hoping that at the last meeting the Constitution is ratified and we can confirm the results.

<u>There were changes made that David wanted to emphasize:</u>

- Article II, Section B, item 12, "Pass the Gavel": The President should have an idea ahead of time of who they are going to pass the gavel too before the meeting starts and that they should say so before we approve the agenda. There was additional language added stating "no comments prior to the approval of the agenda."
- The duties of Policy Chair and Curriculum Chair will be included by taking language from the respective committee procedures.
- Article V – Committees Section B: There was a discussion to remove the list of committees and refer to the website. However, there was an agreement to keep the list to make it clear in the by-laws what committees' fall under which categories. It was agreed upon to strike #2 and #5, #8 should be "Minimum Qualifications and Equivalencies," #11 should be "Academic Program Review," and #13 should be "Committee for Assessing Student Learning."
- Article VI-Executive Committee of the Academic Senate: This section was added to list the principle and subcommittee chairs, to outline what the full functions of the Executive Committee are including is the mission statement. Additional Collegial Consultation Committee Memberships where added to Section B –which included Academic Program Review, MQ & E, CASL, CPT, and PAC-B. It is a standard practice around the state to invite union leadership, thus the COCFA Union leadership will be included. Other members may include the Classified Senate and an Adjunct Faculty member to serve.
- There was a suggestion to add in a section where it states you are allowed to enter into MOU's with other entities and then reference MOU's somewhere else on the website. There was also a clarification to call MOU's a "Delineation of Function" rather than an MOU. It could be a procedure or a "white paper." There will be further discussion as to whether this is a statement or part of a standing rule procedure.
- Article VII – Resolutions: This is a new added article. Senate has started to use resolutions more but it is recommended by the committee to add a section stating how resolutions are created. There was concern regarding bounding Senate to two readings (one discussion and one action) before adoption. It was suggested to include a section explaining how we measure urgent and not just use it to avoid two readings. ASCCC was referenced for drafting new resolutions and that is why there are four "WHEREAS."
- The Bylaws will come back again for another discussion.

5. Student Discipline (BP 5529, 5530, 5531) Phase One, David Andrus & Michael Joslin
    - BP 5529 Student Conduct (pg. 70-76)
    - BP 5530 Disciplinary Action (pg. 77-80)
    - Section 7 B., It was clarified that "removal by instructor" is allowed for a maximum two classes per Ed Code for a minor. If the student or the parent refuses to meet, they can come back to class after two removals despite no meeting taking place. A student may be placed on interim suspension (depending on the nature of the violation) which would be a 10-day removal. If a student is removed and it is a weekend and they are carpooling they have been asked, in the past, to call a friend or family to pick them up. If they don't leave that is a violation.
    - BP 5531 Due Process/Disciplinary Student Action (pg. 81-92)
    - The student policies will move to Action at the next senate meeting.
6. Matriculation (BP & AP 5050), Assessment(BP & AP 5053), David Andrus & Jasmine Ruys

- Matriculation, BP & AP 5050 (pg. 93-95)
- It was clarified that "early alert" is not necessarily that grades are poor but that it could also be "you are doing great in class." The "kudos" is something the Early Alert Committee would like to include. There was discussion that when a student changes their major that student could be handed off to a team that is working with that major. The policy was written to include what we want to happen, what should be happening and what could be happening in the future with Guided Pathways.
- Assessment (BP & AP 5053) (pg. 96-100)
- AP 5053.3: It was confirmed that the language regarding assessment into Math and English will be kept and that assessment does not necessarily mean a test. Students need to be assessed and then placed into a class but their might not be a test. The time a student waits to retake an assessment was changed from 6 months to 1 month prior.
- In regards to foreign transcripts, it was clarified that there are only specific institutions that are accredited in the US. If it is a foreign institution that is not accredited then those students must take the assessment.
- These items will come back as an Action with the edits.

7. International Student (AP 5909), David Andrus, Jia-Yi Cheng-Levine and Tim Honadel (pg. 101)
    - There was a concern as to why the writing requirement was being removed. It was clarified it is not being removed it is just inherent in the application process. There was a suggestion to note in the language the English proficiency level required for students and that the list is available at the ISP office.
    - It was stated that international students must enroll and maintain a full course load for the regular fall and spring semesters. Section "8 CFR 241" will be double checked as it may be "214" and not "241."
    - There was a need to clean up the language due to the various student visas that are available. The pervious language limited to only accepting "F1, F2 and J1" visas, this was removed. Out of 60 colleges, only 4 (including COC) require a TB test. There was new language added stating what can be done if a student is showing signs of TB contamination.
    - It was also clarified that Tuition Rate versus Enrollment Fee is the proper terminology.
    - This item will be brought back as Action.

E. Unfinished Business

1. CTE Senate Committee Policy/Procedures, Regina Blasberg
2. Advisory Boards based on Industry Clusters, Wendy Brill & Regina Blasberg
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
    - This has moved into the Education Technology Committee and it may come back soon.
4. Curriculum Committee Procedures, Lisa Hooper
5. Resolution in Support of Resources for the Academic Senate

F. New Future Business

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

❖ Wendy Brill request to add a Legislative and Non-credit report for the next agenda.

1. TOP Code Alignment Project Update (Harriet Happel)
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)
3. Placement Changes in Mathematics & English and AB 705 Implementation (Sab Matsumoto & Alene Terzian)

4. Synergy Program (Kelly Cude)
5. Graduation Committee report (Michael Dermody)
    - There is a need for readers for both the Commencement and Honors Ceremonies.
6. Program Viability (BP/AP 4021)

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.

❖ David Andrus requested to add AP 4023 to the In Committee list.

Recruitment and Selection (AP 7120)
Academic Freedom (AP 4030)

H. Announcements

- Next Academic Senate Meeting – May 10, 2018
- College of the Canyons Spring Student Symposium (SSS) 2018- April 27,2018
- 2018 Career and Noncredit Education Institute, May 4-5, Costa Mesa
- 22nd Annual Student Art Exhibition, April 17 – May 24, 2018
- 2018 Faculty Leadership Institute, June 14-16, San Diego
- 2018 Curriculum Institute, July 11-14, Riverside

I. Adjournment: 4:54 pm

Academic Senate Summary for April 12, 2018

Voting Members					
Senate President	Rebecca Eikey	A	SBS Senator	Rebecca Shepherd	A
Vice President	Jason Burgdorfer-*no proxy for Jason*	A	Business Senator	Gary Collis	X
Immediate Past President	VACANT	A	Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus-*Charring Meeting & Proxy for Rebecca Eikey*	X	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg-*proxy Holly Hitt-Zuniga*	A	At Large Senator	Deanna Riveira-*Proxy for Rebecca Shepherd*	A
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	X
VAPA Senator	Wendy Brill-Wynkoop	A	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	Nazanin Naraghi	X
Kinesiology/Athletics Senator	Philip 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	
Collette Gibson	X
Dr. Dianne Fiero	X
Michael Josline	X
James Glapa Grossklag	X

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment
   This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
3. Approval of the Agenda
   - Motion to approve the Agenda by Mary Bates, Seconded by Lisa Hooper. Unanimous. Approved.
4. Committee Appointments
   - Selection Committees (pg. 3). We want to report out that each individual on this list has been placed on a hiring committee.
5. Approval of the Consent Calendar
   - Academic Senate Summary, March 22, 2018 (pg. 4-11)

- Motion to adjust part of the consent calendar, tabling C. Action, Items, 2. Discussing Environmental Science-Biology Merger Rubric-Lisa Hooper, to ensure the supporting documentation is added to the minutes. It would be helpful for historical context to have this documentation to more accurately reflect the entirety of the discussion. Motion to approve pulling C. Actions, Items 2 from the consent calendar Philip Marcelin, _____ (no second person). All voted in favor with one absentee Deena Rivera. Deena Rivera was holding proxy for Rebecca Shepard and she voted for Rebecca Shepard in favor.

- Curriculum Committee Summary, March 29, 2018 (pg. 12-17)
- MQ&E Committee Summary, March 19, 2018 (pg.18-19)

B. Reports (time limit 7 minutes each)

1. Presidents Report, Rebecca Eikey
    - Rebecca Eikey emailed the report in advance via email.
2. Scholarly Presentation Committee Report, Sarah Etheridge
    - There will be no presentation this semester due to Disney's legal team. Scholarly Presentation Committee had a vote early today and shared the next presentations for the next four semesters. Presentations include, Tour of Pompey, Bio Diversity, with the next year will be on the Fashion Industry and the Prison System. There is one sabbatical that may make these presentations go in a different order but we are looking at fall, November 13th or 14th. We want to ensure faculty attend, we haven't had a presentation in a year in half so we want to advertise. The committee will be emailing presenters by next week who will be starting to work on fall presentations.
3. Curriculum Committee Report, Lisa Hooper
    - eLumen: The Curriculum management system is eLumen and is as operational as it can be at this point. We are early adopters of this software and are finding many glitches as we go. It is the company's policy to not make adjustments to their product until a particular threshold of people have complained about the same issue. The most recent problem was that auditors where not being informed that they had curriculum to review. The email notification system was nonoperational. If you are an auditor, chair or SLO Coordinator and you are not getting the notifications please let us know.
    - Next year's 5-year revision list is fairly large, I would encourage you to talk to your committee representatives to see if you have courses on the list. We have about 60 courses left, to get through, this semester.
    - Audrey Green was the articulation officer before her retirement. Usually articulation officers are counselors because they work with all aspects of our curriculum. Patrick Backes has been serving as Articulation Officer, from a practical standpoint, for some time. Audrey retired and Omar assumed her position, it didn't make sense to make a lot of changes. We added an Articulation Faculty member, Julie Hovden (formerly Jacobson) from counseling. She and Patrick meet each week to discuss courses and how we think they need to develop articulation agreements. They also make decisions regarding course substitutions for program that are not housed in certain departments.
    - With receipt of new iPads, the committee has transitioned to electronic technical reviews. Sometimes the review will come from Patrick in a narrative form and other

times it will come in the form of a .pdf with notes on it. Those notes will be from the technical review process. At least one committee member and I will review courses in the tech review.

- We are finding that some Non-Credit curriculum has been proposed and then not pursued. Authors are learning that Non-Credit is usually paid at a lower rate of apportionment. Some Non-Credit curriculum can be paid at the credit rate if it qualifies as part of a CDCP certificate (career development or college preparation). It is probably best to ask if your NC curriculum could qualify for enhancing funding before writing the courses. I am happy to discuss your ideas with you.
- New Course Documentation Form: We are trying to map SLO's better and show how courses align to their program and institutional SLO. This is an accreditation standard.
- Acceleration: We are crafting our courses in a way that directly articulates to the CSU's and some of them have lower levels than college level Math and English attached to them as prerequisites. We are trying to determine how we are going to place everyone in the college level Math and English and still maintain our articulation agreements. We have learned that just because the lawmakers are mandating this, we will have some time to implement. We cannot be immediately out of compliance and the CSU's will have to participate in this process as many C-ID's have pre-requisites of below college-level (particularly math).
- ADT's are specifically called out in the proposed funding formula as worth more than other forms of completion. Students always tell you what they want and our local degrees are "dying on the vine." We are not trying to eliminate anything but when I send you an email that the state is looking at the C-ID descriptors for your discipline, those are the descriptors that are part of the ADT's. If you don't like the ADT's, start to get involved in the process to making these courses richer and fuller. Students think that a "Degree with a guarantee" is the thing to do and they are going to "demand" that. Most of our students who earn a local degree are also earning the ADT. We are basically just double counting the same students. The ADT's were designed to be flexible. When the degree calls for additional coursework, the district is to choose courses from certain GE areas. Thus, many courses in ADT's are able to be counted twice – for the degree and for GE. In the local degrees, this may not be the case.

C. Action Items

1. Spring 2018 Adjunct Discipline Lists (pg. 20-48)
    - Motion to approve the spring 2018 Adjunct Discipline list by Gary Collis, seconded by Mary Bates. Unanimous. Approved.
2. *Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester*:
   Lisa Hooper, Curriculum Chair 2018-2020 term
    - Motion to approve Lisa Hooper for two more years serving as *Faculty Chair of the Curriculum Committee* by Philip Marcellin, seconded by Mary Bates. Unanimous. Approved.
3. Administrator Retreat Rights: *Recommendation to Support Jeremy Goodman's Retreat to Open Mathematics Generalist Position* (pg. 49-59)

- Motion to approve the retreat of Jeremy Goodman by Erin Barnthouse, seconded by Mary Bates. Carried. Approved. One abstention.

4. Updated Seniority List, Kelly Burke additional Discipline Assignment-Education
    - Additional discipline assignment for Kelly Burke. There was a mistake years ago. She was approved by the Senate for an additional discipline in Education but it wasn't added to the Seniority list. With the one adjustment that Kelly Burke's secondary discipline assignment of Education be added to the seniority list motion to approve by Mary Bates, seconded by Deena Riviera. Unanimous. Approved.

D. Discussion (time limit 10 minutes each)

1. AB798 Funding for OER, Erin Barnthouse, James Glapa-Grossklag (pg. 60-68)
    - Two years ago, this body unanimously endorsed a prior grant application from the same funding source which is state dollars managed by CSU system. We submitted the application two years ago and we received the maximum amount which was $50,000. We have used those funds over the past couple of years to support faculty inquiry groups looking at OER, to support student workers and recent graduates who are working in our office. The bulk of this funding has been for faculty professional development. This next round of funding is available now, it is the same thing, and we are eligible for another $50,000. The CSU's say the local grant application has to be accompanied by the endorsement of the local Academic Senate.
    - The important part of the document is in the last page. The second to the last page is the budget which describes what we would like to do with the budget. This is a very flexible funder, for example, if we cannot spend all the money in one category we can change it. Overall, we would like to continue to fund some stipends to faculty to help with OER work. We would like to continue to offer funding for student workers to perform those tasks for faculty, which may not be of interest to you such as the search, the licensing, and file format matchups. Some stipends for faculty who would like to, in the next couple of years, refresh some content that had been created here. If there has been some significant revision in your disciplines or in your materials we can help you do that. There is conference attendance and there is some money for having events here and buying food for the events. This money is focused on providing professional development to faculty. We need a vote for next meeting that I can print out and attach to the application.
        - Q: If someone's work extends into a future semester, is there funding for that or is it a stipend amount? How do you pay for work on OER creation?
        - A: We pay according to the process that the district wants us to use. Processes have changed recently, everything must be converted to hourly and there is now the questions of is it an instructional or non-instructional rate? The question on how do we extend into other semesters depends on the source of the funding. There is a stipend we just divided by hours.
        - Q: Do these authors know the maximum amount of the advance? How much is the amount?
        - A: For adaptation, creation, significant work etc. getting rid of a publisher textbook and using OER for your students in years past we offered $3,000 per course and divide that by however many people are working on it. We are now at $4,000 based on authors who sated they'd be happy to work on it but it should be a lot more than the $3,000.
    - $50,000 is the total in which an institution can be eligible for and we are eligible for this amount due to the work that you and your colleague's have done. The eligibility for this

particular grant is based on $1,000 per section that has converted already. So much had happened in the past that we were eligible for the $50,000. This money cannot be used for work in creating new materials. We can employee the workers that can help with that part. This is good through June 30, 2020. The original $50,000 that we received based on your endorsement two years ago we still have some funding left and we have received an extension through December of this year.

- There is a great OER conference that will be happening over October on the East Coast and we do have some funding for that to send people to.

2. Student Discipline (BP 5529, 5530, 5531) Phase One, David Andrus
    - The committee in working with Michael Joslin on revisions of these documents, about a year in a half ago, had faculty approached Michael and expressed an interest in having some changes to these documents. For a number of institutional reasons there was a delay in the process. Beginning last fall, we ironed out some of those revisions, this is why you see phase 1. Given the emerging issues with student conducts, some are to the extreme, others are more day-to-day. There are a lot of anecdotal examples which have been discussed within the committee and faculty. How can we continue the dialogue? I can't tell what Phase 2 encompasses, but Phase 2 is an agreement that after we go through this we will continue to talk about a lot of issues that are emerging in our classrooms and not just at this college. In particular in terms of how we process students in due process.
    - BP 5529 Student Conduct (pg. 69-76): States, this is what we expect of you.
    - BP 5530 Disciplinary Action (pg.77-80): This is what we can do to you if you violate that conduct.
    - BP 5531 Due Process/Disciplinary Student Action (pg. 81-91): States, here is how what we are going to do if we need to process you for a violation.
    - These versions don't show the changes, there were supposed to be tracking changes but when it was transferred over they were not included with the bold and the strikeouts. It is somewhat problematic from a policy standpoint and definitely not how we would like to do it. It is possible this may hinder your ability to understand what is changed. This is problem because all of the versions that I've worked on and Michael Joslin have those changes.
    - Michael Joslin and I (David Andrus) can summarize as a general discussion what changes we have made.
    - Q: What are some of the changes that you have made?
    - A: Our world is ever changing, the violations that we are engaging in, in part has to do with technology and social media. We see a lot more person on person violations. Some of the changes are to ensure we are addressing such matters. For example in BP5529 student conduct, "Cause for Discriminatory" action in the current "Clause E" we lumped in all the various violations that might occur. We felt it was very important with the new state law, differ consent law, violence against women laws to address them more succinctly, such as Sexual Harassment and Sexual Assault and ensure there are comprehensive definitions and all have their own clause. To also help clarify for a student who is being brought in for an allegation but who may question that the allegation is not listed in the letter that they are being accused of, now there is an added clauses stating "but not limited too." But we cannot cover everything as it is very extensive.
    - The affirmed consent law, in reference to that, that is not a new change as that law

went into effect January 1, 2015.

- BP 5530 are the sanctions that might be imposed. We added some additional sanctions that we didn't previously have just to give us latitude in terms of trying to find the appropriate sanctions that might fit with the violation. Things like "loss of privileges, exclusion from extracurricular activities and removal from campus(es)." Restitution was changed and it now includes, "Restitution takes the form of appropriate service, monetary reimbursement, or materials replacement." In the section referencing student education code (76032), which affords the professor the right to remove a student from their classroom, the subcommittee brought forward a request to address the issue with students in classrooms where they are not face to face.
- There is a lot of discussion in the committee about what constitutes a disruption in the classroom and what are the rights of the students and the learning instructors? This will be an ongoing discussion about how we define disruption and is it a subjective view point versus an objective view point.
    - Q: I thought the conversation extends to the use of marijuana now that it is legal in California. But this does not call out the use of marijuana it states in BP5529 section DD., "Willful or persistent smoking of tobacco products" and it list a variety of ways that it might be dispensed. I am wondering if a student could assume that we do not allow the smoking of tobacco but we do allow the smoking of marijuana.
    - A: This issue is addressed in section O.
    - Q: Should we add marijuana to the smoking policy? It seems to be that if you are going to talk about smoking it would seem appropriate to talk about smoking marijuana in the same part.
    - A: The law says it can be legalized but like other things there are many parameters attached. Merely because it is not a criminal offense under certain circumstances doesn't mean that you can use it in any facility. You cannot use it in any public place. If a student takes a prescription medication or an edible you will never know it. The question is are they so impaired they are danger to themselves or what if they have an edible in the classroom? How do we feel institutionally about that as a value? It is an issue and we need to continue to discuss this matter.
    - Administration has an interest in moving these forward by the end of the semester so the student code of conduct can be updated and have an enforcement tool that is up to date.
    - Q: Regarding the "Removal by Instructor" in BP5530 section 7a. And b., Is there a timetable difference between a. and b.? Because "a." doesn't have a specific timetable.
    - A: It is based upon the disruption as voiced upon by the instructor. This is per Ed. code and we are limited by it. Ed. Code allows an instructor to dismiss a student in the classroom in which it took place plus the next class. If an instructor chooses to dismiss a student they must communicate to the student when they can return. Please make use of this, you do not need to put up with behavior that you don't need to.
    - Q: In BP5529, Section D, the use of pagers, are we still using pagers? There is also a typo under "I, Sexual Exploitation," Section 2. Should read "that" and not "hat."
- A: In another important discussion about the course syllabus, if there are particular

things that you want to restrict you can, so long as it is not violation any student rights. What you put in your syllabus is very important, if there is a complaint with a student this will be your first reference point.
    - Q: On page 70 Section E, please define what "flaming, sharking" are?
    - A: "Sharking" is going up to someone and biting them specifically on the breast. "Flaming" is to "engage in an online argument usually by unfounded personal attacks by two parties."
- We will talk to Rebecca in terms of whether we should bring this back as a discussion item or action? If you are going to approve changes you really want to know what those changes are. What I will do is between now and the next meeting Rebecca or I will send out the three documents with the tracking changes so you can at least have them as a senate.

