



# College of the Canyons Academic Senate

November 7, 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:

- Michael Leach- Ad hoc Committee Intercollegiate Student Representative Committee

5. Approval of the Consent Calendar

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

2. Elections Committee, Dustin Silva (written Report) (pg. 17-20)

3. Guided Pathways Report, Erika Torgeson

### 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.

2. Revised Discipline Memos Harriet Happel (pg. 23-24)

- Note: Additional discipline assignment has been added.

3. [Adopt the "Monarch" butterfly as a symbol to show support for undocumented students](#)

### 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

2. BP & AP 5410 DSP&S, David Andrus, (pg. 25-29)

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.

### 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

## 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. [Guided Pathways Organizational Chart](#)
  - Note: This item will be discussed on the Nov. 21<sup>st</sup> meeting.
2. 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>
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.

## 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 October 24, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	Garrett Rieck	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Gary Collis proxy for Jennifer Paris	X
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	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Jenni Paria proxy for 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)	X
Dr. Wilding	A

Guest			
Michelle LaBrie	X	Julianne Johnson	X
Justin Hunt	X	Christi Franklin	X
Jeff Baker	X	Stephanie Lee	X

### A. Routine Matters

1. Call to order: 3:07 pm
2. Public Comment: none
3. Approval of the Agenda:
  - Motion by Erika Seubert, seconded by Benjamin Riviera. Unanimous. Approved.
4. Committee Appointments: (pg. 3-4)
  - Ad-Hoc Committee Instructional & Student Support Facilities Planning
  - Ad-hoc Accommodating Intercollegiate Student Representatives Committee
  - Dreamer's Together Taskforce
    - This meeting was renamed from the DACA Taskforce based on the first meeting.
5. Approval of the Consent Calendar
  - Motion by Aaron Silverman, seconded by Lisa Hooper. Unanimous. Approved

Academic Senate Summary, October 10, 2019 (pg. 5-10)	Curriculum Committee Summary, October 17, 2019 (pg. 14-24)
CASL Summary, September 25, 2019 (pg. 25-27)	

## B. Reports

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

### 1. Academic Senate Presidents Report

- Dreamers Together Taskforce Background: On Sept. 5<sup>th</sup>, 2017 President Trump announced that his administration would terminate the DACA program. Due to this termination going against the values of the community college system, the Chancellor sent a message declaring Oct. 16<sup>th</sup> – 20<sup>th</sup> as the DACA advocacy week. The Academic Senate passed a [Resolution in Support of Dreamers](#) on October 2017 and sent Letters to show support for DACA students. On September of 2018 the Board of Governors declared Oct. 15<sup>th</sup> -18<sup>th</sup> as undocumented students week of action as a continued way of demonstrating support for not only DACA students but for all undocumented students. This year, our chancellor's office in collaboration with the league and other organizations have called for additional system wide advocacy. This advocacy includes certain activities and events on campus to help raise awareness and support for our students.
- Dreamers Together Taskforce Meeting: An email was sent out on October 2<sup>nd</sup> to create the DACA taskforce which was later renamed as the Dreamer's Together Taskforce. A large response rate was received from faculty interested in volunteering. The Chancellor appointed four administrators to serve. In addition, there are classified staff and one ASG student rep. The, [California Community College Dreamers Project](#) was shared at the first meeting This research looks at what other community colleges are doing to support undocumented students, the challenges they are facing and an analyzes of practices which could give COC a model from which to work from. A list of ideas was generated which aligns well with the resolution. For example the resolution from 2017 asks for our board to adopt procedures that wouldn't allow students to be detained, questioned or arrested based on suspected undocumented immigration status. Other resources include the creation of a website with a Spanish page as well as other languages which will publicize resources. There was a request for professional development to help prepare all staff.
- The Campaign for College Opportunity: In the latest brief, [In Their Voices: Undocumented in California Public College and Universities](#) stated that California is home to more than 3 million undocumented residents. Of this group close to 600,000 are 24 years old and younger, this represents 1/5<sup>th</sup> of our states undocumented population. Undocumented students are first seen at the community colleges.
- One way to support undocumented students is with adoption of the Monarch butterfly. The butterfly symbol can be placed in emails, classrooms, offices etc.
- Area C meeting at Rio Hondo College: There are several disciplines which are coming through the revision process which includes Film Studies and Registered Behavior Technology (Board Certified Behavior Analyst). All are available on the ASCCC website. Hearings will take place at the Plenary Sessions. If hearings are favorable the new revised disciplines will be presented to the Board of Governors for final inclusion. It was clarified that the discipline list includes all of the MQ's for every recognized discipline in the community colleges in the state of California.
- Resolutions: Several discussion took place at the ASCCC areas meetings regarding the resolutions and several resolutions have been generated based on those area meetings. There are many resolutions relating to how ASCCC operates, equity and infusing anti-racism No-Hate in the

community colleges. There is a resolutions to reverse the position against baccalaureate degrees and move towards expanding these degrees towards Allied Health.

