



# College of the Canyons Academic Senate

November 21, 2019

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

## AGENDA

**Notification:** *The meetings may be 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
5. Approval of the Consent Calendar

Academic Senate Summary, November 7, 2019 (pg. 3-8)	<a href="#">Curriculum Committee Summary, November 14, 2019</a>
Senate Executive Summary, November 5, 2019 (pg.24-25)	(pg. 9-23)
Faculty Professional Development Committee (pg. 31-33)	Spring 2020 Flex Schedule Draft (pg. 26-30)
<a href="#">COC Advisory Board Handbook Draft, Nov. 7, 2019</a>	<a href="#">Academic Senate Program Review &amp; Budget</a>

### B. Reports (7 minutes allocated for each report)

*These are informational items no discussion or action will be taken. However, clarification questions are welcomed.*

1. Academic Senate Presidents Report, Rebecca Eikey
2. Vice President/Academic Calendar Report, Jason Burgdorfer
3. Program Mapper Report, Paul Wickline, Jasmine Ruys, Erika Torgeson & Tara Williams
4. College Planning Committee, Claudia Acosta

### C. Action Items

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

1. BP & AP 5410 DSP&S, David Andrus, (pg. 34-38)
2. [Accommodating Intercollegiate Student Representatives Form](#), Lisa Hooper (pg. 39)
3. Guided Pathways (GP), Paul Wickline, Preeta Saxena, Debbie Sal, Erika Torgeson & Tara Williams
  - [GP Organizational Chart](#)
  - [GP Organizational Chart Descriptions](#)
4. Adopt the "Monarch" butterfly as a symbol to show support for undocumented students, Rebecca Eikey
  - [California Community Colleges Dreamers Project Complete Report](#)
5. Emergency Preparedness, Shelter in Place, All-College Drill, 3<sup>rd</sup> week of Spring 2020, Jim Temple

### D. Discussion

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

1. BP 4240 Academic Renewal, David Andrus (pg. 40-42)
2. [Guided Pathways Scale of Adoption Assessment \(SOAA\) Review](#), Paul Wickline, Jasmine Ruys, Erika Torgeson & Tara Williams
  - 2019-2020 Guided Pathways Scale of Adoption Self-Assessment Deadline memo (pg. 43-44)
  - [Guided Pathways Scale of Adoption Self-Assessment \(SOAA\) Webinar November 2019 ADA](#)
3. Gender Inclusive Restroom Resolution, Rebecca Eikey (pg. 45-46)

## E. Unfinished Business

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

1. Senator Responsibilities and Communication, Rebecca Eikey

## 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. ASCCC Exemplary Award Process
  - Note: This item will be discussed in the spring to take action.

## 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 248

<b>Existing Policies:</b>
<a href="#">BP 4030 &amp; AP 4030 Academic Freedom (Back in Committee per CPC)</a>
<a href="#">BP 4240 Academic Renewal</a>
<a href="#">BP 4233 &amp; AP 4233 Attendance</a>
<a href="#">BP 7120 &amp; AP 7120 Recruitment and Selection</a>
Student Conduct (Phase 2 - <a href="#">BPs 5529 Student Conduct</a> , <a href="#">BP 5530 Disciplinary Action</a> & <a href="#">5531 Due Process – Student Disciplinary Action</a> )
<a href="#">BP 6700 &amp; AP 6700 – Civic Center and Other Facility Use</a>
<a href="#">BP 7250 &amp; AP 7250 Administrative Retreat Rights</a>
<b>New Policies:</b>
<a href="#">BP 3535 &amp; AP 3535 Camera Policy (new policy)</a>
<a href="#">BP &amp; AP 4231 Digital Badging (new policy)</a>
<a href="#">BP 5140 &amp; AP 5140 DSP&amp;S (new policy)</a>
<a href="#">BP &amp; AP Covering Substitute Teachers (new policy)</a>
<a href="#">BP &amp; AP Freedom of Speech, Harassment (new Policy)</a>
<ul style="list-style-type: none"><li>• <a href="#">BP 528 Student Rights to Expressive Activities</a></li><li>• <a href="#">BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups</a></li><li>• <a href="#">BP 808 Non Student Speakers</a></li></ul>

## H. Announcements

- Next Academic Senate Meetings Feb. 20<sup>th</sup>, March 5<sup>th</sup>, March 19<sup>th</sup>, April 2<sup>nd</sup> & April 23<sup>rd</sup>
- [ASCCC 2020 Accreditation Institute, Feb. 21<sup>st</sup> – Feb. 22<sup>nd</sup>](#), San Diego Marriott, La Jolla
- [ASCCC 2020 Spring Plenary Session](#), Oakland Marriott City Center
- [ASCCC Career and Noncredit Institute, April 30<sup>th</sup> – May 2<sup>nd</sup>](#), San Mateo Marriott – SF Airport
- [2020 Faculty Leadership Institute, June 18<sup>th</sup> – June 20<sup>th</sup>](#), Marriott Newport Beach
- [2020 Curriculum Institute, July 8 to July 11, 2020](#), Riverside Convention Center
- Academic Senate President & Vice President Nominations for next 2 year term
  - Note: The nomination period will remain open through the rest of the fall 2019 semester and the first two weeks of the spring 2020 semester, closing at 5:00 pm on Friday, 2/21/2020.

## 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

## Academic Senate Summary for November 7, 2019

Voting Members					
Senate President	Rebecca Eikey	A	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	<i>Lisa Hooper proxy for Garrett Rieck</i>	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	A
Policy Review Chair	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	A
VAPA Senator	<i>David Brill proxy for Wendy Brill-Wynkoop</i>	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	A
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

Non-voting Members	
Joe Gerda	A
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	A
Dr. Wilding	A

Guest			
Jim Temple	X	Omar Torres	X
Katie Coleman	X	Preeta Saxena	X
Tara Williams	X	Kathy Bakhit	X
Jane Feuerhelm	X	Dr. Dianne Fiero	X

### A. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment: Both Rebecca and Wendy are absence and are attending the ASCCC Fall Plenary.
3. Approval of the Agenda: Motion by Aaron Silverman, seconded by David Andrus. Unanimous. Approved.
4. Committee Appointments:
  - Michael Leach- Ad hoc Committee Intercollegiate Student Representative Committee

5. Approval of the Consent Calendar: Motion by David Brill, seconded by Aaron Silverman.  
Unanimous. Approved.

Academic Senate Summary, October 24, 2019 (pg. 3-7)	Curriculum Committee Summary, October 31, 2019 (pg. 8-10)
Program Viability Summary, October 17, 2019 (pg. 11-14)	Faculty Professional Development Summary, September 23, 2019 (pg. 15-16 )

**B. Reports** (7 minutes allocated for each report)

*These are informational items no discussion or action will be taken. However, clarification questions are welcomed.*

1. Vice Presidents Report, Jason Burgdorfer
  - ASCCC had an opposition stand on the Bacheloriote degree program. There is a resolution to reverse that stand and support the expansion of this program across the Community College System. Voting for this resolutions will take place at the ASCCC Fall Plenary.
  - Program Review is now open which includes the Facilities Master Plan component. The Athletics department is going through a remodel. There will a lot of offices will be available all at once. Initially these offices will be just for the Athletics Department. The process will serve as a good model for the current 8 offices and the future 24 office at the Canyon Country Campus. There was a clarification that for the faculty were hired and who are assigned to the Canyon Country the district will need to find them offices.
2. Elections Committee, Dustin Silva (written Report) (pg. 17-20)
  - Dustin provided a written report. Vice President asked Senators to review the report in the agenda. Dustin outlined the changes to the Elections Committee. There is a Senate Election coming up for President and Vice President as current President and VP are not running again. The nominations will close by the end of the 2<sup>nd</sup> week of the spring semester. Once this election is concluded the elections for the Senator positions will begin which are up in the 2 year cycles.
3. Guided Pathways Report, Erika Torgeson
  - Due to recent fires the Guided Pathways Steering committee meeting was no cancelled. We are currently in a holding pattern.
  - Data Coach training #5 will be re-scheduled to Nov. 8<sup>th</sup> from 9am-11am in BONH-106. Data Coach #6 is scheduled for Nov. 15<sup>th</sup> from 1-3pm in BONH-106.
  - Next week the IE2 Standard Committee Meeting will be taking place. Planning for the rest of the year and for the fall 2020 is still being done. There are no workgroups except for the groups with Canyon Connect. Work is being done to finish Mapping. The Equity Minded Practitioners next meeting will take place on Thursday Oct. 21<sup>st</sup> room and time is to be determined.