3. Academic Senate Constitution and By-Laws, David Andrus (pg. 92-110)
   David Andrus walked the senators through some of the changes to the Constitution and Bylaws. In particular he focused on the following articles:
   - <u>Article IV-Elections, Section 6 (Formerly Section 5):</u> Corrections were made to give the committee more lead way in terms of running the election for the President and the Vice President, ensuring up to the fourth week of the spring semester to conduct the elections.
   - <u>Article V-Curriculum Committee:</u> There was a discussion that there should be someone from the Student Services School, a Counselor, in the Curriculum Committee. It was suggested that it should include one representative from each school/division.
     - It was clarified that Curriculum does have someone from Learning Resources and Student Services and those are the only non-instructional faculty representatives and those division are represented.
   - <u>Article V Curriculum Committee, Section 6:</u> Deferring to ASG so they do not feel as though we are forcing them to become members of the Curriculum Committee.
   - <u>Article II, Section B –Duties of President</u>: The committee choose to add the "Pass the Gavel" option so that when the President wants to advocate they should "Pass the Gavel."
     - It was agreed to write in the language, "stated at the time the agenda is approved" to avoid making a mockery of the process.
   - <u>Article II, Meeting Procedures and Standing Rules, (Section 1b. Meeting Procedures)</u>- There was a question as to, do we want the President to determine the duration of the meeting OR should there be a set meeting time that the Senate agrees to regardless of the volume of work that needs to be discussed? Or is too restrictive? It was emphasized that it is imperative to adhere to the schedule time otherwise we may lose good quality people and part of the duties as the role of the President to determine how you are going to manage the workload. It may be more acceptable to call a special meeting then having variable end times. The meeting can end early but not after the set time. There was concern that if you have a variable time that can be taken advantage off in a negative way. If for example the meeting ended at 3:05pm that needed to be agreed upon in advance.
   - The Constitution and the Bylaws will be brought back with revised language as a discussion item. Senate did not cover the Election, Composition and make-up of the Executive Committee, new sections on Resolution and no confidence votes, this will be on the next Agenda. Senate approves the Constitution and then it goes through a ratification before the end of the semester. The By-Laws only need to be approved by

Senate. Bylaws cannot be approved before the Constitution as they are in symmetry with each other.

4. ASCCC Spring Plenary Resolutions Jason Burgdorfer, COC Delegate; Rebecca Eikey, ASCCC Executive Committee Delegate. New Resolutions expected Thursday and Friday, be sure to check the website. Resolutions will be debated and voted this Saturday, April 14, 2018. If you have concerns regarding the resolutions contact either Jason or Rebecca.
   There was no discussion because the meeting ran out of time.

E. Unfinished Business

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

F. New Future Business

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

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

G. In Committee

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

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

H. Announcements

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

I. Adjournment 4:55pm

COLLEGE OF THE CANYONS ACADEMIC SENATE EXECUTIVE SENATE MEETING

April 26, 2018 5:00 p.m. to 6:00 p.m. BONH 330

Attendees: Rebecca Eikey, David Andrus, Lisa Hooper, Erika Torgeson, Wendy Brill, Regina Blasberg, Jason Burgdorfer, Teresa Ciardi, Nicole Faudree, Miriam Golbert, Aivee Ortega, Marilyn Jimenez

A. Routine Matters

1. Call to order: 5:03 pm
2. Public Comment

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

3. Approval of the Agenda
   - Motion to approve the Agenda by Erika Torgeson, seconded by Teresa Ciardi. Unanimous. Approved.

B. Reports

1. President's Report-Rebecca Eikey
   - Committee on Committees: This committee is there to discuss the committee structures as related to the governance and work of the college. There is some discussion to re-examine the committee structures and where our efforts are, in light of Guided Pathways. There were some questions such as, how many committees do we have? And Are they all necessary?
   - Chair's Retreat at Agua Dulce Winery on April 27th: There will be a discussion over the committees we currently have and how they fit within the context of Guided Pathways. This Retreat is a result of the discussion at the last Committee on Committees meeting.
     - It was clarified that all of the chairs of committees and sub-committees on campus, including collegial consultation and college wide have been invited to attend. The total number of committees inventoried is 81. However, there may be additional committees that are not on the inventory.
   - College Planning Team Meetings: There have been conversations regarding revising the Strategic Goals of the institution so they are aligned with Guided Pathways.

C. Discussion

1. Academic Senate Bylaws
   - *Revisions discussed 4/26/18 in full Senate:* An opportunity was given to those not serving on the Senate to provide input into the Senate Bylaws. David shared some significant overviews of the changes to the Bylaws.
   - *Officers roles and Responsibilities:*
     - There was discussion as to should we have officers and what their roles should be. The list of officers have been added with no additional duties. The vision was to have more succession planning possible.
     - President (Rebecca) advocated to have the President elect be elected sooner to have a full semester overlap due to the roles and responsibilities of a senate president. Some senates have a year of overlap and a new president elect who shadows current president. Officers could help with mentoring new people and recruiting for committees.

    - It was suggested to add to the Bylaws language to include that officers, such as Curriculum Chair & Policy Review Chair, and other senators should attend the plenary session meetings and other events for networking and maintaining currency in issues related to senate purview, as described in Title 5 and Ed Code.
    - There was a suggestion to also specify to have more people should attend the Curriculum Institute, as there can be up to 12 different strands of breakout sessions.
    - It was recommended to add a new section such as Resources for the Senate and Attendance in General of events and to include Senators, Officers and chairs. The CCLC Policy Review conference should also be added as a requirement of the Policy Review chair.
    - There was question as to why the past president or President Elect isn't listed as an officer? It was explained that it helps the new President to transition without the past president being present. There was a question as to if you make an immediate past president an officer are you going to make them a member of the senate? The Constitution already has the immediate Past President as a voting member of the senate.
    - There was discussion about announcing opportunity to serve as the new Senate President with enough time to give that persona a year to transition. However, to change the election procedures there will need to be a whole new constitutional change. Note: the Senate has already taken Action on Revision to the Constitution at their 4/26/18 meeting.
- *Passing the Gavel:*
    - Robert's Rules of order states a President's role is to preside over the meeting and facilitate discussion. If the president wants to advocate then the President should pass the gavel to someone else to preside so they can take an active role in advocating. An announcement will need to be made before the agenda is announced.
- *Executive Committee Meetings:*
    - A mission statement was added regarding the Executive Committee Meeting. All the standing members where listed who participate in the meeting are primarily chairs of key committees or liaisons. Thus, it was stated that the list could be expanded to include chairs of Minimum Qualification & Equivalency Committee, CASL, Guided Pathways Llaison, and COCFA President.
- *Article VII- Resolutions and Section E, Votes of No confidence:*
    - Resolutions are included, as well as a process for a vote of no confidence. Senate can do their own Vote of no confidence and another group can also do a joint one or do one of their own. The language was changed to move the comma and place it before "and" and change "and, or" to "and/or" so it now reads as "may be initiated and undertaken by the Academic Senate alone, **and/or** any other organized District staff unit."

2. Committee Appointments/Recruitment 2018-2020
    - There was a discussion as to how we can encourage the new tenure-track faculty to be involved in committees. However, the committee discussed the importance of being respectful of those who have been serving.
    - As a way to ensure more faculty are aware of opportunities to serve on committees, a survey has been created using Survey Monkey. This will be used to collect some feedback regarding which committees faculty may be interested in serving or chairing. CASL/Program review are combined together in the survey.
    - Professional Development Committee is down again in terms of faculty serving. There was a recommendation to do another Committee Rush and

have it count as FLEX Credit. There a suggestion to possibly host Committee Rush at the Art Gallery as it would be a great way to preview what you do and have others shop for a committee. There was another suggestion to offer a limited amount of hours to people who go and observe other committees. We will ask the faculty on the professional development for the pre-approved list to add an hour or two for Committee Exploration. All faculty need to do is send an email to Leslie Carr and CC the chair of that committee to confirm attendance.

- We want to ensure that new faculty can join to grow and learn. There is philosophical concern that requiring a faculty member to join a committee may be detrimental to them doing what they need to do in the classroom. It was emphasized that the job of a full time faculty member, per Ed Code, is to participate in committees and that it is not just teaching.
- Senate President asked for input and ideas for contributing to the Committee Survey questions to figure out what we can do to recruit people and other recruitment strategies.
- It was recommended to perhaps have tenure committees share with new faculty the governance structure and what is available.
- It was shared that some faculty didn't know what committees were available, when they were offered, that you could sit in on one and that you had to wait to join.
- There was a suggestion shared to maybe set aside one day of "Opening Day" to bring together the 20 faculty who are coming up on year four and find out what committees they may be serving on.

3. AP 4023 Academic Departments – NOT DISCUSSED
    - *Process for Academic Department Initiation, Merger, Splitting or Renaming*
    - *Ad Hoc Committee vs Program Viability*

D. Adjournment: 6:06 pm

CURRICULUM COMMITTEE SUMMARY

May 3rd, 2018 **3:00 pm – 5:00 pm** **Bonelli Hall 330**

Curriculum Committee Members

Members Present: 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; 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: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Rhonda Hyatt – Kinesiology, Physical Education & Athletics

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
~~MUSIC-187~~	~~Commercial Music Ensemble~~	~~1 unit, 70 hours lab,~~ **~~repeatable 3 times (4 total enrollments). New SLO, Audition prerequisite.~~**	~~W. McPherson~~	~~TBD~~
THEATR-181A	New Play Development and Production – Beginning	1.50 – 4.00 units, 18 hours lecture, 27-162 hours lab. **New SLO's (2), Adding Audition prerequisite.**	C. Boltz	TBD
THEATR-181B	New Play Development and Production – Intermediate	1.50 – 4.00 units, 18 hours lecture, 27-162 hours lab. **New SLO's (2), Adding THEATR-181A and Audition as prerequisites.**	C. Boltz	TBD
THEATR-181C	New Play Development and Production – Advanced	1.50 – 4.00 units, 18 hours lecture, 27-162 hours lab. **New SLO's (2), Adding THEATR-181B and Audition as prerequisites.**	C. Boltz	TBD

-Motion to approve THEATR-181A, 181B, 181C; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous.

NEW NONCREDIT COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at previous Curriculum Committee meetings, or through the Program Viability process. 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
NC.CSKL-001	Time Management	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
NC.CSKL-002	Business Writing in the Technology Age	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
NC.CSKL-003	Critical Thinking (Problem Solving and Decision Making)	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
NC.CSKL-004	Customer Service	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
NC.CSKL-005	Negotiation	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
NC.CSKL-006	Personality Styles	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
NC.CSKL-007	Successfully Managing and Developing People	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
NC.CSKL-008	Workplace Communication Strategies	8 hours lecture, **new SLO's (2).**	W. Brill-Wynkoop	TBD
~~NC.CSKL-009~~	~~Personalized Career Planning~~	~~8 hours lecture, **new SLO's (2).**~~	~~W. Brill-Wynkoop~~	~~TBD~~
~~NC.CSKL-010~~	~~Strategic Job Search~~	~~8 hours lecture, **new SLO's (2).**~~	~~W. Brill-Wynkoop~~	~~TBD~~
~~NC.CSKL-011~~	~~LinkedIn for Business~~	~~8 hours lecture, **new SLO's (2).**~~	~~W. Brill-Wynkoop~~	~~TBD~~

NEW NONCREDIT PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposals were approved at previous Curriculum Committee meetings, or through the Program Viability process. 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
~~Career Strategist~~	~~Certificate of Completion~~	~~3 courses (NC.CSKL-009, 010, 011), 24 total~~	~~W. Brill-Wynkoop~~	~~TBD~~

		~~hours, **new Program SLO.**~~		
Customer Relations	Certificate of Completion	3 courses (NC.CSKL-004, 005, 006), 24 total hours, **new Program SLO.**	W. Brill-Wynkoop	TBD
Management Tool Box	Certificate of Completion	2 courses (NC.CSKL-007 & 008), 16 total hours, **new Program SLO.**	W. Brill-Wynkoop	TBD
Workplace Essentials	Certificate of Completion	3 courses (NC.CSKL-001, 002, 003), 24 total hours, **new Program SLO.**	W. Brill-Wynkoop	TBD

-Motion to approve NC.CSKL-001, 002, 003, 004, 005, 006, 007, 008, and the Customer Relations, Management Tool Box, Workplace Essentials Certificates of Completion; Motion by Lori Young, second by Erin Barnthouse. All in favor: Unanimous.

COURSES REQUESTED TO BE ADDED TO ASSOCIATE DEGREE GENERAL EDUCATION REQUIRMENTS The following course was requested to be added as fulfilling the Humanities and Fine Arts area of the Associate Degree requirements. The author is not required to attend this meeting to represent this request.		
Subject & Number	**Title**	**General Education Area Requested and Rationale**
~~ARCHT-200A~~	~~Sustainable Development and Environmental Design~~	~~**Social and Behavioral Science:** This interdisciplinary course introduces students to the effects of natural phenomena (solar radiation & seasonal weather patterns, heat transfer through conduction, convection & radiation, physics of natural ventilation, and indoor environmental quality issues) on the design and engineering of human habitation at various scales. The ongoing evolution of building and city design in the context of global and local level climate change is discussed to raise awareness of the societal, economic, and environmental repercussions of energy production/consumption and material recycling so that students can critically assess the sustainability of the built environment.~~
ENGL-112	Intermediate Composition, Literature, and Critical Thinking	**Humanities and Fine Arts:** ENGL-112 (4 units) is exactly the same course as the former ENGL-102 (3 units) course with an extra critical thinking component,

		which accounts for the additional unit. ENGL-102 was approved for the Humanities and Fine Arts GE area.
ENGL-112H	Intermediate Composition, Literature, and Critical Thinking - Honors	**Humanities and Fine Arts:** ENGL-112H (4 units) is exactly the same course as the former ENGL-102 (3 units) course with an extra critical thinking component, which accounts for the additional unit. ENGL-102H was approved for the Humanities and Fine Arts GE area.
~~ID-102~~	~~Applied Color for Designers~~	~~**Humanities and Fine Arts:** Introduces the cultural, theoretical, and psychological impact of color on human behavior and environments. Develops student's ability to think critically about the selection of color for 2-d and 3-d applications including digital illustration.~~
~~ID-105~~	~~Introduction to Production Design~~	~~**Humanities and Fine Arts:** In-depth introduction to the process involved in the artistic creation of TV, film and theatrical productions including analysis of audience perception and cultural bias relative to historical settings & time periods as well as an aesthetic understanding of theatrical genres.~~

APPROVAL OF ASSOCIATE DEGREE GENEREL EDUCATION REQUIREMENTS

The following courses will be added to as fulfilling the areas of the Associate Degree requirements listed below.

Subject & Number	Title	General Education Area
BIOSCI-106H	Organismal & Environmental Biology – Honors	Natural Sciences
CHEM-100	Chemistry and Society	Natural Sciences
KPEA-106	Bowling	Physical Education and Wellness
~~HLHSCI-140~~	~~Introduction to Public Health~~	~~Physical Education and Wellness~~

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

The following courses will be added to as fulfilling the areas of the Paralegal Associate Degree requirements listed below.

Subject & Number	Title	General Education Area
BIOSCI-106H	Organismal & Environmental Biology – Honors	Natural Sciences
CHEM-100	Chemistry and Society	Natural Sciences

-Motion to approve General Education additions to the Associate Degree requirements and the Paralegal AA Degree requirements, Motion by Anne Marenco, second by Cindy Stephens. All in favor: Unanimous.