- ASCCC Fee membership: This fee that each college has to pay to ASCCC for that membership and this is calculated based on number of full-time equivalent faculty. For fall of 2018 the calculation was for \$577 for COC this correlates to about \$7,000 that the district pays on our behalf.
- Senate Budget: The Senate budget, despite the resolution passed, has remained at \$6,700.
- College of the canyons Recognized as Champions for Higher Education: for the Campaign for Higher Education. We came in #6 on the list.

## 2. CASL/Program Review, Jeff Baker

### CASL Update, Jeff Baker:

- ISL Closing the Loop discussion: On Oct. 10<sup>th</sup>, GMD, Paralegal and Math 140 lead to close the loop on information literacy. There was a discussion regarding how assignments and rubrics end up matching with the ISLO's rubrics and whether there had to be adjustments to the assignments or rubrics to give a reasonable look at what students assess. Most focus was with GMD and Paralegal. There are two other ISL's closings that will be done in the fall for Critical Thinking and Oral Communication due to Critical Thinking having a large number of courses which map to it. The plan is to do two a semester.
- The CASL committee has looked at re-designing the CASL website. The committee meet to discuss the old and new website. Evis is working on revising the website. The website will be more efficient and clearer regarding where information can be found.
- The faculty handbook is being revised. The next CASL meeting will look at the handbook again and attempt to make revisions. There are still open assessment labs. Those who attend are primarily looking at how they can enter data and how they can access eLumen.
- The disaggregation of data has been looked at. The English department presented their disaggregation data for English 103 to the committee earlier this semester. There was no real disproportionate impact identified.
- Two presentations were made as CASL Chairs. The presentation were related to the Data Coach Training and discussed what might be disproportionate impact, how to identify it and what to do with it.
- Nicole presented to the Synergy group last week.

### Program Review Update, Jason Burgdorfer:

- This semester to focus is to get the most recommended changes which came through Senate last semester and implemented those changes. Some of the changes have been tedious as there is many tables which are prefilled and need to be repopulated with data. Some changes will come through this year. One major change is the creation of the Facilities and Master Plan component which will be required to be filled out. The Facilities Master Plan is currently out of date. The plan will include goals from 2016 which will be connect one of three strategic goals such as Access to Success, Engagement and making sure they are still relevant. This information will be available tomorrow, Friday, October 25, 2019.

## 3. Legislative Liaison Report, Wendy Brill

- Wendy shared her Academic Senate Legislative Report. Wendy currently sits on two state wide legislative committees in addition to being the legislative liaison for Academic Senate. Wendy has also served in the ASCCC Legislative Committee for several years. Last year from, January through September of 2019, there were a total 2,625 bills proposed by the Assembly of the Senate. Of those

bills 166 where higher education and most of these bills list. CSU's and community colleges and some might call out UC's. Others call all areas of higher education.

- The [California Community Colleges Chancellor's Office 2019 Legislative Tracking Matrix](#) (Last Updated: 10/22/2019) was shared. This list includes all the bills which include community colleges. The column under "Chapter" indicates which bills became law. 40% of bills proposed made it to the governor, 870 bills were signed and 172 were voted. Those bills were are stuck in committee will become a 2 year bill if the legislature wants and need to make it out of committee by the end of January.
- Wendy's report included faculty, supporting student, oversight, financial aid, funding/accounting and other bills proposed to Legislation.
- The [2020-21 Budget and Legislative Request](#) report was shared. The chancellor's office sends a system wide request. There is a grid which includes a summary request of all the information in this report. This report will go to the Governor and the Governor will respond in January with their proposal for a budget. The May budget revise will come out and information regarding what the budget will be for the following year.

### C. Action Items

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

1. Canyons Connects: Counseling Referral Message Language, Michelle Labrie & Justin Hunt (pg. 28)
  - Michelle thanked the Senate for the feedback received at the last senate meeting.
  - Several significant changes were made to the Counseling Referral Message Language. The three messages were condensed to one message. The word "Referral" was removed from the email however this message is still called a referral inside of Canyon Connects due to the way the system is built. The student will not see this language. The email language was shared and is what a student would receive if a faculty members makes referral for a student. There is still work being one on how referrals could be made for student to the TLC lab. The prompts are mainly for general counseling. There are also plans to call the students as well depending on the referral language inputted by the instructor.
  - There are currently 37 active faculty using the system, 345 actual flags and 400 kudos. Flags currently consist of low test scores, missing or late assignments and absences. The program will not be opened to all faculty until the language is approved. There is a hierarchy system regarding who gets the notifications first and if a student is a member of a special population. Students would then be referred to that counseling special population. The faculty member will not see if a student is a member of a special population they will only see that a student is referred to a counselor. The email notifications will go to a student's MyCanyons Email. If a student is not reached an instructor can see notes that for example at least three attempts have been made to reach the student with no response. Before a referral is made it is recommended that an instructor speaks with a student's so that it a student does not feel surprised or intimidated to see the email.
  - The pilot system will ensure there are counselors rotating and checking the system every hour for any messages.
  - Motion to adopt the Canyons Connect Counseling Referral message by Aaron Silverman, seconded by Lisa Hooper. Unanimous. Approved.