**C. Action Items**

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

1. Revised Discipline Memos Larry Schallert (pg. 21-22)
  - Note: Additional discipline assignment has been added.
  - It was clarified that Vocational (Short Term) Noncredit is a discipline and an individual would need to have work experience in the discipline that most closely

- represents. It was also clarified that Educational Administrator is also a discipline and the MQ's for this discipline are a Master's Degree and one year of experience.
- Motion to approve the discipline memo by Gary Collis, seconded by Ron Karlin. Unanimous. Approved.
2. Revised Discipline Memos Harriet Happel (pg. 23-24)
    - Note: Additional discipline assignment has been added.
    - There was a suggestion to identify on the memo which new discipline has been added to the memo.
    - Motion to approve this discipline memo by Gary Collis, seconded by David Andrus. Unanimous. Approved.
  3. [Adopt the "Monarch" butterfly as a symbol to show support for undocumented students](#)
    - Motion to open the item for discussion by Marco Llaguno, seconded by David Andrus. Unanimous. Approved.
    - As a result of the taskforce meeting it was recommended that Senate adopt this symbol. The symbol can be displayed throughout the campus such as office doors, windows, computers and devices to indicate that the campus support Dreamers. The symbol was not decided upon but this symbol is a common symbol for the Dreamers. This symbol if adopted locally is the common symbol seen throughout the state. There are two counselors who deal with Dreamer students which is April Reardon and Connie Perez and both have been using monarch butterfly buttons. The buttons are also being used on campus and have been given to students during DACA week. This item was listed as "Action" item on the October 24<sup>th</sup> agenda due to DACA week.
    - There was a question regarding if the monarch butterfly is adopted as a symbol what does it mean? If this symbol is adopted will other values associated with this movement be adopted as well? It was emphasized that while many do support Dreamer's there are others on campus who do not. In adopting this symbol does it imply that the individual has specific knowledge or ability in regards to student services? With being a Hispanic Serving Institution there are resources in place but more information is needed regarding how to provide those resources to students. Is there a point person for this effort? Is there a budget? The Taskforce will be meeting in two weeks.
    - Motion to table this "Action" Item to have it return as "Discussion" attached to a point person who can answer questions by David Andrus, seconded by Rebecca Shepherd. Unanimous. Approved.

#### **D. Discussion**

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

1. ADT's Electives, Lisa Hooper
  - Lisa shared information on the Transfer Model Curriculum located at [c-id.net/tmc](http://c-id.net/tmc). In particular templates for the Computer Science and Philosophy Transfer Model Curriculum (TMC) were shared as examples. The college has to comply with these templates when a TMC is created which becomes the Associate Degree Transfer (ADT.) There is some flexibility with these templates.
  - [Computer Science TMC Template Example](#): If the Computer Science Faculty were building their TMC degree they can include courses in Physics, Biology or Chemistry

or select all three courses and allow students to decide for themselves. Computer Science faculty could also choose to only include courses in Physics. The concern is that a student may have taken courses in Biology or Chemistry previously and fulfilled a particular area. The student then may be unaware they've fulfilled that are due to courses being removed from the template. The student may then end up taking courses in Physics and end up with more units than they needed. This issues is seen with many TMC options.

- Philosophy TMC template example: This template also allows for some flexibility. In this example there are two courses listed under "List A" which includes two history course options. Faculty could choose to eliminate the two history options and just keep Philosophy of Religion and Social & Political Philosophy course. There could be more students enrolled in Philosophy courses.
  - Course Substitutions for ADT's: Current Articulation officers are involved in course substitutions for ADT's and this is not the Dept. Chair's role. Dept. Chairs are responsible for course substitutions for local degrees in determining if a course is similar to the one offered at COC. The state of California in partnership with CSU's and CCC's have developed the Common Identifier Descriptors or CID's. If a course has a CID it is supposed to be the equivalent to any other course offered in the state. Julie Hovden is the current Articulation Faculty member and Patrick Backes is the Articulation Officer who process about 500 Course Substitutions for ADT's annually. The majority of student who request course substitutions are those who have met with Counselors due to Counselors understanding that these options exists. A student could submit a request for a course substitution if for example a student changes their major.
  - The question being discussed was in regards to should flexibility be allowed or should all transfer model courses be listed in a TMC model. This may be an equity issue as only those students who meet with a Counselor are getting the option to submit for a course substitution. It was a clarified that the TMC model still trumps what is printed in the catalog. The question is regarding if changes can be made to an ADT locally? Or should all courses be listed as options on the ADT's. ADT's are created through a collaborative effort as a result of a statewide initiative aimed at reducing the number of unit's student attempt and complete. ADT's have been in existence for about 5-8 years. It was clarified that a course CID would be listed as applicable for an ADT and not necessarily that it's being offered. A course cannot be listed for program in the catalog if it's not being offered. The spirit of the ADT's is to provide flexibility and cross articulation. The general consensus is to keep course options as broad as possible and allow faculty to make any changes to local degrees as needed.
2. BP & AP 5410 DSP&S, David Andrus, (pg. 25-29)
- This policy is a new proposed policy procedure. Jane Feuerhelm was tasked with providing the campus with this board policy in collaboration with the Policy Committee. The policy procedures enables, in line with state law, all services offered through DSP&S. The BP policy outlines the statement and the eligibility criteria, student rights & responsibilities and availability of services. AP highlights processes and requests for accommodations for students with disabilities in the classrooms. The language in the policy is based on requirements outlined in Title 5. There was a recommendation for faculty to familiarize themselves with the policy language so they can familiarize themselves with the processes students go through. However,

the office of DSP&S ensures there is communication with faculty regarding a student. If students are not accommodated many times parents of student contact the instructors directly. The DSP&S department works on emphasizing with faculty that those requests need to be referred back to the DSP&S office. Any requests for an accommodation form presented to faculty by a student should have a “red stamp” with indicating the semester.

- There was a suggestion to have, in the future, a report or discussion to the Senate to create more visibility, awareness and to answer any questions. This item will return on the next agenda as an “Action” item.
3. Emergency Preparedness All-College Drill, Jim Temple
- The purposed of this item is to identify a specific type of emergency drill for spring 2020.
  - Planning for a drill allows the Incident Command Team to analyze the amount of resources available on campus during different times of the day. A future drill could be set up to avoid evacuating the classrooms and would last only 10 mins. There was a question regarding should there be day and night time drill or just one or the other. There are limited resources available during evening and night times. Should this be a shelter in place drill? Due to 8 week courses it was suggested not to hold a drill during weeks 1, 8 & 9. There are no updates on installing black out shades for classroom windows but Jim will follow up on this. There was a request to have the Wellness Center send out an email prior to the drill date to students informing them of the drill. Many students may experience triggers such as those suffering from Mental Health illness or Veteran students. Could the Wellness Center inform students that there will be extra hours, counselors and services available to them? Special thanks was given regarding the extra people stationed in the parking lots during the last drill. There was a suggestion to look at possible types of drills and prioritize which are high probability incidents. There was concern that during the last emergency campus shut down there was a heavy amount of traffic. Could people be stationed to direct traffic in the future due the lack of traffic lights? If an evacuation had to take place during evening hours how would the process take place with less personnel on campus? It was recommended to hold a collaborative meeting with AFT regarding how evening adjunct faculty could prepare for a drill? The first half of the semester tends to be less busy there was an agreement to schedule a drill during week 3 of the spring 2020 semester during evening hours. There was a second option proposed to hold a drill during week 5. Jim will bring back information to the Incident Command Team.
  - A drill date will be brought back as an action item at the next meeting.

#### **E. Unfinished Business**

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

1. Senator Responsibilities and Communication, Rebecca Eikey
2. [Accommodating Intercollegiate Student Representatives Form](#), Lisa Hooper
  - Note: Action may be taken at the Nov. 21<sup>st</sup> meeting
  - There was a reminder for schools to have this discussion and collect feedback for this item.

#### **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.*

2. [Guided Pathways Organizational Chart](#)
  - Note: This item will be discussed on the Nov. 21<sup>st</sup> meeting.
3. ASCCC Exemplary Award Process
  - Note: This item will be discussed in the spring to take action.
  - There was a reminder for schools to have this discussion and collect feedback for this item.

#### **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 248*

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Student Conduct (Phase 2 - <a href="#">BPs 5529 Student Conduct</a> , <a href="#">BP 5530 Disciplinary Action</a> & <a href="#">5531 Due Process – Student Disciplinary Action</a> )
<a href="#">BP 6700 &amp; AP 6700 – Civic Center and Other Facility Use</a>
<a href="#">BP 7250 &amp; AP 7250 Administrative Retreat Rights</a>
<b>New Policies:</b>
BP 3535 & AP 3535 Camera Policy ( <i>new policy</i> )
BP & AP 4231 Digital Badging ( <i>new policy</i> )
BP 5140 & AP 5140 DSP&S ( <i>new policy</i> )
BP & AP Covering Substitute Teachers ( <i>new policy</i> )
BP & AP Freedom of Speech, Harassment ( <i>new Policy</i> ) <ul style="list-style-type: none"> <li>• <a href="#">BP 528 Student Rights to Expressive Activities</a></li> <li>• <a href="#">BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups</a></li> <li>• <a href="#">BP 808 Non Student Speakers</a></li> </ul>

#### **H. Announcements**

- Next Academic Senate Meeting Nov. 21<sup>st</sup> 2019
- Academic Senate President & Vice President Nominations for next 2 year term
  - Note: The nomination period will remain open through the rest of the fall 2019 semester and the first two weeks of the spring 2020 semester, closing at 5:00 pm on Friday, 2/21/2020.
- There may be a recommendation from the Academic Staffing Committee based on survey results. Students voted overwhelming towards on option and the staff towards another option.