DELETED COURSES – CONSENT CALENDAR

The following course deletions have been recommended for approval as part of the Consent Calendar of this agenda. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
BUS-159	International Finance	Course will no longer be offered.	N. Faudree	Fall 2018

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
CAWT-074	Introduction To Photoshop	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-076	Introduction To WordPress	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-101	Introduction To Computers	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-110	Keyboarding And Document Processing	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-115	Business English	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-116	Business Communications	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018

CAWT-120	Administrative Office Procedures	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-140	Survey Of Microsoft Office Programs	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-150	Microsoft Word I	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-151	Microsoft Word II	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-155	Microsoft Excel I	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-156	Microsoft Excel II	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-160	Microsoft Access I	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-161	Microsoft Access II	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-165	Microsoft PowerPoint	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-166	Desktop Publishing	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-170	Website Development I	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-171	Website Development II	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-173	Web Development: Dreamweaver	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CAWT-174	Web Prototyping And Images	Adding Hybrid option to existing DLA.	M. Lipman	Fall 2018
CHNESE-101	Elementary Chinese I – Mandarin	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
CHNESE-102	Elementary Chinese II – Mandarin	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
FRNCH-101	Elementary French I	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
FRNCH-102	Elementary French II	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
FRNCH-201	Intermediate French I	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
FRNCH-202	Intermediate French II	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
GERMAN-101	Elementary German I	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
GERMAN-102	Elementary German II	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018

ITAL-101	Elementary Italian I	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
ITAL-102	Elementary Italian II	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
KPEA-175B	Intermediate Softball	Reducing to 1 unit (formerly 2 units).	H. Fisher	Fall 2018
SPAN-101	Elementary Spanish I	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
SPAN-101H	Elementary Spanish I - Honors	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
SPAN-102	Elementary Spanish II	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
SPAN-201	Intermediate Spanish I	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
SPAN-202	Intermediate Spanish II	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
SPAN-211	Spanish for Heritage Speakers I	Increasing to 5 units (formerly 4 units).	C. Acosta	Fall 2018
SPAN-212	Spanish for Heritage Speakers II	Increasing to 5 units (formerly 4 units).	C. Acosta	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
BIOSCI-100	General Biology	Revised objectives and content, updated textbooks. **Adding MATH-060 as a recommended preparation.**	D. Sanver-Wang	Fall 2018
BIOSCI-100H	General Biology – Honors	Revised objectives and content, updated textbooks. **Adding MATH-060 as recommended preparation. Adding DLA, Hybrid option only.**	D. Sanver-Wang	Fall 2018
BUS-154	Personal Finance	Revised objectives and content, updated textbooks.	B. Maxwell	Fall 2018
CONST-104	Civil and Construction Management Technology	Revised objectives and content.	E. Arnold	Fall 2018

CONST-105	Construction Estimating Principles	Revised objectives and content.	E. Arnold	Fall 2018
CONST-106	Survey of Construction Contracts and Laws	Revised objectives and content.	E. Arnold	Fall 2018
CONST-120	California Mechanical Code	Revised objectives and content.	E. Arnold	Fall 2018
CONST-124	California Electrical Codes	Revised objectives and content.	E. Arnold	Fall 2018
KPET-120	Emergency Procedures	Revised objectives and content, updated textbooks.	C. Peters	Fall 2018
KPET-200	Introduction to Kinesiology	Revised objectives and content, updated textbooks.	G. Rieck	Fall 2018
KPET-209	American Sports in Film	Revised objectives and content, updated textbooks.	H. Fisher	Fall 2018
KPET-210	Prevention and Care of Athletic Injuries	Revised objectives and content, updated textbooks.	C. Peters	Fall 2018
KPET-210L	Prevention and Care of Athletic Injuries Lab	Revised objectives and content.	C. Peters	Fall 2018
KPET-212	Sports Medical Clinical Experience	Revised objectives and content, updated textbooks.	S. Ehrsam	Fall 2018
KPET-213A	Practicum in Sports Medicine - Lower Extremity	Revised objectives and content, updated textbooks.	S. Ehrsam	Fall 2018
KPET-213B	Practicum in Sports Medicine - Upper Extremity	Revised objectives and content, updated textbooks.	S. Ehrsam	Fall 2018
KPET-213C	Practicum in Sports Medicine – General Medical Conditions	Revised objectives and content, updated textbooks.	S. Ehrsam	Fall 2018
SURV-101	Introduction to Land Surveying	Revised objectives and content.	R. Blasberg	Fall 2018
SURV-102	Advanced Land Surveying	Revised objectives and content.	R. Blasberg	Fall 2018
SURV-103	Advanced Applications in Land Surveying	Revised objectives and content.	R. Blasberg	Fall 2018
SURV-104	Advanced Applications in Land Surveying II	Revised objectives and content.	R. Blasberg	Fall 2018
WELD-114A	Introduction to Robotic Welding Automation	Revised objectives and content, updated textbooks.	T. Baber	Fall 2018

WELD-114B	Intermediate Robotic Welding Automation	Revised objectives and content, updated textbooks.	T. Baber	Fall 2018
WELD-114C	Advanced Robotic Welding Automation	Revised objectives and content, updated textbooks.	T. Baber	Fall 2018

MODIFIED PROGRAMS – CONSENT CALENDAR

The following modified programs have been recommended for approval as part of the Consent Calendar of this agenda. These program modifications will not be reviewed during this committee meeting, and the author of the following program modifications is not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
International Trade – Finance	Certificate of Specialization	Removing BUS-159, **total required certificate units reduced to 12.**	N. Faudree	Fall 2018
International Trade – Marketing	Certificate of Specialization	Removing BUS-159, no change it total required certificate units.	N. Faudree	Fall 2018
~~Music~~	~~AA-T Degree~~	~~Adding MUSIC-187 to the Major Ensemble category. No Change it total major units.~~	~~W. McPherson~~	~~Fall 2018~~
Theatre Arts	AA-T Degree	Adding THEATR-181A, 181B, 181C to the second "plus three units from the following" section. No change it total major units.	C. Boltz	Fall 2018
Theatre Performance	AA Degree	Adding THEATR-181A, 181B, 181C to the second "plus three units from the following" section. No change it total major units.	C. Boltz	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-030	Wildfire Chainsaws	1 unit, 20 hours lecture, 10 - 16 hours lab. **new SLO's (2).**	K. Klar	TBD
FIRET-102	Emergency Medical Technician Training Program	8 units, 105 hours lecture, 88 hours lab. **new SLO's (2).**	K. Klar	TBD
LEPD-020	Civilian Supervisor Course	4 units, 80 hours lecture. **New SLO, Recommended preparation of students should be LAPD supervisors or preparing for a supervisory position, completion of LAPD "Learning to Learn" course, and nomination from Commanding Officer.**	C. Theil	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
BIOSCI-100	General Biology	Adding MATH-060 as recommended preparation.	D. Sanver-Wang
BIOSCI-100H	General Biology – Honors	Adding MATH-060 as recommended preparation.	D. Sanver-Wang
~~MUSIC-187~~	~~Commercial Music Ensemble~~	~~New Audition prerequisite.~~	~~W. McPherson~~
THEATR-181A	New Play Development and Production – Beginning	New Audition prerequisite.	C. Boltz
THEATR-181B	New Play Development and Production – Intermediate	New THEATR-181A and Audition as prerequisites.	C. Boltz
THEATR-181C	New Play Development and Production – Advanced	New THEATR-181B and Audition as prerequisites.	C. Boltz

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
BIOSCI-100H	General Biology – Honors	Hybrid option only	D. Sanver-Wang

-Motion to approve the 5/3/2018 Consent Calendar, Motion by Saburo Matsumoto, second Lee Hilliard. All in favor: Unanimous.

CE Summary

The CE Committee has met monthly throughout Spring 2018.

The final meeting of the semester will be Monday, 14 May at 1:30pm in BONH 330.

Throughout the year, the committee has been working on the committee policies, procedures, and bylaws documents. The documents were finalized by the committee this Spring and sent forward to the senate for approval.

A number of topics have been discussed at the committee meetings. However the DWM Local and Regional Budget has been a recurring item of discussion.

The college received more DWM funding than was originally expected and budgeted. The committee discussed how best to allocate the additional funds and recommended using existing unfunded requests from program review as the starting point. Additionally it was agreed that funds should be used to support an additional lab tech for Welding and to increase the lab tech in Auto from 75% to 100%.

The committee also approved ongoing local funding for the LinkedIn project, the website redesign and updates, and the ongoing video project. Regional dollars were approved to support faculty professional development through the Association of College and University Educators training program.

An Assessment of Prior Learning Project was proposed by James Glapa-Grossklag and funded by the region with regional dollars. The project will focus on professional development for faculty related to assessment for prior learning. The plan is to have a summit/conference/training held at COC conducted by the Council for Adult and Experiential Learning (CAEL). Stipends or reassign time will be available to faculty for engagement in faculty inquiry groups focused on CE disciplines to determine what an assessment of prior learning would look like. Funding will also be provided for attendance at the CAEL annual national conference.

The committee has discussed Perkins Funding and the corresponding application process. A subcommittee has been formed and will meet on May 7 to evaluate proposals and discuss how Perkins will be managed going forward. As part of the Perkins umbrella, changes are being proposed to advisory boards and advisory board agenda. Although this was discussed at the committee meeting, additional meetings have been scheduled to further discuss these issues and to allow a greater number of faculty to participate in the discussion.

A regional cybersecurity project manager is currently being hired to facilitate the development of cybersecurity curriculum and programs at all interested colleges in the region. This is a project management position that will work with faculty at the various colleges. The faculty at each interested college will write the curriculum, develop the program, and move it through local processes.

Proposed fall 2018 Flex Schedule

August 10, 2018
Friday

August 2018

SuMo	TuWe	Th	Fr	Sa
		1	2	3	4
5	6	7	8	9	10	11
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September 2018

SuMo	TuWe	Th	Fr	Sa
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30						

FRIDAY

10

FLEX: CHOOSE YOUR OWN ADVENTURE!

7 AM

8

Mental Health First Day Training

9

4th Annual Online & Hybrid Instructor Retreat
Chloe McGinley

Gen Y
Mark Perna (Harriet Happel)

10

11

12 PM

1

Gen Y
Mark Perna (Harriet Happel)

2

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6

Faudree, Nicole 1 5/7/2018 12:30 PM

August 13, 2018

Monday

August 2018

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September 2018

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MONDAY

13

CCC FLEX DAY

FLEX: CHOOSE YOUR OWN ADVENTURE!

7 AM

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12 PM

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Welcome Back Breakfast
Teresa Giardi

New Faculty Orientation
Brent Riffel & Ron Drieling

Food History & Insecurity
Gregory Shrout

CCC Update
Ryan Theule

Lunch & Learn: Speed Learning - Guided Pathways Workgroups

eLumen Assessment
Nicole Faudree & Sab Matsumoto

Equity and Pathways OER
James Glapa-Grossklag

Faculty Leadership Senate & COCFA
Rebecca Eikey & Wendy Brill-Wynkoop

Tentative - Emergency Preparedness

August 14, 2018

Tuesday

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
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September 2018						
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TUESDAY

14

FLEX: CHOOSE YOUR OWN ADVENTURE!

7 AM

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12 PM

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First Aid/CPR
Chad Peters

Curriculum Committee Retreat
Lisa Hooper & Omar Torres

Optimizing and Using your LinkedIn Profile
Keri Aaver

Lunch & Learn: Speed Learning - Guided Pathways Workgroups

Why Pathways? Behavioral Science and the Psychology of Choice for Students and Pathways

Who Cares More? Communication B/W Students & Instructors Sabbatical Results
Victoria Leonard

See the Need, Be the Change
Patty Robinson

Voice Projection
Erin Africa

My Academic Plan (MAP)
Jasmine Ruys

August 15, 2018

Wednesday

August 2018

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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September 2018

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WEDNESDAY

15

FLEX: CHOOSE YOUR OWN ADVENTURE!

7 AM

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Dr. Tyrone Howard (Title V Speaker)
UCEN 258

Excel training for everyone – all levels invited to learn tailored to your needs!
Melanie Lipman & Victor Jadon

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eLumen Curriculum
Lisa Hooper

12 PM

Lunch & Learn: Speed Learning - Guided Pathways Workgroups

1

What do the Guided Pathways Mean for ME as a Faculty Member?

2

3

School on the Inside: Teaching Incarcerated Students
Pamela Williams Paez, et al

4

Welcome to Fall/Senate Committee Rush @ Art Gallery w/ food & drink

5

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Faudree, Nicole 1 5/7/2018 12:36 PM

August 16, 2018

Thursday

August 2018

Su	Mo	Tu	We	Th	Fr	Sa
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September 2018

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THURSDAY

16

FLEX: CHOOSE YOUR OWN ADVENTURE!

7 AM

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Enhancing Organizational Culture while Pursuing the Freedom to Innovate with Enthusiasm!
Dr. Van Hook

Excel training for everyone – all levels invited to learn tailored to your needs!
Melanie Lipman & Victor Jadon

10

11

12 PM

Lunch & Learn: Speed Learning - Guided Pathways Workgroups

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Department Retreats

Generations in the Classroom
Gregory Shrout

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4

BOT workshop?

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Renaming Proposal for Academic Departments[1]

College of the Canyons

Submitted by:	Lisa Hooper via Miriam Golbert
Current School/Division:	Math, Science, & Health Professions
Current Department Name:	Biological Sciences
Proposed New Department Name:	Biological & Environmental Sciences
Names of Department Full-time Faculty:	Miriam Golbert, Jim Wolf, Kelly Cude, Kelly Burke, Ricardo Rosales, Dilek Sanver-Wang, Anna Jane Almeda
Names of Department Full-time Faculty in Favor:	(see attached documentation)
Names of Department Full-time Faculty in Opposition:	(see attached documentation)

Notification & Approval:	**Signature**	**Date**
Department Chair	[signature]	5/7/18
School Dean/Program Director	[signature]	5/7/18
Curriculum Committee Chair	[signature]	4/18/2018
Articulation Officer	[signature]	5/7/2018
Academic Senate President	Rebecca Eshy	4/19/2018
CIO/CSSO	[signature]	4/26/18
Vice President of HR	Diane Frew	4/25/18
COCFA	[signature]	4/18/18

[1] AP 4023 ACADEMIC DEPARTMENTS outlines the procedures for initiating, merging, splitting or renaming of academic departments. When an academic department is proposing a name change that is not a result of merging or splitting of academic departments, it is understood that this form can be used.

Revised April 2017

1

BIOLOGICAL SCIENCES DEPARTMENT

Minutes

November 8, 2017
5:30 pm BYKH-216

In attendance: AJ Almeda, Kelly Burke, Jeannie Chari, Dilek Sanver-Wang, Barbara Andrade, Ricardo Rosales, Don Takeda, Kelly Cude, Miriam Golbert

I. Approval of minutes

Jeannie makes a motion, Ricardo second, all in favor.

II. Information Items

a. Accelerated 204/205 for Spring

Friday/Saturday 8:00-3:30PM (labs on Friday). Labs on Friday. Requested budget to account for the lab tech that needs to help with this.

b. Curriculum updates: 100 and 100H (eLumen)

Dilek did a great job with 100 and 100H updates in elumen. Training has been going on,

Important:

Methods of instruction: Lisa Hooper said we can do put anything there.

Methods of Evaluation: every section needs to do that (be conservative here).

Dilek will train the faculty on elumen at the beginning to the Spring semester.

c. Merger with Environmental Sciences (Jeannie)

Jeannie attended the Program Viability committee on Monday 11/6/17. Recommendations will go out tomorrow, 11/9/17. The department agrees and hope to see this approved. Faculty is aware that having an Environmental Science program in the department was one of our objectives in the program review since 2008 and will enhance what we can provide to our students. And, of course we will happily welcome Jeannie as 100% faculty in the department if the merger is recommended.

d. Adjunct faculty evaluations

Deadline is on November 30 to Micah.

e. Assessment Spring 2017

BioSci 106 is the only one that needs to be assessed this semester. Results need to be sent to Evis Wilson.

f. *HR Training: Everyone needs to do it, deadline extended till 12/13.*

III. Discussion Items

a. Laboratory Updates (Barbara)

Cleaning the prep room from boxes, and old stuff in the conference room.
Autoclaves: Becky is doing quality control every month and now there is a log with every autoclave that is done. Pass or not pass.
Becky is stepping up! First hazardous waste training to all the lab techs. Next week there is another training.
Jo attends tech meetings now; she feels more a part of the department. Gives her support so she does not feel alone.
Trying to have a schedule that is more fluid for college assistants. CalWorks and Work Study have been great. Barbara has interviewed 2 already.
Michelle (Chemistry) if she wants to share some of them.
Display cabinets on the main prep hallway have been cleaned up, if anybody has any posters related to Micro, or A&P, Genetics, it would be great to have. The one next to the computer room will be more showcasing the department.
Safety: Chemical Hygiene Plan, not much about infectious disposal. San Diego CCD has similar situations as ours. Lab Techs are editing and a final draft will be send to Miriam and then to Omar.
Any additions or deletions on curriculum for labs, please send them to the specific lab tech of each area.
KB suggested faculty should also be trained in what the lab techs are doing about safety, it will be good to know.
Safety training (along with Chemistry), 2 hours about lab safety. Working to see if we can do this. District should pay for this as it is a manner of safety ($750.00), through the same company that does our waste disposal.
The safety the district offers is more like a company training not specific for our labs.
Kevin is staying through Winter and Spring.
Becky has questions about the cells stored in the canister. Is everything good in there?
Insects cells can be thrown away as we don't do 230 any longer. The rest are still good.

b. COCFA (KB)

3

December check should have the pay rate increase, and a retroactive check also in December.
Chairs evaluations pilot, after they will be evaluated and see what worked or not. Union made the instrument.
Union survey to complete. Coordinator pay: meeting with Barry, Garrett and KB. [redacted] *Thirsty Thursday on 11/16 and Holiday party in December.*
Supplementary pay new form. [redacted]

IV. Other

V. Adjournment

4

Hooper, Lisa

From: Golbert, Miriam
Sent: Tuesday, March 27, 2018 6:26 PM
To: Hooper, Lisa
Subject: Re: ESES Department Change

Thanks Lisa. I spoke to Teresa today and she agrees that we should be called what my colleagues decided.
She has been trying to get her department to agree on a name but nobody responded to her and she believes it will be difficult to do so.
You may want to ask her to do it as soon as possible and she may be able to comiendo up with something by the time you need it.

Our proposed new name is Biological & Environmental Sciences, since we are taking the three courses with that notation.

Thank you again for your help.

Dr. Miriam S. Golbert
Chair & Professor,
Biological Sciences Department
College of the Canyons
661-362-5927

On Mar 27, 2018, at 6:14 PM, Hooper, Lisa <Lisa.Hooper@canyons.edu> wrote:

> NO PROPOSAL NECESSARY!! YAHOOOO! You simply give me your chosen name and I circulate it to all the "areas" of the college impacted by said name change and get them to sign-off.
>
> Now, a best care scenario, is to process BOTH the name change for Biology and ESES at the same time. I realize that might be difficult. Tot his end, I would like you to connect with Teresa and see where her groups is in the process?
>
> ***Lisa D. Hooper, MA***
> Professor, Kinesiology & Physical Education
> Chair, Curriculum
> COLLEGE OF THE CANYONS
> 661.362.3471
>
> ---
>
> **From:** Golbert, Miriam
> **Sent:** Tuesday, March 27, 2018 4:12 PM
> **To:** Hooper, Lisa
> **Subject:** RE: ESES Department Change
>
> Ok, waiting on your response!
>
> Thanks Lisa

Academic Department Proposal Template

The purpose of this template is to assist faculty and others in preparing the proposals required by AP 4023 (Academic Departments) for Initiation, Merging, Splitting or Renaming of Academic Departments.