*Note:* Meeting ended early due to campus emergency closure caused by local wild fires.

2. [Adopt the "Monarch" butterfly as a symbol to show support for undocumented students](#)
3. Revised Discipline memo for Harriet Happel (pg. 29-30)
  - Note: Additional discipline assigned has been added.

## 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
2. ASCCC Exemplary Award, Mary Corbett (pg. 31-35)
3. BP & AP 5410 DSP&S, David Andrus (pg. 36-40)

## 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, Albert Loaiza & Phil Marcellin

## 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.*

## 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*

BP & AP 5010 Admission and Concurrent Enrollment
BP 4240 Academic Renewal
Academic Senate Constitution and Bylaws Revisions
AP 7120 Recruitment
BP & AP 4030 Academic Freedom (Back in Committee per CPC)
Camera Policy
BP/AP Covering Substitute Teachers
Student Conduct (Phase 2 - BPs 5529, 5530 & 5531)
BP & AP 4233 Digital Badging
Freedom of Speech, Harassment
BP & AP – Civic Center and Other Facility Use
Administrative Retreat Rights
Student Attendance

## H. Announcements

- Next Academic Senate Meetings Nov. 7<sup>th</sup> & Nov. 21<sup>st</sup> 2019
- Academic Senate President & Vice President Nominations for next 2 year term
- [2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019, Newport Beach](#)
- [Resolutions for Discussion at 2019 Fall Plenary Session for November 7, 2019](#)
  - Please contact [Rebecca Eikey](#) with any questions or concerns – we may have the new packet by then

**II. Adjournment:** 4:04 pm

# CURRICULUM COMMITTEE SUMMARY

October 31, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

**Members Present:** Larry Alvarez – Ad Hoc Member; 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; Julie Hovden – Enrollment Services; Susan Ling – At large member; Saburo Matsumoto – At large member; Anne Marenco – Social and Behavioral Sciences; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member

**Members Absent:** Steve Erwin – Admissions and Records; Omar Torres – Administrative Co-Chair; 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
MUSIC-162	Guitar Ensemble	1 unit, 70 hours lab, <b>new SLO. New “Audition” prerequisite.</b>	B. McPherson B. Feldman	TBD
NC.ENGL-001	<del>Essential Reading and Writing Skills for College and Career I</del>	<del>0 units (noncredit), 9 – 18 hours lecture.</del> <b>New SLO's (2).</b>	A. Terzian A. Kempler M. Angelino K. Haglund G. Rieck	TBD
NC.ENGL-002	<del>Essential Reading and Writing Skills for College and Career II</del>	<del>0 units (noncredit), 9 – 18 hours lecture.</del> <b>New SLO's (2).</b>	A. Terzian A. Kempler M. Angelino K. Haglund G. Rieck	TBD

**-Motion to approve MUSIC-162; Motion by Carly Perl, second by Anne Marenco. 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
Essential Reading and Writing Skills for College and Career	Certificate of Competency	<del>2 required courses (NC.ENGL-001 &amp; 002),</del> <b>new program SLO.</b>	A. Terzian A. Kempler M. Angelino K. Haglund G. Rieck	TBD



## 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
COMS-150	Oral Interpretation	Revised objectives and content.	T. Stokes-Rice	Fall 2020
COMS-190	Forensics	Revised description, objectives and content.	T. Stokes-Rice A. Kaminsky	Fall 2020
COMS-227	Introduction to Rhetoric Criticism	Revised objectives and content.	T. Stokes-Rice	Fall 2020
COMS-270	Communication and Leadership	Revised objectives and content.	T. Stokes-Rice	Fall 2020
ECE-130	Infant/Toddler Development Curriculum	Revised description, objectives and content. Updated textbook.	C. Stephens J. Paris W. Ruiz	Fall 2020
ECE-135	School Age Child Care Programs & Curriculum	Revised description, objectives and content. Added textbook.	C. Stephens J. Paris W. Ruiz	Fall 2020
ECE-140	Curriculum for School-Age Child Care	<b>Changed title (Formerly “Recreational Leadership in School Age Child Care”).</b> Revised description, objectives and content. Added textbook.	C. Stephens J. Paris W. Ruiz	Fall 2020
ECE-203	Adult Supervision and the Mentor Process in Early Care and Education	<b>Changed number &amp; title (Formerly ECE-220 “Adult Supervision and the Mentor Process in Early Childhood Education”).</b> Revised description, objectives and content. Updated textbooks. <b>Removed recommended preparation of ENGL-101/101H.</b>	C. Stephens J. Paris W. Ruiz	Fall 2020
HIST-112	United States History II	Revised objectives and content. Updated textbook.	S. Pennington	Fall 2020
HIST-112H	United States History II-Honors	Revised objectives and content. Updated textbook.	S. Pennington	Fall 2020
HIST-243	History of Mexico and the Mexican and Chicano Peoples	Revised objectives and content.	J. Varga	Fall 2020
HLHSCI-149	Nutrition for Fitness and Balanced Living	<b>Revised TOP Code and SAM Code.</b> Revised objectives and content. Updated textbooks.	P. Haley	Fall 2020
HLHSCI-150	Nutrition	Revised objectives and content. Updated textbooks.	P. Haley	Fall 2020
HLHSCI-243	Women and Health	Revised objectives and content.	P. Haley	Fall 2020