**II. Adjournment:** 4:38pm.



# CURRICULUM COMMITTEE SUMMARY

**November 14, 2019      3:00 pm – 5:00 pm      Bonelli Hall 330**

**Members Present:** Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill -Visual and Performing Arts; Tricia George – Humanities; Holly Hitt-Zuniga - Applied Technologies; Lisa Hooper – Faculty Co-Chair; Susan Ling – At large member; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Robert Wonser (Substitute for Anne Marengo – Social and Behavioral Sciences)

**Members Absent:** Larry Alvarez – Ad Hoc Member; Steve Erwin – Admissions and Records; Julie Hovden – Enrollment Services; Saburo Matsumoto – At large member; Physical Education & Athletics – Vacant

## NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at previous Curriculum Committee meetings or are a repackaging or existing curriculum. 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.CGSL-003	Money Management for College and Beyond	0 units (noncredit), 8 – 18 hours. <b>New SLO. New DLA, both 100% online and hybrid options.</b>	A. Harris G. Rieck	TBD
NC.ENGL-001	Essential Reading and Writing Skills I	0 units (noncredit), 12 - 18 hours. <b>New SLO's (2).</b>	A. Terzian A. Kempler M. Angelino K. Haglund G. Rieck	TBD
NC.ENGL-002	Essential Reading and Writing Skills II	0 units (noncredit), 12 - 18 hours. <b>New SLO's (2).</b>	A. Terzian A. Kempler M. Angelino K. Haglund G. Rieck	TBD

**-Motion to approve NC.CGSL-003; Motion by Mary Bates, second by Erin Barnthouse. All in favor: Unanimous.**

**-Motion to approve NC.ENGL-001 & 002; Motion by David Brill, second by Mary Bates. All in favor: Unanimous.**

## TECHNICAL CHANGES (COURSES) – 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
FIRETC-102	Fire Prevention	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-103	Fire Protection Systems	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-104	Building Construction For Fire Protection	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-105	Fire Behavior and Combustion	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-106	Principles of Fire and Emergency Service Administration	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-109	Principles of Fire and Emergency Services Safety and Survival	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020

## TECHNICAL CHANGES (COURSES) – 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.

		<i>Advisory Board minutes supporting this prerequisite addition attached.</i>		
FIRETC-110	Wildland Fire Behavior	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-120	Hazardous Materials Chemistry	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-123	Fire Investigation	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
FIRETC-125	Firefighting Tactics and Strategies	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”. <i>Advisory Board minutes supporting this prerequisite addition attached.</i>	K. Kawamoto	Fall 2020
NC.CGSL-002	Online Learning and Strategies for Success	<b>Changed prefix, number and title (Formerly NC.COUN-030 “Distance Learning and Strategies for Success”). Hours changed to 8 – 18 (Formerly 18 hours.)</b>	G. Rieck	Spring 2020
NC.CSEC-001	CSEC Part 1: The Commercial Sexual Exploitation of Children –	Hours changed to 4 – 6 (Formerly 6 hours.)	G Rieck	Spring 2020

### TECHNICAL CHANGES (COURSES) – 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.

	Awareness and Identification Training			
NC.CSEC-002	CSEC Part 2: The Commercial Sexual Exploitation of Children – Intervention and Prevention Training	Hours changed to 4 – 6 (Formerly 6 hours.)	G Rieck	Spring 2020

## 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
GEOGRPH-102	Human Geography	Revised description, objectives and content, updated textbooks, <b>Revised SLO.</b>	J. Patrich	Fall 2020
GEOGRPH-103	Weather and Climate	Revised description, objectives and content, updated textbooks, <b>Revised SLO.</b>	J. Patrich	Fall 2020
GEOLOGY-109L	Earth Science Laboratory	Revised objectives and content, updated textbooks, <b>Revised SLO.</b>	J. Patrich	Fall 2020
MATH-211	Calculus I	Revised objectives and content, updated textbooks.	M. Sherry	Fall 2020
MEA-100	Mass Media and Society	Revised description, objectives and content, updated textbooks.	D. Brill	Fall 2020
MEA-101	Television and Film Media Aesthetics	Revised objectives and content, updated textbooks.	D. Brill	Fall 2020
MEA-108	Screenwriting Fundamentals	Revised objectives and content, updated textbooks.	D. Brill	Fall 2020
MEA-110	Writing for Multimedia Journalism	<b>Change title (Formerly “Writing for Journalism and New Media”).</b> Revised description, objectives and content, updated textbooks, <b>Revised SLO.</b>	D. Brill	Fall 2020
MEA-111	Exploring Video Field Production	Revised objectives and content, <b>Revised SLO’s (2).</b>	D. Brill	Fall 2020
NC.BCSK-MA3	Essential Math Skills for College I	<b>Changed Title (Formerly “Noncredit Arithmetic I”). Hours changed to 15 – 24 (Formerly 30 hours).</b> Revised description, objectives and content, updated textbook.	S. Matsumoto C. Johnson	Spring 2020

NC.BCSK-MA4	Essential Math Skills for College II	<b>Changed Title (Formerly “Noncredit Arithmetic II”). Hours changed to 15 – 24 (Formerly 30 hours).</b> Revised description, objectives and content, updated textbook.	S. Matsumoto C. Johnson	Spring 2020
NC.CGSL-001	Resources and Strategies for College Success	<b>Changed prefix, number and title (Formerly NC.COUN-025 “Noncredit Transition”). Hours changed to 8 – 18 (Formerly 24 hours.)</b> Revised description, objectives and content. <b>Revised SLO.</b>	G. Rieck A. Loaiza	Spring 2020
OCEAN-101	Oceanography	Revised description, objectives and content, updated textbook.	C. Perl	Fall 2020
PARLGL-101	Introduction to Law	Revised objectives and content, updated textbooks.	N. Faudree L. Young	Fall 2020
PARLGL-104	Contract Law	Revised objectives and content, updated textbooks.	L. Young	Fall 2020
PARLGL-105	Tort Law	Revised objectives and content, updated textbooks.	L. Young	Fall 2020
PARLGL-107	Legal Ethics	Revised objectives and content, updated textbooks.	L. Young	Fall 2020

## NEW INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES – CONSENT CALENDAR

The following course proposals were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
LEPD-018A	Use of Force/De-Escalation (Crisis Negotiation)	0.25 units, 8 hours lecture, <b>new SLO. New prerequisite of LEPD-100 or equivalent POST certified Academy.</b>	J. Dulla	Spring 2020
LEPD-051A	Dispatcher – Officer Safety Awareness	0.25 units, 8 hours lecture, <b>new SLO.</b>	J. Dulla	Spring 2020
LEPD-051B	Dispatcher UPD – Public Safety	0.25 units, 8 hours lecture, <b>new SLO.</b>	J. Dulla	Spring 2020
LEPD-051C	Enhanced Dispatch Assistance for Patrol Perimeters – Principles	0.15 units, 6 hours lecture, 2 hours lab, <b>new SLO's (2).</b>	J. Dulla	Spring 2020
LEPD-117	Basic Course Module I	6 units, 123 hours lecture, 189 hours lab, <b>new SLO's (2). New prerequisite of LEPD-100 or equivalent POST certified Academy.</b>	J. Dulla	Spring 2020
LEPD-119	Basic Course Module III	4 units, 52 hours lecture, 183hours lab, <b>new SLO's (2). New prerequisite of LEPD-100 or equivalent POST certified Academy.</b>	J. Dulla	Spring 2020
NC.FIRT-030	Wildland Fire Chain Saws	0 units (noncredit) 20 hours lecture, 10 hours lab, <b>New SLO's (2).</b> <i>Existing credit course being converted to noncredit.</i>	D. Breshears	Spring 2020
NC.FIRT-045	E-962 All Hazards Planning Section Chief	0 units (noncredit) 32 hours lecture, <b>New SLO. New prerequisites of NC.FIRT-020, 021 and 085.</b> <i>Existing credit course being converted to noncredit.</i>	D. Breshears	Spring 2020
NC.FIRT-102	Emergency Medical Technician	0 units (noncredit) 105 hours lecture, 88 hours lab, <b>New SLO's (2).</b> <i>Existing credit course being converted to noncredit.</i>	D. Breshears	Spring 2020

## 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	Effective
FIRETC-102	Fire Prevention	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-103	Fire Protection Systems	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-104	Building Construction For Fire Protection	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-105	Fire Behavior and Combustion	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-106	Principles of Fire and Emergency Service Administration	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-109	Principles of Fire and Emergency Services Safety and Survival	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-110	Wildland Fire Behavior	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-120	Hazardous Materials Chemistry	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
FIRETC-123	Fire Investigation	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020