This template is not meant to limit the information that can be provided in the proposal but to provide a format that helps to make sure the required information is included.
The completed proposal should be forwarded to the Chief Instructional Officer and the Academic Senate.
Proposals to rename an existing department without splitting or merging should use the Renaming Proposal Form for Academic Departments

Section 1 -
Basic Information
1. Type of Change Requested (please select all that apply):

Create a New Department from Previously Unaffiliated Existing Courses/Programs

Create a New Department by Merging Existing Departments - Biological Sciences and the Environmental Program From ESES department

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. *The requested change is to merge the Environment Program with the Biology Program. This will benefit students because it will provide strength to the ENV program which is still small. It is very important for this program to receive interdisciplinary support and interaction because jobs that require knowledge of the Environment are expected to increase exponentially as the impacts of climate change, biodiversity loss and limited resources continue to challenge humanity.*

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? *The ESES department has opted to undergo a structural change which includes separating the 5 disciplines that were included within the department. Therefore the request is being made to merge the Environment Program and Biology Program to form a new department of Biological and Environmental Sciences. This was already in the Biological Sciences department plan, as indicated in the Program Review for years 2008-2009. Two of the new objectives listed from the program review are below:*
13). Complete and Environmental Sciences program and Green Technology. (Goal: Innovation; Status: Yet to be Started Year: 2008)

14). Collaborate in the development of an Environmental Studies program. (Goal: Teaching and Learning; Status: Yet to be Started; Year: 2008)

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? *The Environment program is by nature extremely interdisciplinary. Therefore it will be better served to be housed with another related department. However, the Environment Program is distinct from the Biology Program in terms of its associate's degrees. Therefore a merging of the two would best allow for collaboration and growth of the Environmental Program without losing the specific identity of the Environment Program itself. This also provides benefit to the Biology Department as it currently shares space and resources so having the programs within one department will streamline those efforts.*

3. Is the proposed department's academic discipline common to the California Community College system and mission? *Yes. One of the primary missions of the Community College system is the following "to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement." Therefore by strengthening the Environmental Program through the merger our students will be better prepared to find jobs and pursue higher degrees in areas that focus on continuing California's economic growth and competitive position in a sustainable manner.*

4. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature? *Research on the way that other community colleges have their departments structured to best accommodate interdisciplinary programs like Environment results in a variety of different discipline pairings. However, it is certainly much more common for Environment to be paired with other disciplines than on its own. Additionally, there are several colleges that have Biology and Environment in the same department.*

a) If this departmental structure currently exists at other community colleges, please provide a few examples.
The spread is vast, some community colleges like Santa Monica College and Ventura College have separate Environmental programs. These two colleges have a larger student population making it easier for the program to stand alone as a department. Nevertheless, they are highly interdisciplinary and Biological Sciences are involved in their degree as well. Los Angeles Mission College and Antelope Valley colleges are two of the local colleges where Environmental is together with Biology. L. A. Mission has Environment in the life Sciences department, while AV College is called Biological and Environmental Sciences.

b) If this departmental structure is similar to those found at UC or CSU, please provide a few examples. *When surveying the UC and Cal State campuses there is no unified approach as to how Environmental Science and Studies are structured. However, the common thread among all campuses is an interdisciplinary approach to their environmental science and studies degrees. Specifically all campuses recognize the strong interdisciplinary nature with biology, chemistry and earth sciences. Some universities have their own departments for Environment and some are a part of other departments, but they all emphasize interdisciplinary work. Additionally this field is recently and quickly growing.*

Therefore new combinations frequently arise. UCSD has a BS in Environmental Systems that focuses on Ecology, Behavior and Evolution. UCSC has a BA in Environmental Studies/Biology, both UCI and UC Davis pair Environmental Science with Agricultural Science. We do not have Agricultural Science yet, but in the future it would make sense to include this in the department. UC Berkeley has a BS in Environmental science with a concentration in Biology, UCLA has an Environmental Science degree with a concentration in conservation biology, Cal State Monterey Bay has an Environmental Science degree with an emphasis in applied ecology, Cal State Chico has a BS in Biology with an emphasis in Ecological, Evolutionary and Organismal Biology as preparation for environmental and resource management fields and Fullerton has a BS in Biology with an emphasis in Biodiversity, Ecology and Conservation Ecology. Northridge and Pomona offer a BS in Environmental Biology which prepares students for graduate school; for positions in government land-management agencies; for teaching biology; or for positions with environmental consulting companies

Section 3 – Stakeholders

5. Are the affected faculty members in support of this proposal? Please explain why or why not. *The Biology department is in support of this proposal. The ESES department is restructuring and there are varying goals within the disciplines. Essentially, the ESES department decided to split and there was unanimous approval for this. In regard to Environment merging with Biology, there is also support from affected faculty member for this though it has been difficult to come to a decision that supports the desires of all faculty in the ESES department. The intention is for the Environmental Program to retain significant collaboration with the disciplines from the ESES department in order to continue to offer students a strong interdisciplinary educational experience.*

6. Does the Office of Academic Affairs support this proposal? Please explain why or why not.
The Office of Academic Affairs has unofficially accepted the splitting of the ESES department and subsequent changes to the different disciplines, as long as proper procedures through Academic Senate are followed.

7. Are there any additional issues raised by the Academic Senate or the Office of Academic Affairs that should be considered?
Not at this moment.

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?
The Biological Sciences department is already a large department, after English and Math. The size will not be impacted as much, taking into consideration that the full time faculty in charge of the Environment program was hired as a Biology instructor. With the merger, the number of sections will increase by about 8 sections per year. Since 80 plus sections are already offered per semester, this will not have a major impact on how the department is run and organized.

2. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why. *Yes. Biology and Environment share lab space, equipment and technicians already. In addition both Biology and Environment are aligned and involved with the Facilities Master Plan Biodiversity Initiative. Having both programs in the same department will streamline ordering of supplies and program review in terms of supporting the degree programs, the curriculum and the Biodiversity Initiative.*

3. What is the proposal's impact on existing students? *Students will not likely be impacted as all courses will continued to be offered as previously with no changes.*

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*]. *Not at this time.*

5. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? If so, what will they be? *An AA in Environmental Studies and an AST in Environmental Science have already been submitted. No additional degrees or certificates are planned at this time.*

6. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
Not at this time, unless the department chair release time is renegotiated as part of the general negotiations going on. It may change by a very small margin if using the current formula as the number of sections will increase slightly as well as an increase of 2 adjunct faculty currently teaching the Environment courses. Classified staff and facilities are being shared, so no changes there.

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*).
As mentioned on # 1 above, the full time faculty currently in charge of the Environment program in the ESES department, was hired as a Biology full time faculty, so no transfer will be needed and no vacancy will occur.

8. Would this proposal require any additional funding or other resources? How will these be provided?
The Environment program currently has a budget of about $1,375 which should be transferred to the Biological Sciences department Instructional supply budget. A lot of the equipment is already being shared by both programs.

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).
After this proposal is reviewed by Academic Senate, if approved, we expect the merger to go smoothly and start functioning as one department by Spring 2018. It will depend on the necessary approval timeline. The Biological Sciences department is ready and able to take on this program as it has been from the beginning as projected on the Academic Program Review of 2008-2009.

Academic Senate First Review Date: Dec 7, 2017
Academic Senate Second Review Date: Mar 22, 2018
Academic Senate Action (Vote to Approve or Not Approve) Date: Mar 22, 2018
Approval of COCFA President (Signature & Date): 4/18/18
[*Note: If the proposal is approved by the Academic Senate and there is mutual agreement between the Academic Senate and the Chief Instruction Officer, the proposal will be advanced for implementation. All newly initiated departments are deemed pilot departments for a period of three years with required yearly reporting.*]

Renaming Proposal for Academic Departments[1]

College of the Canyons

Submitted by:	Lisa Hooper via Teresa Ciardi
Current School/Division:	Math, Sciences, & Health Professions
Current Department Name:	Earth, Space, and Environmental Science
Proposed New Department Name:	Earth and Space Sciences
Names of Department Full-time Faculty:	Teresa Ciardi, Mary Bates, Jason Burgdorfer, Vincent Devlahovich, David Michaels, Jeannie Chan
Names of Department Full-time Faculty in Favor:	(See attached documentation) P. 1-4
Names of Department Full-time Faculty in Opposition:	(See attached documentation) P. 1-4

Notification & Approval:	**Signature**	**Date**
Department Chair		5/7/18
School Dean/Program Director		5/7/18
Curriculum Committee Chair		4/18/2018
Articulation Officer		5/7/2018
Academic Senate President	Rebecca Eiby	4/19/2018
CIO/CSSO		4/20/18
Vice President of HR		4/25/18
COCFA		4/18/18

[1] AP 4023 ACADEMIC DEPARTMENTS outlines the procedures for initiating, merging, splitting or renaming of academic departments. When an academic department is proposing a name change that is not a result of merging or splitting of academic departments, it is understood that this form can be used.

Revised April 2017

Hooper, Lisa

From: Eikey, Rebecca
Sent: Wednesday, April 18, 2018 1:42 PM
To: Ciardi, Teresa; Jimenez, Marilyn
Cc: Bates, Mary; Burgdorfer, Jason; Chari, Jeannie; Devlahovich, Vincent; Michaels, David; Young, Micah; Buckley, Jerry; Brill, Wendy; Hooper, Lisa
Subject: RE: New Department Name

Hi Teresa and all,

Thank you for letting us know. There is a form that Lisa will need signatures on for this change: https://www.canyons.edu/Offices/AcademicSenate/Documents/Academic%20Department%20Renaming%20Proposal%20Form.pdf

This form requires Teresa's signature as well as others.

Thank you,
Rebecca
~~~~~~

Rebecca A. Eikey, Ph.D.
Professor, Chemistry Department
Academic Senate President
ASCCC Area C Representative
10 + 1 Matters
College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, CA 91355
(661) 362-5314
rebecca.eikey@canyons.edu

~~~~~~

Study nature, love nature, stay close to nature. It will never fail you.
- Frank Lloyd Wright

From: Ciardi, Teresa
Sent: Wednesday, April 18, 2018 12:33 PM
To: Eikey, Rebecca <Rebecca.Eikey@canyons.edu>; Jimenez, Marilyn <Marilyn.Jimenez@canyons.edu>
Cc: Bates, Mary <mary.bates@canyons.edu>; Burgdorfer, Jason <Jason.Burgdorfer@canyons.edu>; Chari, Jeannie <Jeannie.Chari@canyons.edu>; Devlahovich, Vincent <Vincent.Devlahovich@canyons.edu>; Michaels, David <David.Michaels@canyons.edu>; Young, Micah <Micah.Young@canyons.edu>
Subject: New Department Name

Hello Rebecca,

We full-time faculty have decided how to change the name for our re-structured department.

FROM: Earth, Space, and Environmental Sciences (ESES)

See P. 2

TO: Earth and Space Sciences (ESS)

Thank you,
Teresa

Be a better person every day :)

Professor Teresa Ciardi
Chair of Earth, Space, and Environmental Science Department
Co-Chair of Faculty Development Committee
Co-Chair of Bookstore Committee
Co-Chair of COC Global
Lead Faculty Coordinator for Makerspace
Advisor for Astronomy & Physics Club, NASA HASP, and RockSatX
College of the Canyons

3

November 9, 2017

TO: Rebecca Eikey
President, Academic Senate
FROM: Lisa Hooper
Chair, Program Viability
SUBJ: Splitting/Merging of Earth, Space, and Environmental Science Department

The Program Viability Committee received three proposals regarding the splitting and/or merging of the Earth, Space, and Environmental Science (ESES) department. Proposal A recommended the merging of the discipline of Environmental Science with the department of Biology. The evidence presented was persuasive that this merge would serve students as well as the current configuration of departments, and perhaps better going forward. Environmental Science and Biology share many of the same human and physical resources. With the introduction of the new Associate Degree for Transfer in Environmental Studies, the demands for these resources will likely increase and having these disciplines in the same department should make collaboration easier. Furthermore, all full-time faculty in the ESES department are in support of Environmental Science merging with Biology, as is the current chair of the Biology department. Therefore, pending evidence that the Biology faculty are also in support of this merger, via department minutes or the like, the Program Viability committee recommends the merging of Environmental Science with Biology.

Proposal B recommended the merging of Environmental Science with Biology, and the remaining disciplines split to form four (4) new departments as follows: Astronomy, Geography & GIS, Geology & Oceanography, and Physical Science. Evidence was provided regarding growth of the disciplines within ESES since its inception in 2010. Some of the disciplines have grown as much as 70% in that span, making the current FTES generated by those disciplines comparable to some other departments on campus. The proposal also substantiated the administrative workload associated with ESES has grown considerably such that a different department configuration could help serve students better.

Proposal C recommended the merging of Astronomy & Physical Science into a department separate from ESES. The rationale for this proposal was much the same as the rationale provided in Proposal B: growth and the associated administrative workload. The proposal stated that Astronomy and Physical Science share the same human and physical resources so combining them into one department makes sense. While not mentioned in this proposal, when asked, the author did state support for the merging of Environmental Science with Biology.

The Program Viability committee does see evidence that the splitting of the ESES department into smaller departments could serve students better than the current configuration. However, the committee felt neither proposal addressed all the factors necessary for to make a recommendation with confidence. Some outstanding questions include: why were two proposals drafted rather than one proposal, possibly with a few different department

configurations, stating pro's and con's for each? It was recommended that Environmental Science merge with Biology – were other departments considered for merger when generating these proposals? Physics and Astronomy are considered the same discipline, pedagogically – could Astronomy have merged with the Physics & Engineering department? Physical Science is interdisciplinary, encompassing Physics, Chemistry, and Earth Science – could Physical Science have merged with the Physics & Engineering department or with Chemistry department?

Without a cohesive proposal, outlining all the curricular, human resource, and physical resource considerations, we find it difficult to determine which departmental configuration would best serve students, while making sense pedagogically, and with a manageable administrative workload. Therefore, beyond the recommendation to merge Environmental Science with Biology (pending evidence of support from the Biology faculty), we recommend no further merging or splitting of the remaining ESES disciplines at this time.

Academic Senate CTE Liaison Report-May 2018

- CE Senate Subcommittee – The CE Committee is meeting monthly. The last meeting for the 2017/18 year is Monday, 14 May at 1:30pm. The committee by-laws have been brought to the senate and as of the 26 April Meeting agenda were listed as unfinished business. I have been working with Marilyn to develop a website for the committee. Currently all of the agendas, meeting documents, and meeting minutes are posted on the website. The focus of the committee remains the DWM funding and projects, CE grants including Perkins and CCPT, advisory boards and other CE topics.

- DWM Update

    - There is an increase in funding at the local and regional level for 2017/18. The local and regional budget are regular items on the CE Subcommittee agenda.

    - Projects:

        - LinkedIn/Lynda.com Keri is working with faculty and students to increase the use of LinkedIn and Lynda.com. I am continuing to speak with LinkedIn regarding the use of groups and how to access employment data.

        - Websites At a minimum, all of the CE programs currently have a new website landing page. The web designer contract will be renewed for 2018/19 for ongoing maintenance of existing sites and for migration of existing sites to the new web platform.

        - Videos The contract for video services will be renewed for 2018/19. Any CE programs that would like a video will be able to get one.

        - CE Faculty Training by the Association of College and University Educators (ACUE) Regional funding will be used to provide this training to COC CE faculty and other CE faculty in the region will be able to participate as well. Currently both Tim Baber and Cindy Stephens are in the training pilot and the feedback has been very good.

        - Marketing A contract to hire Tools for Schools (tfs) and Mark Perna tfs Founder and CEO is underway. Mark will provide marketing support to the CE programs.

        - Cybersecurity The regional project manager position has been posted and should be hired by the end of May. This position will work with faculty from all of the interested colleges in the region to develop and implement Cybersecurity programs at their respective institutions.

- General Marketing

- General The statewide rebranding and marketing efforts have produced a general toolkit that can be used by any region or local college. Here is a link to the marketing tool kit. http://careereducationtoolkit.cccco.edu/

- Other CTE Liaison Committee Participation

  - SCCRC (South Central Coast Regional Consortia) Meetings
  - Non-Credit Committee
  - Non-Credit Full Time Faculty Hiring Committee
  - Chancellors Taskforce on Workforce Development
  - DWM/SWP Meetings
  - Guided Pathways
  - Code Alignment Project
  - IEPI PRT Meetings
  - Perkins and Advisory Board Discussions Meetings
  - CE Committee Meetings
  - Academic Senate Meetings
  - Senate Executive Committee Meetings
  - COCFA – Senate Meetings

AB1805

Clients: ASCCC, Curriculum/Senate Authority, FACCC

Summary: This bill would require a community college to inform students of their rights to access transfer-level coursework and of the multiple measures placement policies developed by the community college, as provided. The bill would require a community college to annually report to the Office of the Chancellor of the California Community Colleges the community college's placement policies and placement results, and would require a community college to publicly post its placement results. The bill would require its provisions to be implemented by a specified date. To the extent the bill would impose additional duties on community college districts, the bill would impose a state-mandated local program.

Status: **2018-04-26 / Engrossed**
In Senate. Read first time. To Com. on RLS. for assignment.

Notes: comment: 2018/04/22 - **[ASCCC, FACCC]** - Watch
comment: 2018/04/22 - Follow up to Irwin AB 705 Irwin trying to keep the remediation pathway reform out in front of everyone. More oversight. Introducing another bill to keep this fresh in peoples minds. NOTE: the CCC reports this information to the CCCCO. Why should we all create individual reports with the same data?

AB1935

Clients: ASCCC, CCA, FACCC, Tutoring

Summary: This bill would provide that supervised tutoring for basic skills, and for degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the board of governors, governors by July 31, 2019, is eligible for state apportionment funding.

Status: **2018-05-02 / Introduced**
In committee: Set, first hearing. Referred to APPR. suspense file.

Notes: comment: 2018/04/22 - **[ASCCC]** - Watch
comment: 2018/04/22 - **[FACCC]** - FACCC - Watch
comment: 2018/04/22 - **[CCA]** - CCA - Support
comment: 2018/04/22 - **[CCLC]** - Support

AB2621

Clients: ASCCC, CCA, Curriculum/Senate Authority, FACCC

Summary: Existing This bill would require the Legislative Analyst's Office to conduct a study on the feasibility of creating an exclusively online community college and to report its findings to the Legislature on or before July 1, 2019.

Status: **2018-04-24 / Introduced**
In committee: Set, first hearing. Hearing canceled at the request of author.

Notes: comment: 2018/05/06 - This bill is mostly symbolic - unfortunately, it will not make it out of committee.
comment: 2018/05/06 - **[FACCC]** - Would support if amended to be in opposition to the online college
comment: 2018/05/06 - **[ASCCC]** - Support
comment: 2018/04/22 - This was a spot bill and was amended after all committees met. The ASCCC passed a resolution at Spring plenary in support. FACCC and CCA will likely support

AB2767

Clients: ASCCC, CCA, FACCC

Summary: This bill would require the Legislative Analyst's Office to conduct a study of the funding formula used to allocate state apportionments by the California Community Colleges for the 2017–18 fiscal year. The bill would require the Legislative Analyst's Office to submit a report to the Legislature, on or before July 1, 2019, containing its findings from the study and providing recommendations as to various funding formula models the Legislature may wish to adopt for use by the California Community Colleges.

Status: **2018-04-24 / Introduced**
In committee: Set, first hearing. Hearing canceled at the request of author.

Notes: comment: 2018/05/06 - This bill is mostly symbolic - unfortunately, it will not make it out of committee.
comment: 2018/05/06 - **[FACCC]** - Support if amended - would want the LAO to include how performance based funding has failed in other states, and how our system can incorporate faculty hiring into the metrics.
comment: 2018/05/06 - **[ASCCC]** - Support
comment: 2018/04/22 - This was a spot bill and then amendment was made after most the leg committee meetings. The ASCCC passed a resolution in support at Spring 18 plenary. FACCC and CCA will likely have support positions
comment: 2018/04/22 - Funding Formula

AB3101

Clients: CCA, FACCC

Summary: CCC Apply - This bill would require the board, on or before July 31, 2019, to revise the CCCApply application and enrollment process so that only data that is required by the federal government, or that is otherwise necessary, as determined by the board, is collected during the process. The bill would require the board, to the extent that data can be collected from the student at a later time, to delay the collection of that data until after the student is enrolled.

Status: **2018-05-03 / Introduced**
Read second time. Ordered to Consent Calendar.

Notes: comment: 2018/04/22 - **[CCLC]** - Support
comment: 2018/04/22 - FACCC -Support CCA - Support

SB968

Clients: ASCCC, CCA, FACCC, Students

Summary: This bill would require the CSUs, UCs, and CCCs, to have one full-time equivalent mental health counselor per 1,500 students enrolled at each of their respective campuses to the fullest extent consistent with state and federal law.

Status: **2018-05-02 / Introduced**
[*Hearing: May 14 @ 10:00 am in John L. Burton Hearing Room*]
Read second time and amended. Re-referred to Com. on APPR.

Notes: comment: 2018/04/22 - Would faculty support an amendment to 1/5000 ratio to lower cost of the bill? FACCC – maybe at some point, but idealism for now It should be clear that this is a need for ADDITIONAL counselors not to supplant existing ones campus.
comment: 2018/04/22 - FACCC - Support, ASCCC - Support, CCA - Watch at Spring conference, concerned about costs.

SB1009

Clients: ASCCC, CCA, FACCC

Summary: Currently, colleges are allowed to capture apportionment for supervised tutoring of students in basic skills or non-credit courses, and eliminates the requirement for faculty referral. This legislation would extend these provisions to supervised tutoring for students in credit classes and thus provide more resources for tutoring services. This bill is very similar in intent to AB 1935 (Irwin). There have been discussions about merging the two bills.