HLHSCI-249	Medical Terminology	<del>Revised objectives and content.</del> <del>Updated textbooks.</del>	P. Haley	Fall 2020
MATH-213	Calculus III	Revised objectives and content. Updated textbooks.	S. Matsumoto	Fall 2020
PSYCH-102	Physiological Psychology	Revised objectives and content. Updated textbooks.	R. Shepherd N. Monosov	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.

Subject & Number	Title	Suggested Enrollment Limitation	Author	Effective
ECE-203	Adult Supervision and the Mentor Process in Early Care and Education	Removed recommended preparation of ENGL-101/101H.	C. Stephens J. Paris W. Ruiz	Fall 2020
MUSIC-162	Guitar Ensemble	New Audition prerequisite.	B. McPherson B. Feldman	TBD

### Discussion Items:

- Brain Weston – Changes in Distance Education Software Capabilities.

New Credit Courses	1	Modified Noncredit Courses	-0-	Modified Prerequisites	1
New Noncredit Courses	-0-	New DLA's	-0-	Deleted Courses	-0-
New Programs	-0-	New SLO's	1	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	20
Modified Credit Courses	6	New Prerequisites	1	Proposals Returned from Technical Review Session	13

# Program Viability Committee Summary

October 17, 2019, 8:30 a.m. to 10:30 a.m. BONH-330

Members present: Garrett Rieck (Committee Chair), Christopher Boltz (Theatre/CTE Rep), Wendy Brill (Photo/COCFA Rep), Jason Burgdorfer (Program Review/MSHP), Albert Loaiza (Counseling Rep),

Guests: Rebecca Eikey (Academic Senate President), Joseph Gerda (Assistant Superintendent/VP Instruction), Daylene Meuschke (Associate VP, Inst. Research, Planning and Inst. Effectiveness), Kathy Bakhit (Interim Dean Business & Applied Tech), Marilyn Jimenez (Academic Senate Administrative Assistant), Omar Torres (AVPAA), Jason Oliver (Applied Technologies), Jeff Baker (VAPA), Brittany Applen (Humanities)

## A. Routine Matters

1. Call to order: 8:39am
2. Approval of the Agenda: Approved. Unanimous.

## B. Reports

1. Pilot Status Reports? None.
  - Program status reports were submitted by faculty and will be presented at the next Program Viability meeting.

## C. Discussion

1. New Proposal:

### a. Noncredit MakerSpace Program – Jason Oliver

- **Background:** Jason has been working with Garrett for 6 months to establish the idea of a makerspace program. MakerSpace has been on campus for 3 years as a product of a state chancellor's grant which expired this past spring. The motivation to turn MakerSpace into a program goes beyond the need for long term sustainability but has to do with a need for a fluid multidisciplinary platform. Some faculty have requested to have students gain some experience with AutoCAD drafting skills including noncredit opportunities.
- **The goal:** To create short term, technical skills course rather than have students commit to a full 16 week course or a full certificate program. There is a major benefit to having a MakerSpace certificate. At other colleges the certificate names are different in that they are not referring to those certificates as MakerSpace. For example, Pasadena City College has a Design Technology Certificate and the City College of San Francisco has a Pathways Makers Studies Design Certificate. All of these programs include skills based courses.
- **Community Education- Makerspace: Design Thinking Course:** This course was piloted over the summer which also included a test run for the noncredit department. This course helped students round out their skills and put together a portfolio which would include artifacts or evidence of their work. Student learned how to package and communicate their work. Students are currently being taught how to put together resumes and there are currently portfolio courses being offered. What category of noncredit would Makerspace fit into?
- **ASCCC 2019 Curriculum Institute:** Over the summer information was presented regarding how to start a Makerspace noncredit program. Several examples from other colleges were shared. There was also some debate regarding what the different categories of noncredit actually mean. According to the [Program and Course Approval Handbook \(PCAH\)](#) the noncredit definition for Workforce Preparation is "those courses that provide instruction for speaking, listening, reading, writing, mathematics, decision making, problem solving skills that are necessary to participate in job specific and technical training." When Workforce preparation courses are first built they are historically for speaking, reading and writing but many are now

transitioning into decision making and problem solving. The skills fit into makerspace due to the focus on design thinking and creativity.

