



College of the Canyons Academic Senate

September 12, 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:
 - Academic Senate Sub-Committees List (pg. 3-14)
 - Collegial Committee List (pg. 15-22)
 - Operational Committee List (pg. 23-25)

5. Approval of the Consent Calendar

Academic Senate Summary, August 29, 2019 (pg. 26-31)	Curriculum Committee Summary, September 5, 2019 (pg. 36-88)
Educational Administrator Retreat Rights List	Senate Executive Committee Summary, September 3, 2019, (pg. 89)
<ul style="list-style-type: none"> • BP 7250 (pg. 91-92) • AP 7250 (pg. 93-94) 	Faculty & Professional Development Committee Summary, August 26, 2019 (pg. 90)

B. Reports (time limit 7 minutes each)

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

1. Vice President Report, Jason Burgdorfer
2. Scholarly Presentation Committee-written report, Sarah Etheridge (pg. 95)
3. Guided Pathways Liaison Report, Erika Torgeson (pg. 96-103)

C. Action Items

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

1. Adjunct Faculty Minimum Qualifications and Equivalencies List for fall 2019 (pg. 104-127)
2. Mandatory Earthquake Drill during the [Great Shakeout: October 17, 2019 @ 10:17am](#), 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. Policy Review Committee Statement: Regarding Academic Department Co-Chair Recognition, David Andrus (pg. 128)
2. Accommodating Student Athletes, Phil Marcellin & Albert Loaiza
 - [BP 4233 Attendance](#) (pg. 129-131)

- [AP 4233 Attendance](#) (pg. 132)
3. Zero Textbook Cost (ZTC) & Low Cost Material (LCM) Categories, Teresa Ciardi & Gina Bogna (pg. 133-134)

E. Unfinished Business

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

1. Academic Mapping Principles and Guidelines, Erika Torgeson

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 & AP 5410 DSP&S
BP 4240 Academic Renewal
Academic Senate Constitution and Bylaws Revisions
AP 7120 Recruitment
BP & AP 4030 Academic Freedom (Back in Committee per CPC - Barry is gone.)
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

H. Announcements

- Next Academic Senate Meetings Sept. 26, Oct. 10th, Oct. 24th, Nov. 7th & Nov. 21st 2019
- [2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019](#), Newport Beach

I. Adjournment

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

2019-20 Faculty Appointments to Academic Senate Committees

At COC, there are Academic Senate Standing Committees, College-wide Committees, and Collegial Consultation Committees. The Academic Senate President, in consultation with the Academic Senate and chief executive officer (or designee) appoints faculty members to serve on committees as per the 10+1 responsibilities of the Academic Senate. The Academic Senate's Bylaws require the Academic Senate to approve the faculty appointments annually to Committees.

Academic Staffing Committee

The Academic Staffing Committee (ASC) of the Academic Senate recommends to the CEO the hiring priority for all academic full-time faculty positions. The recommendations include recommendations to hire for new FT faculty positions as well as recommendations to hire to fill vacant FT faculty positions created by retirements, terminations, and resignations.

Meets: Second Tuesday of each month at 4:00 pm

Miriam Golbert	Committee Faculty Co-Chair
Joe Gerda	VP Instruction/Administrator Co-Chair
Faculty Appointments	
Faculty Member	Position
Diane Solomon	Student Services
Eric Arnold	Applied Technology
Erik Altenbernd	SBS
Jason Burgdorfer	MSPH (MSE)
Jennifer Thompson	Learning Resources
John Wissmath	Kinesiology and Athletics
Christine Iskander	Humanities
Christina Chung	Business
Shannon Doronio	VAPA

CASL/Academic Program Review

The Committee for Assessing Student Learning (CASL) Committee's mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Committee works with faculty to ensure the methods of assessment of course SLOs and program SLOs are aligned and consistent across the college. The purpose of the Program Review Committee is to provide training, advisement and assistance to College of the Canyons faculty and staff to facilitate and improve the program review process. The committee will provide leadership and guidance by reviewing comprehensive program reviews, annual plans, outcomes and assessment cycles, and evaluating the program review planning process.

Meets: The Second and Fourth Wednesday of each month at 1:30pm-3:00pm and is a combined meeting with the Committee for Assessing Student Learning.

Nicole Faudree	CASL/Faculty Chair
Jeff Baker	CASL Co-Chair
Jason Burgdorfer	Program Review Co-Chair
Faculty Appointments	
Faculty Member	Position
Erika Torgeson	Student Services
Tara Williams	MSPH
Gary Quire	Business
Ron Karlin	Learning Resources
Anne Marengo	SBS
Howard Fisher	K&PE (Spring)
Erin Delaney	Humanities
Dilek Sanver-Wang	MSPH
Kelly Burke	MSHP
Justin Lundin	K&PE (psring)
Brittany Applen	ePortfolio Faculty Coordinator, Humanities
Alexa Dimakos	ePortfolio Faculty Coordinator, Humanities
Tony Law	EOPS Counselor
Tony Clayton	SBS
Anne Vo	MSHP
VACANT	Adjunct
VACANT	Applied Technologies

Career Education Committee (CEC)

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

Meets: The committee meets twice a month on Mondays from 1:30-2:30pm

Gary Quire Regina Blasberg	CE Liaison/Committee Faculty Chair (Spring 2020) CE Liaison/Committee Faculty Chair (Fall 2019)
Harriet Happel	CTE Dean/Administrator Chair
Faculty Appointments	
Faculty Member	Position
Larry Alvarez	Administrative of Justice
Eric Arnold	Construction
Cindy Schwanke	Culinary Arts/Wine Studies
Cindy Stephens	Early Childhood Education
Mark Daybell	Graphics and Multimedia Design
Shannon Doronio	Graphics and Multimedia Design
Jeff Baker	MEA
Garrett Rieck	Non-credit
Tina Waller (on sabbatical Fall 19)	Nursing
Rachel Houghton	Nursing
Nicole Faudree	Paralegal Studies
Wendy Brill	Photography
Rebecca Eikey	Senate President/Chemistry
Lee Hilliard	Telecommunications & Electronic Systems Technology
Tim Baber	Welding

CETL Steering Committee

The Center for Excellence in Teaching & Learning (CETL) Steering Committee meets to discuss the work of CETL, an organization whose mission is for the promotion and implementation of a wide range of professional development opportunities for teachers. The CETL is responsible for recruiting and training experienced teachers who can share their skills with others.

Meets: The Third Tuesday of each month, 2:00-3:00 PM, Bonelli-248

Julianne Johnson	Faculty Co-Chair
Robert Wonser	Faculty Co-Chair
Faculty Appointments	
Faculty Member	Position
Deanna Davis	Humanities
Ron Dreiling	Humanities
Kelly Burke	MSHP
Kelly Cude	MSHP
Mehgen Andrade	SBS
Michelle LaBrie	SBS
Victoria Leonard	SBS
Tammy Mahan	SBS
Brent Riffel	SBS

Civic Engagement Steering Committee-confirmed

The Civic Engagement Initiative at College of the Canyons is dedicated to bridging theory with practice to create a “civic-minded” culture, which fosters democratic thought and action for the public good. Fostering collaboration, volunteerism, and critical thinking, students, faculty, staff, and community will serve as civic leaders to bring attention of social issues to others. Through social awareness, an empowered citizenry can confront issues of inequity facing person, place, and environment. Emphasizing the use of High Impact Practices (HIPs) throughout curricular and co-curricular activities, opportunities to build inclusion and unity are enhanced.

Meets: Committee meets on the following Tuesdays and Wednesday (8/29/19, 9/11/19; 9/26/19; 10/9/19; 10/24/19; 11/6/19 & 11/21/19) from 3:00pm- 5:00pm in HSLH-135.

Patty Robinson	Faculty Co-Chair/ Faculty Director and Community Engagement Initiatives
Jessica Edmond	Faculty Co-Chair/Adjunct Professor, ESL
Faculty Appointments	
Faculty Member	Position
Angela Kirwin	Adjunct Construction Technology-Applied Technology
Chinweze Chinwuba	Adjunct Psychology-SBS
Shana Williams	Adjunct Psychology-SBS
Siane Holland	Adjunct Psychology-SBS
Heaven Warner	Business
Chase Dimock	Humanities
Patricia Foley	MSE
Tara Williams	MSE
Julianne Johnson	SBS
Katie Coleman	SBS
Lisa Malley	SBS
Tammera Rice	SBS
Shannon Doronio	VAPA

Curriculum Committee

The Curriculum Committee fosters the development of new curricula, as well as reviewing revisions of existing curricula. The committee is responsible for making the recommendation for approval of all new and revised curricula. Their recommendations go to the Academic Senate and then the Board of Trustees for final approval. The committee also implements state-mandated regulations or policies that affect curriculum, recommends associate degree requirements to the Academic Senate, administration, and Board of Trustees. The committee also recommends additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC). They review all curriculum proposals to ensure congruence with the college's mission, need, quality, feasibility, and compliance with Title 5 Regulations.

Meets: On select Thursdays (that alternate with the Academic Senate) from 3-5 pm.

Lisa Hooper	Committee Faculty Chair
Omar Torres	Administrative Co-Chair
Faculty Appointments	
Faculty Member	Position
Carly Perl	Adjunct MSHP
Holly Hitt-Zuniga	Applied Technologies
Susan Ling	At-Large
Sab Matsumoto	At-Large
Cindy Stephens	At-Large
Lori Young	Business
Garrett Rieck	Community & Continuing Education
Julie Hovden	Counseling/Articulation Faculty
Howard Fisher	Kinesiology/PE/Athletics (Fall 2019)
Erin Barnthouse	Learning Resources
Mary Bates	MSHP
Tricia George	School of Humanities
Anne Marengo	Social & Behavioral Sciences
David Brill	VAPA
Ad-Hoc Faculty Appointments	
Susan Prier	Adjunct Non-credit
Jeremy Patrich	MSHP
Larry Alvarez	MSHP

Elections Committee

The Elections Committee is a standing operational committee of the Academic Senate whose function is to conduct all elections for the Academic Senate. This includes elections for Academic Senate President, Vice President, all Senators (full-time and adjunct) and elections for Department Chairs. The Elections Committee also conducts elections as needed for any vacancies in the Academic Senate positions or for Department Chairs.

Meets: As needed.

Dustin Silva	Committee Faculty Chair
Faculty Appointments	
Faculty Member	Position
Jennifer Hauss	Humanities
Isaac Koh	MSE

Faculty Professional Development

This committee is charged with adhering to the California code of Regulations, Section 55724, including providing a complete description of the FLEX calendar and configuration, developing institutional criteria for FLEX credit and developing the content and schedule for instructional improvement days.

Meets: Once a month on the 4th Monday 11-12:30 pm.

Teresa Ciardi	Committee Faculty Chair
Mehgen Andrade (Spring 2020)-confirmed	Committee Faculty Chair
Faculty Appointments	
Faculty Member	Position
VACANT	Adjunct
VACANT	Adjunct
VACANT	Applied Technology
Sandy Carroll	MSHP
Adam Kaminsky	Humanities
Annie Abouljian	Humanities
Brittany Applen	Humanities
Chris Cota	K&PE (FALL)

Ted Iacenda	K&PE (Spring)
Sarah Breshears	Learning Resources
Brandon Hilst	MSHP
Wendy Ruiz	SBS
Gary Collis	School of Business
Susan Ling	Student Services (Counseling)
VACANT	VAPA

Honors Advisory Committee

The Honors Program at College of the Canyons offers an enriched curriculum to students with a strong academic record in order to increase their chances for successful transfer to competitive four-year institutions. In addition, honor courses will be augmented with seminar-style events, special projects, and community activities, the program provides opportunities for critical thinking, extensive writing, and in-depth learning in a wide variety of transferable general education courses.