### 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.

FIRETC-125	Firefighting Tactics and Strategies	Adding prerequisite of “Completion of or concurrent enrollment in FIRETC-101 or completion of an accredited Fire Academy”.	K. Kawamoto	Fall 2020
LEPD-018A	Use of Force/De-Escalation (Crisis Negotiation)	New prerequisite of LEPD-100 or equivalent POST certified Academy.	J. Dulla	Spring 2020
LEPD-117	Basic Course Module I	New prerequisite of LEPD-100 or equivalent POST certified Academy.	J. Dulla	Spring 2020
LEPD-119	Basic Course Module III	New prerequisite of LEPD-100 or equivalent POST certified Academy.	J. Dulla	Spring 2020
NC.FIRT-045	E-962 All Hazards Planning Section Chief	New prerequisites of NC.FIRT-020, 021 and 085.	D. Breshears	Spring 2020

### NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

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

Subject & Number	Title	Type of Delivery	Author	Effective
NC.CGSL-003	Money Management for College and Beyond	100% online and hybrid.	A. Harris G. Rieck	TBD

**-Motion to approve the 11/14/2019 Consent Calendar as presented above; Motion by Jeremy Patrich, second Lori Young. All in favor: Unanimous.**

## NEW PROGRAM PROPOSALS – FINAL READ

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

Program	Degree/Certificate	Description of Action	Author	Effective
College Success Toolkit	Certificate of Competency	3 required courses (NC.CGSL-001, 002, 003), <b>new program SLO.</b>	G. Rieck	TBD
Essential Reading and Writing Skills	Certificate of Competency	2 required courses (NC.ENGL-001 & 002), <b>new program SLO.</b>	A. Terzian A. Kempler M. Angelino K. Haglund G. Rieck	TBD

**-Motion to approve the College Success Toolkit Certificate of Competency and the Essential Reading and Writing Skills Certificate of Competency; Motion by Mary Bates, second Erin Barnthouse. All in favor: Unanimous.**

New Credit Courses	6	Modified Noncredit Courses	6	Modified Prerequisites	-0-
New Noncredit Courses	6	New DLA's	1	Deleted Courses	-0-
New Programs	2	New SLO's	21	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	4	Proposals Reviewed in Technical Review Session	36
Modified Credit Courses	24	New Prerequisites	14	Proposals Returned from Technical Review Session	-0-

**Career Education Advisory Board Minutes College of the Canyons – Fire Technology 10/3/2019**  
**William S. Hart Union High School District**

NAMES/ TITLES OF ADVISORY COMMITTEE MEMBERS	Name of Company, Business, College, High School and Title	Email Address	Telephone Number	ATTENDANCE Present or Absent
<b>Chair</b>				
<b>Business Partners including Industry, Non-Profit and Community Based Organizations</b>				
Foster Mclean	Fire Prevention Supervisor	fmclean@cityofventura.ca.gov		
<b>Program Chair</b> Keith Kawamoto	Fire Tech. Department Chair / COC	Keith.kawamoto@canyons.edu		
<b>Dean</b>				
<b>4-year college discipline instructor(s)</b>				
<b>Student Representative(s)</b>				
Danielle Desch	Student / COC	dmdesch@my.canyons.edu		
Lily Fulkerson	Student / COC	lgfulkerson@canyons.edu		
Juan Gonzalez	Student / COC	Gonzalezdanny1198@gmail.com		
John Pittman	Student / COC			
Pam Rubenstien	Student / COC	psrubenstien@my.canyons.edu		
<b>K12 discipline instructor(s)</b>				
<b>Discipline faculty</b>				
<b>Parent(s)</b>				
<b>Counselor(s)</b>				
<b>Staff</b>				
<b>Other guest(s)</b>				
<b>Ximena Rodriguez</b>	Assistant Principle	Ximena.rodriguez@lausd.net		
<b>Jeremy Villalovos</b>	Instructor / William S. Hart Fire Academy	jvillalovos@hartdistrict.org		

## AGENDA

	Notes	ACTION
1. Welcome and Introductions (Director, Career and Technical Education) 1.1 Statement of Purpose 1.2 Review/Approval of Minutes <i>Motion to Approve the minutes of the last meeting by:</i> <i>Motion Seconded by:</i>	Meeting Commenced:  Welcome and Introductions: All  Approval of Minutes: All	
2. Review of Course Sequence 2.1 Hart District 2.2 College of the Canyons 2.3 CSU and UC Articulation	<ul style="list-style-type: none"> <li>- The course sequence equals two years at the college.</li> <li>- The two degrees offered at the college are the Pre-Service degree and the In-Service degree.</li> <li>- Classes are held in the fall, spring, summer and winter.</li> <li>- There are six instructors, five are part-time.</li> <li>- Students are entering a Pathway to complete their degree sooner.</li> <li>- Beginning fall 2019, Health Science 046 can now be used as an elective towards the Fire Technology degree.</li> <li>- The student reps think 046 is a good class and should be taken in high school and before the EMT class.</li> <li>- A Hazmat course was offered this semester and will be offered again.</li> <li>- With the In-Service degree, students can double dip and apply credits towards an AA degree.</li> <li>- It has been difficult finding a qualified instructor to teach the Company Officer courses.</li> <li>- The Faculty Inquiry group is working on Assessment of Prior Learning to figure out how credit can be earned on the current job.</li> <li>- To assess prior learning, a certification test was recommended as a way to determine if someone is qualified. A portfolio was also recommended.</li> <li>- A noncredit CPAT test is being developed this semester and will hopefully be offered next year.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Other committee recommended noncredit courses specifically for the Fire Technology program include test and interview preparation and resume writing. Consider combining the three topics into one class for one semester.</li> <li>- It was recommended that the CPAT test be replicated at COC.</li> <li>- Consider implementing actual on air experience for students.</li> <li>- Consider offering Fire Prevention certification.</li> <li>- There is potential to offer State Fire Marshall classes at the college.</li> <li>- There is consideration to make the 101 course a pre-requisite or co-requisite course. Students believe it is a good idea.</li> </ul>	
<p>3. Current Status of Program (Advisory Board Chair):</p> <p>3.1 Numbers of students</p> <ul style="list-style-type: none"> <li>▪ Special Population/Non Traditional Core Indicators (Perkins)</li> <li>▪ Reading proficiencies (Hart District)</li> </ul> <p>3.2 Student success – completers</p> <p>3.3 Student success - employment</p> <p>3.4 Labor Market Analysis</p> <ul style="list-style-type: none"> <li>▪ Job Titles</li> <li>▪ Median Living Wage</li> <li>▪ Validated Need for Training</li> </ul> <p>3.5 Industry Certification (if applicable)</p> <p>3.6 Program Accomplishments</p>	<ul style="list-style-type: none"> <li>- Two hundred and seventy five students are Fire Tech. students this semester.</li> <li>- 91.6% of students are male, 8.4% are female.</li> <li>- 49.5% of students are Latino, 38.2% are Caucasian.</li> <li>- 81.4% of students are under the age of twenty five, 44.7% are under age twenty.</li> <li>- The program is trying to implement life skills to teach students how to make responsible choices. Jeremy believes the potential noncredit courses will help with this.</li> <li>- It would be helpful for health limitations/qualifications for becoming a Fire Fighter to be discussed with students early on in the program.</li> </ul>	

<p>4. Industry</p> <p>4.1 Review Required Skills for Competency:</p> <ul style="list-style-type: none"> <li>▪ Do the program completers meet the current industry standard or industry need?</li> <li>▪ What curriculum modifications would you suggest to meet skill gaps?</li> <li>▪ Review of Assessment Procedures</li> <li>▪ What equipment/ facility needs can you identify that would better prepare students to enter your field?</li> </ul> <p>4.2 What employability skills do workers need in your field?</p> <ul style="list-style-type: none"> <li>▪ Able to think critically, problem-solve</li> <li>▪ Able to find resources</li> </ul>	<ul style="list-style-type: none"> <li>- Funds should be used to purchase equipment for the replicated CPAT course and fire code books, and the Wild Life Fire Fighter Certification classes.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Effective interpersonal skills</li> <li>▪ Communication skills - oral, written</li> <li>▪ Adequate time management and organization - prioritization skills</li> <li>▪ Personal qualities - professionalism</li> <li>▪ Able to project manage</li> <li>▪ Other?</li> </ul> <p>4.3 What changes/ trends are occurring in the industry that will affect employer needs?</p> <p>4.4 Work-Based Learning Opportunities</p> <ul style="list-style-type: none"> <li>▪ Classroom visits by industry</li> <li>▪ Informational Interviews</li> <li>▪ Site visits/Field Trips</li> <li>▪ Ride Alongs</li> <li>▪ Project Based Learning</li> <li>▪ Internships</li> </ul> <p>4.5 Postsecondary Scholarship Creation</p>		