- **Makerspace:** It has taken three years to build up MakerSpace. There has been a creation of a physical space (multidisciplinary lab space) and transitioning academic/faculty resources of teaching classes in makerspace so that there is a track record and a platform. Community Based Learning has been offered out of this space for the past year.
- **Makespace Certificate:** The proposal will include **4 foundational courses**:
  - Design thinking
  - Portfolio Building
  - Workforce Readiness
  - The certificate would then include a library of short term courses that students could choose from based on what specific skills are needed, for example Woodworking, Sautering, Robotics or AUTOCAD.
- **Design Thinking Definition:** Is based on the Stanford University definition which focuses on problem solving. Design Thinking can include a physical or systems design thinking and may involve research thinking, application and testing of ideas.
- **BP4021 Program Viability-Initiation, Modification, and Discontinuance:** The definition for a program is based on Title 5 and is defined as *“an organized sequence of courses or a single course leading to a defined objective for a pre-certificate or diploma, license or transfer to another institution of higher education.”* There was a question regarding if there is justification that the program is taking courses and formulating them into a Certificate and therefore that meets the definition of a program? For students this is about job preparation. Many of the students who have been hosted through the Makerspace Internships have the ability to do those stipend paid internships through skills.
- **MakerSpace Advisory board:** This advisory board has been functioning for the past three years and is fully supportive. The Architecture & Interior Design Advisory Board is supportive in that they see this program as a way for students to collaborate and work in team building groups. This re-introduces auto building skills. The Theater Advisory Board has requested CAD Skills for their students and if there is an ability for their students to take a short term non-credit class. There was a request from the Garret that if there are Advisory Board Programs in support of MakerSpace to collect a support letters or meeting minutes. Garret will be working on a templates for a letter for industry representatives and will share the template with the committee.
- **Academic Program?** There is concern that this program is not considered an Academic Program. If this is an Academic Program is there a need for a program review to address all the academic needs? Will there be a need to negotiate a program chair? The current proposal states that MakerSpace is not its own program but rather MakerSpace will live under the [School of Personal and Professional Learning](#). This program would be connected to various other programs. It's important to ensure there is no duplication of classes. There is a need to develop a good mechanism in Curriculum to track which courses have already been created. The 5 year review may be a good time to examine which courses are currently overlapping. Garret has been doing work regarding a Non-credit Overhaul Report to ensure there are no duplicative non-credit courses in the system. It was clarified that eLumen does not provide full access to everyone.
- Many other programs use MakerSpace as a lab course by providing various different disciplines in the space and come together to access technology or community based projects. The Photoshop class prefix was changed from NC.Photo to NC.VOC Photo for vocational to allow for either CAWT or PHOTO departments to teach this course. Students can register in non-credit courses up to 10 times.
- **Continuing, Ongoing Resources:** The MakerSpace program is expensive. Equipment has been purchased but will need to be replaced at some point. There was some work being done on obtaining a grant for obtaining 3D printer cartridges. Various programs currently do not have funds available. Adequate support for instruction also needs to be confirmed including lab technicians. Supplies can be funded through Perkins, Strong Workforce, donations or Lottery funds. Once this program becomes an Academic

Program Instructional funds can be utilized. Currently Strong Workforce is funding lab technicians in various programs. Strong Workforce funds could be ending soon and the sustainability of those programs will need to be re-examined. It is important to facilitate the faculty and staffing needs.

- Santa Barbara College currently offers a Career Skills Institute program and it incorporates business, design, technology and career. This has become its own department within their non-credit program. As the program continues to grow at COC this a direction it could go in. There is no official department or department chair within the School of Personal & Professional Learning.
- Due to numerous programs in noncredit there may be a need to discuss in the future the creation of a Careers Skills or Workforce Preparation Department. There may also be a possibility of incorporating Makerspace into this new department. Any new program initiation is considered a 3 year pilot program. Technically a 3 year pilot program could go away at the end of those 3 years.
- **Next Steps:**
  - Explore a new department within the School of Personal and Professional Learning that encompasses the Workforce Preparation course. Examine current courses and new courses that come about in the next month. Work will be done with Dean John Makevich and this item will return as an “Action” item.
  - Reach out to advisory boards and collect support letters. This will return as an “Action Item.”
  - Map out the courses and certificates for the next meeting. Look at existing Career Skills courses and how they will all fit into Certificates, collect the names, and create a pathway with Curriculum before the next meeting. This will also return as an “Action item.”