Meets: Second Tuesdays of the month at 4:00pm, BONH-248

Miriam Golbert	Faculty Co-Chair
Jasmine Ruys	Dean of Student Services/Administrative Co-Chair
Faculty Appointments	
Faculty Member	Position
Claudia Acosta	Humanities
Caitlin Newcomer	Humanities
Chase Dimock	Humanities
Patricia Foley	MSHP
Patricia Garcia	Counseling
April Reardon	Counseling-EOPS
Nadia Monosov	SBS

Minimum Qualifications and Equivalencies

The **Minimum Qualifications and Equivalencies committee (MQE)** developed a process for establishing equivalencies to the minimum qualifications at COC as outlined in Administrative Procedures 7121. An instructor may apply to the **Minimum Qualifications and Equivalency Committee** if the applicant feels that his or her qualifications are equivalent to the statewide minimum qualifications as listed on the Disciplines List. Equivalency applicants must submit transcripts and other documentation to support the

request. Equivalency may never mean fewer qualifications than the published minimum qualifications. Also note, equivalencies do not transfer from district to district.

Meets: The third Monday of each month from 3:30 pm. to 4:30 pm, MENH-246. Fall 2019 meetings will be held in Canyons Hall (CHCS) 211. Spring 2020 meetings will be held in Mentry Hall (MENH) 246.

Aivee Ortega	Faculty Chair
Faculty Appointments	
Faculty Member	Position
Boo Su	Business
James Gilmore	MSHP
Lee Hilliard	Applied Technology
Mary Powell	Humanities
Pamela Williams Paez (Sheldon Helfing fill in while Pamela is away on Sabbatical)	Student Services
Sheldon Helfing	SBS
Sylvia Duncan	MSHP
VACANT	VAPA
VACANT	K&PE

Personal and Professional Learning Committee

The Personal and Professional Learning (PPL) committee discusses items related to noncredit curriculum development and approval, outreach strategies, overall program planning, marketing, and integration with guided pathway efforts at the College.

Meets: Pending

Garrett Rieck	Faculty Chair
John Makevich	Administrative Co-Chair
Faculty Appointments	
Faculty Member	Position
Claudia Acosta	Humanities
Brittany Applen	Humanities
Eric Arnold	Applied Technologies

Regina Blasberg	Applied Technologies/CE Liaison
Erin Delaney	Humanities
Rebecca Eikey	MSE
Ali Naddafpour	SBS
Wendy Brill	VAPA
Shannon Doronio	VAPA
Susan Prier	Counseling
Diane Solomon	Counseling
Alene Terzian	MSHP
Charlie Johnson	MSHP

Policy Review

The Policy Review Committee serves largely in an advisory and developmental capacity. To that end, the Committee works with members of the faculty, administration as well as all campus groups in order to address campus policy and procedural concerns in an inclusive and collegial manner. The Policy Review Committee is not intended to maintain full representative membership. All resulting work product of the committee must receive approval of the representative Academic Senate. Policies are then submitted as recommendations to the Campus Policy Council, one of the Collegial Consultation Committees, which ultimately submit the policy as a recommendation to the Board of Trustees.

Meets: Every Thursday of fall and spring semesters

2:00pm to 3:00pm (Senate Thursdays) *BONH 330*

2:00pm to 3:30pm (Curriculum Committee Thursdays) *Mentry Hall 246 or 342*

(Subject to Change)

David Andrus	Faculty Chair
Faculty Appointments	
Faculty Member	Position
Lisa Hooper	KPEA
Rebecca Shepherd	SBS
Michael McCaffrey	VAPA
Gary Collis	Business
Wendy Brill-Wynkoop	COCFA President
Lori Marie Rios	VAPA
Michael Leach	SBS
Erica Seubert	MSHP

Program Viability

The Program Viability Committee is uses the evidence contained within the initial proposal for instructional programs as a foundation to make a qualitative assessment as to determining the merit of initiation, modification or discontinuance. The committee meets select Thursdays. All newly initiated programs must submit a proposal to PV Committee before the 8th week of the fall semester. Proposals include qualitative and quantitative data (labor market analysis).

Meets: Pending

Garrett Rieck	Faculty Chair
Faculty Appointments	
Faculty Member	Position
Christopher Boltz	VAPA/CTE
Wendy Brill	COCFA
Leora Gabay	Adjunct/AFT
David Andrus	SBS
Jason Burgdorfer	Program Review/MSHP
Lisa Hooper	Curriculum
Albert Loaiza	Counseling Rep

Scholarly Presentation

The Scholarly Presentation Committee exist to display the diverse and unique knowledge and interests of COC faculty by selecting one faculty per semester to showcase his/her expertise in a specific field.

Meets: 9/12, 9/26, 10/24, 11/7 at 3:00pm.

Sarah Etheridge	Faculty Chair
Faculty Appointments	
Faculty Member	Position
Katie Coleman	SBS
Kelly Cude	MSHP
Nicole Faudree	Business
Pamela Williams-Paez	SBS
Mary Bates	MSHP
Victoria Leonard	SBS
Miriam Golbert	MSHP
Deems Morriane	Adjunct Faculty-SBS
Ruth Rassool	Adjunct Faculty-Humanities
Kevin Anthony	Applied Technology
Michael McCaffrey	VAPA

Ad-Hoc Office Procedures Committee

Jason Burgdorfer	Faculty Chair
Faculty Appointments	
Faculty Member	Position
Mary Corbett	MSHP
Wendy Brill	VAPA/COCFA

Academic Senate Liaison Positions

Faculty Appointments	
Faculty Member	Position
Wendy Brill-Wynkoop	Legislative Liaison
Regina Blasberg- (Fall 2019) Gary Quire- (Spring 2020)	CTE Liaison
Erika Torgeson	Guided Pathways Student Services Liaison
Tara Williams	Guided Pathways (Instruction) Liaison

Collegial Consultation Committees & Operational Teams 2019/20

Collegial Consultation Committees are a reflection of the spirit and requirement outlined in Assembly Bill 1725 (1988): *"the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."* These committees draw their membership from all employee groups and may include student or community representation. They are charged with examining issues relevant to their particular area of focus, fostering dialog on possible solutions, and ultimately making recommendations for moving forward.

Accreditation Taskforce

Faculty Appointments	
Nicole Faudree	Paralegal Studies
Rebecca Eikey	Chemistry
Cindy Stephens	ECE
Brill, Wendy	Photography
Peter Hepburn	Head Librarian/Full-time Faculty

Advocacy Team

The College of the Canyons Advocacy Committee meets regularly to discuss legislative issues and plan advocacy Strategies.

Faculty Appointments	
Stephen Branch	History
Wendy Brill-Wynkoop	Photography
John Varga-	History
Rebecca Eikey	Chemistry

Chancellor's Task Force on Workforce Development

Communicate and share information with departments where there is an overlap in function and delivery options. Identify best practices and collaborations we want to pursue, both internal and external; Leverage efforts across departments and divisions for maximum results. Develop advocacy priorities for future regulation changes that need to occur. Create a network of interrelated services and programs that enable us to serve new targets and populations in a flexible, timely, and current manner. Reframe a "brand" for working with businesses and industries and the training of the workforce.

Meeting Times: Thursday, September 19; Tuesday, October 22

Faculty Appointments	
Regina Blasberg/Gary Quire	Applied Technologies/Business

College Policy Council (CPC)

Responding to proposed changes in district policy, the CPC meets on an as-needed basis to review policy changes and new district policies proposed by the Academic Senate, Student Senate, and Administration. CPC is comprised of representatives from the faculty, classified, administration and student leadership. CPC review of proposed policy is the last stop prior to approval by the Chancellor and presentation to the Board of Trustees. Such reviews consider consistency with existing policy, compliance with education code, Title 5, and applicable laws. Additionally, CPC considers the appropriateness of the proposed policies, or modifications, in relation to established District goals and objectives.

Meeting Times: October 15, 2019; November 19, 2019 from 3:30pm-5:00pm

Faculty Appointments	
Rebecca Eikey	MSHP
David Andrus	SBS
Wendy Brill-Wynkoop	Photography
Jane Feuerhelm	Counseling
Erica Seubert	Biology

College Planning Team (CPT)

The College Planning Team is the campus body that oversees the planning efforts of the college, evaluates the college's effectiveness, works to integrate college data into planning processes across the campus, ensures (via pro-gram review, data analysis and self-study) that those efforts are tied to the college's strategic plan and vision for the future, and initiates redesign efforts on campus. A committee within CPT is the Performance Indicators Committee. This committee sets targets for performance indicators, monitors progress to achieving targets, and analyzes strategies for achieving targets across the college.

Committee Faculty Chair	
Claudia Acosta	Modern Languages
Faculty Appointments	
VACANT	Applied Technologies
VACANT	Business
VACANT	Counseling
VACANT	English
VACANT	Learning Resources

Teresa Ciardi	MSHP
Tara Williams	MSHP
VACANT	PE & Athletics
VACANT	SBS
Pamela-Brogdon-Wynne	Student Development
VACANT	Student Services/Counseling

Committees on Committees

Faculty Appointments	
Rebecca Eikey	Chemistry
Teresa Ciardi	ESS
Jason Burgdorfer	ESS
Wendy Brill	VAPA
Cindy Stephens	ECE
Claudia Acosta	Modern Languages
Nicole Faudree	SBS

Ed Tech Committee

The Educational Technology Committee is a sub-committee of the Technology Committee, focused on excellence in teaching and learning. The Educational Technology Committee's mission is to introduce, evaluate, and integrate educational technologies in support of excellence in teaching and learning in all delivery formats.

Meeting Times: September 25, 2019; October 23, 2019 & November 27, 2019 from 2:15pm – 3:15pm in Library 224.

Committee Faculty Chair	
Andrew Jones-Cathcart	Philosophy
Faculty Appointments	
Regina Blasberg	Engineering Technologies
Mark Daybell	MEA
Diane Sionko	Business
Ambika Silva	Mathematics
Robert Wonser	Sociology
Julianne Johnson	History
Sab Matsumoto	Mathematics

Lauren Yeh	Counseling
Samuel Bolanos	Computer Technology
Anne Marengo	Sociology
Jennifer Thompson	Librarian
Michelle LaBrie	Psychology

Enrollment Management

College of the Canyons' enrollment management planning, procedures, and strategies have a primary focus on sustaining long-term student success. This is done in a manner that implements mission-focused college plans in a cost-effective and sustainable manner. The Enrollment Management Team ensures that ongoing college-wide dialogue plays a central role in the coordination, implementation, and philosophical approaches relating to the management of student enrollment at College of the Canyons. The Enrollment Management Plan is designed to help frame annual discussion, guide planning decisions, and ensure the integration of enrollment planning processes with college-wide planning.

Meets: September 18, 2019; October 16, 2019; November 20, 2019 from 2:00-3:00pm

Faculty Appointments	
Marlene Demerjian	Mathematics
Deanna Riveira	Psychology
Jason Burgdorfer	Geology
Rebecca Edwards	Fine Arts
Nicole Faudree	Paralegal Studies
Sab Matsumoto	Mathematics
Mike Hubbard	Mathematics
Violeta Kovavec-Nikolic	Mathematics
Ben Riveira	Computer Science
Albert Loaiza	Counseling
Daylene Meuschke	Dean, Inst Research, Planning & Inst. Effectiveness
Charlie Johnson	Mathematics

Facilities Master Plan-

This committee has three main objectives: To review progress toward the completion of the college's Master Plan for facility development; to identify off-campus sites for educational delivery; and to identify projects for funding in the area of capital outlay.