<p>5. Program plan for improvement</p> <p>5.1 Strengths of program</p> <p>5.2 Weaknesses of program</p> <p>5.3 Labor market information needed to justify new content/ courses</p> <p>5.4 Resources needed and the role of industry: (equipment/ mentoring / scholarships/ awards/ hosting field trips/ serve as a speaker at career events/ other)</p> <p>5.4 What other suggestions do you have for program improvement?</p>	<ul style="list-style-type: none"> <li>- Creating posters featuring women fire fighters was recommended to attract more females into the program.</li> <li>- Female Fire Tech. students should visit the high schools.</li> <li>- Student reps believe an orientation session would have been helpful before entering the program.</li> <li>- Feedback was given that the Fire Tech. website is not very helpful or intriguing.</li> <li>- It was suggested that more info on the different areas within the Fire Technology program be included on the website and to have student experience videos be uploaded.</li> <li>- An Awareness Day for the Fire Technology program taken to the high schools may be a good way to bring more students.</li> <li>- Jeremy will look into bringing fire trucks to the campus for students to have a hands-on experience.</li> <li>- Advisory Board members unanimously believe and agree that FIRETC101 "Principles of Emergency Services" should be a corequisite to take other Fire Tech classes.</li> </ul>	
<p>6. Other business</p> <p>6.1 Additional Items</p> <ul style="list-style-type: none"> <li>▪ Hiring</li> </ul> <p>6.2 Next meeting time, place, date.</p>	<ul style="list-style-type: none"> <li>- Micah and Keith will discuss sequencing courses.</li> </ul>	
<p>Motion to Approve Course Curriculum and Continue Operation of the Program was made by:</p> <p>Motion Seconded By:</p> <p>All in favor: Yes</p> <p>All opposed:</p>		



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**November 5, 2019**  
**10:00 a.m. to 11:00 a.m.      BONH-330**

**SUMMARY**

**Attendees:** Regina Blasberg, Erika Torgeson, David Andrus, Wendy Brill, Lisa Hooper, Jason Burgdorfer, Aivee Ortega, Gary Quire, Nicole Faudree, Rebecca Eikey, Marilyn Jimenez

**A. Routine Matters**

1. Call to order: 10:05 am
2. Public Comment: none
3. Approval of the Agenda: Unanimous, Approved.

**B. Reports:** none

**C. Action:** none

**D. Discussion**

**1. [Possible Joint Resolution with ASG, Rebecca Eikey](#)**

- This resolution was developed as a result of the Equity & Mindset Practitioners work group. ASG is also interested in taking this a step further with supporting Trans and Queer students and addressing the hate speech received by this group on campus. The law change in 2014 in which any single stall restrooms have to be converted to gender neutral restrooms. The college has converted four restrooms located in the Makerspace area, library and PIO office. All of which are not very accessible to students due to their locations. The footnotes are missing a source from the State Department of Education in which it discusses the restrooms and this source will be added. The Dear Colleagues Letter states that students cannot be denied restrooms of the gender they identify with. There are other institutions which have spent FON funds to build gender neutral restrooms. There was a recommendation to create a webpage with available information regarding gender neutral restroom. There was a recommendation to research what other community colleges are doing. There are current resolutions regarding being welcoming to all students on campus. ASG will be meeting to discuss a Cultural Center this week. This resolution was going to be discussed at the Trans Alliance meeting last week. There was a question regarding if there needs to be particular number of restrooms at each campus? Is there a need to have ASG endorse this resolution? There was a suggestion to bring this resolution through Senate as discussion first to collect faculty feedback.



## 2. Program Review

- [Program Review for Year 1 \(2018-2019\)](#)
  - There was a request to remove the section on the history of the department to streamline this process.
  - Title 5, Ed Code & Board Policy language will be added to every overarching goal.
  - The “Represent Faculty at ASCCC Plenary Session” overarching goal will be revised to include local initiatives, regional consortium work and the Senate’s legal obligation to stay up to date.
  - The #4 and #24 objectives will be combined due a need to create an award nomination process.
  - The #1, #5, #9, #15 and #18 objectives regarding participation by senate leaders in ASCCC training institutes will be combined.
  - The #2 and #3 will be listed as an accomplishment.
  - The #10 objective will include language regarding faculty taking a more leadership role regarding the 10+1 matters.
  - The #7 Policy Development objective’s language will be changed to focus more on Policies related to 10+1 and to create more collaboration with administration.
  - The #8 and #10 will be listed as an accomplishment due to Senate collaboration which has taken place with other organizations units.
  - The #11 and #13 will be combined due to both relating to budget development. Language will be added to direct the Policy Review committee to create a Financial Policy document which specifies that Faculty Professional Development will be supported financially.
  - The #15 and #21 objectives will be combined due to both relating. Language will be added to improve the process for checking discipline assignments.
  - Suggestion to announce that the budget will be available on the website. This item will come back through Senate as an Action item on the Nov. 21<sup>st</sup> agenda.
- [Educational Facilities Masters Plan to Academic Senate Portion 2016-2022](#)
  - There is a need to add a separate objective relating to faculty roles in facilities Master Planning.
- [Academic Senate 2019-2020 Budget Request](#)
  - *Note:* The purpose of this agenda item is to review Year 1 of the Academic Senate Program Review and to modify the Program Review for Year 2. Particular focus will also include updates to the Educational Facilities Master Plan.
  - Academic Senate received \$6,700 for conference and \$330 for non-instructional supplies. There was a recommendation to add to the history section information of when the \$330 budget was decided.

**B. Adjourned:** 11:05am

# February 3, 2020

Monday

February 2020

March 2020

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MONDAY

3

## Spring 2020 FLEX Week Schedule DRAFT

7AM

8

Welcome Back Breakfast (T. Ciardi)

9

Project Based Learning (P. Robinson)

Next Generation Students Have Flipped! (T. Ciardi)

10

11

Connecting Your Course to Careers in 10 Minutes or Less! (A. Kaminsky)

12PM

How to Be Funny in the Classroom (A. Galvan)

1

2

Get to Know Your New Library System and Resources! (S. Breshears, E. Barnhouse, J. Thompson)

3

Unleashing the Potential of Canyons Connects (J. Hunt, M. LaBrie, R. Laff, P. Wickline)

4

5

6

# February 4, 2020

Tuesday

February 2020						
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March 2020						
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**TUESDAY**

4

7AM

8

Spring Convocation (P. Wickline, O. Torres)

9

PebblePad +and ATLAS- Part 1 of 3 (B. Applen)

10

11

12<sup>PM</sup>

LunchattheCCC

1

Counseling at COC - What We Do! (G. Hooper)  
CCC

2

Does A=Adequate? (E. Prior)  
CCC

3

Understanding and Engaging with the Canyon Country Campus (R. Theule)  
CCC

4

5

6

CCC FLEX

# February 5, 2020

Wednesday

February 2020

March 2020

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WEDNESDAY

5

7AM

8

Breakfast at the CCC

9

PebblePad + and ATLAS - Part 2 of 3 (B. Applen)

Counseling Peeps and What We Do! (S. Behbood, S. Ramos, L. Shaker, D. Solomon, E. Torgeson)  
CCC

10

Does Everything Really Cause Cancer? The Truth Behind Cancer Myths (K. Cude)  
CCC

11

12 PM

1

G.I.F.T. - Great Ideas for Teaching (C. Stephens)

2

3

4

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6

CCC FLEX

# February 6, 2020

Thursday

February 2020

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March 2020

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	THURSDAY	
	6	
7 AM		
8		
9	Daring to Lead: What's Next? (Dr. Van Hook)	PebblePad + and ATLAS - Part 3 of 3 (B. Applen)
10		
11		
12 PM		
1	Teaching Military Students (Suzanne Bricker)	
2		
3	Department Retreats	
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6		

March 2020

# Friday

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	FRIDAY	
	7	
7 AM		
8		
9	SafeZone Training (L. Schallert)	Learn More About Our Annual Spring Student Symposium! (C. Beecher, C. Dimock, S. Criswell)
10		Critique Strategies for Visual Communication (M. Daybell, S. Doronio)
	Crowdmark (V. Kovacev-Nikolic)	
11		Coffee on the Side: One Word - Plastic (D. Michaels)
12PM	Complexities in Undocumented Student Identity: From Masked to Unmasked (E. Villegas-Sandoval)	
1		
2	Best Practices in Teaching Business Courses (B. Maxwell)	
3		
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6		

## Faculty Development Committee Meeting Minutes Summary

October 28, 2019

11:00 am @ BONH 330

By Teresa Ciardi

**Members Present:** *Leslie Carr (Administrative Director), Teresa Ciardi (Chair), Annie Aboulion, Brittany Applen, Sarah Breshears, Sandy Carroll, Chris Cota (Fall), Brandon Hilst, Adam Kaminsky, Susan Ling*