Status: **2018-04-30 / Introduced**
April 30 hearing: Placed on APPR. suspense file.

Notes: comment: 2018/04/22 - **[CCLC]** - Support
comment: 2018/04/22 - Support FACCC, ASCCC, and CCA

SB1406

Clients: ASCCC, CCA, Curriculum/Senate Authority

Summary: This bill would require that a student participating in a baccalaureate degree pilot program commence his or her degree program by the beginning of the 2022–23 academic year. This bill would extend the inoperative and repeal dates for the authorization to establish pilot baccalaureate degree programs by 2 3 years.

Status: **2018-04-30 / Engrossed**
In Assembly. Read first time. Held at Desk.

Notes: comment: 2018/05/06 - **[FACCC]** - Oppose
comment: 2018/04/22 - **[ASCCC]** - Supports the extension of the pilot program
comment: 2018/04/22 - **[CCA]** - CCA and CFT are no aligned on how to address this bill. CFT wants the position to be opposed and CCA wanted a WATCH position. The Leg Comm position was changed at State Council.

AB2933

Clients: FACCC, Students

Summary: This bill would require a county human services agency, or any other county agency with similar programmatic responsibilities, to designate an agency liaison for higher education as a single point of contact in the agency for academic counselors and other professional staff at community colleges located within the county, and to provide resource and referral information regarding relevant programs under the agency's jurisdiction to students who have expressed a need that might be met by those services. The bill would require a disclosure of personal information under the bill to be made in compliance with applicable state and federal confidentiality laws. By requiring counties to perform new duties, the bill would impose a state-mandated local program.

Status: **2018-04-25 / Introduced**
[*Hearing: May 9 @ 9:00 am in State Capitol, Room 4202*]
From committee: Do pass and re-refer to Com. on APPR. with recommendation: To Consent Calendar. (Ayes 7. Noes 0.) (April 24). Re-referred to Com. on APPR.

Notes: comment: 2018/04/22 - County liaison for CCCs FACCC Sponsored

AB204

Clients: ASCCC, CCA, FACCC, Financial Aid, Students

Summary: The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students, and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan.

By imposing additional duties on community college districts, the bill would impose a state-mandated local program.

Status: **2017-09-01 / Engrossed**
In committee: Held under submission.

Notes: comment: 2018/04/22 - FACCC, ASCCC and CCA all support Appeal process waiver of BOG enrollment fees

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AB310

Clients: CCA, FACCC, Part Time Faculty

Summary: This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

Status: **2018-04-25 / Engrossed**
From committee: Do pass and re-refer to Com. on APPR. (Ayes 6. Noes 0.) (April 25). Re-referred to Com. on APPR.

Notes: comment: 2018/05/06 - Senator Scott Wilk asked to be listed as a coauthor.
comment: 2018/04/22 - This bill was vetoed by govn last year
comment: 2018/04/22 - Part-time faculty office hours Would require the provision of paid part-time office hours to be reported on local community college district's websites.
comment: 2018/04/22 - FACCC Sponsored and CCA Support

AB1786

Clients: ASCCC, Veterans

Summary: The bill would instead require a statewide articulation officer at the Office of the Chancellor of the California Community Colleges, who would be designated by the chancellor under the bill's provisions by March 31, 2019, to, using common course descriptors and pertinent recommendations of the American Council on Education, determine, by July 1, 2019, for which courses credit should be awarded for prior military experience.

Status: **2018-04-30 / Introduced**
[*Hearing: May 9 @ 9:00 am in State Capitol, Room 4202*]
Re-referred to Com. on APPR.

Notes: comment: 2018/04/22 - Initially, ASCCC was supportive - the bill now calls for a Statewide articulation officer, is this a problem?

AB2248

Clients: ASCCC,
CCA,
FACCC,
Financial Aid,
Students

Summary: This bill would require the commission, upon the initial awarding and the renewal of a Cal Grant award, to notify in writing a Cal Grant award recipient that, if he or she takes less than 15 semester units or the equivalent per semester or the equivalent or less than 30 semester units or the equivalent per academic year, he or she will not graduate in 4 years, except as specified. The bill also would require a qualifying institution, as defined, to notify in writing a student during new student orientation and annual registration that, if he or she takes less than 15 semester units or the equivalent per semester or the equivalent, or less than 30 semester units or the equivalent per academic year, he or she will not graduate in

4 years, except as specified.

Status: **2018-04-30 / Introduced**
[*Hearing: May 9 @ 9:00 am in State Capitol, Room 4202*]

Re-referred to Com. on APPR.

Notes: comment: 2018/05/06 - **[ASCCC, CCA, FACCC]** - Watch - due to recent amendments.
comment: 2018/05/06 - Quick summary history: 2/23/18: the bill defines "full-time students" for purposes of determining Cal Grant eligibility as 15 units, changed from 12 units. Obviously problematic for students who could not take 15 units. 3/23/18: Similar but part-time students defined as below 30 units per year 4/16/18: reverted the "full-time" definition to 12 units, and focused the bill on notification, "in writing a Cal Grant award recipient that, if he or she takes less than 15 semester units or the equivalent per semester or the equivalent or less than 30 semester units or the equivalent per academic year, he or she will not graduate in 4 years," 4/26/18: similar to amendments made on 4/16 but makes the reporting language a little stronger. For example, a student MUST take 15 units/semester to graduate in 4 years and the Cal Grant is limited to 4 years. Cal Grant is already limited to 4 years in another statue Concern - not all programs are 60 units, and simply taking ANY 15 units is not going to lead to completion
comment: 2018/04/30 - It seems to imply adding a four-year limit to Cal Grant? I am not sure if this is a new limit to Cal Grant
comment: 2018/04/22 - FACCC, ASCCC, and CCA - Oppose because of first draft increase units to 15 from 12 for F/T students. Author pulled bill from committee. Then brought it back - amended language informs students that they will not graduate in 2 years unless then complete 15 units each semester. Likely there will be a revision to positions taken. Also Student Senate opposed bill.

May 6, 2018

Noncredit Committee Report to the COC Academic Senate Update: 2017-18 school year

Meeting dates: 9/14, 10/12, 11/16, 2/15, 3/22, 4/12

In summer 2017, College of the Canyons applied for and received an IEPI Partnership Resource Team (PRT) grant. Through this grant, a team of noncredit experts throughout the state came to COC to take a look at our existing noncredit program and to provide recommendations for how to change and relaunch our program going forward. They created a PRT plan document that delineated key recommendations for the program's evolution. One of the chief recommendations was the creation of a Noncredit Committee with broad representation consisting of full-time and part-time faculty, staff, and administration.

The Noncredit Committee first met on September 14, 2017. Its first tasks were to define role and purpose, conduct a SWOT analysis, and develop a business plan document. The first two meetings centered primarily around role and purpose, the SWOT analysis was completed in November, and the business plan work began in earnest in winter 2018. A DRAFT of the business plan was developed before the February meeting and can be accessed at this link: https://docs.google.com/document/d/1NbuCoDTGYfzibL7Z8sni4N33idomQvxvC2Td2R1 w6Bc/edit?usp=sharing Again, this is a draft and the NC Committee members are continuing to develop this plan.

Beginning in March 2018, the committee pivoted toward branding and marketing considerations for moving the program forward. The PRT grant provides funds for marketing, and the NC committee agreed to proceed with a contract with a marketing firm. This firm will be chosen from a limited set of candidates by a subgroup of the Noncredit Committee, and they will begin work on branding and marketing of our program in May or June of 2018, with an expected full launch by fall 2018 FLEX week.

In the coming year, the committee will shift toward an advisory role for program development, scheduling, and outreach opportunities for the program.

For more information please contact Wendy Brill-Wynkoop or John Makevich, Co-Chairs of the Noncredit Committee

BP 5529 ~~.1 Introduction~~ STUDENT CONDUCT

5529.1 Introduction

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

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

A. For the purposes of this policy, at the time an alleged violation occurs, a student is defined as an individual who:

1. has submitted an application to ~~the~~ College ~~and has engaged in the admissions process~~ for the current or upcoming terms; or

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

3. has ~~completed~~ met the conditions for part one (1) or two (2) above in the immediately preceding ~~term and is eligible for re-enrollment, including the recess periods between academic terms~~ semester or intersession.

5529.2 Grounds for Disciplinary Action

A student may be disciplined for one or more of the following causes, which must be College/District related and which may occur either on any District site or elsewhere off-site during a College-sponsored activity or event, or through any online interaction the student may have with another member of the campus community. In cases involving alleged rape, sexual assault, domestic violence, dating violence or stalking, in which both the alleged complainant and the accused are both students, as defined below, of the College, jurisdiction extends to matters which may occur either on or off campus, and not necessarily in conjunction with a College-sponsored activity or event.

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

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

B. Forgery, alteration or misuse of College documents, keys, records, or identification, or knowingly furnishing false information to the College or one of its officials, or any fraud activity including, but not limited to, reversing credit card charges to avoid paying fees, or failure to make good on returned checks cashed by the College.

C. Cheating, plagiarism, fabrication, and other forms of academic dishonesty, and/or facilitating academic dishonesty, including, but not limited to: having other students or non-students take courses, tests, placement exams, or write papers; access to, or use of electronic devices,

during exams; opening internet browsers while taking closed book, closed note proctored exams.

D. Violation of classroom rules, as determined by each course syllabus, including, but not limited to, ~~:~~ the use of cell phones, pagers, other unauthorized devices, attendance and punctuality standards, decorum standards, safety standards, including, but not limited to the wearing of specified footwear and/or safety gear and/or protective clothing or uniforms, and other standards found in the course syllabus.

E. Physical or verbal abuse, or harassment, including, but not limited to, ~~rape, sexual assault,~~ sexual harassment, ~~stalking, domestic violence, dating violence~~ or any threat of force or violence including physical altercation, flaming, bashing, bullying, intimidation, harassment, sharking or any abusive, threatening, coercive, or hostile behavior, including online interaction, directed toward any member of the College, or members of his or her family, or a campus visitor, or any harassing or discriminatory behavior based on race, sex, sexual orientation, religion, age, national origin, disability, or any other status protected by law.

~~a. For the purposes of this policy Sexual Assault may occur in the absence of affirmative consent.~~

~~c. "Affirmative Consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.~~

F. Sexual Harassment

Sexual harassment is defined as unwelcome conduct of a sexual nature that may include unwelcome sexual advances, requests for sexual favors, and/or other verbal, non-verbal, or physical conduct of a sexual nature. Sexual harassment also encompasses nonsexual conduct, provided the behavior is unwelcome, is based on sex or sexual stereotyping, and has the effect of interfering with a student's ability to participate in or benefit from a school program, such as participation in athletics, employment or co-curricular activities.

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

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

- requesting another person to provide nude photographs or photographs of a sexual or illicit nature of him/herself

G. Sexual Assault/Rape

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

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

1. Intentional touching of another person's intimate parts without that person's consent or other intentional sexual contact with another person without that person's consent.

2. Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent.

3. Rape, which includes penetration, no matter how slight, without the person's consent, of either of the following.

   a. The vagina or anus of a person by any body part of another person or by an object.
   b. The mouth of a person by a sex organ off another person (Education Code Section 76033).

4. For the purposes of this policy Sexual Assault may occur in the absence of affirmative consent.

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

   b. "Incapacitation" is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drug consumed affects a person's decision-making capacity, awareness or consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one's responsibility to obtain consent. The factors to be considered when determining whether consent was given include whether the accused knew or whether a reasonable person should have known that the complainant was incapacitated.

   c. "Developmental incapacitation" is defined as the inability for a person to provide consent based upon diminished developmental disability.

H. Sexual Misconduct: Sexual misconduct is non-consensual sexual activity that does not involve touching. The misconduct may include, but is not limited to:

- Electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images of another person

- Allowing third parties to observe sexual acts
- Engaging in voyeurism
- Exposing oneself
- Transmitting sexually explicit photos or videos of oneself to others through any means electronically, including, but not limited to, social media, email, texting, or any other form of electronic transmission, or through any other forms of delivery

I. Sexual Exploitation

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

1. Prostituting another person

2. Recording images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness without hat person's consent.

3. Distributing images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio know or should have known that the person depicted in the images or audio did not consent to the disclosure and objected to the disclosure.

4. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent, and for the purpose of arousing or gratifying sexual desire. (Education Code Section 76033)

J. Stalking

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

Examples of stalking include, but are not limited to:

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

- Threats to person, family, or friends
- Inappropriate confrontations and approaches

K. Dating Violence

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

L. Domestic Violence

Includes felony or misdemeanor crimes of violence committed by:

1. A current or former spouse of the victim;

2. A person with whom the victim shares a child in common;

3. A person who is cohabitating with or has cohabitated with the victim as a spouse;

4. A person who is cohabitating with or has cohabitated with the victim other than as a spouse;

5. A person similarly situated to a spouse of the victim under California law; or

6. Any other person against an adult or youth victim who is protected from that person's acts under California law.

~~F.~~M. ~~Willful or blatant m~~Misuse of any student contact information obtained ~~from another student either directly, or as part of a course assignment or study group~~in any manner, including, but not limited to, sending harassing, stalking~~-~~, ~~or~~ threatening, offensive, indecent, lewd, or obscene ~~type~~ correspondence or photos either through email, texting or social media, or making harassing, stalking, ~~or~~ threatening, offensive, indecent, lewd, or obscene ~~type~~ phone calls to another student.

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

~~H.~~O. Manufacture, use, possession, distribution, sale, offer to sell, furnishing, arranging or negotiating the sale of any drug or drug paraphernalia, or being under the influence of alcohol, narcotics, recreational drugs (whether legal or illegal), or other dangerous drugs, or the abuse of any lawfully prescribed medication which causes the student to be so impaired as to be a danger to oneself or others, or to be disruptive to the educational or administrative process, on campus, or off campus at any College-sponsored event, including day and night while the student is under the supervision of the College and its personnel, even when formal activities of the event (athletic event, conference, field trip, etc.) have ended.

~~I.~~P. Unauthorized entry into, unauthorized use of, possession of, or misuse of, College or District property, facilities, supplies or equipment, or vehicles, or unauthorized occupancy

of any buildings or other facilities owned, rented, leased, or otherwise under the control of the College or District.

~~J.~~Q. Disorderly, lewd, indecent, obscene, or offensive conduct ~~or language~~ on District-owned or controlled property or at College-sponsored or supervised functions, or engaging in expression which is libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College or District premises, or the violation of lawful College or District regulations, or the substantial disruption of the orderly operation of the College or District.

~~K.~~R. Possession, use, or sale of any weapons including, but not limited to, firearms, knives, explosives, dangerous chemicals, or other potentially harmful implements, substances, or objects, which could be classified as a weapon, or any imitation or replica weapons, which may cause alarm to the College community while on the College campuses or at a College or District-sponsored function without prior authorization of the Chief Executive Officer (CEO) or designee.

~~L.~~S. Failure to identify oneself to or failure to comply with directions of College officials acting in performance of their duties including, but not limited to, the provisions of the Penal Code Sections 626.6 and 626.8.

~~M.~~T. Obstruction or disruption, on or off campus, of the College's education process, administrative process, or other College function, or the open and persistent defiance of authority. This includes all extracurricular activities including, but not limited to, internships, service-learning activities, athletic events, conference travel, and field trips during all hours the student is under supervision of the College and its personnel.

~~N.~~U. Violation of any order of the ~~College President~~CEO or designee, notice of which has been given prior to such violation and which order is not inconsistent with any of the other provisions of this policy. This notice may be given by publication in the College newspaper, web site, social network, or by posting on an official bulletin board designated for this purpose.

~~O.~~V. Soliciting or assisting another to undertake any act, which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.

~~P.~~W. Abusive behavior or abusive language directed toward, or hazing of, a member of the College community, or any act, which injures, degrades, disgraces or tends to injure, degrade, or disgrace any fellow student or member of the campus community.

~~Q.~~X. Any other cause not listed above which is identified as good cause by Education Code Sections 76032 and 76033.

~~R.~~Y. Abuse of computing facilities or computer time, including but not limited to unauthorized entry into a file to use, read, or change the contents or any other purpose; unauthorized transfer of a file; unauthorized use of another individual's identification or password; use of computing facilities to interfere with the work of another student, faculty member, or College official; and/or use of computing facilities to interfere with a College computing system. For specifics, refer to the College of the Canyons Acceptable Use Agreement.

~~S.~~Z. Committing any act or engaging in any behavior that threatens or endangers the health or safety of another individual on campus or at any college sponsored activity or event.

~~T.~~AA. Willful misconduct that results in injury or death to a student or to College or District personnel or a campus visitor.

~~U.~~BB. Unauthorized preparation, selling, giving, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, or any materials that are the intellectual property of a faculty member, except as permitted by any district policy or administrative procedure.

~~V.~~CC. Gambling on College or District property.

~~W.~~DD. Willful or persistent smoking of tobacco products, or the use of an electronic cigarette, hookah pen or pipe, or similar device used to ingest flavored serums, with or without nicotine and which dispense vapors, in any area where smoking or use of vapor emitting electronic cigarettes, pens, pipes or similar devices has been prohibited by law or by regulation of the College or District.

~~X.~~EE. Failure to follow and comply with established guidelines and regulations of off-site entities while participating in college-sponsored, off-campus activities including, but not limited to, conferences, retreats, field trips, excursions, internships, externships, service-learning or volunteer placements, and athletic events.

~~Y.~~FF. Violation of College or District policies or of campus regulations including those concerning chartering and registration of student organizations, use of College or District facilities, or the time, place and manner of public expression.

~~AA.~~GG. Any attempt to misuse a campus parking permit issued by the College or District including, but not limited to, selling a College-issued student parking permit to another student, giving an expired student parking permit to another student, allowing a current or expired student parking permit to be borrowed by another student, making use of any stolen College-issued parking permit, creating or making any form of falsified or fake student or faculty/staff parking permit with the intent for use on a District campus.

~~BB.~~HH. Violations of California Vehicle Code or local traffic violations, which cause a threat to persons or property, or the orderly operation of the College by virtue of the nature or frequency of the violations.

~~CC.~~II. Failure to pay, in a timely manner, parking citations written by the College's Campus Safety Officers for parking violations, which occur on the College's campuses.

~~DD.~~JJ. False accusations or malicious charges against another student or member of the campus community.

~~EE.~~KK. Violation of federal, state, or local statute or ordinance, or District policy, rule, or regulation while on College property and during all hours, off campus, while the student is under the supervision of the College and its personnel.

~~FF.~~LL. Attempting to perform any actions that are cause for disciplinary action identified above.

BP 5530 DISCIPLINARY ACTION

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

A. Types of disciplinary Action (Sanctions)

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

1. Warning
   Notice to the student that continuation or repetition of specified misconduct may be cause for other disciplinary action.

2. Restitution
   The student is required to make payment to the College, or to other persons, groups, or organizations for damages, loss, or injury incurred as a result of a violation of this policy. Restitution may take the form of appropriate service, monetary reimbursement, or materials replacement.

3. Fine
   A fine, as established in the associated Administrative Procedures 5530, payable to the College, for violations of this policy. Failure to pay the specific fine by the established date will result in a Hold on the student's records and ability to register, in any district program, for future terms.

4. Official Reprimand
   A written reprimand is for violation of specified regulations or misconduct. It serves to place on record that a student's conduct in a specific instance does not meet with the student's expected performance at the College. A person receiving a reprimand is notified that continued conduct of the type described in the reprimand may result in additional disciplinary action against the student. The student is further informed that records of reprimands are destroyed four years after the last entry has been made concerning disciplinary action against an individual student and that such records are not considered part of a student's permanent record at the College.