Faculty Appointments	
Jeannie Chari-	Biology
Philip Marcellin	Kinesiology
Jason Burgdorfer	ESS
Jason Oliver	Architecture/Interior Design
Graciela Martinez	Counseling
Rebecca Eikey	Chemistry

Institutional Effectiveness and Inclusive Excellence (IE)²

Administrator Chairs	
Joe Gerda	
Michael Wilding	VP Student Services
Daylene Meuschke	Dean Institutional Research
Faculty Member (full and part-time)	Position/School
Albert Loaiza	Counseling
Alene Terzian	English
Alexa Dimakos	English
Alisha Kaminsky	Counseling
Collette Gibson	Mathematics
David Stevenson	Communications Studies
Desiree Goetting	Biological Sciences
Diana Stanich	PE/Dance
Erika Torgeson	Counseling
Erin Delaney	English/TLC
Garrett Hooper	Counseling
Garrett Rieck	Non-credit
Heaven Warner	Business
Hernan Ramirez	Sociology

Jennifer Paris	ECE
Jennifer Thompson	Library
Juan Buriel	English
Kelly Cude	Biological Sciences
Kerry Brown	Counseling
Lisa Hooper	PE/Curriculum Chair
Mary Corbett	Nursing
Michelle LaBrie	Psychology
Nicole Faudree	Paralegal Studies
Pamela Brogdon-Wynne	EOPS/Counseling
Phylise Smith	Dance
Rebecca Eikey	Chemistry/Senate President
Rebecca Laff	ECE
Regina Blasberg	Engineering Technologies
Robert Wonser	Sociology
Sab Matsumoto	Mathematics
Shana Williams	Psychology
Sonny Requejo	Counseling
Tara Williams	Chemistry
Victoria Leonard	Communication Studies
Wendy Brill	Photography

President's Advisory Council-Budget (PAC-B)

The President's Advisory Council-Budget (PAC-B) is designed to provide oversight of the development of the budget, encourage understanding of the budget on an ongoing basis and work to ensure that the budget allocation process is driven by campus-wide planning and strategic priorities.

Committee Faculty Chair	
Jason Burgdorfer	MSHP
Faculty Appointments	
Miriam Golbert	Biology
Nicole Faudree	Paralegal Studies
Charlie Johnson	MSHP
Phylise Smith	VAPA
Juan Buriel	English
Ali Naddafpour <ul style="list-style-type: none">Teaching schedule conflicts during FA 2019 but will be available SP 2020.	Business

Safety Committee

The Safety Committee's primary focus is to bring employees and administration together to provide and maintain a safe workplace, and to ensure the safety and welfare of employees and students. Issues of safety are referred to this team for discussion, action or policy recommendation. The Safety Committee serves to facilitate and encourage employee knowledge about safe work practices and accident prevention.

Meets: Meeting times will vary by semester.

Faculty Appointments	
Tina Rorick	Nursing
Pamela Williams-Paez	Sociology
Keith Kawamoto	Fire Technology
Dave Thrasher	Welding

Technology Committee

Promotes, evaluates, and recommends new technology for the District. Conducts discussion on upcoming trends in technology. Creates and executes the Technology Master Plan for the District.

Committee Faculty Chair	
Rick Howe	Psychology
Faculty Appointments	
Jon Amador	MEA
Brittany Applen	ASL
Jeff Baker	MEA
Dave Brill	MEA
James Gilmore	Mathematics
Victor Jadaon	CAWT
Adam Kempler	English
Benjamin Riveira	Computer Science
Anh Vo	Nursing
Alan Strozer	CAWT
Phylise Smith	VAPA
Diane Sionko	Business
Kelly Aceves	Mathematics
Heater Dotter	Nursing

Web Committee

The web Commttee evaluates the College's web presence, develops policies and procedures recommendations for web related topics, and make recommendations for design updates to the College's website. The committee is comprised of members of the IT staff, Public Information Office, and faculty interested and knowledgeable in web design and development. The agendas for the meetings, along with minutes from previous meeting and supporting documentation, are posted on the committee's website. The director of Enterprise Systems co-chairs the Web Committee and provides regular reports to the Technology Committee. The voting membership of the committee is comprised of 3 Administrators, 3 Classified, and 3 Faculty positions.

Committee Faculty Chair	
Rebecca Eikey	Chemistry/Academic Senate President
Faculty Appointments	
Shannon Doronio	GMD
Rick Howe	Psychology
Garrett Rieck	Non-credit

2019-20 Operational Committees Faculty Appointments

Academic Standards	
Faculty Members	Position
Samuel Otto	Humanities
Liz Shaker	Counseling
Heidi McMahon	MSHP

Bookstore	
Faculty Members	
Victor Jadaon	Business
Christopher Boltz	Fine Arts
Lucia Pozo	Humanities
Abram Antler	Humanities-Adjunct Faculty
A.J. Almeda	MSHP
Teresa Ciardi	MSHP
Brandon Hilst	MSHP
Melanie Lipman	MSHP
Patti Haley	MSHP

Calendar Committee	
Faculty Members	
Garrett Hooper	Counseling
Jason Burgdorfer	MSHP

Commencement/Graduation Ceremony	
Faculty Members	
Rebecca Eikey	MSHP
Michael Dermody	SBS

EEO Advisory Committee	
Faculty Members	
Mercedes McDonald	Adjunct Faculty, Fine Arts
Luciano Cruz	Adjunct Faculty, SBS
Jane Feuerhelm	Counseling
Pamela Brogdon-Wynn	Counseling
Pamela Williams-Paez	SBS

Ali Naddafpour	SBS
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Educational Travel Advisory	
Faculty Members	
Angela Harris	Counseling
Anh Nguyen	Counseling
Claudia Acosta (faculty co-chair)	Humanities
Pierre Etienne	Humanities
Heather Maclean	Humanities
Miriam Golbert	MSHP

Grade Review	
Faculty Members	
Michelle LaBrie	Counseling
John Varga	SBS

Interdisciplinary Committee	
Faculty Members	
Brittany Applen	Humanities
Juan Buriel	Humanities
David Michaels	MSHP
Heidi McMahon	MSHP
Ricardo Rosales	MSHP
Patricia Foley	MSHP
Sab Matsumoto	MSHP

Management Advisory Council	
Faculty Members	
Jane Feuerhelm	Counseling

Parking Committee	
Faculty Members	
John Wissmath	KPEA
David Michaels	MSHP

Student Conduct	
Faculty Members	
Albert Loaiza	Counseling
Larry Alvarez	MSHP

Michelle LaBrie	SBS
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Sustainable Development Committee	
Faculty Members	
Jason Oliver	Applied Technologies
Holly Hitt-Zuniga	Applied Technologies
Adam Kaiserman	Humanities
Marco Llaguno	Humanities
Jeannie Chari	MSHP
Consuelo Beecher	MSHP
Kathy Flynn	MSHP
Patricia Medina	MSHP

Transfer Center Advisory Committee	
Faculty Members	
Anthony Clayton	Business, Adjunct Faculty
Lauren Yeh	Counseling, DSPS
Ron Mita	Fine Arts, Adjunct Faculty,
Erik Altenbernd	History
Tricia Foley	MSHP
Liz Shaker	Counseling

Academic Senate Summary for August 29, 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	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	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
Aaron Silverman proxy for Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
Kelly Burke	X	Miriam Golbert	X
Omar Torres	X	Edel Alonso (via Zoom)	X
Tara Williams	X	Maral Markarian (via Zoom)	X

A. Routine Matters

1. Call to order: 3:02 pm
2. Public Comment:
 - Aaron Silverman was serving as proxy for AFT rep Warren Heaton and will be recording the meeting for AFT.
 - Dan Portillo's last name was misspelled and will be corrected.
 - ISP will be hosting week long international forum with special speakers from Berkley and Taiwan. This event is being organized by Brent Riffel and there will be films, speakers and a panel discussion for students and scholars. Students are strongly encouraged to participate.
3. Approval of the Agenda
 - Approved of the Agenda by Wendy Brill, seconded by Erica Seubert. Unanimous. Approved.

4. Committee Appointments: Additional committee appointments will be on the next senate agenda.
 - [Tenure Committees 2019-2020](#)
 - CASL Committee Co-Chair/SLO Co-Coordinator: Jeff Baker
 - Career Education Committee/CE Liaison: Gary Quire, Chair (Fall 2019), Regina Blasberg , Chair (Spring 2019)
 - There was correction made. Gary Quire, will be chair for the spring 2020 and Regina Blasberg will be chair for fall 2019.
5. Approval of the Consent Calendar
 - The May 9, 2019 Summary includes corrections.
 - Philip Marcellin will be added as being online certified on the Seniority list.
 - Motion to adopt the consent calendar by Wendy Brill, seconded by Jason Burgdorfer. Unanimous. Approved.

Academic Senate Summary, May 23, 2019 (pg. 3-9)	Curriculum Committee Summary, August 22, 2019 (pg. 17-38)
Academic Senate Summary, May 9, 2019 (pg.10-16)	Department Chairs: <ul style="list-style-type: none"> • Theater-Chris Boltz, Chair • Business- Nicole Faudree, Chair • Computer Science-Benjamin Riviera, Chair
Updated Seniority List 2019-2020	

B. Reports (time limit 7 minutes each)

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

1. President Report, Rebecca Eikey
 - President shared a presentation on what are the Senate Responsibilities and welcomed all the new Senators. President also shared the newly migrated Academic Senate website on OU Campus.
 - Marco Llaguno will continue as Parliamentarian for Academic Senate.
 - It was noted that this year there will not be an Academic Senate meeting in December.
 - It was clarified that the school of Math, Science and Health Professions still exists. There are now two divisions. There is concern with holding separate school meetings as there could be a loss of communication.
2. Academic Staffing Committee Annual Report, Miriam Golbert
 - The first meeting is scheduled for September 10th. Miriam shared both the Historical List of Vacant Positions for fall 2019 vacancies list and the Academic Staffing Recommendations list which was send to Dr. Dianne Van Hook last spring. Under "Urgent" there are various Chemistry and Biology positions due to anticipating the new Science Building in CCC finished in the spring. Many of the positions which were approved went on to interview and hiring. A few of those positions have been board approved, and candidates have accepted, but there is a delay in terms of a start date due to the delay in constructions of the new Science building. The recent replacement in Political Science was added to the list. Miriam recommends all replacements should be replaced quickly due to the heavy burden it can causes on departments. The current FON is 219.7 and the advance is 229. There are currently 29 positions which are "sun

setting” in the fall of 2019. If anyone wants to keep any positions on this list they must re-submit to the Academic Staffing Committee. Typically all presentation meetings are in the fall around November. If a position was approved it was recommended to contract both HR and the Dean to set up the committee.

C. Action Items

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

1. Discipline Assignment for new Fulltime Faculty & Deans
 - Theresa Winter, Nursing (pg. 39)
 - Christopher “Shane” Ramey, Biology (Microbiology/Molecular Biology) (pg. 40)
 - SB Tucker, EMT (pg. 41-42)
 - It was emphasized that for all EMT positions, due to accreditation standards, there are higher requirements to be an EMT instructor than there is according to the discipline handbook. This is why this memo is more detailed.
 - Donald Carlson, Dean, School of Bus; Interim Dean, School of Applied Tech., (pg. 43)
 - Jennifer Smolos, Dean, School of Visual and Performing Arts, (pg. 44-45)
 - A question was brought up regarding if the years of experience for education administrators impact administrators.
 - Motion to approve the discipline memos for new Full-Time faculty and new Deans by David Andrus, seconded by Aaron Silverman. Unanimous. Approved.
2. Part-Time Faculty Minimum Qualifications & Equivalencies for summer 2019, (pg. 46-47)
 - Motion to approve the MQ&E for summer 2019 by Aaron Silverman, seconded by Gary Collis. 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. Guided Pathways Lessons Learned at Curriculum Institute, Lisa Hooper
 - Guided Pathways was discussed at the Curriculum Institute. Many other districts rely on the Curriculum Committee to craft the pathways. The Curriculum Committee's roles and responsibilities vary from district to district. For example, one role is to go into each division/department and work with discipline faculty to craft pathways. The primary takeaway was to recognize that to not involve the Curriculum committee is, in some manner, irresponsible. There was a discussion regarding how this would look like for our district. The Curriculum Committee would not get involved in the scheduling of courses within specific disciplines. Curriculum would look at various programs to see if those programs can be achieved in the traditional two year expectation. In theory, most programs should be completed in two years. The same conversations, relating to courses, degrees, criteria's and problematic courses being proposed, which have been taking place in the Curriculum committees, should also be happening as Pathways are created. Curriculum currently has two counselors sitting on committee. There was a discussion regarding how they may be able to consult with or approve Pathways before they reach the point of implementation. There must also be some oversight with some of the pathways and this need to be vetted by discipline faculty and specifically counseling. There are few students who don't change their minds, drop a class, attend

full time and successfully complete all courses they attempt. Counselors are tasked with looking at those courses which helped students be successful and how they can still help them with their new modified revised goals. In terms of GE courses the emphasis is on being very flexible. If a student changes their major, what was once major prep could now become GE on a different path. Once departments determine what their course sequence is and counseling has a chance to determine how the GE fits in, then it should go to Curriculum then Senate before they are put in place. It is clear that the schools which have been successful at implementing pathways have a heavy curriculum and heavy counseling consultation.