b. Department Proposal: Recreation Management – Brittany Applen

- **Proposal:** This is a proposal to revitalize the program. There is currently no program coordinator, Howard Stern is the current chair due to this program being housed in Kinesiology. The idea is that if this program can be its own department then more attention can be given to this program.
- **Goals:** The goal is write new curriculum, refresh achieved classes and allow more to face rather than online classes. In 2013-2014 class size numbers dropped. Under Outdoor Recreation, Natural Environment was offered but has not been offered since 2016. There is a need to further market the program. The goal is also to help student find employment directly from the program. This could possibly be a Career Ed program, funding would be received and students could transfer to a 4-year such as California State University, Northridge (CSUN). At CSUN most classes in Outdoor Recreation are always full but some have seen a drop in enrollment and some classes have been reduced to a 15 student ratio. There are not many COC students coming out of this program. The last data from 2017 only shows 14 students.
- **Difference between Outdoor Recreation and Recreation Management:**
  - Outdoor Recreation is critical for current students as it emphasizes the importance of getting outdoors. This program leads to tourism, recreation and hospitality.
  - Recreation Management students could work in local parks such as, City of Santa Clarita.
- There is a possibility of creating certificates. Lake Tahoe Community College has a Wilderness Experience Program which is a program that could be created at COC. The idea for now is to leave this program as Recreation Management and add in the outdoor recreation classes. Some of these course could be offered as non-credit.
- Recreation Management has its own program review and it is not a part of the Kinesiology Program Review. This program has historically been an “orphan program” and the SLO’s were not being assessed. Kinesiology is supportive of this program but is not interested putting in the resources. The program was inherited due to a retirement. If this program meets the labor market justification could this program be housed under the CTE department? The next steps are need for the creation of a new department.
  - **Collect a Center’s of Excellence Labor Market Report:** One benefit to having this type of program at a community College is that many of these jobs do not require a bachelor’s degree.
  - **Complete a Program Revitalization Form:** To determine which resources are needed.

Administration will not support this program unless there is Labor Market Data and support letters from local parks and recs departments. The last needs assessment conducted was in 2006, it will need to be refreshed.

- Create an Advisory Board: To help guide and build the curriculum. CSUN could provide information on demand and what currently exist as far as a program at other local community colleges.
- Program Coordinators: Program Coordinators recently have received compensation but there is no set process for how someone can become a Program Coordinator.
- Reassign time for Department Chair: Brittany would receive the reassign time over the summer.
- 3 Year Pilot Status: All program going through a Revitalization process are considered a 3 year pilot status program.
- It was clarified that the Labor Market data is only one piece that objectively demonstrates that a program is viable. If Labor Market data shows either average or no growth data in job demand but then there is support from Advisory Boards, local organizations and local universities in full support then that supersedes any Labor Market data. There is also the transfer focus in that students could obtain employment quickly and transfer. Through [edd.ca.gov](http://edd.ca.gov) there is a 13.8% projected growth for this program which is above average. Data is also available through [O\\*Net Online.org](http://O*Net Online.org).

#### **D. Resources**

1. PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization

a. Program Justification Form

The information on this form will be used for acquiring the labor market information (LMI) through the Center of Excellence (COE, [www.coecccc.net](http://www.coecccc.net)) for Initiation/Substantial Modification and Revitalization.

b. Program Initiation/Modification Form

This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Initiation/Substantial Modification. Additional questions have been added to the facilities section of the form.

c. Program Revitalization Form

This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Revitalization. Questions also rely on information from Program Review.

I. **Adjournment:** 10:01 am

# Faculty Development Committee

## Meeting Minutes September 23, 2019

11:00 am @ BONH 330

By Teresa Ciardi

**Members Present:** *Leslie Carr (Administrative Director), Teresa Ciardi (Chair), Annie Aboulian, Sarah Breshears, Gary Collis, Brandon Hilst, Adam Kaminsky, Susan Ling, Wendy Ruiz*

- School representatives were asked to request at their school meetings that full-time Faculty, especially Coordinators and Department Chairs, take care of Adjuncts and assist Adjunct Faculty in taking advantage of the 9 hours of pay for FLEX activities.
- Spring FLEX week will remain conference style, with two strands offered. FLEX at the Canyon Country Campus will be offered Tuesday afternoon and Wednesday morning. Valencia campus sessions will be held in the University Center, as faculty found it convenient.
- The committee discussed the proposal submitted requesting FLEX credit for the new mentoring program for LatinX and African American students that was submitted by Preeta Saxena. There are three components to the program: 1. Group Mentoring 2. Mentor/Mentee meetings 3. Mentor trainings.
- Full Professional Development committee recommendation is that faculty involved with this project submit a collaboration proposal for the component involving training of faculty mentors. Components regarding FLEX credit for mentoring students will be included in future discussions.
- FPDC sub-committee is reviewing proposal forms.

### *Announcements*

- *ASG Representative needed*
- *FLEX Week Planning Meeting **October 21** – **Encouraged for all School Representatives***
- *Next Full Committee Meeting **October 28** – **Required for all School Representatives***

<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) – <b>Spring 2020 only</b>
School of Applied Technologies	<b>VACANT</b>
School of Business	Gary Collis
School of Humanities	Annie Aboulian Brittany Applen Adam Kaminsky
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) 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 Representative	<b>VACANT</b>



# **Senate Elections Committee Report**

Committee Chair: Dustin Silva

Committee Members: Jennifer Hauss, Isaac Koh, Karyl Kicenski

The Senate Elections Committee has continued to conduct nominations and elections as needed and per the Academic Senate, Constitution, and Bylaws. Since the fall 2018 semester, the committee has worked on, with the input of the Academic Senate, to update our procedures.