- The Committee Chair shared that our Faculty Professional Development program receives recognition throughout the state and serves as a model for other programs in California's community colleges. Everyone was thanked for maintaining the integrity of the program. We are recognized because our program fosters professional growth and is not simply used as a method of compensation.
- Teaching Techniques and Empathy/Caring about People were the two main tracks identified for the Spring FLEX Conference week.
- The committee discussed the number of hours currently approved for the established mentor program, and how to mirror this for the mentor program proposed for Disproportionally Impacted/Historically Marginalized Students. The committee agreed to submit a recommendation to Academic Senate to add to our guidelines that mentoring for the Mentoring Alliance and ASG clubs will mirror the established professional development mentor program in terms of hours (8 per semester) and documentation.
- Suggestions for combining some forms into a single form were well received. The committee will review a demo from Cornerstone on Nov 4th and will review the forms after that.
- Suggestions for verifying participation in webinars was solicited.
  - i. Participants may screen shot last slide with information regarding completion of the webinar
  - ii. Participants may screen shot the beginning time and ending time for a webinar to verify hours

### Announcements

- **Please note vacancies in FPDC Representation**
- CETL using ePortfolios for Skilled Teacher Certs & Micro-badging
- Halloween Party, October 31, 12:00pm, Harry Potter Theme (UCEN 258 & CCC Quad 1)
- Holiday Party, December 5, 12:00pm (EPEK Gym)
- FLEX Week Planning Meeting **November 18** – **Encouraged for all School Representatives**
- Next Full Committee Meeting **November 25** – **Required for all School Representative**

FLEX Applications  
October 28, 2019

	Submitted by	Activity Title	Date	Form	Committee Decision
1	Acosta, Claudia	Hay Literary Cultural Festival-Queretaro 2019	09/06/2019 - 09/07/20	Attending a Conferen	A
2	McMahon, Heidi	Taste of Italy: Collaboration of Interdisciplinary Committee + ICUE	08/28/2019 - 10/08/20	Collaboration	A
3	Bolanos, Samuel	The 5G revolution. Fixed wireless, broadband and the home network	10/1/2019	Non-COC Provider Tra	A
4	Bustillos, Mich...	Cheese Making 101: Mozzarella and More	9/14/2019	Non-COC Provider Tra	A
5	Young, Lori	Exhibitor at L.A. Paralegal Association - October Conference	10/12/2019	Outreach	A
6	Chu, Hencelyn	Southern California American Society for Microbiologists (SCASM)	10/25/2019 - 10/26/20	Attending a Conferen	A
7	Corbett, Mary	10/2-4/2019 COADN-CACN Joint Fall 2019 Conference	10/01/2019 - 10/02/20	Attending a Conferen	A
8	Wissmath, John	Triple Crown Fall Showcase	09/28/2019 - 09/29/20	Outreach	A
9	Carrillo, Adina	12th annual Cardiovascular Symposium	10/4/2019	Attending a Conferen	A
10	Carrillo, Adina	2019 National Symposium for academic palliative care education and research	10/11/2019 - 10/12/20	Attending a Conferen	A
11	Burke, Kelly	Bio 221 Hybrid Common Canvas Template development	11/08/2019 - 04/10/20	Collaboration	A
12	Vo, Anh	Open Educational Resources Initiative In-Person Event - Southern CA	10/26/2019	Attending a Conferen	A
13	Oliver, Jason	Net Zero Conference - Zero Energy Accelerator Workshop	10/4/2019	Attending a Conferen	A
14	Ciardi, Teresa	Manufacturing Day	10/4/2019	Outreach	A
15	Terzian, Alene	Strengthening Student Success Conference	10/09/2019 - 10/10/20	Attending a Conferen	A
16	Delaney, Erin	Strengthening Student Success Conference 2019	10/09/2019 - 10/10/20	Attending a Conferen	A
17	Iskander, Chris...	Strengthening Student Success	10/09/2019 - 10/10/20	Attending a Conferen	A
18	Dimock, Chase	Strengthening Student Success	10/09/2019 - 10/10/20	Attending a Conferen	A
19	Aboulhian, Anne	Strengthening Student Success Conference	10/09/2019 - 10/10/20	Attending a Conferen	A
20	Angelino, Mary	Strengthening Student Success	10/09/2019 - 10/10/20	Attending a Conferen	A
21	Hilliard, Lee	IoT Security	11/09/2019 - 12/07/20	Non-COC Provider Tra	A
22	Faudree, Nicole	ISLO Information Literacy Loop Closing	10/10/2019	Collaboration	A
23	Bolanos, Samuel	Standards and Testing of Industrial Ethernet Copper Cabling	10/22/2019	Non-COC Provider Tra	A
24	Mahan, Tammy	ACUE Training	10/10/2019 - 05/29/20	Independent Project	A
25	Wonser, Robert	Simroc	10/12/2019	Collaboration	A
26	Maxwell, Robert	California Phi Beta Lambda State Fall Business Leadership Conference 2019	11/16/2019	Attending a Conferen	A
27	Collis, Gary	California Phi Beta Lambda State Fall Business Leadership Conference 2019	11/16/2019	Attending a Conferen	A
28	Bolanos, Samuel	Applications Beyond 100G	10/24/2019	Non-COC Provider Tra	A
29	Bolanos, Samuel	Is 800G Real. An Update on Post-100G Serial Data Standards and their Measurement	10/30/2019	Non-COC Provider Tra	A
30	Storey, Steven	California Automotive Teacher's Fall Conference	10/19/2019	Non-COC Provider Tra	A
31	Haley, Patti	Providence Holy Cross FCA - Venomous Bites, Stings, Allergic Reactions	9/26/2019	Non-COC Provider Tra	A



<b>Schools/Services</b>	<b>Representatives</b>
Professional Development Director	Leslie Carr
Chair(s)	1. Teresa Ciardi (School of Mathematics, Science, & Health Professions) 2. Mehgen Andrade (School of Social and Behavioral Sciences) – <i>Spring 2020 only</i>
School of Applied Technologies	<b>VACANT</b>
School of Business	Gary Collis
School of Humanities	Annie Aboulion Brittany Applen
School of Kinesiology/Physical Education	Chris Cota (Fall) Ted Iacenda (Spring)
School of Learning Resources	Sarah Breshears
School of Mathematics, Science, & Health Professions	Sandy Carroll Brandon Hilst Teresa Ciardi
School of Social & Behavioral Sciences	Wendy Ruiz (Early Childhood Education) Adam Kaminsky Mehgen Andrade (Psychology)
School of Student Services	Susan Ling (Counseling)
School of Visual & Performing Arts	<b>VACANT</b>
Full-time Faculty a Large Representatives	<b>VACANT</b>
Adjunct Faculty	<b>VACANT</b>
ASG/ <b>Student</b> Representative	<b>VACANT</b>

## **BP 5140 Disabled Students Programs and Services**

**References: Title 5 Sections 56000 et seq.**

**American with Disabilities Act**

**Section 504, Rehabilitation Act, 34 C.F.R., Part 104**

**California Education Code 67310 and 84850**

Pursuant to federal and state requirements, students with disabilities shall be reasonably accommodated in order to create an educational environment where they have access to instruction without fundamentally altering any course, educational program, or degree.

Although a student is not required to participate in the Disabled Students Programs & Services, DSPS shall be the primary provider for support services that facilitate educational opportunities for students with disabilities who can profit from instruction as required by federal and state laws.

### **Determination of Eligibility:**

In order to be eligible for services through DSPS a student must have a verified disability, which limits one or more major life activities, resulting in an educational limitation.

### **Student Rights and Responsibilities**

Receiving support services in the DSPS program shall not preclude a student from also participating in any other District course, program or activity offered by the College. All disability and academic adjustment records maintained by DSPS personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other District requirements for handling of student records. Students with disabilities shall meet the academic standards established by the College, comply with the College Student Code of Conduct, and adhere to written procedures for provision of programs and services.

### **Availability of Services:**

DSPS services shall be available to students with verified disabilities and current functional limitations in the educational setting. The reasonable academic adjustments that may be provided are, but not limited to: priority registration, sign language interpreters, accessible facilities, disability and academic counseling, test-taking accommodations, alternate media, assistive technology, and instructional support. The District shall respond in a timely manner to academic adjustment requests from students and the academic adjustment requests will be reviewed individually, allowing for interim decisions pending final resolution. DSPS will not duplicate services or instruction available to all students.

The CEO or designee shall assure that DSPS conforms to all requirements established by relevant laws and regulations.

## **AP 5140 Disabled Students Programs and Services**

**References: Title 5 Regulations, Section 56000 et seq.**

**California Educational Code, Section  
67310 American with Disabilities Act**

**Section 504, Rehabilitation Act, 34, Part 104**

The District maintains a plan for the provision of programs and services for students with disabilities, which is designed to provide equal access to District courses and programs. The Office of Disabled Students Programs and Services (DSPS) is the primary provider of academic adjustments for students with disabilities.