- It was emphasized that the current course numbering system makes no sense. It is hangovers from courses which were removed, were inserted and the only way to remedy this is to re-name and re-number the departments. The conventions that exist for numbering do guide students. Discipline faculty can help make clear what sequence students should take courses. Can sequences be tailored for the students rather than the program of study? A proposed solution is to have conversations with discipline faculty and counselors to determine how are students getting through programs in a way that is responsible and effective. Are some of the sequences still in place needed? Or could those be revised to increase access for students.
- A proposed remedy is the creation of a flow chart which is being developed and which would live in Canvas. The flow chair audit trail is as follows: discipline chair; discipline dean; guided pathways liaison; counselor and Curriculum Committee counselor. Then it would on the agenda for the Curriculum Committee and then go to the Senate. It was clarified that this process is to approve the work rather than debate the work. Approval would mean having the finalized version in Senate documents for the Board of Trustees. This also serves as protection for the programs as no MAP can be posted unless it has been signed for. If a course is added, deleted or change it triggers a change in the pathway and the proposed revised pathway will need to go to Curriculum Committee.

2. Academic Mapping Principles and Guidelines, Erika Torgeson (pg. 48-53)

- Several discussions took place over the summer regarding a need to establish some guidelines in terms of Mapping. There was some referencing to ASCCC guidelines for developing program MAPS.
- A copy of the Academic Mapping Principle Guidelines Proposal draft was shared and a copy of the ASCCC Considerations for Guidelines while Mapping Programs. **(pg. 32-33)**
- In addition, Erika referenced the three AA-T GE track, COC GE Track and AA-T (IGETC GE Track), examples located on the agenda. **(pg. 34-35)**
 - All forms include the degree name, GE track and program description. Student do not understand what local IGETC means.
 - Many of the 2014, 2016 program MAPS include ADT program descriptors which still have the language from SB 1440.
 - Program descriptors and SLO's are important to students. Additional language will be added communicating to students that they may still need to take additional courses based on transfer and other community college programs.

- In addition, language will be added that the recommendations were made by the departments and not from anyone else.
- Discipline faculty will need to add in parenthesis when they anticipate offering courses and in what terms.
- It was also recommended to denote when courses are being offered online and if they are in hybrid format. The theory would be that this would inform all management. There was suggestion to add which courses have a pre-requisite and that student must take those or they will not graduate.
- The three Friday workshops held the spring semester discussed the need to add certain warnings for students and key information. For example:
 - A need to adjust for semesters, rather than adding fall or spring. Instead change to first semester and second semester. The reasoning for this is to communicate to students that they will begin in the fall or spring semester and not in the winter or summer sessions.
 - There will be work on the language which communicates to students that they do not need to take all courses in one semester.
 - Identify in which semester a course is being offered and add a note that spring and fall are semesters and summer and winter are intersessions.
 - The last column on the form indicates if the course is a Major, GE course or both and which major category it fulfills.
 - Once a course is fulfilled it will not be labeled through the sequence as this may confuse students.
 - With some of the programs work is being done to build in intersessions. General terms are also being kept to denote winter or summer.
 - The forms will be in an online format. It is important make sure the information on the form matches what is on the colleges catalog.
 - It was recommended to identify on the form when a student has completed a course at another college.
- The goal is to develop guiding principles and finalized the proposal. This proposal will come back to Senate for adoption. The form is being generated out of the guided pathways leads meetings and will come back to senate.

3. Policy Review Committee Statement: Regarding Academic Department Co-Chair Recognition, David Andrus (pg. 54)

- This item was tabled due to not enough time to discuss. This item will be moved to the next agenda.

E. Unfinished Business

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

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.

- There was a request to have a discussion regarding the use of Facilities scheduled for academic purposes and used for non-Civic Center use.
- There was a request to add the results of the Climate Survey on an upcoming agenda.

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 & AP 5410 DSP&S
BP 4240 Academic Renewal
Academic Senate Constitution and Bylaws Revisions
AP 7120 Recruitment
BP & AP 4030 Academic Freedom (Back in Committee per CPC - Barry is
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

H. Announcements

- Next Academic Senate Meetings Sept. 12, Sept. 26 & Oct. 10, 2019
- [2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019](#), Newport Beach

II. Adjournment: 4:54 pm

Academic Mapping Principle Guidelines – *Proposal (draft)*

Academic Senate 08.29.2019

Background

Previous mapping was started during the 2014/2015 school year, starting with discussions about what is mapping and to direct future mapping conversations. There were limitations with the first mapping process, with choosing general education courses that were generic and did not necessarily support department programs. Consistency varied based on maps created and extra courses were listed, which could be changed out for transfer coursework, internships, and/or other courses within a program of study. Since the first iteration, additional mapping was conducted through some of the Divisions/Schools and at department levels.

Map Elements

Stemming from Institutional Effectiveness and Inclusive Excellence (IE)2, the subcommittee of meta-majors and mapping discussed during the Spring 2018 semester, the various options of updating program maps. Examples were provided from other colleges, but no template was decided on. The current template is a carryover from the 2014/2015 mapping process and the template/format/background are still being considered.

To assist in establishing a foundational framework, the ASCCC's [Guidelines or Principles for Developing Program Maps](#) was referenced. The guidelines provided considerations for a long-term focus for intentional program mapping and determining a starting point. Three mapping workshops were conducted during the Spring 2019 semester and individual department meetings were and are still being scheduled, to support departments in updating previous maps and/or creating new maps. Faculty and counselors have been collaborating on each map to ensure program information is communicated effectively and clearly for students. The following elements were highlighted from feedback provided by faculty during workshops/meetings, consultation, and future mapping processes:

Proposal

For all maps – (additional feedback and adjustments are encouraged, as this is still a fluid process)

- Degree name and GE track
- Program Description
- Program SLO
- General transfer message – *let students know the courses outlined may not meet transfer requirements based on their educational goals.*
- Courses for the major are sequenced and recommended by the department
- Semesters listed as First Semester, Second Semester, and so forth instead of Fall Semester, Spring Semester (we understand that students will have different starting points into a program's curriculum)
 - Semester totals
 - Intersessions built in as advised by departments and/or based on semester unit load
- Honors program link
- Student club, if applicable

- General career information
 - California Career Zone
 - O*Net Online
 - Occupational Outlook Handbook
 - What can you do with a major in..., if applicable
 - Professional Associations, if applicable
 -

Associate Track program

- Local general education track

CSU Track

- Articulation Agreement information www.Assist.org
- Main CSU website link
- Degree with a Guarantee

IGETC Track

- Articulation Agreement information www.Assist.org
- Main UC website link
- UC Transfer Pathway, if applicable

Considerations for Guidelines while Mapping Programs

This document is a collection of various considerations colleges have used to guide their mapping of programs. No college has used all of these, but rather a combination that suited their ability to move forward consistent with their college mission, vision, and values, while providing assurances of iterative review and data analysis in implementing a guided pathways transformation. It is helpful to determine what you hope program maps will do for your college and your students. Consider and respond to the following questions to create guidelines for the process of mapping programs at your college.

Questions/ Considerations for developing	Examples of how this may affect implementation & decision making	1. Is this question relevant for your college? 2. Who should attend these discussions? 3. Who makes the final decision?
<ul style="list-style-type: none"> Will general education be considered while mapping programs? 	<p>60-75% of any program may be general education courses. Are the courses selected or completely open with no advice or identified with regards to beneficial GE for employment or transfer within fields or a combination of recommended but not required?</p>	
<ul style="list-style-type: none"> What is the cycle or calendar to assure programs are reviewed and iterative? 	<p>Colleges that complete regular and substantive program review create more sustainable change and improvement.</p>	
<ul style="list-style-type: none"> What is the process if questions of program or course cancellation arise? Is their agreement to review all courses and programs using current shared governance structures and policies? Will there be no loss of programs without a program discontinuance review & no loss of courses without a 	<p>Existing program review and curriculum processes should be used, no ad hoc or temporary decisions should overtake these processes since it is not a sustainable practice. Use policies, standards, and participants currently key to your governance process to build sustainability and to communicate college-wide.</p>	

Questions/ Considerations for developing	Examples of how this may affect implementation & decision making	1. Is this question relevant for your college? 2. Who should attend these discussions? 3. Who makes the final decision?
Curriculum Committee review?		
<ul style="list-style-type: none"> How will programs be mapped to the correct quantitative reasoning pathways? 	Discussions about the appropriate math for each program are key to constructing an adequate schedule of classes and a map.	
<ul style="list-style-type: none"> How will programs be mapped to the correct GE pathways (e.g. local, CSU Breadth and IGETC)? 	GE options include local, CSU breadth and IGETC. Where do most students transfer within each program?	
<ul style="list-style-type: none"> How will student voice be included in program mapping? 	Incorporating student voice, at the beginning, strengthens decision and communication. Include students that are connected to other students and will report back.	
<ul style="list-style-type: none"> How will remediation and basic skills progression fit within programs? 	Determining the role of remediation and basic skills in each program or as a separate unit is important. The additional work falls on English, ESL, Reading, and Math.	
<ul style="list-style-type: none"> How will program mapping focus on employment and/or transfer? 	Mapping with the end in mind has been loudly supported by students; how will this be accomplished?	
<ul style="list-style-type: none"> How will programs address minimizing time and units to completion? 	Clear pathways should reduce time to completion but this intersects with scheduling. How will scheduling be handled for meta-majors?	

CURRICULUM COMMITTEE SUMMARY

September 5th, 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; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Anne Marengo - Social and Behavioral Sciences; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records; Saburo Matsumoto – At large member; Applied Technologies - Vacant; Physical Education & Athletics – Vacant

NEW COURSE PROPOSALS – DISCUSSION OF NEED

The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
ARCHT-290	Advanced Building Information Modeling (BIM)	Industry is demanding applicants with advanced Building Information Modeling (BIM) skill sets. <i>See attached documents for demonstrated need.</i>	J. Oliver	TBD
KPEA-170C	Advanced Soccer	Advanced Soccer is the third level in our soccer series. Adding Advanced Soccer will bring the soccer courses in line with other sport courses offered in Kinesiology and Physical Education which offer Beginning, Intermediate, and Advanced levels. <i>See attached documents for demonstrated need.</i>	J. Lundin	TBD

-Motion to adopt the need for and conduct a full review of ARCHT-290; Motion by Garrett Rieck, second by Julie Hovden. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review of KPEA-170C; Motion by Cindy Stephens, second by Lori Young. All in favor: Unanimous.

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
ESYST-121	lot – Connecting Things	3 units, 36 hours lecture, 54 hours lab, new SLO's (2).	L. Hilliard	Spring 2020
ESYST-131	Python Programming	3 units, 36 hours lecture, 54 hours lab, new SLO's (2).	L. Hilliard	Spring 2020

-Motion to approve ESYST-121 & 131; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous. Lori Young was not present for this vote.

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
Diesel Technician	Certificate of Specialization	6 required certificate units (AUTECH-160 & 165), new program SLO.	G. Sornborger/ K. Knight	Spring 2020

-Motion to approve the Diesel Technician Certificate of Specialization; Motion by Mary Bates, second by Jeremy Patrich. All in favor: Unanimous. Lori Young was not present for this vote.

DELETED COURSES– CONSENT CALENDAR

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

Subject & Number	Title	Description of Action	Author	Effective
LESD-007	Custody Division Force Policy	Course will not be offered.	J. Farhat	Fall 2020
LESD-012	First Aid Recertification	Course will not be offered.	J. Farhat	Fall 2020
LESD-017	First Aid/CPR Update	Course will not be offered.	J. Farhat	Fall 2020
LESD-026	Team Cell Extractions	Course will not be offered.	J. Farhat	Fall 2020
LESD-027	Ground Defense Training	Course will not be offered.	J. Farhat	Fall 2020
LESD-033	Identifying and Interacting with Mentally Ill Inmates	Course will not be offered.	J. Farhat	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.