Below are the Election committee procedures that were in place at the beginning of the fall 2018 semester and the updated procedures that were approved by the Academic Senate on March 28, 2019. The Elections Committee will continue to work with the Academic Senate, along with the Constitution and Bylaws committees, to ensure that our procedures and regulations align with the Constitution and Bylaws.

## **At the start of the fall 2018 semester:**

### **Academic Senate Elections Committee Procedures**

#### **Election Committee**

1. Elections of officers and members of the College of the Canyons Academic Senate should be run by the Election Committee
2. This committee will comprise of three members reporting to the Academic Senate.
  - a. The Academic Senate will appoint the chair of the committee.
  - b. The Academic Senate President will seek volunteers from the members of the Academic Senate and appoint them to the committee.
3. The committee's duties shall include seeking nominations, running the election, declaring the results to the Academic Senate.
  - a. Nominations will be obtained from the appropriate faculty groups.
  - b. Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member.
  - c. Individuals nominated should be consulted for approval before having their names on the ballot.
4. The committee will ensure that elections are held at the appropriate time.
  - a. The eligible voters, per the Academic Senate Constitution, will participate in the appropriate election.
  - b. The President and the Vice President elections shall be conducted during the 2nd week of the Spring Semester.
  - c. The Division Representatives elections shall be conducted in the respective divisions during the 4th week of the Spring Semester.
  - d. The At-Large Senator elections shall be conducted during the 8th week of the Spring Semester.
  - e. Division Representatives and At-Large Senators will be staggered in alternate years.
  - f. Adjunct Senator Elections shall be conducted as early as possible in the beginning of each Fall Semester.

- g. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- 5. Elections will be conducted by the Election committee either by paper or electronic ballots.
- 6. The results will be confirmed by the Academic Senate at the next Academic Senate meeting

**Current procedure approved on March 28, 2019:**

**Academic Senate Elections Committee Procedures and Regulations**

**Election Committee:**

1. Elections of officers and members of the College of the Canyons Academic Senate should be run by the Elections Committee.
2. This committee will be comprised of three members reporting to the Academic Senate.
  - a. The Academic Senate will appoint the chair of the committee.
  - b. The Academic Senate President will seek faculty volunteers to serve on the Elections Committee which will be approved by the Academic Senate.
3. The committee's duties include seeking nominations, running elections, and declaring the results to the Academic Senate.
4. The committee will ensure that elections are held at appropriate times and in a timely manner.
  - a. The eligible voters, per the Academic Senate Constitution, will participate in the appropriate election which include nominations and voting.
  - b. The Senate President and the Senate Vice President elections shall be conducted no later than the 4<sup>th</sup> week of the spring semester of even years. A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester. The nominating period shall be open and extend until the conclusion of the second week of the spring semester. The Senate President and Senate Vice President shall be elected by a plurality of the tenured and tenure-track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.A. of Constitution)
  - c. The Division or School Senators elections shall be conducted in the respective divisions or schools no later than the 6<sup>th</sup> week of the Spring Semester of even years. The School/Division Senators shall be elected by a plurality of the tenured/tenure-track faculty in their respective Schools/Divisions. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.B. of Constitution)
  - d. The At-Large Senator elections shall be conducted no later than the 8<sup>th</sup> week of the Spring Semester of odd years. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.C. of Constitution)

- e. Adjunct Senators will be elected during each Spring semester. Adjunct Senators will be elected by a plurality of those maintaining employment as adjunct faculty as defined by the American Federation of Teachers Collective Bargaining Agreement. Adjunct Senators will serve a one-year term and must maintain their employment as an adjunct faculty member, as defined by the American Federation of Teachers Collective Bargaining Agreement, during their term of office. No restrictions shall exist in the number of terms served.
  - f. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
5. Elections will be conducted by the Elections Committee either by paper or electronic ballots.
  6. The results will be confirmed by the Academic Senate by the conclusion of the semester in which they are held.

#### **Nomination Procedures and Regulations:**

- a. The nominating period shall be no less than two weeks in duration with the nomination period longer for both Senate President and Senate Vice President positions, see above.
- b. Nominations will be obtained from the appropriate faculty groups.
- c. All nominations must be done through the use of the Canyons email system. Nominations received by non-Canyons emails will not be accepted.
- d. Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member only with the nominee's permission and with the nominee carbon copied on the nomination email.
- e. Nominees will be given the full nomination list.
- f. Individuals nominated should be consulted for approval before having their names on the ballot.

#### **Election Procedures and Regulations:**

- a. Candidates may provide a candidate statement that is single-spaced, in Times New Roman size 12 font, no more than 400 words, and fits within a page. Candidate statements will be formatted to the required specifications as needed. Candidates are not required to provide a statement as they are optional.
- b. Candidates will be given at least 5 business days to provide a candidate statement. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.)
- c. Candidate statements will only be accepted by candidates and through the use of the Canyons email system. Candidate statements will not be accepted otherwise.
- d. Candidate statements will be compiled and sent out to eligible voters in random order prior to or at the opening of the election.