5. Loss of Privileges
   Exclusion from extracurricular activities, removal from campus(es), removal from campus organizations, or denial of specified privileges for a designated period of time. An organization may also lose campus privileges, including, but not limited to, the forfeiture of official recognition by COC.

6. Disciplinary Probation
   Disciplinary probation is a status imposed by the College for a specific length of time during which the student must conform to College standards of conduct. Conditions restricting

privileges and/or eligibility may be imposed. For example, students may be removed from all College organization offices and denied the privilege of participating in all College and student-sponsored activities, including public performances. Other conditions, such as community service and academic workshops, may be imposed. The term of disciplinary probation shall be not less than one college month nor longer than four (4) college years. Repetition during the probationary period of conduct resulting in disciplinary probation may be cause for suspension or other, more stringent, disciplinary action.

7. Removal by Instructor

a. An instructor may remove a student from his/her class, including face-to-face, online, or through a learning management system, field trip, lab, or other educational program when the student has interfered with the instructional process (Education Code Section 76030). The duration will be for the day of the removal, at a minimum, and the next class meeting at the instructor's discretion. The instructor shall immediately report the removal to the Office of Student Services for appropriate action.

b. If the student who is being removed for two class meetings is a minor, the Dean or designee shall notify the parent or guardian of the student involved in the incident, and shall hold a conference regarding the suspension as soon as possible with the student, his or her parent or guardian and the faculty member, (Education Code 76032).

8. Disciplinary Suspension

a. Disciplinary suspension consists of the temporary removal of the student from enrollment or participation in ~~the~~ all College curricular, or extracurricular activities, as well as ~~for both academic,~~ noncredit, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops~~, and extracurricular purposes~~.

b. A student may be suspended from one or more classes for the remainder of the school term; or from all classes and activities of the College for one or more terms.

c. A suspended student is not to occupy any portion of the campus or campuses, or learning management system, and is denied all College privileges including face-to-face, and online class attendance and privileges noted under "Disciplinary Probation."

d. Removal of a student suspended from one or more courses may be notated on the student's transcript as W for withdrawal.

e. Whenever a minor is suspended from a community college (all courses, programs, and, activities), the parent or guardian shall be notified in writing by the Chief Executive Officer (CEO) or the president's designee (Education Code 76031).

9. Expulsion

Expulsion consists of the permanent and unconditional removal of the student from the College and all its programs. Students may be expelled from the College only by action of the

Board of Trustees upon recommendation of the CEO (Education Code 76030). Notation of the expulsion ~~will~~ may be noted on the student's official transcript for an indefinite period of time. Appeal of this notation may be made to the CEO using the process established in Policy 5531.3(F) – Due Process.

10. Interim Suspension

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

Interim Suspension shall be:

a. Imposed by the CEO of the College, or designee, pending a hearing, only when such action is deemed to be necessary for the immediate safety and welfare of the students and staff members or for the protection of the District property;

b. Limited to only that period of time necessary to assure that the purpose of interim suspension is accomplished;

c. For not more than a maximum of ten (10) College days.

d. Students suspended on an interim basis shall be given an opportunity for a hearing within ten (10) days of being placed on Interim Suspension.

e. Students found not culpable at the conclusion of an Interim Suspension may be provided an opportunity to make up all work missed for all courses in which they are enrolled in, at the time.

~~The hearing will be held on the following issues: (a) the reliability of the information concerning the student's conduct, (b) whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on the campus poses a substantial threat to the student or to others, or to the stability and continuance of normal College functions. This hearing does not preclude the initiation of regular disciplinary action.~~

11. Administrative Hold

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

12. Campus Restraining Order (CRO)

The CRO shall prohibit named~~s~~ students from intentionally contacting, telephoning, texting, emailing, or otherwise disturbing the peace of others specifically named~~s~~, for a specified period of time. A violation of a term or condition of such an Order may be regarded as

actionable misconduct and may subject the student to further disciplinary action. A copy of the CRO will be provided to the alleged victim.

13. Reinstatement Process

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

(1) The gravity of the offense.

(2) Evidence of subsequent offenses, if any.

(3) The likelihood that the student would cause substantial disruption if he or she is reinstated.

b. The governing board of the community college district, or the person to whom authority is delegated pursuant to subdivision (f) of Education Code Section 76038, shall take one of the following actions after conducting a review under paragraph (a):

(1) Deny reinstatement.

(2) Permit reinstatement.

(3) Permit conditional reinstatement and specify the conditions under which reinstatement will be permitted.

BP 5531 DUE PROCESS - STUDENT DISCIPLINARY ACTION

~~5531.1 Introduction~~

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

In cases involving alleged rape, sexual assault, domestic violence, dating violence or stalking, in which both the alleged complainant and the accused are both students, ~~as defined below,~~ of the College, as defined below, jurisdiction extends to matters which may occur either on or off campus~~.~~, and which may not be limited to College events.

The following procedures outlined in sections 5531.~~2~~ 3, 5531.4, and 5531.5 represent steps that may be employed to reach a resolution in cases of alleged misconduct. The reader should note that each case is handled individually and that while due process is always employed, some of the procedures outlined below may not be necessary in every case. Due process rights, as outlined below, do not restrict or unnecessarily delay the Title IX protections for the complainant. Questions concerning these procedures should be addressed to the Office of the Dean of Students.

5531.2 Definition of Terms

A. For the purposes of this policy, at the time an alleged violation occurs, a ~~Student~~student~~: The term "student" means an individual who:~~ is defined as an individual who:

1. ~~1.~~ has submitted an application to the College~~ and has engaged in the admissions process~~ for the current or upcoming terms; or

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

3. ~~3.~~ has ~~completed~~ met the conditions for part one (1) or two (2) above in the immediately preceding ~~term and is eligible for re-enrollment, including the recess periods between academic terms~~ semester or intersession.

B. Complainant: The term "complainant" is defined as any individual who files a formal complaint that a student has allegedly violated one or more sections of the Student Code of Conduct.

C. Respondent: The term "respondent" is defined as a student against whom a complaint has been filed and who is alleged to have violated one or more sections of the Student Code of Conduct.

D. Accused: The term "accused" is defined as a student against whom a complaint has been filed and who is accused by a complainant of having committed one, or more, of the following acts: sexual assault or rape; sexual harassment, sexual misconduct, sexual exploitation, stalking, dating violence, or domestic violence, each of which is a violation of one or more sections of the Student Code of Conduct.

E. Notice: Whenever this Policy requires giving notice to any student, mailing such notice, to the mailing -address most recently provided by the student or, if undeliverable at that address, to the student's permanent address of record, shall constitute notice.

F. Days: For purposes of this Policy, the term "days" means normal business days and shall not include Saturdays, Sundays, or administrative holidays.

G. Student Conduct Committee: This committee consists of five members of the campus community who convene as needed to adjudicate cases of misconduct. See 5531.4 for additional information.

5531.3 Due Process

A. ~~A.~~ Referral of Cases:

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

B. ~~B.~~ Investigation and Notice to Student:

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

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

   a. ~~B.1.a~~ The complainant was asleep or unconscious.
   b. ~~B.1.b~~ The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.

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

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

3. ~~B.3~~ All victims of rape, sexual assault, domestic violence, dating violence, or stalking, occurring on or off campus, shall be kept informed, through the Dean of Students Office, or the Office of Human Resources (depending on the status of the accused) of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or

appeal; victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality. The college will disclose to the alleged victim the final results of a disciplinary proceeding against the alleged perpetrator, regardless of whether the institution concluded that a violation was committed.

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

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

6. The Dean (or designee) may refer the matter to other campus and/or community resources.

7. The Dean (or designee) shall notify the ~~accused~~ student respondent in writing of the following:

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

1) ~~(a)~~ Temporary Campus Restraining Order (TCRO):

~~(CRO):~~

In cases in which the Dean (or designee) has a reasonable suspicion to believe that an alleged violation of Policy 5529.2(D) and/or 5529.2(M) occurred, the Dean (or designee) may issue, in addition to the letter of notification, a Temporary Campus Restraining Order (TCRO). The TCRO shall prohibit named students from intentionally contacting, telephoning, texting, emailing, or otherwise disturbing the peace of others specifically named for a specified period of time. A TCRO shall not include a provision that terminates the ~~accused~~ respondent's student~~'s~~ status as a student, nor shall it be construed as a finding of culpability on the part of any student respondent. Nevertheless, violation of a term or condition of such an Order may be regarded as actionable misconduct and may subject the student respondent to disciplinary action without regard to the outcome of the case that occasioned the issuance of the TCRO. A copy of the TCRO will be provided to the alleged victim.

2) ~~2.~~ a copy of the student conduct procedures; and

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

C. ~~C.~~ Placement and Notice of Hold:

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

D. ~~D.~~ Initial hearing with the Dean:

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

1. ~~1.~~ determine that the student respondent has received a copy of these procedures;

2. ~~2.~~ discuss confidentiality; inform the student respondent that the content of this and all subsequent communications with the Office regarding information not relevant to the case shall, insofar as allowed by law, be treated confidentially, unless such confidentiality is waived by the student; and that information relevant to the case may be divulged to those who have a legitimate educational interest;

3. ~~3.~~ describe to the student respondent as completely as possible the allegation, and the College policies allegedly violated, hear the student~~'s~~ respondent's defense to such charges and;

4. ~~4.~~ provide the student respondent with an opportunity to inspect all documents relevant to the case which are in the possession of the Dean at the time of the hearing, and all such documents arriving after the initial hearing but before disposition of the case by the Dean of Students (or designee);

5. ~~5.~~ provide the student respondent with copies of the documents relevant to the case, at the student~~'s~~ respondent's request, and;

6. ~~6.~~ counsel the student respondent regarding the campus discipline process as appropriate.

~~Inform the student regarding their right to be accompanied by any person(s) of their choice at the initial hearing.~~

E. Right of Student to be Accompanied at Initial Hearing

1. If the student respondent is accompanied by a person or persons (not affiliated with the allegation) of their choice at the initial hearing with the Dean (or designee), it shall be recognized that the student respondent has provided implied consent for the presence of a third party person at the initial hearing.

2. At the initial hearing, the student respondent must represent him or herself. Any person accompanying the student respondent must not address the Dean (or designee)

3. The Dean (or designee) may excuse any person accompanying the student respondent, from the initial hearing, if the Dean (or designee) deems that person's presence is being disruptive to the hearing process.

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

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

1. ~~1.~~ Insufficient Evidence:

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

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

2. ~~2.~~ Informal Agreement of Resolution:

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

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

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

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

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

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

3. ~~3.~~ Formal Disciplinary Action:

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

b. If the Dean (or designee) determines at the initial hearing to refer the case to the Student Conduct Committee for a hearing, the Dean (or designee) shall inform the respondent, at the conclusion of the initial hearing, of the range of sanctions the Student Conduct Committee may consider for the alleged violation by the respondent, based on sanctions imposed in similar cases.

c. ~~(b)~~ If the student respondent does admit culpability, and if the Dean (or designee) concludes that there is sufficient evidence to sustain a finding of culpability, the Dean (or designee) may impose, or impose and suspend, one or more of the sanctions listed in Santa Clarity Community College District Policy 5530 (excluding expulsion); moreover, the imposition of any sanction may be effective retroactively. ~~No sanction involving separation from the College (i.e., Suspension or Expulsion) shall become official until five (5) days from the date appearing on the letter confirming the Dean's disposition.~~ Regardless of the action taken, the Dean (or designee) shall confirm his or her disposition of the case in a written notice mailed to the student respondent within ~~seven (7)~~ ten (10) days of the action.

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

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

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

G. ~~F.~~ Appeal of the Sanction Imposed by the Dean:

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

2. Withdrawal of Consent to Remain on Campus: The Dean (or designee) may notify a respondent for whom there is a reasonable belief that he/she mayS willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the respondent is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the Dean (or designee), a written report must be promptly made to the CEO.

   The respondent from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the same procedure relating to interim suspensions except the hearing will be held under the authority of a student conduct dean other than the dean who imposed the withdrawal of consent to remain on campus. (Board Policy 5530.A.10)

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

5531.4 The Student Conduct Committee

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

B. ~~A.1~~ The Student Conduct Committee shall be comprised of five members of the campus community. Two full-time faculty members, one of which shall act as chair; one classified staff member; and two students. Three members must be present to constitute a quorum. A classified staff member shall act as the Hearing Coordinator and provide appropriate administrative support to the process. Alternate members from each constituent group named above shall be identified and trained.

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

D. ~~C.~~ Hearings shall be held in accordance with generally accepted standards of procedural due process, including, but not limited to, the opportunity to present evidence ~~in an orderly manner~~, and the right to examine and cross-examine witnesses in an orderly manner. The student respondent may be advised by any person of the student~~'s~~ respondent's choice, at the student~~'s~~ respondent's own expense;~~,~~ however, the student respondent must represent him or herself. The Committee Chair may grant exceptions (for example pending criminal charges against the student respondent). The Committee Chair shall rule on all questions of procedure. Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs, and is not restricted to evidence admissible under the strict rules of evidence of a court of law.

E. ~~D.~~ When the hearing involves an allegation of rape, or other forms of sexual assault, evidence of the complainant's past sexual history, including opinion evidence, reputation evidence, and evidence of specific instances of the complainant's sexual conduct, shall not be admissible by the accused student unless the Committee Chair makes a specific finding of relevance after an offer of proof by the accused student. Under no circumstances is past sexual history admissible to prove consent. The offer of proof must be made and resolved by the panel before the complainant testifies.

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

H. ~~F.~~ The hearing shall be closed to spectators unless ~~the~~ a student, who is a respondent to the allegation, specifically requests ~~an~~ a ~~open~~ public hearing.

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

1. ~~(1).~~ The complainant shall be entitled, for support, to have up to two persons of the complainant's choice accompany the complainant to the hearing. A support person may be called as witness, and the fact that he or she is to act as a witness shall not preclude that person's attendance throughout the entire hearing. If a support person is also a witness, the Committee Chair may require him or her to testify before the complainant. Neither of these persons shall be entitled to represent or defend the complainant. Similar rights shall be afforded the accused student.
2. ~~(2).~~ The complainant shall have the right to be present during the entire hearing, notwithstanding the fact that the complainant is to be called as a witness.
3. ~~(3).~~ An individual who participates as a complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the institution's student conduct policy at or near the time of the incident, unless the institution determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

J. ~~H.~~ Responsibility for Presentation of Cases:

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

1. The Committee Chair may excuse any advisor for the student respondent from a hearing, if the Chair deems the advisor is being disruptive to the hearing process.

2. ~~2.~~ If the student respondent wishes the Hearing Coordinator to direct communications concerning the case to his or her advisor, as well as to him or herself, he or she must provide the Hearing Coordinator with such a request, including the name and address of his or her advisor, in writing.

3. ~~3.~~ The College's representative shall be the Dean of Students or the Dean's designee. The Dean~~,~~ (or designee)~~,~~ shall present the case to the Committee; provide training to the Committee regarding due process; and act as a moderator during the hearing. The Dean (or designee) may consult with ~~Campus Attorneys~~ legal counsel.

4. Committee members may ask questions of the ~~accused~~ student respondent witness(es), and other involved individuals in the case, until they are satisfied they have received all the relevant facts of the matter.

K. ~~I.~~ Continuing Informal Resolution:

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

L. ~~J.~~ Reports to the CEO:

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

1. ~~1.~~ the Committee's specific finding of fact;

2. ~~2.~~ whether, in the opinion of a majority of the Committee the student respondent has violated one or more College policies; and

3. ~~3.~~ a recommendation of sanction, provided that prior to recommending any sanction, the Committee ~~and accused student are~~ is briefed by the Dean of Students (or designee)regarding sanctions imposed in similar cases, and any previous cases of misconduct by the student respondent on file with the Office of the Dean of Students ~~Services~~; and provided further that the Committee indicate the rationale for such recommendation.

M. The CEO may grant an extension of time for submission of the report for good cause shown and upon such terms as shall avoid undue prejudice to the student respondent. Any member of the Committee may submit a minority report to the CEO.

N. ~~K.~~ A copy of all reports required to be submitted to the CEO by this Policy, including any minority reports, shall be sent to the ~~accused~~ student respondent, the Dean of Students ~~Services~~ (or designee), and the complainant (if allowed by law), when transmitted to the CEO.

O. ~~L.~~ The ~~accused~~ student respondent shall have ~~seven~~ ten (~~7~~10) days from the date appearing on the Committee report in which to submit to the CEO any written argument supporting the student~~'s~~ respondent's position.

P. ~~M.~~ If ~~an accused~~a student does not meet with the Dean (or designee) and/or does not appear at the hearing, or has withdrawn from the College while subject to pending disciplinary action, the case may proceed to disposition without the student~~'s~~ respondent's participation.

5531.5 The CEO

A. ~~A.~~ Decision by the CEO:

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

1. ~~1.~~ are resolved by the Dean of Students (or designee), and no written appeal is made by the student respondent;

2. ~~2.~~ include a recommendation for expulsion.

B. ~~B.~~ Basis for Decision:

The CEO shall base his or her decision upon:

1. the report submitted by the Student Conduct Committee;

2. counsel solicited from the Dean (or designee), regarding sanctions imposed in similar cases, and any previous cases of misconduct by the student respondent on file with the Office of the Dean of Students.

C. ~~C.~~ Sanctions:

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

D. ~~D.~~ Recommendation for Expulsion:

~~Should the Dean, CEO, or CEO designee recommend a sanction of expulsion, the Santa Clarita Community College District Board of Trustees will meet in closed session, unless otherwise requested by the student, to affirm or alter the sanction. The Board is not limited to the recommended sanctions(s), and may impose an alternative sanction, even though such decision may result in a decrease of the student's penalty; moreover, the imposition of any sanction may be effective retroactively.~~

~~Whether the matter is considered at a closed session, or at a public meeting, the final action of the Board shall be taken at a public meeting and the result of such action shall be public record of the District.~~

1. The CEO or designee, shall, in writing, by first class mail, notify the student respondent, or in the case of a minor, his or her parent or guardian, of~~:~~ the intent of the Board to hear the matter of his or her expulsion. Unless the student respondent, or, in the case of a minor, his or her parent or guardian, request in writing, within 48 hours after receipt of such written notice of intention, that the Board consider the matter in a public meeting, then the hearing to consider such matters shall be conducted by the Board in closed session, without the student respondent and his or her parent or counsel present. If such written request is served upon the CEO, the meeting shall be public, except that any discussion at such meeting that might be in conflict with the right to privacy of any student, other than the student respondent requesting the public meeting, or on behalf of whom such meeting is requested, or the right of privacy of any employee, then the meeting shall be in closed session, without the student respondent, his or her parent or counsel present. Whether the matter is considered in a closed session or in a public meeting, the final action of the Board shall be taken in a public meeting and the result of such action shall be a public record (Education Code 72122).

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

~~E. Discussion with Student~~

E. Appeal:

1. The student respondent may appeal the Student Conduct Committee's or Dean's (or designee's) decision to recommend expulsion to the Board of Trustees by filing an appeal with the CEO. Any such appeal shall be submitted in writing within five (5) days following receipt of the Committee's or Dean's (or designee's) decision and shall specifically state the grounds for appeal. The appeal shall be based only on the disciplinary record and the Committee's or Dean's (or designee's) decision.