Subject & Number	Title	Description of Action	Author	Effective
NC.OAD-001	Issues in healthy Aging for Older Adults	Changing hours to 18 - 54 hours (formerly 15 hours).	G. Rieck	Spring 2020
NC.OAD-008	Health, Fitness, and Wellness: Aquatic Fitness for Older Adults	Changing hours to 18 - 54 hours (formerly 36 hours).	G. Rieck	Spring 2020
NC.OAD-009	Autobiographical Storytelling Through the One Person Show for Older Adults	Changing hours to 18 - 54 hours (formerly 36 hours).	G. Rieck	Spring 2020
NC.OAD-010	Aquatic Fitness for Older Adults	Changing hours to 18 - 54 hours (formerly 72 hours).	G. Rieck	Spring 2020
NC.OAD-020	Current Events and Issues Impacting Older Adults	Changing hours to 18 - 54 hours (formerly 24 hours).	G. Rieck	Spring 2020
NC.OAD-080	Photography for Older Adults	Changing hours to 8 - 27 hours (formerly 16 hours).	G. Rieck	Spring 2020
NC.OAD-081	Photographic Presentations For Older Adults	Changing hours to 8 - 27 hours (formerly 16 hours).	G. Rieck	Spring 2020
NC.OAD-082	Photographing Nature For Older Adults	Changing hours to 8 - 27 hours (formerly 16 hours).	G. Rieck	Spring 2020
NC.OAD-083	Photographing People For Older Adults	Changing hours to 8 - 27 hours (formerly 16 hours).	G. Rieck	Spring 2020
NC.OAD-100	Health and Fitness for Older Adults	Changing hours to 18 - 54 hours (formerly 24 hours).	G. Rieck	Spring 2020

Justification for technical changes above: Hour ranges are standard practice for Noncredit courses as it allows the College to meet the diverse demands of local businesses and organizations. There was a request from local Senior Organizations for the courses above to have flexibility in scheduling so the Noncredit department is adopting a standard range of hours for Older Adult courses.

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
ARCHT-084	Digital Illustration for Architecture and Interior Design	Changed TOP code from 0953.60 “Technical Illustration” to 0953.10 “Architectural Drafting”. Revised description, objectives and content.	J. Oliver	Fall 2020
ARCHT-270	Introduction to Building Information Modeling (BIM)	Changed title (formerly “Advanced 3-D CAD and building Information Modeling (BIM)”). Revised description, objectives and content.	J. Oliver	Fall 2020
CAWT-036	Microsoft Outlook – Brief	Revised objectives and content.	M. Lipman	Fall 2020
CAWT-082	Adobe Acrobat	Revised objectives and content. Updated textbook.	A. Strozer	Fall 2020
CAWT-110	Keyboarding and Document Processing	Revised objectives and content.	M. Lipman	Fall 2020
CAWT-140	Microsoft Office	Revised objectives and content.	M. Lipman	Fall 2020
COUNS-070	Distance Learning and Strategies for Success	Revised description, objectives and content.	D. Solomon	Fall 2020
ENGL-263	Introduction to Poetry	Revised objectives and content. Added DLA, 100% online option only.	A. Terzian	Fall 2020
ENGL-264	Study of Fiction	Revised objectives and content.	A. Terzian	Fall 2020
GEOG-109	Physical Geography with Lab	New DLA – Hybrid option only.	J. Patrich	Fall 2020
GEOL-104	Environmental Geology	Changed title (formerly “Natural Disasters”). Revised description, objectives and content. Revised description, objectives and content. Updated textbooks.	J. Burgdorfer C. Perl J. Patrich	Fall 2020
GEOL-108	Earth Science with Lab	New DLA – Hybrid option only.	J. Patrich	Fall 2020
GEOL-111	Physical Geology with Lab	New DLA – Hybrid option only.	J. Patrich	Fall 2020

SOCI-101	Introduction to Sociology	Revised objectives and content. Updated textbooks.	R. Wonser	Fall 2020
SOCI-101H	Introduction to Sociology – Honors	Revised objectives and content. Updated textbooks.	R. Wonser	Fall 2020
SOCI-102	Introduction to Sociological Research Methods	Revised objectives and content. Updated textbooks.	A. Marengo	Fall 2020
SOCI-108	Thinking Critically About Social Issues	Revised objectives and content. Updated textbooks.	A. Marengo	Fall 2020
SOCI-200	Introduction to Women's Studies	Revised objectives and content. Updated textbooks.	K. Coleman	Fall 2020
SOCI-200H	Introduction to Women's Studies – Honors	Revised objectives and content. Updated textbooks.	K. Coleman P. Williams-Paez	Fall 2020
SOCI-207	Social Problems	Revised objectives and content. Updated textbooks.	H. Ramirez	Fall 2020

MODIFIED NONCREDIT COURSES – CONSENT CALENDAR

The following modified noncredit 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
NC.NURS-080	Nursing Learning Center	Revised objectives and content, updated repeatability language.	T. Waller	Fall 2020

MODIFIED PROGRAMS – CONSENT CALENDAR

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

Program	Degree/Certificate	Description of Action	Author	Effective
Advanced Diagnosis and Performance	A.S. Degree	Adding 1 required unit of CWE-AUTO186 or CWE-AUTO188, total major units required now 37 units. <i>The CWE requirement was mistakenly left off by the department when this program was approved in Spring 2019. The CWE component is a required component of the departments NATEF certification.</i>	G. Sornborger/ K. Knight	Spring 2020
Advanced Diagnosis and Performance	Certificate of Achievement	Adding 1 required unit of CWE-AUTO186 or CWE-AUTO188, total major units required now 37 units. <i>The CWE requirement was mistakenly left off by the department when this program was approved in Spring 2019. The CWE component is a required component of the departments NATEF certification.</i>	G. Sornborger/ K. Knight	Spring 2020
Automotive Technology	A.S. Degree	Adding 1 required unit of CWE-AUTO186 or CWE-AUTO188, total major units required now 38 units. <i>The CWE requirement was mistakenly left off by the department when this program was approved in Spring 2019. The CWE component is a required component of the departments NATEF certification.</i>	G. Sornborger/ K. Knight	Spring 2020

Automotive Technology	Certificate of Achievement	Adding 1 required unit of CWE-AUTO186 or CWE-AUTO188, total major units required now 38 units. <i>The CWE requirement was mistakenly left off by the department when this program was approved in Spring 2019. The CWE component is a required component of the departments NATEF certification.</i>	G. Sornborger/ K. Knight	Spring 2020
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MODIFIED 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
FIRET-023	GPS Land Navigation	Revised objectives and content, updated text/manual.	D. Breshears	Spring 2020
FIRET-024	L-280 Followership to Leadership	Revised objectives and content, updated text/manual.	D. Breshears	Spring 2020
FIRET-029	S-200 initial Attack Incident Commander	Revised objectives and content, updated text/manual.	D. Breshears	Spring 2020
FIRET-041	S-270 Basic Air Operations	Revised objectives and content, updated text/manual.	D. Breshears	Spring 2020
FIRET-085	All-Hazards Command Training for Incident Management Team	Revised objectives and content, updated text/manual.	D. Breshears	Spring 2020
LEPD-001	Force Option Simulator Instructor	New—0.25 units, 5 hours lecture, 11 hours lab. New SLO's (2).	J. Dulla	Spring 2020
LEPD-002	First Aid/CPR/AED Instructor	New—1.25 units, 20 hours lecture, 20 hours lab. New SLO's (2).	J. Dulla	Spring 2020
LEPD-003	Drug Recognition Expert (D.R.E.) Pre-School	New—1 unit, 24 hours lecture. New SLO.	J. Dulla	Spring 2020
LEPD-004	Bicycle Patrol Tactical Firearms	New—0.15 units, 2 hours lecture, 6 hours lab. New SLO's (2).	J. Dulla	Spring 2020
LEPD-005	PSL 2 – Building the Confident and Competent Leader	New—0.75 units, 16 hours lecture, 24 hours lab. New SLO's (2).	J. Dulla	Spring 2020
LEPD-006	Critical Incident Management Update	New—0.25 units, 8 hours lecture. New SLO.	J. Dulla	Spring 2020
LEPD-141	ICA Burglary	Revised objectives and content, updated text/manual.	J. Dulla	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
ENGL-263	Introduction to Poetry	100% online option only.	A. Terzian	Fall 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.

GEOG-109	Physical Geography with Lab	Hybrid option only.	J. Patrich	Fall 2020
GEOL-108	Earth Science with Lab	Hybrid option only.	J. Patrich	Fall 2020
GEOL-111	Physical Geology with Lab	Hybrid option only.	J. Patrich	Fall 2020

-Motion to approve the 09/05/2019 Consent Calendar as presented above; Motion by Erin Barnthouse, second Mary Bates. All in favor: Unanimous. Lori Young was not present for this vote.

Discussion Items:

Chair Report, Lisa Hooper

-Please welcome Holly Hitt-Zuniga, new Applied Technologies Representative. Her appointment will be on the next Senate agenda, after her Senate approved appointment, she can vote. Ad Hoc Committee is being formed for additional committee members until Senate Constitution can be modified and ratified –Larry Alvarez and Susan Prior are members.

-PDF software problems, see Lori or Justin Smith in Computer Support.

-Tech Review Checklist is going to be converted into a Course Revision Checklist. Take a look at the document loaded in Canvas and see what you think, if there is anything I've missed, etc. I'm open to any suggestions that you think will make the document usable for faculty.

-Non-Credit discipline assignments. Met with Senate, Human Resources, MQ's chair, Noncredit Dean and Garrett Rieck to discuss our application of disciplines for Noncredit. Best practices include utilizing the OR feature of discipline assignments to allow for both Credit MQ's and Noncredit MQ's to apply to a single course. Chairs can assign those who meet either MQ or both, Credit faculty will meet Noncredit MQ with very few exceptions, Chairs are to assign courses based on expertise.

-We need to provide our rationale for technical changes in more "narrative" format on our agendas, and submit supporting documentation. Technical changes will always pertain to those things that do not substantially change the content of the course.

New Credit Courses	2	Modified Noncredit Courses	11	Modified Prerequisites	-0-
New Noncredit Courses	-0-	New DLA's	4	Deleted Courses	6
New Programs	1	New SLO's	5	Deleted Programs	-0-
Modified Programs	4	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	28
Modified Credit Courses	20	New Prerequisites	-0-	Proposals Returned from Technical Review Session	5

NEW COURSE DOCUMENTATION

To help the Curriculum Committee assess the need and relevancy of the proposed course, please complete the following:

COURSE NUMBER: ARCHT 290

: COURSE TITLE: Advanced Building Information (BIM)

NEED (describe how this course will uniquely serve students in your current program(s):

Industry is demanding Architecture and Interior Design applicants with advanced Building Information Modeling (BIM) skill sets. This proposed course was discussed with the members of our department's Advisory Committee on 12/27/18 during our Fall semester meeting where it was very well received. The motivation for creating this Advanced BIM course was based upon Advisory Committee recommendations (attached for reference) and also supported through a CA Prop 39 grant (attached

EVIDENCE OF JUSTIFICATION/NEED (check **all** that apply and **attach** supporting documentation; must have some evidence to support proposal):

☐

School/Department Minutes

☒

Advisory Board Minutes

☐

COE Data Summary

☒

Program Review

☐

Labor Market Data

☐

Student/Employer Survey

CURRICULAR CONSIDERATIONS

TO WHICH PROGRAM WILL THIS COURSE BELONG (please attach full program including this course):
Architecture

IF THIS COURSE WILL REPLACE AN EXISTING COURSE OR COURSES, PROVIDE THOSE COURSE NUMBERS AND TITLES, AND THE RATIONALE FOR REPLACEMENT:

N/A

PLEASE **COMPLETE SECTION A, B, OR C** DEPENDING ON THE TYPE OF COURSE YOU ARE PROPOSING:

(A) FOR **TRANSFER COURSES, PROVIDE THE FOLLOWING REGARDING ARTICULATION:**

Is there a C-ID descriptor for this course? If so, please provide (C-ID):
Which local CSU's accept this course, and do they accept it for content credit or units? (Assist):
How many CCCs have approved this course (CCC Curriculum Inventory):

(B) FOR **CAREER EDUCATION COURSES (CE):**

Provide information on C-ID descriptors and transfer/articulation from (A) <i>if applicable</i> :
List sample curriculum from other districts, <i>if applicable</i> (previously approved by Chancellor's office) CCC Curriculum Inventory : Butte CC (DFT-46 Building Information Modeling II - Advanced Applications) Fresno CC (ARCH-20 ARCHITECTURAL DESIGN AND VISUALIZATION II) Rio Hondo (ARCH-261 Revit for Advanced BIM Architectural, Structural and MEP Applications) Pasadena CC (DT-118 A/E/C BIM Modeling) Evergreen Valley CC (BIM-124 Revit Advanced Training)
<u>No Career Education course can be approved without Labor Market Data demonstrating an unmet need.</u> Please summarize the attached data here: Employment of drafters is projected to grow 7 percent from 2016 to 2026 per current BLS data, about as fast as the average for all occupations. Labor market demand for Architectural Drafting is strong with More Jobs than Graduates (source data: Centers of Excellence, Economic Modeling Specialists, Inc (EMSI). Referenced data as well as current Advanced BIM/Revit job postings from Monster attached for reference.