- e. If an election has multiple seats for the same position, then eligible voters will be able to vote for multiple candidates equal to the number of available seats, no more than one vote per candidate.
- f. The voting period for elections involving only full-time employee voters will be held for a minimum of 5 business days. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.)
- g. The voting period for elections that involve part-time employee voters will be held for a minimum of 8 business days. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.)

**Campaigning and Lobbying Rules and Regulations:**

- a. The Canyons email system may not be used for campaigning or lobbying either by the candidate or any other college employee, except by Senate Elections to disseminate candidate statements to eligible voters.

*Approved by the Academic Senate: March 28, 2019.*

# ***HUMAN RESOURCES OFFICE***

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Date November 1, 2019

To: Rebecca Eikey  
President, Academic Senate

From: Linda Clark  
Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Lawrence Schallert - REVISED

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Name: Lawrence Schallert

Position: Assistant Director, Student Health & Wellness/Mental Health Programs

Discipline Assignment: **Educational Administrator**

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

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

Lawrence Schallert meets the minimum qualifications with:

- MA in Social Work, University of Southern California
- 29.25 years of leadership experience as a director in mental health

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Discipline Assignment: **Psychology**

The minimum qualifications for the discipline of Psychology:

- Possession of an **unexpired** California Community College Instructor Credential in Psychology.  
**OR**
- Master's degree in psychology ;  
**OR**
- ✓ Bachelor's degree in psychology AND master's degree in counseling, sociology, statistics, neuroscience, or social work.

Lawrence Schallert meets the minimum qualifications with:

- BA in Psychology/Philosophy, Sonoma State University
  - MA in Social Work, University of Southern California
-

Discipline Assignment: **Counseling**

The minimum qualifications for the discipline of Counseling:

- Possession of an **unexpired** California Community College Instructor Credential in Counseling.  
**OR**
- ✓ Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling. *(NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*

Lawrence Schallert meets the minimum qualifications with:

- MA in Social Work, University of Southern California
- Counselor (LMFC); or Licensed Marriage and Family Therapist (LMFT)

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Discipline Assignment: **Vocational (Short Term) Noncredit**

The minimum qualifications for the discipline of Vocational (Short Term) Noncredit:

- Possession of an unexpired California Community College Instructor Credential in the appropriate discipline.  
**OR**
- ✓ Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught.  
**OR**
- Any associate degree and six (6) years of occupational experience related to the subject of the course taught.  
**OR**
- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.  
**OR**
- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.

Lawrence Schallert meets the minimum qualifications with:

- BA in Psychology/Philosophy, Sonoma State University
- 28.75 full time years of occupational experience related to the subject of the course taught.

# ***HUMAN RESOURCES OFFICE***

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Date: October 16, 2019  
To: Rebecca Eikey  
President, Academic Senate  
From: Linda Clark  
Senior Human Resources Generalist (Faculty)  
Subject: Discipline Assignments for Harriet Happel - REVISED

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Name: Harriet Happel

Position: Dean, Career Technical Education

Discipline Assignment: Educational Administrator

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

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

Harriet Happel meets minimum qualifications with:

- Master's degree in Business Administration from Keller Graduate School of Management.
  - Over two (2) years of leadership experience related to career technical education as Director, Perkins Grant Operations (2015-2017).
- 

Discipline Assignment: Manufacturing Technology

The minimum qualifications for the discipline of Manufacturing Technology:

- Possession of an **unexpired** California Community College Instructor Credential in Manufacturing.  
**OR**
- ✓ Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;  
**OR**
- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.

Harriet Happel meets minimum qualifications with:

- Bachelor's degree in Political Science from University of California, San Diego
- Over two (2) years of experience in a manufacturing of precision machined components for the auto industry and daily operations of using a Lean Six Sigma manufacturing model.

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Discipline Assignment: Business

The minimum qualifications for the discipline of Business:

- ✓ Master's in business, business management, business administration, accountancy, finance, marketing or business education  
**OR**
- Bachelor's in any of the above **AND** Master's in economics, personnel management, public administration, or JD or LL.B. degree  
**OR**
- Bachelor's in economics with a business emphasis **AND** Master's in personnel management, public administration, or JD or LL.B. degree

Harriet Happel meets minimum qualifications with:

- Master's degree in Business Administration from Keller Graduate School of Management.

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Discipline Assignment: Noncredit Career Skills (Short Term Vocational)

The minimum qualifications for the discipline of Noncredit Career Skills (Short Term Vocational):

- Possession of an **unexpired** California Community College Instructor Credential in the appropriate discipline.  
**OR**
- ✓ Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught.  
**OR**
- Any associate degree and six (6) years of occupational experience related to the subject of the course taught.
- Do you possess a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter?
- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.

Harriet Happel meets minimum qualifications with:

- Bachelor's degree in Political Science from University of California, San Diego.
- 13.42 full time years of occupational experience in a management position.



## **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.