2. The appeal and the recommended disciplinary action shall be consolidated and the Board shall consider the action as one.

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

3. Withdrawal of Consent to Remain on Campus: The CEO (or designee) may notify a respondent for whom there is a reasonable belief that he/she may willfully disrupt the orderly operation of the campus and in so doing, withdraw consent for the respondent to remain on campus during the period of appeal that consent to remain on campus has been withdrawn. If the respondent is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the Dean (or designee), a written report must be promptly made to the CEO.

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

F. ~~F.~~ CEO:

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

1. ~~1.~~ the ~~accused~~ student respondent;
2. ~~2.~~ the Chair of the Student Conduct Committee, if the Committee heard or reviewed the case and made a report to the CEO, and
3. ~~3.~~ the Office of the Dean of Students ~~Services~~.

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

5531.6 Records

A. ~~A.~~ The College considers records generated by disciplinary due process to be confidential.

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

C. ~~C.~~ With the exception of cases ending in Expulsion from the College, records shall be retained for four (4) years following the conclusion of the sanction. At such time both electronic records and paper records will be destroyed.

1. ~~a.~~ Records for cases that result in the expulsion of ~~the~~ a student will be kept indefinitely.

D. ~~D.~~ The Dean of Students (or designee) may grant exceptions to this timeline.

BP 5050 Student Success and Support Program

References:

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et. seq.;

ACCJC Accreditation Standard II.C.2

The District shall provide Student Success and Support Program **(3SP)** services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goal, **and required steps toward completion of that goal**, through the District's established programs, policies, and requirements.

The CEO shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.

AP 5050 Student Success and Support Program

References:

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et seq.;

ACCJC Accreditation Standard II.C.2

Introduction

The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan (SEP). The College will establish an early alert program to monitor the student's progress through their educational pathway. The student will be advised when, in the judgement of district personnel, the student has wavered from their pathway. In such a case, the college will provide students with strategies or requirements to stay on their pathway.

5050.1 Student Success and Support Program services include, but are not limited to, all of the following:

- Orientation on a timely basis, information concerning campus procedures, academic expectations, financial assistance, pathways for completion, and any other appropriate matters.
- Assessment into Math and English/ESL
    - Administration of assessment instruments to determine student competency in computational and language skills
    - The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.
- Counseling or advising upon enrollment, which shall include, but not be limited to, all of the following:
    - Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and certificates and licenses
    - Evaluation of student study and learning skills
    - Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services
    - Course selection
- Follow-up services, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation or dismissal.

The Student Success and Support Program will assist students in the following ways.

5050.2 Clarifying the Path

When a student applies to the College, the College will make every effort to clarify the student's pathway choices.

A. To clarify the path, the student will:

- Identify an education and career goal;
- Identify course of study;
    - this may include identifying a major or meta-major
- Be assessed to determine appropriate course placement; and
- Complete orientation.

B. The College will:

- Provide the student with career exploration;
- Provide Assistance on determining an educational and career goal;
- Provide a College orientation;
- Provide Assessment into course placement; and
- Develop an appropriate one-semester education plan.

5050.3 Enter the Path

A. To assist a student on entering a pathway, the student will:

- Participate in the development of the abbreviated student educational plan either with an advisor, counselor, or online;
- Complete a comprehensive student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;

B. The College will:

- Assist in the development of a student education plan.
- Offer tutorials and workshop to help develop an online education plan;

5050.4 Stay on the Path

A. Once the student has selected a pathway, the student will:

- Diligently attend class and complete assigned coursework; and
- Complete courses and maintain progress toward an educational goal.

B. The College will:

- Provide counseling or advisement to students who decide to change their major; and
- Engage with a student who might be wavering from their education pathway.

5050.5 Exemptions to the matriculation steps are made for the following students:

- Instructional Service Agreement students are exempt from orientation, placement, and educational planning.
- High school students are exempt from placement testing and educational planning.

BP 5053 ~~Matriculation –~~ Assessment

References:
Title 5, Section 55520-55522. SSSP Handbook, Chapter 2 (3).

5053.1 _____Assessment is the process that combines the administration of assessment instruments with additional ~~, and other multiple~~ measures~~,~~ to determine student skill set levels in computational and language skills, assist students in identifying their aptitudes, interests and educational objectives, evaluate students'~~'s~~ study and learning skills, and other factors that support their efforts to meet their educational objectives.

5053.2 _____All new students entering College of the Canyons will be required to participate in the assessment component of the Student Success and Support ~~Matriculation~~ ~~P~~program (SSSP) unless exempted from this requirement according to the criteria listed ~~below~~in AP 5053. Students who meet criteria for an assessment exemption may still choose to assess, particularly if they are attempting to enroll in any course with an unfulfilled prerequisite. It is the responsibility of the student to request an exemption from the assessments and to submit the appropriate corresponding evidence.

~~5053.3 Assessment Exemptions: Exemptions from assessment~~
~~A. Students who have completed an associate degree or higher at an accredited institution.~~
~~B. Students who declare they are taking less than six units and those units are vocational or personal enrichment courses without math or language prerequisites.~~
~~C. Students who present recent test scores from a regionally accredited postsecondary U.S. institutioncommunity college that uses the same test vendor, and subject subtestsing areas as College of the Canyons. Transferred tests are subject to local recency rules, cut scores, and multiple measures practices. Tests must have been taken within the last two years. The test cores will be filtered through the College of the Canyons multiple measures weighting formula and placement will be based on our cut scores.~~
~~D. Students transferring from other regionally accredited post-secondary institutions with course credit for degree appropriate English, ESL, or mathematics may be eligible for a full or partial exemption, depending on the coursework completed. To receive this exemption, students should have their transcripts evaluated for placement immediately following admission to the college. (Exempt from placement testing only.)~~
~~E. Students who participated in the CSU Early Assessment Program (EAP) Language Arts/Literacy as part of the California Assessment of Student Performance and Progress (CAASPP) assessments may be eligible for an exemption from English assessments only according to the criteria below. Students with this exemption may choose to enroll into English Composition (101/101H) for up to two years from the date of the students' EAP test date. Students who meet criteria for this exemption are still required to take math assessments, unless otherwise exempted. Students can receive the EAP exemption one of two ways:~~
~~1.) The student received an EAP Language Arts/Literacy status of "Standard Exceeded/ College Ready."~~

~~2.) The student received an EAP Language Arts/Literacy status of "Standard Met / Conditionally Ready," and additionally, earned a 'C' or higher grade from two semesters (or the equivalent) in a CSU-approved English course in the 12th grade.~~
~~F. Students concurrently enrolled in high school seeking to take supplementary coursework at College of the Canyons are fully exempt from assessments, but may still need to assess in one or more subject areas if they plan to enroll in courses that have unfulfilled math or language prerequisites.~~
~~G. Students with a passing score of '3' or higher from Advanced Placement (AP) exams in Calculus A/B, Calculus B/C, English Language and Composition, and/or English Literature and Composition, may be eligible for a full or partial exemption depending on the subject areas of their AP exams.~~

~~Students who achieve a "College Ready" designation in English on the Early Assessment Program (EAP) will be exempt from taking the English assessment at College of the Canyons for up to one year after high school graduation. The "College Ready" designation in English will make these students eligible to enroll in English 101 or English 101(H) at COC.~~

~~5053.4 The College will make reasonable efforts to ensure that all exempt students are provided the opportunity to participate in the assessment component. (NOTE: 5053.4 now covered in 5053.2)~~

AP 5053 Assessment

References:
Title 5, Section 55520-55522. SSSP Handbook, Chapter 2 (3), AB 705

5053.1 College of the Canyons will maximize the probability of students entering and completing transfer-level coursework in math and English within a one-year timeframe by using multiple measures to achieve this goal. College of the Canyons will use high school performance information when determining a student's readiness for college-level English and math.

5053.2 All new students entering College of the Canyons will be required to participate in the ~~assessment~~ placement component of the Student Success and Support Program (SSSP) unless exempted from this requirement according to the criteria listed below. Students who meet criteria for a placement exemption may still choose to participate in the placement process, particularly if they are attempting to enroll in any course with an unfulfilled prerequisite. It is the responsibility of the student to request an exemption from the placement process and to submit the appropriate documentation outlined below.

A. Students who have completed an associate degree or higher at an accredited institution.
   a. Students must bring the college transcript to the Admissions and Records or Counseling office to be made eligible for math and English courses.

B. Students who declare they are taking less than six units and those units are vocational or personal enrichment courses without math or language prerequisites.

C. Students who present recent test scores from a regionally accredited postsecondary U.S. institution that uses the same test vendor and subject subtests as College of the Canyons. Transferred tests are subject to local recency rules, cut scores, and multiple measures practices.
   a. Students must submit their official assessment results, including their raw subject scores, to the Assessment office for evaluation and placement into the appropriate math, English, and/or ESL sequence course.

D. Students transferring from other regionally accredited postsecondary institutions with course credit for degree appropriate English, ESL, or mathematics may be eligible for a full or partial exemption, depending on the coursework completed. To receive

this exemption, students should have their transcripts evaluated for placement immediately following admission to the college.

a. Students must bring the college transcript to the Admissions and Records or Counseling office to be made eligible for math and/or English courses.

E. Students who participated in the CSU Early Assessment Program (EAP) Language Arts/Literacy as part of the California Assessment of Student Performance and Progress (CAASPP) assessments may be eligible for an exemption from English assessments only according to the criteria below. Students with this exemption may choose to enroll into English Composition (101/101H) for up to two years from the date of the students' EAP test date. Students who meet criteria for this exemption are still required to take math assessments, unless otherwise exempted.
Students can receive the EAP exemption one of two ways:

a. The student received an EAP Language Arts/Literacy status of "Standard Exceeded/ College Ready."
b. The student received an EAP Language Arts/Literacy status of "Standard Met / Conditionally Ready," and additionally, earned a 'C' or higher grade from two semesters (or the equivalent) in a CSU-approved English course in the 12th grade.

The student must bring their high school transcript to the Admissions and Records office to be cleared to take an English 101 course.

F. Students concurrently enrolled in high school seeking to take supplementary coursework at College of the Canyons are fully exempt from placement, but may still need to assess in one or more subject areas if they plan to enroll in courses that have unfulfilled math, English, or ESL prerequisites.

G. Students with a passing score of '3' or higher from Advanced Placement (AP) exams in Calculus A/B, Calculus B/C, English Language and Composition, and/or English Literature and Composition, may be eligible for a full or partial exemption depending on the subject areas of their AP exams.

a. Students must bring their high school transcripts or AP scores to the Admissions and Records or Counseling office to be made eligible for math and/or English.

5053.3 The Assessments test for math, English, or ESL may be retaken once.

A. The student must wait one month prior to retaking the assessment.

B. The student may not retake the assessment more than once unless all prior assessments have expired.

a. The assessment expire after 2 years.

C. If the student has started the math, English, or ESL course sequence the student must meet with a counselor to determine if retaking the assessment is appropriate.
   a. The student must complete an Assessment Retake Petition signed by a counselor to retake their assessment under this condition.

AP 5909 International Students

References: Immigration and Nationality Act, No. 82-414

5909.1 The College admits International Students through the International Services & Programs (ISP) office, with valid visa status, as allowed by law.

5909.2 Minimum criteria for International Student admission to College of the Canyons (COC) is as follows:

1) Complete the COC International Student Application.
2) Show proof of English proficiency at the level necessary to demonstrate that the student may benefit from college level instruction. The International Services & Programs office maintains a list of acceptable proficiency demonstration methods.
3) Show proof of the student's financial ability to cover tuition and living expenses for the amount specified by 8CFR214.2(f).
4) Demonstrate freedom from Tuberculosis or demonstrate compliance with a medically supervised treatment program. If a treatment program is in progress while the student is in attendance at COC, the student will coordinate demonstration of compliance with ISP. ISP will coordinate with the COC Health Center concerning protocols for evaluation of treatment compliance.
5) Upon submittal of all necessary information and evidence, the ISP Director, or delegate, will evaluate the criteria for completeness and may, at their professional discretion as the Designated School Official, choose to implement visa sponsorship procedures.

5909.3 Once admitted, all International Students are required to enroll in, and maintain a course load as required by 8 CFR 214~~41~~. A Full Course Load during a semester term is 12 units.

5909.4 All International Students are required to have health insurance coverage for the duration of the academic year or completion of their program, whichever is shorter.

5909.5 All International Students must pay non-resident tuition rates, including a capital outlay fee, a resident enrollment fee, and all other mandatory fees imposed by the College unless otherwise approved by both the Dean of International Affairs and Global Engagement and the Vice President of Student Services, or their delegates.

Approved 12/7/11
UPDATED 10/20/17 JR, JCL, TH
UPDATED 3/29/18 TH draft for AS comment
UPDATED 4/26/18 TH added English test info

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]
9. Academic Staffing

AP 4225 COURSE REPETITION

Reference:

Education Code Sections 66700, 70901, 70902, 76224; Title 5, Sections 55000 – 55043, 55253, 56029 and 58161

1. In accordance with section BP 4225.2:

(A) Repeatable Courses

Admissions & Records will work with the office of Academic Affairs to ensure that all courses published in the college catalog and schedule of classes include information regarding each course's repetition limitations, including the number of times the course may be repeated as required by Title 5 section 55041 and outlined in BP 4225.2 (A).

(B) Alleviate Substandard Grades

The computer system is programmed to allow two course enrollments with a substandard grade or withdrawal notation for all appropriate courses. Students attempting to enroll in the course for a third time shall file a "Course Repeat Petition" with the Admissions & Records department. The student must watch the video posted on the College's website www.canyons.edu/vll entitled "How to Successfully Repeat a College Course." The student must include the code at the end of the video with the petition and submit it for approval.

The college catalog and schedule of classes will reflect each course's repetition limit. The student's academic record will be annotated to disregard previous grade and unit credit for each of the two allowable repetitions and shall reflect that the most recent grade is calculated into the student's GPA. No more than two grades will be alleviated.

(C) Significant Lapse of Time

Students repeating a course due to "significant lapse of time" shall file a "Course Repeat Petition" with the Admissions & Records department. Designated staff will ensure that 36 months have elapsed since the last grade was earned before granting the request and that the student has not requested such action previously on the same course. The lapse of time may be less than 36 months if the student's course repetition is necessary for transfer to another institution of higher education. The student must provide documentation of a recency requirement with the petition.

The designated staff member will also verify the course must be repeated due to:

- a recency prerequisite established by the course curriculum; or,
- a recency requirement as established by a transfer institution;

once. The first grade and corresponding unit credit will be disregarded when computing the student's GPA.

(D) Open Entry/Open Exit Courses

The District may permit a student to repeat a portion of a variable unit open-entry/open-exit course. Students may enroll in a variable unit open entry/open exit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. The District will program the computer to allow a student to enroll in an open entry/open exit class until the student has completed the curriculum of the course.

Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit will be disregarded in computing the student's GPA.

(E) Legally Mandated Training

Students repeating a course due to "legally mandated training" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary due to a legal mandate for~~rom~~ their continued or volunteer employment.

Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

(F) Extenuating Circumstances

Students requesting a fourth attempt due to "extenuating circumstances" shall file a "Course Repeat Petition" with the Admissions & Records department. Designated staff will ensure that the extenuating circumstances are verified cases of accidents, illness, or other life changing events beyond the control of the student, and that a petition for extenuating circumstances has not been previously approved. The student's academic record will be annotated to disregard previous grade and unit credit and shall reflect that the most recent grade is calculated into the student's GPA. Course repetition based on extenuating circumstance may only occur once.

Students may not file a petition for "extenuating circumstances" to eliminate a substandard grade or withdrawal in one of the allowable course repetitions for activity courses. The college catalog and schedule of classes shall list the course repetition limit for all activity courses in physical education, and visual and performing arts courses in

music, fine arts, theater or dance. The computer system will be programmed to ensure compliance with the unit limitation of each activity course, and the student's academic record will be annotated accordingly.

(G) Cooperative Work Experience

Occupational and General Work Experience courses (CWEE) will be listed in the college catalog and schedule of classes along with the appropriate number of units a student may complete under Title 5 section 55253. The computer system will be programmed to ensure compliance with the unit limitation and the student's academic record will be annotated accordingly.

(H) Special Courses for students with disabilities

Student with disabilities courses (GENSTU) may be allowed additional course repetitions as determined by the Director of Disabled Students and Programs. The student's academic record will be annotated to disregard previous grade and unit credit each time the student repeats a course.

(I) Significant Change in Industry or Licensure Standards

Students repeating a course due to "significant change in industry standards" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary for employment or licensure as a result of significant changes in industry or licensure standard.
Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded. The grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

2. A student who enrolls in a course three times and earns a Withdraw grade of (W) on each attempt is allowed one additional attempt at the course. On the fourth attempt, a student must drop the course prior to the drop ~~withdraw~~ deadline or earn a grade in the course. The student cannot earn a fourth withdraw from the same course on the fourth attempt.

~~2.~~3. The CCFS-320 Attendance Accounting report shall be modified to include all apportionment limits outlined in BP 4225.3.

~~3.~~4. In accordance with BP 4225.4:

Students who would like to include the units from external accredited colleges and universities must submit ~~an~~ "Transcript Evaluation Request~~Inclusion of External Coursework~~" form. Once the courses, units, and grades from another accredited college or university are posted to the student's permanent record, they cannot be removed.

b) College of the Canyons will honor prior coursework repetition actions by other accredited colleges and universities.

c) A student's substandard coursework at College of the Canyons will not be alleviated by coursework completed at an external college or university. Nor will external courses be used to determine COC academic standings.

d) A student's substandard coursework at an external college or university will not be alleviated on a College of the Canyons transcript with College of the Canyons coursework.

e) All coursework taken at an accredited college or university will count towards unit totals, degree or certificate requirements, CSU Breadth and UC IGETC requirements, where applicable and appropriate.

Policy Approved on 3/26/14

Revised 04/23/18 JR

SYNERGY Program
Academic Senate Discussion Item
May 10, 2018

Background:

All new fulltime faculty attend a one and half day New Faculty Orientation (NFO) during FLEX week. Typically, the Center of Teaching and Learning (CETL) Coordinators and the Academic Senate President plan the NFO. The information includes guest speakers who address issues such tenure evaluation, how to add or drop students, grading, mental health services, and other topics relevant to starting fulltime as a professor. However, after reviewing faculty exit surveys, it was recognized that the FLEX week NFO did not provide complete support for new faculty.

Thus, while some version of NFO has always existed, in recent years the program has expanded from the "what, when, where, how" of daily instructional life, to include a semester long series of workshops (now referred to as SYNERGY). The expanded SYERNGY program focuses not only on high impact teaching practices and the roles faculty play on campus and within their departments, they also emphasize developing mentoring relationships between the new faculty members and with more seasoned faculty who participate in the SYNERGY workshops. Additionally, with this shift in focus, the SYNERGY program moved from under the auspices of Human Resources to CETL and thus became a faculty driven process.

Overview of the SYNERGY Program:

The SYNERGY program consists of four, 2-hour long workshops over the course of a semester (see attached sample of workshops offered Fall 2017). The workshops are facilitated by the SYNERGY faculty coordinator (currently Dr Kelly Cude) and veteran faculty who lead discussions and activities with the new cohort. In addition to the discussion of topics such as curriculum development, faculty evaluations, committee work, writing and assessing course SLOs, SYNERGY provides a safe place for each cohort of new faculty to discuss the tenure process, to seek advice on student conduct issues, and to share ideas on best teaching practices. SYNERGY creates opportunities for experienced faculty to interact with and provide significant mentoring to the new faculty cohort over the course of their first semester.