(C) FOR **NON-CREDIT COURSES:**

Which category pertains to this course? (<i>parenting, basic skills, ESL, immigrant education/citizenship, persons with substantial disabilities, short-term vocational, older adults, home economics, or health and safety</i>)
--

Will this course be a part of a COLLEGE PREPARATION (CP) or CAREER DEVELOPMENT (CD) certificate? (If so, attach program description)

No

PSLO = Program Student Learning Outcome. A program is an organized sequence of courses or a single course leading to a defined objective, a degree, a certificate, license or transfer to another institution. (CCR Title 5, Section 55000) All courses must relate to a PSLO. Remember that a PSLO should be measurable based on course work in one or more courses that lead to a degree and/or certificate. (Does this still need to stay on the form?)

Please list the program outcome(s) most closely linked to the course outcome. Stand-Alone courses, or those that are not part of a program, will rarely be approved.

PROGRAM TITLE:

PSLO(S):

ISLO = Institutional Student Learning Outcome. The college has identified 7 ISLO's for our institution that were vetted over several semesters of work. The intent of the ISLO is to ensure that our students interact with the majority of the ISLO's when they are completing a program of study. Your course/program student learning outcomes need to map to at least one of the ISLO's below. Please review the descriptors for the ISLO's found at <https://www.canyons.edu/Committees/CASL/Pages/ILO-Summary.aspx> and select at least one that the course you are proposing will assess and put a check mark in the box(es) that your course and/or program SLO assess.

*General Education and CTE courses need to relate to an ISLO

☒

Critical Thinking

☒

Collaboration

☒

Information Literacy

☐

Community Engagement & Global Responsible

☒

Effective Communication

☒

Creative & Innovative Thinking

☐

Quantitative Literacy

AGENDA

ADVISORY BOARD MEETING

Meeting Date: Tuesday, November 27,

2018 Meeting Time: 6:30-8:00pm

Meeting Location: College of the Canyons, 26455 Rockwell Canyon Road,
Santa Clarita Bonelli Hall – Room 241

Meeting Topics:

WELCOME

- | | | |
|-------------|--|----------------|
| 6:30 – 6:45 | <ul style="list-style-type: none">• Statement of purpose• The role of Perkins | Harriet Happel |
|-------------|--|----------------|
-

PROGRAM MEETINGS

- | | | |
|--|---|----------|
| | <ul style="list-style-type: none">• Review of Spring 2018 minutes• Approval of meeting minutes | AB Chair |
|--|---|----------|
-

6:45 – 6:50

REVIEW OF COURSE SEQUENCE

- | | | |
|--|--|----------|
| | <ul style="list-style-type: none">• Hart District (refer to handout)• College of the Canyons – (refer to handout) | AB Chair |
|--|--|----------|
-

6:50 – 7:00

STATUS OF PROGRAM

- Current number of students – (**refer to Perkins Core Indicator handout**)
- Program completers (**see students by gender handout**)
- Perkins data - (**refer to Perkins Core Indicator handout**)
- Labor Market Data – (**refer to Labor Market Information handout**)

7:00 – 7:15

AB Chair

7:15 – 7:30 **INDUSTRY**

General questions to ask advisory board:

- | | |
|--|----------|
| <ul style="list-style-type: none">• Do our program completers meet current industry standards?• Which industry credentials do you feel the program should offer to students? Currently targeted credentials include CA state Architectural licensure, CA state Interior Design certification, and LEED Green Associate credential• What curriculum modifications would you suggest to meet any skills gaps?<ul style="list-style-type: none">○ Expansion of Building Information Modeling (BIM) curriculum | AB Chair |
|--|----------|

AGENDA

ADVISORY BOARD MEETING

Meeting Date: Tuesday, November 27, 2018

Meeting Time: 6:30-8:00pm

- Articulations developed since last meeting:
 - Cal Poly Pomona Architecture
 - CSU Long Beach Interior Architecture
 - What employability/professional skills do workers need in your field?
 - What changes/trends are occurring in the industry that will affect employer needs? (*This includes any emerging technology the program should adopt either in software or equipment*).
-

PROGRAM PLAN FOR IMPROVEMENT

General questions to ask advisory board members:

- In your opinion, what are the strengths and weaknesses of the COC Architecture and Interior Design program?
 - Expansion of Online / Hybrid offerings?
- Attracting STEAM students to Architecture and Interior design as a career pathway
- COC Architecture and Interior Design LinkedIn Group
- Establishing AIAS / ASID student chapters
- Events, Outreach, Program Marketing
- What other suggestions to you have for program improvement?

7:30 – 7:45

AB Chair

OTHER BUSINESS

7:45 – 7:55

- Open discussion

AB Chair

8:00

ADJORN

AB Chair



College of the Canyons Program Planning and Review

Year(s): 2014/2015 to 2017/2018

Program/Department: **Architecture Year 4 (2017/2018)**

College of the Canyons' Mission Statement

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

General

Mission:

The Architectural Drafting program is designed to prepare students for entry level careers as computer aided designers and drafters, and related occupations, and/or transfer to a four or five-year architectural program. All courses are infused with sustainable design and construction principles ranging from 20% to 100% of the course content depending on course subject matter. Qualified applicants for sustainable design and construction occupations are in short supply, affording many employment opportunities for qualified individuals. Competencies include knowledge of 2-D and 3-D computer generated architectural drawings, current practices in construction technology, California building codes (including green codes - CalGREEN), as well as beginning to advanced architectural design and model building practices, presentation techniques, and portfolio development for employment and transfer purposes.

Description: Briefly describe how the program supports the College's mission.

The Architectural Drafting program supports the College's mission by preparing students for upper division transfer opportunities as well as providing courses that prepare students with workforce skills for entry level positions in business and industry.

Program Goals:

Prepare students with skills for careers in industry as Architectural Drafters, CAD Designers, 3D Computer Modelers, Sustainable Design Consultants, or in related occupations, and/or to transfer to a 4- or 5-year architecture program.

Description of Programs:

Program Title: Architectural Computer Aided Drafting Certificate of Specialization

Students will complete a series of Architectural Drafting Computer Aided Drafting (CAD) courses to become proficient in a high-skilled specialization that is in high demand.

Program Title: Architectural Drafting and Technology A.S. Degree

The Architectural Drafting program is designed to prepare students for careers in industry as drafters or related occupations, and/or transfer to a four or five-year architectural program. Drafting technicians are in short supply, affording many employment opportunities for qualified individuals. The program provides students with entry-level skills and knowledge in the fields of computer and architectural drafting. Competencies include knowledge in AutoCAD generated drawings, current practices in architectural drafting and construction technology, 2-D and 3-D drawings, drafting techniques such as clarity, line weight expression and accuracy.

Program Title: Architectural Drafting Certificate of Achievement

The architectural drafting program is designed to prepare students for careers in industry as drafters or related occupations, and/or transfer to a 4 or 5-year architectural program. Drafting technicians are in short supply, affording many employment opportunities for qualified individuals. The program provides students with entry-level skills and knowledge in the fields of computer and architectural drafting. Competencies include knowledge in AutoCAD generated drawings, current practices in architectural drafting and construction technology, 2-D and 3-D drawings, drafting techniques such a clarity, line weight expression and accuracy to name a few.

Program SLO Description:

Program Title: Architectural Computer Aided Drafting Certificate of Specialization

The core skills and knowledge will lead to employment in Computer Aided Drafting and Design within an architecture firm, building and construction firm, and/or an interior design firm

Program Title: Architectural Drafting and Technology A.S. Degree

Demonstrate proficiency in the core knowledge and skills required for employment in architectural computer aided drafting

Program Title: Architectural Drafting Certificate of Achievement

Demonstrate proficiency in the core knowledge and skills required for employment in architectural drafting

RESOURCES INVESTED	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Comment (optional)
Number of Full-Time Teaching Faculty						

Number of Adjunct Faculty						
Number of Support Staf						

Supplies Funds						
Equipment Funds						
Grants Obtained						
COC Foundation Donations						
Other Resources						
Level 1 user additional comments / dialogue about the information provided if desired.						
Level 2 user comments / dialogue about the information provided if desired.						
Level 3 user comments / dialogue about the information provided if desired.						

Student Learning Outcomes

The new WASC accreditation standards require colleges to identify student learning outcomes for courses, programs, degrees, certificates, assess progress towards achievement of the identified student learning outcomes, and use assessment results to make improvements (Standard II: Section A 1.c). Student learning outcomes (SLO) are written statements that represent what a student is expected to know or be able to do as a result of a learning process. Additional Student Learning Outcomes training will be provided during Flex workshops. Beginning in Spring 2007, WASC began requiring colleges to complete an annual inventory of student learning outcomes for courses and programs. The information you provide in the tables below will be used to complete the annual inventory in Spring 2017.

Evaluation of Student Learning Outcomes Results:

In accordance with 2014 ACCJC accreditation standards I.B.4 and II.A.3, program faculty are asked to assess student learning outcomes and reflect on the assessment results: Beginning July 2014, the SLO TABLES were removed from the Academic Program Review. At this time, faculty are responsible for recording all program and course-level student

learning outcomes assessment plans and results in the CurricUNET Assessment Module (<http://www.curricunet.com/canyons/>). Please refer to those assessment reports and respond to the prompt below providing an analysis of these results:

"How has your department used assessment of student learning outcomes (at the course or program level) to initiate program improvement (i.e. curriculum updates or changes, delivery of content/services, and/or the development of new program goals) since the last program review cycle? How have these changes positively impacted student learning, achievement, and institutional effectiveness?"

The department used the SLOs at course and program level when revising curriculum, modifying courses, revising presentations, revising lectures, and to explore new methods of instruction as related to software and technology. For example, the program improvement included a change from teaching an advanced 3-D AutoCAD class to a 3-D Rhino class because Rhino is the current industry standard software in architecture for transfer purposes and for use in industry. The program learning outcomes must demonstrate that the department prepares students for entry level positions as well as successful transfer. Transfer placement is based on the quality of the student's portfolio and their portfolio needs to demonstrate the student's ability to use a variety of software, including Rhino.

Upload additional file(s) for this section.
Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
Level 3 user comments / dialogue about the information provided if desired.

Strengths / Challenges / Objectives

Review of Previous Objectives. Summarize progress in achieving goals and objectives identified on the last program planning and review. ([Review College Strategic Goals](#))

Open Objectives

1). Market LEED Green Associate curriculum and certificates to industry **Goal:**

Student Support

Status: In progress

Activity/Comment: Marketing LEED Green Associate curriculum and certificates to industry (possible funding sources: DWM Doing What Matters initiative or Prop 39 - Momentum Point 29).

- 2). Maintain software licenses to support instruction for the following classes: ARCHT/ID-084, ID-211, ARCHT-260, ARCHT-270, and ARCHT-280

Goal: Teaching and Learning

Status: In progress

Activity/Comment: [FC] - The District needs to pay for software licenses not covered by the college's I.T. software budget.