### **5140.1 Accessing DSPS Services**

Students who wish to receive DSPS services must contact the Office of DSPS and make an appointment to discuss issues that may impede their learning or success in a college environment. To be eligible for academic adjustments/accommodations a student must have a disability, which is verified, and results in an educational limitation. The existence of a disability will be verified using procedures by one of the following means:

- A) observation by certificated DSPS staff;
- B) assessment by certificated DSPS staff; or
- C) review of documentation by certificated staff provided by appropriate and qualified agency as customarily determined by the Office of DSPS.

The verification/documentation of a student's disability is placed in the student's file in the Office of DSPS. If the student chooses to share information with a parent or another person, a release of information form must be signed by the student and will be maintained in the student's file in the Office of DSPS. Once the Office of DSPS verifies and approves a student's disability is verified and approved by DSPS the student may proceed with completing the appropriate paperwork in order to receive services through the Office of DSPS.

### **5140.2 Student Rights**

- A. Participation by students with disabilities in DSPS services shall be voluntary.
- B. Receiving academic adjustments/accommodations, auxiliary aids, or services shall not preclude a student from participating in any course, program, or activity offered by the college.
- C. All DSPS records pertaining to students with disabilities shall be maintained by DSPS personnel, protected from disclosure, and subject to all other requirements for handling of student records.

### **5140.3 Student Responsibilities**

Students receiving academic adjustments/accommodations, auxiliary aids, services and/or instruction must comply with all guidelines, provisions and rules established by the Office of DSPS as well as all college policies and procedures. A student must fulfill the requirements for participation in the DSPS program and understand that failing to meet one or more of the requirements may lead to termination or suspension of DSPS services. The Office of DSPS will provide a copy of the students' rights and responsibilities when a student enrolls as a participant in the DSPS program. Students receiving academic adjustments/accommodations, auxiliary aids, or services shall:

- A. Comply with the Student Code of Conduct.
- B. Sign the Annual Academic Progress Update (AAP) annually.
- C. Be responsible in the use of DSPS services and adhere to DSPS's written policies.
- D. Meet academic standards established by the college, as applied to all students.

### **5140.4 Academic Adjustments/Accommodations for Students with Disabilities**

Students with disabilities are provided equal access to programs and courses under federal and state laws. Equal access for an individual with a disability means allowing the opportunity to obtain the same result, gain the same benefit or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs. Academic adjustments/accommodations are provided to create equal access to instructional material. In postsecondary settings, academic adjustments or accommodations may not fundamentally alter the essential requirements of the course, program, certificate, or degree. (Section 504 of the Rehabilitation Act of 1973, Part 104). A student with a disability must have an impairment which is verified and which results in an educational limitation, pursuant to Title V section 56006. The verifiable disability and current educational limitations will be reviewed by the DSPS director, or counselor/specialist in the Office of DSPS. DSPS personnel and the student will determine and document whether the request is reasonable in the particular setting. If the request is reasonable, DSPS personnel will develop accommodations through an interactive process with the student and assure delivery of reasonable academic adjustments in a timely manner.

### **5140.5 Program Provisions**

The DSPS director maintains appropriate information, including, but not limited to, the following program provisions, which are available in The Office of DSPS:

- Mission, philosophy, and purpose
- Long term goals and objectives
- Program Review
- Definition of disability, educational limitations and eligibility for DSPS services
- Availability of support services and instruction
- Suspension of services
- Academic Accommodation Plan (AAP)

- Requests for auxiliary aides, including accessible technology
- Staffing within DSPS
- Student rights and responsibilities
- Annual Advisory committee meetings
- Student Educational Plan (SEP)
- Appropriate DSPS forms

#### **5140.6 Due Process**

Students have the opportunity to file an informal or formal grievance through the Office of DSPS or to resolve allegations of discrimination based on disability. Any student who believes he or she has been discriminated against based on disability or failed to receive academic accommodations may file a grievance as set forth below.

##### **Informal Grievance Procedures**

- A. Each grievant should make a reasonable effort to resolve the matter on an informal basis with the person(s) with whom the person has the grievance, or that person's immediate supervisor.
- B. If the matter is not resolved in a reasonable time period, the grievant should contact The Office of DSPS and discuss their concern(s) with the DSPS Director, DSPS Counselor or LD Specialist at 661 362-3341.
- C. DSPS personnel will attempt to resolve the conflict, using the deliberative process between the grievant and the person(s) with whom the person has the grievance within a reasonable time period.
- D. If an informal resolution is not reached, the student will be informed that they may file a formal grievance by contacting the Associate Vice President of Students at 661 362-3261.

##### **Formal Grievance Procedures**

- A. If an informal resolution regarding accommodations is not agreed upon within a reasonable time period the student may file a formal grievance by following Board Policy 5532, General Student Grievances.

- B. The grievant may also contact the California Office of Civil Rights at:

San Francisco Office Office of Civil Rights  
U.S. Department of Education 50 United Nations Plaza  
Mail Box 1200, Room 1545 San Francisco, CA 94102 Telephone: 415-486-5555  
FAX: 415-486-5570; TDD: 800 877-8339  
Email: ocr.sanfrancisco@ed.gov

#### **5140.7 Course Substitutions**

If DSPS personnel, a student and an academic department mutually agree upon a course substitution, and the proposed course substitution meets the requirement of comparable concept mastery, the course substitution may be granted by the Chief Instructional Officer. Not all courses are eligible for substitution. To begin a course substitution process the following steps must be completed:

- A. The student must file a written, formal request for course substitution with The Office of DSPS. This student must submit this request prior to enrolling in the student's final semester to avoid last semester negotiations. A student must be in good standing with the college and demonstrate significant progress toward satisfaction of all other graduation requirements for the AA degree or other academic goal
- B. A preliminary review of the student's disability-related need for a course substitution will consider the unique needs of each student. This review must be conducted by a team of appropriate DSPS professionals. Sufficient, acceptable written documentation that a student meets all disability criteria established by Title 5 and the Chancellor's Office relevant to the student's disability must be provided to the Office of DSPS to proceed with a formal request.



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Dear Professor \_\_\_\_\_,

(Name/ID) is a member of the 2019/2020 (Team). (Team) has scheduled contests this term that may affect his/her academic schedule and result in them having to miss at least a portion of one class meeting. Collegiate team members are required to give this letter to each of their professors at the beginning of the course in which their class time participation may be affected.

The District sponsors a variety of student-driven activities that may be scheduled during class meeting times. While every effort is made to avoid such conflicts, we are requesting your understanding and support in accommodating this student. Accommodation may be to allow the student to complete work ahead of time, participate in another class section, or make up missed work. Our team members know that academics should be their *first priority*. This notification is to be delivered within the first week of your course and/or as soon as they learn of an upcoming conflict. Notifications after the first week may result from additional or rescheduled competitive events, or post-season play.

As College of the Canyons coaches and/or advisors, we place great emphasis on academics and strive to do all that is possible to ensure team members achieve academic success. We appreciate your consideration in this important matter. If you have any questions or concerns please do not hesitate to reach out.

Thank you, in advance, for your support,

\_\_\_\_\_, **Coach/Advisor <contact information>**

\_\_\_\_\_, **Dean &/OR Athletic Director <contact information>**

Class Name & Section #	Date(s) Affected/Event	COC Departure Time

<Finalized competition schedule attached>

## BP 4240 Academic Renewal

### Reference:

Title 5, Sections 55046

The Santa Clarita Community College District recognizes that a student's academic record may contain grades that are not reflective of more recently demonstrated academic success. To accurately reflect a student's current success, the District has instituted academic renewal. Academic Renewal is defined as the process by which a student's previously recorded substandard credit coursework is disregarded from the student's Santa Clarita Community College District cumulative grade point average. If all of the the following conditions are met, the student will be eligible for academic renewal and the Santa Clarita Community College District may disregard from all consideration associated with the computation of a student's cumulative grade point average all grades of "D", "F", "FW" and "NP (No Pass)" earned in up to a maximum of ~~two (2)~~ semester units of 30 semester units coursework or ~~three (3)~~ 45 quarter units taken at the Santa Clarita Community College District.

~~42.40.1 These conditions are-~~

4240.1 If all of the following conditions are met, a student will be eligible for academic renewal:

- A. ~~The coursework to be disregarded is substandard. The term (semester/quarter intercession) grade point average in which the disregarded courses occur is less than a 2.0. Students may select up to a maximum of 30 semester units or 45 quarter units of coursework taken within the SCCC for which grades of D, F, or FW were earned to be disregarded from the student's GPA calculation.~~ ← ***While we are asking for 30 units, we can negotiate to 24 units. 24-30 units is about 2 terms.***
- B. ~~A minimum of 24.18 semester units have been completed at a college in the Santa Clarita Community College District or at any regionally accredited college or university, subsequent to the coursework to be disregarded AND all subsequent coursework must be completed with a minimum 2.0 grade point average.~~  
Evidence of recent academic ability will be determined by one of the following:  
Students must have achieved a minimum grade point average (GPA) of at least a 3.0 in their last 12 semester units, or at least a 2.5 in their last 18 semester units, or at least a 2.0 in their last 24 semester units,  
completed at a college in the Santa Clarita Community College District or any regionally accredited college or university.
- C. At least ~~3 (three)~~ 2 (two) calendar years have elapsed ~~since from the most recent coursework to be disregarded.~~ time the substandard coursework to be



disregarded was completed.