Comments from SYNERGY Participants:

"SYNERGY was a phenomenal experience! Through the interactive lectures and engaging group activities it helped foster collaborative relationships, information sharing across disciplines, and empowerment. It was a safe place to grow and connect. I would have felt lost without it!"

"Through SYNERGY, I experienced a true sense of belonging as I connected with others who were just as new, excited, and sometimes apprehensive as me. Being able to candidly discuss our transition and what resources were available to us in a centralized place was a great help."

"I feel that SYNERGY prepared me for success as a faculty member because it provided an opportunity to network with other new hires and experienced veterans from the classroom… It facilitated useful conversations that allowed me to understand how to best integrate my teaching style and service background into the culture and practices here at College of the Canyons."

Discussion Issue:

The Professional Development office expects newly hired faculty members to participate in the Professional Development Mentor Program run through the Professional Development office. The yearlong PD Mentor program entails 8 hours of participation/training per semester, which the current leaders of the SYNERGY and CETL feel places an unnecessary burden on new faculty who are already completing the SYNERGY program, meeting with their tenure committees, and undergoing three classroom visitations/semester. According to the Professional Development Office, participation of all new faculty in the PD mentor program is mandatory, although no such language exists in the faculty contract. Based on faculty exit surveys, there has been significant variation in the benefits of the mandatory PD Mentor program. Additionally, it is the Professional Development Office's position that the SYNERGY advisors and Academic Senate president need to identify the mentors for the new faculty.

Recommendations

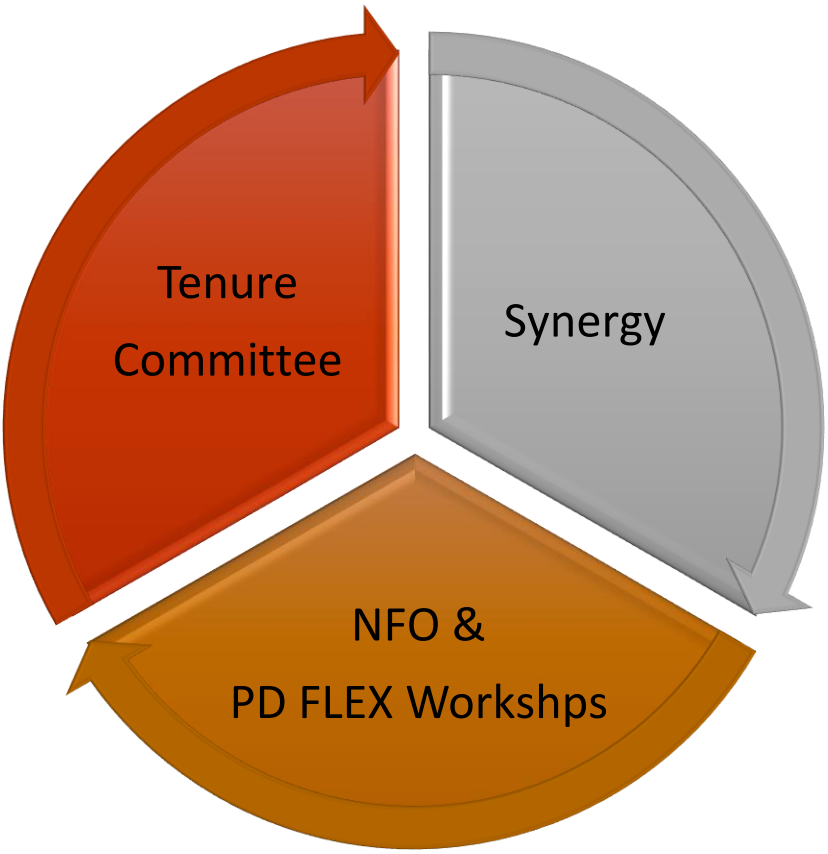
- We recommend participation in the PD Mentor should be *optional*, and that new faculty should discuss participation in the PD Mentor program with their tenure committees to help with identifying a specific goal that the PD Mentor program could support.
- We further recommend that should new faculty choose to participate that the mentors should be provided by the PD office as they are for all other COC staff who complete the mentor program.

Fall 2017 SYNERGY Program

Time & Date	**2:30 – 3:25 pm** **DISCUSSION SESSION** **(New FT Hires Only)**	**3:35 – 4:30 pm** **ACTIVITY/PRESENTATION** **(Open to All SYNERGY)**
Session 1 Monday August 28th 2:30 pm – 4:30 pm	Week 1 Review, Expectations of FT Faculty beyond teaching, committee work, departmental duties. Open Discussion/Q &A	*Syllabus Activity:* Best practices in writing a course syllabus & Review of Academic Senate recommendations ***bring a copy of your syllabus**
Session 2 Monday September 25th 2:30 pm – 4:30 pm	Summary of the evaluation process, classroom visitations, writing self-evaluations, and evaluating your peers. Open Discussion/Q & A	***Presentation*** by the Counseling Department on Services/Classes ***demonstration of MAP educational planning tool**
Session 3 Monday October 30th 2:30 pm – 4:30pm	Discussion of the academic code of conduct, campus safety, shelter in place & evacuation procedures, and the BIT team. Open Discussion/ Q & A	*Curriculum and Assessment Activity:* Writing Course Objectives and developing meaningful SLO Assessment tools ***bring a copy of your course outline of record & current SLO assessment tool**
Session 4 Monday November 27th 2:30n pm – 4:30 pm	Discussion of high impact practices including learning communities, civic engagement, RA, and best practices in online instruction Open Discussion/ Q & A	*HIP Activity:* Reading apprenticeship, think aloud strategy, tools used to read effectively ***bring a 1-2 page article you would ask students to read**

Kelly Cude, Ph.D.
SYNERGY faculty coordinator
kelly.cude@canyons.edu,
x5801, Bonelli Hall 319
College of the Canyons

First Semester
New Faculty Resources



SYNERGY: Housed under the Center for Teaching and Learning (CETL). Faculty coordinator Kelly Cude

NFO: New Faculty Orientation (8-12 hrs) during FLEX week run by CETL faculty coordinators and Academic Senate President. CETL coordinators Brent Riffel and Ron Dreiling

PD FLEX Workshops: Workshops/activities housed under the Professional Development Program. Program director Leslie Carr

Tenure Committee: Housed under the Office of Instruction and Academic Senate, the tenure program is 4 year long, guided mentorship by a faculty chair, administrator, and faculty peer. Academic Senate president, Rebecca Eikey

BP 4021 Program Viability – *Initiation, Modification, Discontinuance and* ***Revitalization***

Reference:

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

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

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

(a) Academic Department - is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.

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

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

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

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

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of **necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the**

Academic Senate. **Such modifications may concern, among other factors,** ~~of~~ **curriculum relevance and status**, current faculty workload; physical or financial resources, academic outcomes and process; ~~student outcomes~~; ~~new curriculum or current curriculum~~; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. **The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a substantial modification.** A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

(b) Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization ~~established by the Office of Academic Affairs,~~ and do not substantially modify the terms or requirements of the program.

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

4021.04 Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program ~~Adjustment~~ Modification, ~~or Program~~ Discontinuance, **or Revitalization.**

4021.05 Program Discontinuance – is the termination of an existing program, discipline, or department.

4021.06 De Facto Discontinuance – Is the unofficial, **improper** discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

4021.07 Committee: the Academic Senate will form a **standing** Program Viability Committee whose membership is listed in Section IV of this procedure.

4021.08 Proposal to Revitalize – is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.

4021.09 Revitalization: a recommended action to remedy identified problematic areas of a program.

4021.10 Short Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for one to three years in duration.

4021.11 Long Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for three to five years in duration.

4021.12 Determination Process: refers to the sequential process of Section III through V of Administrative Procedure 4021.

4021.13 Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.

4021.14 Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.

4021.15 Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

4021.14 A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.

4021.16 College districts are also required by statute and regulation to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain labor market requirements prior to initiation and every two years thereafter to ensure its necessity. Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.

See Administrative Procedure 4021

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

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

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

I. DEFINITIONS

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

1. Academic Department – "academic department" hereinafter referred to as "department", is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.

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

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

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

1. Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of **necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the Academic Senate**. **Such modifications may concern, among other factors,** ~~of~~ **curriculum relevance and status**, current faculty workload; physical or financial resources, academic outcomes and process; ~~student outcomes~~; ~~new curriculum or current curriculum~~; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. **The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a substantial modification.** A "Substantial Modification" must be proposed and meet the procedural requirements found in this Administrative Procedure.

2. Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established

by the Office of Academic Affairs, and do not substantially modify the terms or requirements of the program.

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

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

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

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

G. Committee: the Academic Senate will form a standing **Program Viability** committee. **For purposes of this procedure, and unless otherwise noted, "Committee" refers to the Program Viability Committee** whose membership is listed in Section IV of this procedure.

H. Proposal to Revitalize: is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.

I. ~~Intervention~~ **Revitalization**: a recommended action to remedy identified **problematic areas of a** program ~~shortcomings~~.

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

K. Short Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for one to three years in duration.

L. Long Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for three to five years in duration.

II. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE

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

Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of program initiation, modification or discontinuance.

"Nominal Modifications" as defined in Section 4021.3(b) of Board Policy 4021 and Section I(C) of this Administrative Procedure, shall be proposed via the Curriculum Committee. **If, after having reviewed a proposal, the** Curriculum Committee **deems it a substantial modification,** ~~may elect to deny a review of proposed modifications it deems "substantial"~~ **it shall deny the proposal** and refer proposing party to Administrative Procedure 4021 for **consideration** by the Program Viability Committee.

III. PROPOSAL GUIDELINES

To ensure proper planning and advanced notice, the Program Viability Committee will notify the campus every spring semester of the timeline and procedural deadlines for submitting proposals during the fall semester. Program initiation, modification, discontinuance and **revitalization** proposals shall be submitted to the Academic Senate President no later than the eighth week of the fall semester.[1] Proposals received after the eighth week of the Fall semester, or during the Spring semester, will be advanced but with no intent of program implementation by the start of the next academic year. ~~The Committee will accept no more than 6 proposals per academic year. The Committee reserves the right to exceed the maximum number of proposals if in its judgment the additional proposals are nominal in their workload and institutional impact.~~ Prioritization of proposals will be determined by the Committee in accordance with its committee operating procedures.

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

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

[2] Grant funded staffing positions ~~must~~ **should** be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions

scheduled implementation timeline that takes into consideration the aforementioned concerns. Proposals advocating the establishment of a program supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default. Such proposals must also meet the evidentiary scrutiny established by this administrative procedure to obtain approval.[3] **All proposals must include a short and long-term staffing plan.**

Categorical Modifications may be excused from the requirement of a full quantitative and qualitative proposal if it is determined by the committee to be unnecessary. The proposing party should solicit such a determination from the Committee Chair in advance.

A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to the following inquiries: *(Criteria may differ based on the nature of the proposal. Not all inquiries below will necessarily be required.)*

a. What are the enrollment trends over the past five years and how are they favorable to the acceptance of the proposal?

b. What is the projected demand for the program in the future, and how does that demand support acceptance of the proposal?

c. What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?

d. What is the term-to-term persistence of students within the existing program, or proposed program.

e. What are the student success and program completion rates, and how are they favorable to the acceptance of the proposal?

f. What is the current or projected student completion rate, and how is that rate favorable to the acceptance of the proposal?

g. Does the productivity in terms of WSCH per FTE ratios favor acceptance of the proposal? If so, how?

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could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.

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

h. What are, and how do, the Success rate of students passing state and national licensing exams support the proposal?

i. What data extracted from Program Review supports this proposal? And how?

j. **Career Education Considerations:**

i. Is there a specific industry request for this program?

ii. Does any data from a CE Advisory Committee support this proposal? If so, how?

iii. Does the Regional Labor Data support this proposal? If so, how?

k. Will there be an adverse student impact resulting from discontinuance or proposal?

l. Implementation timeline for resulting new courses.

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

n. How does the proposed program compare to similar regional programs?

o. How does this program meet an ongoing need not otherwise met, or capable of being met, by an existing program?

B. Qualitative Evidence

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

1. Contemporary analysis of the relevance of a discipline.

2. Current college curriculum offerings as they relate to the academic mission of the college.

3. The effect of program initiation, modification or discontinuance on institutional outcomes.

4. ~~The potential for a disproportionate impact on diversity~~. **Are there any impacts on student equity?**

5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.

6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.

7. Consideration of matters of articulation as they relate to curriculum.

8. The ~~replication~~ **existence** of programs in surrounding college districts.

9. The ability of programs to meet standards of ~~outside~~ **external** accrediting agencies, licensing boards and governing bodies.

10. The relation of the proposal to the goals and strategies of the College as outlined in the most recent Strategic **and Master** Plan.

11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.

12. The ability of campus instructional and support services to absorb and support the proposed program without significantly diminishing the effectiveness of existing services and increasing workload detrimentally.

13. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan to sustainably institutionalize the position after the grant funding ends.

C. Incomplete Proposals

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

D. Vocational or Occupational Training Program Proposals

California Education Code Section 78015(a)(1) requires that the local governing board initiate a job market study of the labor market area for a proposed vocational or occupational training program prior to its establishment. Consequently, the initiating party of such a proposal must, prior to the submission of the proposal to the President of the Academic Senate **and the Chief Instructional Officer**, and in accord with Section III(A)(1)(l) of this procedure, have requested and obtained the results of a relevant job market study of the labor market area to be included in their program proposal. If a relevant study has already been completed within 6 months of the program proposal, that study may be used to satisfy the Education Code requirement as well as the criteria of this procedure and thus no new labor market study is necessary. The proposing party should provide an analysis of the study as it relates to their proposal and indicate how it supports any newly proposed curriculum.

E. Notifications of Possible De Facto Discontinuances

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

IV. FORMATION OF PROGRAM VIABILITY COMMITTEE

The Academic Senate shall establish a standing program viability committee. Upon receipt by the Academic Senate President, the Academic Senate shall forward proposals to the Program Viability

Committee at its next regularly scheduled meeting. The Senate President may request the party initiating the proposal to be present at the Senate meeting when the proposal is on its published agenda.

A. Program Viability Committee Composition

1. Academic Senate President, or designee.

    a. The President of the Academic Senate shall serve as Chair of the committee. The President may delegate this duty to another standing member of the committee. **Any designee shall serve the prescribed term as established in the Bylaws/Procedures of the Program Viability Committee.**

2. A tenured or tenure-track faculty member from a transfer discipline.

3. A tenured or tenure-track faculty member from a CTE discipline.

4. CIO, or designee.

5. COCFA President, or designee.

6. AFT Part-time faculty union President, or designee.

7. A student representative appointed by the Associated Student Government.

8. A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.

9. Curriculum Committee Faculty Chair, or designee.

10. A member of the Program Review Committee.

B. External Experts

The Program Viability Committee reserves the right to solicit the opinion and participation of outside industry or discipline experts if deemed necessary for determining the appropriateness of any particular proposal.

~~B~~ C. Program Viability Committee Functions

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

    a. Determining the initial proposal's evidentiary sufficiency per Section III (A) and (B) of this procedure, **to include fiscal projections related to the proposed**.

    b. Review and assess the sufficiency of the quantitative and qualitative evidence per Section IV(B) of this procedure.

    c. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.

    d. Gathering all qualitative and quantitative evidence into a written report.

~~e. Participating in all public meetings and discussions.~~

~~F~~ **e.** Recommending to the Academic Senate one of the six potential outcomes of the proposal process to include documenting its findings by a narrative. (Listed is Section V (A) of this procedure.)

i. The Program Viability Committee, in conjunction with the proposing party, must develop a scheduled implementation timeline to be included with the recommendation to the full Senate.

~~g~~ **f.** The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

2. In the performance of its functions, the Committee may solicit presentations by proposing parties in support of and to supplement their submitted written proposals. The Committee may expand and develop its internal criteria and processes in order to elicit as much relevant information as is necessary to make its determination.

3. Revitalization Standards – if the Committee deems revitalization is necessary for a particular program, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required for the continued viability of the particular program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.

~~C~~ D. Mandated Discontinuance

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

V. REPORT OF PROGAM VIABILITY COMMITTEE TO FULL ACADEMIC SENATE

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

If the proposal is determined complete, the Program Viability Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in

which the proposal was submitted.[4]The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The report shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, initiation or modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards established by the State Chancellor's Office.

A. Possible Recommendations of the Program Viability Committee

There are six possible recommendations the Program Viability Committee can make. A program may be recommended to be initiated, not initiated, modified, continued, continued with qualifications, or discontinued. **All recommendations, with the exception of discontinuance proposals, must provide evidence of short and long term fiscal and staffing plans, as well as evidence of Administrative commitment for those plans.**

1. Recommendation to Initiate

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

2. Recommendation to Not Initiate

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

3. Recommendation to Modify

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

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

4. Recommendation to Continue

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

5. Recommendation to Continue with Qualifications **to Revitalize**

Based upon the aforementioned qualitative and quantitative criteria, a program that was proposed for discontinuance, **or otherwise**, by this process may be recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee and maintained by the Academic Senate. In accordance with the established time line the program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program ~~Discontinuance~~ **Viability** Committee.

> **a. Revitalization Standards – if the Committee deems revitalization is necessary for a particular program, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required to support the continued viability of a particular program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.**

6. Recommendation to Discontinue

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

a. Mandated Discontinuance

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

B. Full Academic Senate Action

~~The Academic Senate will consider and deliberate on the Program Viability Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the six actions it will formally adopt.~~ **The President of the Academic Senate will place all recommendations of the Program Viability Committee as consent calendar items on the agenda of the next regularly scheduled meeting of the Senate.** Upon ~~acceptance~~ **adoption** of ~~any proposal~~ **recommendations of the Program Viability Committee**, the Academic Senate must ~~consider and~~ send forward a scheduled implementation timeline. The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the

Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

1. Vocational and Occupational Training Programs

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

VI. PILOT PROGRAM STATUS

All newly initiated programs, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the program's existence. The original proposing party, or individual overseeing the program, shall present the reports.[5]

1. Staffing Requirements

a. Any adopted recommendations that include proposals requesting the hiring of full-time temporary or tenure-track faculty shall adhere to the established, regular hiring process of the Academic Staffing Committee. If program implementation is contingent upon the approval of a staffing request, said program's pilot status per Section VI of this procedure shall commence upon the date the requested position is filled.

b. The authorization to hire full time staff to support any new program may need to be restricted until the conclusion of the three-year pilot process. Any recommendation to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

2. Required Reporting Content

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

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[5] The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the program content's historical existence on campus. See the italicized note under Section III(A) of this proposal. **The Senate President shall forward the findings of the report to the CIO.**

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

i. Revitalization Standards – if, having received the Year Two Report, the Academic Senate deems revitalization might be necessary for a particular piloted program, it shall refer the program back to the Program Viability Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the piloted program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.

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

i. Revitalization Standards – if, having received the Year Three Report, the Academic Senate deems revitalization might be necessary and institutionally worthwhile for a particular piloted program, it shall refer the program back to the Program Viability Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the piloted program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.

4. Final Approval - upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot program shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must **expressly** concur with the Academic Senate for the outcome of the vote to be final. **If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.**

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

VII. IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

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

A. Discontinuance Implementation Plan

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

1. A plan and time line for implementing the discontinuance or qualifications to be established.

2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.

3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.

4. Coordinating program discontinuance to be consistent with the college catalogue.

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