- 3). Student advising

Goal: Teaching and Learning

Status: In progress

Activity/Comment: Faculty to provide one-on-one, in-depth major specific academic and career guidance for existing COC students and potential Guided Pathways students (course sequence recommendations, transfer program guidance, info on internship & industry experience opportunities)

- 4). Provide instructional materials & supplies to support instruction in department's lab courses **Goal:**

Teaching and Learning

Status: In progress

Activity/Comment: Instructional materials and supplies are required to support instruction in the following Interior Design lab courses: 110, 120, 190, 200B and 280. The required supplies include, but are not limited to: color markers, paint and associated painting supplies, 3D printer filament, model building materials such as chip board, foam core, and various paint/glues; tracing paper, exacto blades and knives etc. Students are required to provide the vast majority of supplies; however, these materials are for instructor use during in-class demonstrations and lab activities.

- 5). Articulate courses, where possible, with transfer schools **Goal:**

Student Support

Status: In progress

Activity/Comment: Develop transfer articulations with 4-year pre-professional and 5-year professional Architecture programs in Southern California (UCLA & USC) that COC currently doesn't have in place

6). Support COC as a LEED Green Associate credential testing site **Goal:**

Innovation

Status: In progress

Activity/Comment: COC is one of only a few community colleges in the United States with a LEED Green Associate preparation program that also serves as an on-site testing center. Holding this professional credential exam on campus provides a strong advantage for our students in acquiring this in-demand industry credential (funding source: Doing What Matters - DWM).

7). Develop an advanced level Building Information Modeling (BIM) course **Goal:**

Teaching and Learning

Status: On hold - pending funding

Activity/Comment: Building Information Modeling (BIM), specifically the AutoDESK program Revit, has established itself over the last decade as the predominant software platform used by Architecture and Interior Design offices in the preparation of construction documents as well as 3d modeling, computer rendering/animation, and daylight & energy simulation. Developing and offering in the Spring 2019 semester an advanced level course to compliment our existing ARCHT-270 Revit course would not only attract new students from industry looking to advance their BIM skills, but would provide COC students with a workforce advantage.

8). Improve department effectiveness & student outcomes by hiring a classified Lab Tech **Goal:**

Teaching and Learning

Status: On hold - pending funding

Activity/Comment: A permanent, part-time Lab Technician is needed to assist with the on-going operations and maintenance of the Architecture & Interior Design program facilities and educational resources. A Classified staffing application was submitted to school Dean, Ron McFarland, on 11/29/17

9). Acquire a laser cutter

Goal: Teaching and Learning **Status:** On hold - pending funding

Activity/Comment: The COC Valencia MakerSpace has limited hours of operation and only one laser cutter shared by the entire Valencia campus which has become an significant impediment for Architecture and Interior Design students to laser cut their design models in a timely manner.

10). Develop Landscape Architecture course **Goal:**

Teaching and Learning

Status: On hold - pending funding

Activity/Comment: For credit lecture/lab course to be developed - see initiative description in Interior Design Program Review

11). Acquire a dedicated, 24 station combined Lecture/Lab classroom for the Architecture program with associated student presentation area

Goal: Physical Resources**Status:** On hold - pending funding

Activity/Comment: A dedicated, 24 station combined Lecture/Lab classroom with associated student presentation area is needed to accommodate the growing Architecture program and its expanded lab section offerings and specialized facility & equipment needs. Providing additional space will allow our existing lab classroom (M-223) to accommodate the growing Interior Design program.

Completed Objectives

1).

Goal: None**Status:** Completed

2).

Goal: None**Status:** Completed

3).

Goal: None**Status:** Completed

4).

Goal: None**Status:** Completed

5).

Goal: None**Status:** Completed

6).

Goal: None**Status:** Completed

7).

Goal: None**Status:** Completed

8). Request funding to create a marketing video

Goal: Teaching and Learning**Status:** Completed**Activity/Comment:** Year 3. Received Perkins funding to develop a 3 minute promotional video.

9). Large Format Flatbed Scanner, 3D printer, 3D scanner, Surface Pro Computer

Goal: Teaching and Learning**Status:** Completed**Activity/Comment:** This request is under Priority 4. Purchase four pieces of equipment: 1. A large format flatbed scanner to digitize student drawings for portfolio purposes. The advantage of a larger scanner would be to make it more efficient for students to scan their work accurately since student work (particularly capstone projects) typically range from 18x24 up to 42x30 in size, where as the department currently has a small format 11x17 scanner purchased almost a decade ago.; 2. A small 3D printer to increase the departments 3D printing capacity, and for printing smaller student models during our introduction courses; 3. A hand-held 3-D scanner for digitizing student projects to render for their portfolio; 4. Surface Pro computer for operating the 3-D scanner.

10). Assess all courses for SLOs.

Goal: Teaching and Learning **Status:**Completed**Activity/Comment:** This is a very big and demanding job for a single person faculty of two programs where no full time architecture faculty has existed since 2003.

11). Increase material supplies through year 3.

Goal: Teaching and Learning **Status:**Completed**Activity/Comment:** Completed only in terms of the three year PR. We will start again to request supplies in year 1 of the next program review.

12). Infuse sustainable design practices into courses and write new interdisciplinary certificates: Sustainable Development and Environmental Design

Goal: Teaching and Learning **Status:**Completed**Activity/Comment:** Career tracks include: Architecture, Interior Design, Construction Management, Technical Writing, In 2012 the State Chancellor's office launched a pilot program to encourage community colleges across California to partner with the US Green Building Council to provide faculty with free access to online LEED curriculum, together with support for students in the programs for them to take the LEED GA credential exam. This partnership was facilitated by Southern California Edison, who also provide a

component allowing students to be paid to acquire and spread knowledge about sustainability practices at their campuses, thus providing relevant practical exposure to the field. The program provides free institutional membership for one year. The pilot initially ran at the following colleges: Citrus, El Camino and Mount San Antonio. Volumes of data exists to support the COC LEED curriculum, especially as it relates to community colleges. This information was presented to the curriculum committee for an initial review in May 2013 and rejected based on certificate size and labor statistics for SCV. The curriculum chair wanted Bureau of Labor Statistics data specific to Santa Clarita jobs although CTE is subject to a 50 mile radius. Throughout the entire fall 2013 semester every request made by the curriculum committee chair was provided by the architecture department chair and supporting adjunct staff. The senate president, the advisory committee, and the SDC co-chair also attempted to advance the curriculum but failed. Without exception, after each request by the curriculum committee chair was met, a new request by the curriculum committee chair was generated. According to Title 5, the department submitting the curriculum needed to be provided data statistics from the Bureau of Labor Statistics OR from industry if data is not adequate from the BLS. The curriculum committee did not accept the data provided by the department despite being accepted in Title 5. As of 2014, a new curriculum process was prequired, which meant that the objective of scheduling LEED preparation courses for fall 2014 was not possible, and students and those in the community interested in the accreditation exam that leads to employment were delayed. Please see attachments with supporting data from the chancellors office as well as labor statistics supporting sustainable education in community colleges. PLEASE SEE FILE ATTACHMENT # 1, 2, 4, 5

13). Articulate courses with New School or Design (San Diego) **Goal:**

Teaching and Learning

Status: Completed

Activity/Comment: Completed articulation agreement with New School of Architecture and Design in Architecture and Interior Architecture. Students should enter as Juniors. Additionally, students who complete 40 units in the COC Architecture program will receive an additional 15% discount on tuition. New School will grant a \$3000 scholarship per year to the first student to register from COC.

14). In previous PRs, an objective was to articulate courses with Woodbury University. In October 2015, we met with Woodbury University. They advised us that they do not articulate courses; however, they will give student credit based on portfolio review and petitions for credit for courses taken at COC. We still plan to meet with Cal Poly Pomona, and a new school in Sacramento named ADRIOT, USC and UCLA. Naturally, visiting Sacramento will be a challenge due to location.

Goal: Teaching and Learning **Status:**

Completed

Activity/Comment: We returned to Woodbury University and met formally with the department head, and faculty. We provided binders of each course. The Woodbury faculty compared and contrasted our courses against their courses. We are in the process of articulating more than 10 courses at this time. Students will also be required to present their portfolio for studio course articulation.

15). Explore industry demands in Interior Architecture **Goal:**

Teaching and Learning

Status: Completed

Activity/Comment: The Spring 2017 advisory committee meeting will focus on industry needs for both residential and commercial design related to Interior Architecture.

- 16). Offer the new LEED courses online by fall 2016 **Goal:**

Teaching and Learning

Status: Completed

Activity/Comment: The online courses were unable to be offered for fall, but the complete series for the Certificate of Specialization will be offered online in Spring 2017.

- 17). Hire LEED Accredited architecture faculty for sustainable design instruction **Goal:**

Human Resources

Status: Completed

Activity/Comment: The position was filled by Jason Oliver. He started this semester, fall 2015.

- 18). Add large display cabinet to showcase student projects as a marketing strategy

Goal: Physical Resources

Status: Completed

Activity/Comment: We were able to order a very small display case. We are in the process of selecting a large one based on approved funding for 2016/17 fiscal year.

- 19). Advanced level students to redesign the staff lounge and conference rooms adjacent to the cafeteria. This will be a joint project consisting of architecture and interior design majors. The design objective will be to solve three design objectives. 1. Staff lounge, 2, MakerSpace Facility, 3. Hybred Sustainable Development Lounge, MakerSpace Facility, and Staff Lounge.

Goal:

Innovation

Status:

Completed

Activity/Comment: Three student teams presented design solutions for three scenarios. The first was Makerspace, the second was a combination of Makerspace and a staff lounge, and the third was a staff lounge. Dr. Van Hook judged the competition and awarded team 1 first prize. The winning team received \$600 (to be divided by three students). Makerspace is now in operation.

Additional Accomplishments. ([Review College Strategic Goals](#))

- 1). College of the Canyons has maintained institutional membership in the United States Green Building Council (USGBC) Los Angeles chapter which, through direct coordination with the Architecture/Interior Design department and Sustainable Development Committee, provides important educational and guest speaker benefits for the college's sustainable design program. USGBC also supports COC students with employment and educational opportunities related to green building practices. (**Goal:** Leadership)
- 2). Department received a \$20,000 donation in Fall 2016 to our foundation account; half of which was intended for the establishment of an endowed annual scholarship for Architecture and Interior Design students and the remaining funds for student success and support. (**Goal:** Student Support)
- 3). Department faculty have continued marketing and outreach activities including recent events at several of the Hart District high schools as well as the 2017 Career Day at San Fernando High (**Goal:** Student Support)
- 4). Developed LinkedIn group which the department has begun using as a platform for broadcasting internship and job-shadow opportunities to existing and recently graduated students (**Goal:** Student Support)
- 5). The department conducted voluntary student field trips to CalTech in Pasadena and CalTrans District 7 headquarters in late 2017/early 2018 so that students could tour world class LEED rated sustainable buildings (**Goal:** Teaching and Learning)
- 6). Interdisciplinary team of Architecture and Interior Design student volunteers began work for Palmdale Water District in the conceptual design and furnishing of their new public lobby space (late 2017 and Spring 2018) (**Goal:** Teaching and Learning)
- 7). Architecture department students have extensively used the advanced technology in MakerSpace for the fabrication of their academic projects. (**Goal:** Teaching and Learning)

New Objectives. While the number of new objectives is to be determined by your department, most departments will want to limit the number of new objectives to between 3 and 7. Also, there is no requirement to include objectives for each strategic goal. Rather, review the College Strategic Goals and reflect on many implications for your department. If a new objective is related to Student Equity efforts within your department, please indicate this parenthetically. For example, **Develop three 'bridge' workshops to be offered during Winter and Summer sessions to prepare students for BIOSCI-107.** (Student Equity) ([Review College Strategic Goals](#))

New Objectives Related to SLOs as Indicated in Use of Results Section:

- 1). Improve department effectiveness & student outcomes by hiring a classified Lab Tech (**Goal:** Teaching and Learning)
- 2). Acquire a dedicated, 24 station combined Lecture/Lab classroom for the Architecture program with associated student presentation area (**Goal:** Teaching and Learning)
- 3). Develop an advanced level Building Information Modeling (BIM) course (**Goal:** Teaching and Learning)

Other New Objectives:

Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
Level 3 user comments / dialogue about the information provided if desired.
Budget Planning
Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
Level 3 user comments / dialogue about the information provided if desired.