- D. Academic renewal cannot be used to set aside a semester containing units or coursework which has been used to meet graduation requirements by a student who has previously graduated.

- 4240.2 ~~Event~~ Though academic renewal is granted, all coursework will remain legible on the student's permanent record (transcript), ensuring a true and complete academic history. The student's permanent record will be annotated, however, so that it is readily evident to all users of the records that the "D", "F", "FW" and/or "NP" units ~~are to be~~ have been disregarded. This notation will be made at the time that the appropriate college office has received notification of academic renewal approval.
- 4240.3 Only units and grade points from courses with "D", "F", "FW" and/or "NP" grades earned during such a semester shall be disregarded. Courses completed with a grade of "Pass" or "C" and above will continue to be used toward cumulative unit and grade point average considerations and will meet any degree major, general education, and/or transfer requirements.
- 4240.4 If a student qualifies for academic renewal based on college coursework completed at another regionally accredited college or university, the student must first request official transcripts to be sent directly to College of the Canyons Admissions Office prior to submitting an academic renewal request.
- 4240.5 If another accredited college has acted to remove previous coursework from consideration in computing the grade point average such action shall be honored in terms of its policy. ~~However, such units/semesters disregarded shall be deducted from the two semester maximum of coursework eligible to be disregarded in the Santa Clarita Community College District.~~ **← Per, Jasmine this last sentence saying is that if you had academic renewal somewhere else, we don't allow you to do it here. We use those terms as your 2 terms here. She said we can definitely change it.**
- 4240.6 Academic standing for the semester will be adjusted upon an approved academic renewal. It is important the student meet with a counselor to discuss how academic renewal will affect the student's academic standing.
- 4240.7 Academic renewal actions are irreversible. Students should meet with a counselor before taking such an action.
- 4240.8 Academic Renewal is not accepted for the purposes of qualifications within financial aid, honors, Veterans, or other such programs. It is the responsibility of the student to meet with the program of interest to determine how academic renewal may affect the student's eligibility.

- 4240.6 If the student is otherwise eligible for graduation, academic renewal may not be used to raise the grade point average in order to qualify for graduation with honors.
- 4240.7 This policy is adopted for use in the Santa Clarita Community College District. Other institutions may have adopted different policies. The transfer status of such action depends upon the policy of the college to which a student transfers.

**Approved ~~01/22/14~~**



**TO:** Chief Executive Officers Chief Instructional Officers  
Chief Student Services Officers ASCCC Executive Committee

**FROM:** Marty Alvarado  
Executive Vice Chancellor, Educational Services

**RE:** 2019-2022 Guided Pathways Scale of Adoption Self-Assessment Deadline

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This memo serves to establish the Guided Pathways and self-assessment schedule for the next three years of Guided Pathways implementation, 2019-2020, 2020-2021, and 2021-2022.

The Scale of Adoption Self-Assessments will continue to serve as a point-in-time, cumulative documentation of colleges' progress and learning. The schedule now also includes optional training and informational webinars to support completing the Scale of Adoption Self- Assessment.

The schedule and deadlines contained in this memo replace any deadlines previously established for reporting and budget allocations for the Guided Pathways Grant Program.

**YEAR 3 (2019-2020)**

- Allocation of Year 3 funds – August 2019
- Training on Scale of Adoption and Review of Previous Year - Sept/Oct 2019
- Scale of Adoption Assessments due – March 1, 2020

**YEAR 4 (2020-2021)**

- Allocation of Year 4 funds – July 2020
- Training on Scale of Adoption and Review of Previous Year - Sept/Oct 2020
- Scale of Adoption Assessments due – March 1, 2021

**YEAR 5 (2021-2022)**

- Allocation of Year 5 funds – July 2021
- Training on Scale of Adoption and Review of Previous Year - Sept/Oct 2021
- Scale of Adoption Assessments due – March 1, 2022

The final allocation of all Guided Pathways funds will be made July 2021, and all funds must be fully expended by June 30, 2022.

**Chancellor's Office, Educational Services**

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | [www.cccco.edu](http://www.cccco.edu)

## **Educational Services**

August 2, 2019

If you have any questions concerning this memo, please contact Michael Quiaoit, Dean, Educational Services and Support, [mquiaoit@cccco.edu](mailto:mquiaoit@cccco.edu) or 916-327-6222.

CC: Rhonda Mohr, Vice Chancellor Educational Services and Support Alice Perez,  
Vice Chancellor Educational Services and Support Michael Quiaoit, Dean  
Educational Services and Support

## Resolution in Support of Gender Inclusive Restrooms

Whereas, According to the 2016 Dear Colleague Letter from the United States Department of Education and United States Department of Justice, “A school may not require transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so. A school may, however, make individual-user options available to all students who voluntarily seek additional privacy,”<sup>1</sup> and the 2013 California School Success and Opportunity Act “requires that a [K-12] pupil be permitted to participate in sex-segregated school programs, activities, including athletic teams and competitions, and use facilities consistent with [their] gender identity, irrespective of the gender listed on the pupil’s records”<sup>2</sup>; and

Whereas, College of the Canyons currently only has four gender inclusive restrooms at the Valencia campus, which are either not open during all instructional hours or are located away from buildings with large numbers of students and employees, as well as other restrooms identified as “unisex” which are, in fact, employee-only designated and/or require a key to access and zero gender inclusive restrooms at the Canyon Country campus; and

Whereas, that the College of the Canyons Academic Senate and the Board of Trustees in resolutions have committed to the principles of:<sup>3,4</sup>

- Creating a welcoming environment, whose doors are open to all regardless of economic standing, age, race, ethnicity, gender, gender identity, sexual orientation, religious beliefs, immigration status, disability, or other actual or perceived categories of difference;
- Standing in defense of our most vulnerable students and fellow employees, including but not limited to people of color, LGBTQA+ people, people with disabilities, and other vulnerable populations;
- Equity, social justice, inclusion, diversity, unity, open discussion, and success for all students;

Whereas, In the Journal of College and University Law (2014) it is observed that “the most common daily difficulty for a transgender student on campus is restroom usage....[t]hese students frequently face discomfort and sometimes harassment no matter which restroom they choose – the one matching their birth sex or the one corresponding to their gender identity... [m]any trans students choose to avoid sex-specified restrooms, including foregoing using any restroom, to avoid these difficulties”<sup>5</sup>;

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<sup>1</sup> 2016 Dear Colleague Letter from the United States Department of Education and United States Department of Justice <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf>

<sup>2</sup> 2013 California School Success and Opportunity Act <https://www.cde.ca.gov/re/di/eo/faqs.asp>

<sup>3</sup> College of the Canyons Academic Senate Resolution In Support of Students in Uncertain Political Times, April 20, 2017 <https://www.canyons.edu/resources/documents/administration/academicsenate/ResolutioninSupportofStudentsinUncertainPoliticalTimes.pdf>

<sup>4</sup> Santa Clarita Community College District Board of Trustees, Resolution No. 2016/17-19 Commitment to Creating a Welcoming Campus Environment Where All Students Feel Valued <https://go.boarddocs.com/ca/coc/Board.nsf/Public#>

<sup>5</sup> Perdue, Troy J. (2014). Trans\* Issues for Colleges and Universities: Records, Housing, Restrooms, Locker Rooms, and Athletics. Journal of College and University Law, 41(1), 45- 70 [https://cdn.atixa.org/website-media/o\\_atixa/wp-content/uploads/2012/01/18121710/TOP-5-TRANS-ISSUES-FOR-COLLEGES-AND-UNIVERSITIES-RECORDS-HOUSING-BATHROOMS-LOCKER-ROOMS-AND-ATHLETICS.pdf](https://cdn.atixa.org/website-media/o_atixa/wp-content/uploads/2012/01/18121710/TOP-5-TRANS-ISSUES-FOR-COLLEGES-AND-UNIVERSITIES-RECORDS-HOUSING-BATHROOMS-LOCKER-ROOMS-AND-ATHLETICS.pdf)

Resolved, That the College of the Canyons Academic Senate strongly urges the District to take immediate steps to provide gender inclusive restroom facilities that are accessible at all hours during which instruction occurs and in high occupancy areas for both campuses; and

Resolved, That the College of the Canyons Academic Senate collaborate with their local administrations, governing boards, and other stakeholders to create and make accessible maps of gender-inclusive restrooms with signage that indicates gender-inclusivity; and

Resolved, That the College of the Canyons Academic Senate strongly urges the District to include gender inclusive restroom facilities in all new construction plans effective immediately.