Addendum For Career & Technical Education (CTE)**Career & Technical Education Outlook**

How is the program responding with regard to labor market demand?

The labor market demand is currently in sustainable occupations. The program responded by developing courses that students can take to prepare for the LEED Green Associate exam where they can become LEED Green Associate Accredited.

What sources of information do you have to support your conclusions?

Extensive research on the job market for the Los Angeles region.

What similar training programs exist in the surrounding area or nearby colleges in the South Central Regional Consortium?

No local community college in this region offers Architectural training to the level COC does. Santa Monica College has a less extensive LEED Green Associate Prep program and Cuesta College in San Luis Obispo recently has the same number of units in LEED preparation courses.

Comment on any placement rate information you may have.

The majority of our existing advanced students are working in construction/drafting jobs part time and attending COC part time. Students who

possess Revit and AutoCAD skills are the most likely to find employment.

Please comment on how the program's industry advisory committee has been involved in the preparation or review of the program's annual program review.

The advisory committee has been very helpful in directing the curriculum towards sustainable design with LEED emphasis as well as Building Information Modeling (BIM). They are currently assisting with internship opportunities and marketing at no cost to the college or the program.

Level 1 user additional comments / dialogue about the information provided if desired. Level 2

user comments / dialogue about the information provided if desired.

Level 3 user comments / dialogue about the information provided if desired.

Please list the faculty who were consulted in this program planning and review.

Jason Oliver and Dorothy Minarsch (2015)

Jason Oliver and Dorothy Minarsch (2016)

Jason Oliver and Holly Hitt-Zuniga (2017)

Upload additional files.

File #1: [LEED JOBS.JPG](#)

File #2: [Rhino modeling2-2015.JPG](#)

File #3: [Rhino modeling2015.JPG](#)

File #4: [Daniels model2015.JPG](#)

File #5: [3-d pinter2015.JPG](#)

File #6: [Finished and in use2015.JPG](#)

File #7: [Student tour at CalTech 1.jpg](#)

File #8: [Student tour at CalTech 2.jpg](#)

Level 1 user additional comments / dialogue about the information provided if desired. Level 2

user comments / dialogue about the information provided if desired.

Level 3 user comments / dialogue about the information provided if desired.

Prop 39 Clean Energy Workforce Program
Region: Central and South Central Coast- Fiscal Agent: Kern CCD
Objective/Need

Employers in the Architecture and Architectural Technology industry (Top Code 0201.00) are requiring more advanced Building Information Modeling (BIM) skills for entry level intern positions including the application of energy use simulation software; similarly, for on-going professional development, practicing draftspersons, 3d modelers, Architects, and Interior Designers need to stay current in relevant aspects of the building design industry since the nature of employment in California requires continual updating of a person's technical skills. This project proposes the creation of Advanced Building Information Modeling (BIM) curriculum to expand upon our existing BIM Intra course and to include Building Energy Use simulation topics and applications. This proposed curriculum would also compliment and expand upon our current sustainable design offerings which were developed in collaboration with the US Green Building Council (<http://www.canyons.edu/Departments/Architecture/Pages/Sustainable-Design-and-Development-Certificate-of-Achievement.aspx>). These sustainable design and BIM courses appeal to both working professionals and special populations (particularly veterans) looking for a pathway in the Green Building profession (which is a high-skill, high-demand emerging industry).

Timeline of activities with completion targets:

June 2018 to August 2018- Development of curriculum in collaboration with relevant industry partners

August 2018 to October 2018- Curriculum review and approval process at College of the Canyons

October 2018- November 2018- Develop draft course resources (outline lecture content, assignments, exams, etc).

Spring 2019- Course to be offered in Spring 2019 semester

Rationale/Outcomes/Dissemination

The proposed outcomes and impacts for this project include:

- Providing Architectural/Interior Design interns and existing working professionals with skills related to energy efficiency/consumption reduction & clean energy generation for buildings at the consumer side of the electrical service.
- Sharing the assets developed as part of this curriculum with other colleges across the region so as to elevate the quality of energy efficiency and renewable energy instruction
- Upgrading the energy efficiency code compliance skills and knowledge for the existing workforce and emerging professionals to help meet the requirements of AB 32 and the state's 2020 Green House Gas reduction goals as they continue to be implemented
- The outcomes of this project will be shared within COC and the surrounding Hart School District through outreach workshops coordinated by the COC Sustainable Development Committee and the Santa Clarita Environmental Education Consortium (SCEEC) as well as through regional events such as the annual National Coalition of Advanced Technology Centers (NCATC) summer workshop series. Additionally, the curriculum and course resources can be made available to other community colleges within Southern California as applicable.

#of Student Benefitted	# of Faculty Benefitted
Direct benefit to a minimum of 24 students/year on campus as well as multiple students off-campus	2-3 faculty members directly benefitted at CDC (although many other regional faculty could also benefit)

If you have questions or need assistance with this application please contact:

Dave Teasdale, Prop 39 Project Director, Central and South Central Coast Regions- (661)-336-5011 or dteasdal@kccd.edu

U.S. Bureau of Labor Statistics

Drafters

Summary



Drafters take designs from engineers and architects and convert them into plans needed for construction.

Quick Facts: Drafters

2017 Median Pay	\$54,170 per year \$26.04 per hour
Typical Entry-Level Education	Associate's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	207,700
Job Outlook, 2016-26	7% (As fast as average)
Employment Change, 2016-26	14,600

What Drafters Do

Drafters use software to convert the designs of engineers and architects into technical drawings. Most workers specialize in architectural, civil, electrical, or mechanical drafting and use technical drawings to help design everything from microchips to skyscrapers.

Work Environment

Although drafters spend much of their time working on computers in an office, some may visit jobsites in order to collaborate with architects and engineers. Most drafters work full time.

How to Become a Drafter

Drafters typically need specialized training, which can be accomplished through a technical program that leads to a certificate or an associate's degree in drafting.

Pay

The median annual wage for drafters was \$54,170 in May 2017.

Job Outlook

Employment of drafters is projected to grow 7 percent from 2016 to 2026, about as fast as the average for all occupations. Increased construction activity is projected to drive demand for drafters, but this is expected to be tempered as engineers and architects increasingly perform some tasks previously done by drafters.

[State & Area Data](#)

Explore resources for employment and wages by state and area for drafters.

[Similar Occupations](#)

Compare the job duties, education, job growth, and pay of drafters with similar occupations.

[More Information, Including Links to O*NET](#)

Learn more about drafters by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What Drafters Do



Drafters prepare technical drawings and plans.

Drafters use software to convert the designs of architects and engineers into technical drawings. Most workers specialize in architectural, civil, electrical, or mechanical drafting and use technical drawings to help design everything from microchips to skyscrapers.

Duties

Drafters typically do the following:

- Design plans using computer-aided design (CAD) software
- Work from rough sketches and specifications created by engineers and architects
- Design products with engineering and manufacturing techniques
- Add details to architectural plans from their knowledge of building techniques
- Specify dimensions, materials, and procedures for new products
- Work under the supervision of engineers or architects

Many drafters are referred to as *CAD operators*. Using CAD systems, drafters create and store technical drawings digitally. These drawings contain information on how to build a structure or machine, the dimensions of the project, and what materials are needed to complete the project.

Drafters work with CAD so they can create schematics that can be viewed, printed, or programmed directly into building information modeling (BIM) systems. These systems allow drafters, architects, construction managers, and engineers to create and collaborate on digital models of physical buildings and machines. Through three-dimensional rendering, BIM software allows designers and engineers to see how different elements in their projects work together.

The following are examples of types of drafters:

Architectural drafters draw architectural and structural features of buildings for construction projects. These workers may specialize in a type of building, such as residential or commercial. They may also specialize by the materials used, such as steel, wood, or reinforced concrete.



Architectural Project Manager - Multi-family, Revit from Cyber Coders Los Angeles, CA 90001

About the Job

If you are an Architectural Project Manager with experience, please read on!

Based in downtown LA, we are a progressive Architecture & Planning firm who specializes in multi-family, hospitality, and mixed-use projects!!

If you are looking to join a firm who embraces creativity, collaboration, and intelligence and definitely cares about providing a positive and exciting environment for its employees, then please apply immediately!

Top Reasons to Work with Us

- Medical
- Dental
- Life Insurance
- Vision
- 401K
- Paid holidays
- PTO
- Flexible work schedule
- Shortened Fridays
- Tuition and test registration reimbursement
- Growth opportunities
- Company social events
- Great location in downtown LA

What You Will Be Doing

- Construction administration
- Multi-family projects
- Managing a variety of projects

What You Need for this Position

- 8+ years of experience in an architecture firm
- Revit
- Construction Administration
- Experience with Multi-family projects

What's In It for You

- Vacation/PTO
- Medical
- Dental
- Vision
- Bonus
- 401k

So, if you are an Architectural Project Manager with experience, please apply today!

CyberCoders will consider for Employment in the City of Los Angeles qualified Applicants with Criminal Histories in a manner consistent with the requirements of the Los Angeles Fair Chance Initiative for Hiring (Ban the Box) Ordinance.

Job summary

Location

Los Angeles, CA 90001

Job type

Full Time, Employee

Posted

13 Days ago

Industries

Architectural and Design Services

Education level

Professional

Career level

Executive (SVP, VP, Department Head, etc)

Referencecode

ST3-1490325100

Contact information

Contact name: Ian Kerr

About this company

CyberCoders



CyberCoders, a division of On Assignment, is a leading permanent placement recruiting firm. Through our innovative technology and efficient recruiters, CyberCoders helps find the right candidate fast. Founded in 1999, CyberCoders is built on a success oriented culture. Above all

– we know both candidates and clients want quality and they want it now. No other recruiting firm can offer Cyrus, our proprietary technology built to search smarter and quicker, matching the best applicant to the right job.

[View company profile](#)

Jobs from CyberCoders

Principle Embedded FW Engineer- C/C++, Bluetooth -(100K - 150K)

Database Administrator - REMOTE - RedShift

Director of IT - eCommerce Platform/Digital Marketing/Revenue
Mid-Level Data Engineer (\$100k-\$140k)

Law Partner



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Architectural Job Captain at TCA Architects Los Angeles, CA

About the Job

ARCHITECTURAL JOB CAPTAIN

Founded in 1993, TCA Architects specializes in the planning and design of next generation, high density multifamily housing, retail, mixed-use and signature hospitality developments taking pride in helping shape quality environments for everyone. The firm's collaborative approach and industry leading technological expertise have resulted in award-winning, sustainable projects that respect our communities and the environment. With studios in Irvine, Los Angeles and Oakland California, TCA has been recognized for their industry leading expertise in master planning and design for a variety of multifamily, hospitality and mixed-use product. With more than 20,000 residences currently in development, TCA Architects is one of California's fastest growing architectural firms.

A TCA Job Captain is responsible for design development and construction document preparation, and team coordination on multifamily and mixed-use projects. The ideal candidate will be proficient in Revit, the use of building materials and related construction techniques, and general construction types.

Qualifications:

- Minimum 4 years architectural experience with 2 years of experience in multi-family projects required
- Minimum of 4 years Revit experience required
- Minimum of 2 years of construction administration experience preferred
- Working knowledge of building construction types I, III and V
- Strong understanding of IBC, CBC and disabled access requirement
- Good understanding of consultant drawings and systems
- Hand sketch details prior to producing Revit drawings
- Possess excellent organizational skills

Education:

- Bachelor's degree in Architecture required
- California licensed Architect or on track to become licensed preferred

Position Location:

- The Job Captain will be located in our Los Angeles Office.

About TCA Los Angeles:

TCA's Downtown Los Angeles studio is within walking distance to numerous acclaimed restaurants, a burgeoning retail scene, the Fashion District, Staples Center, the Convention Center and Nokia's LA Live. Lead by TCA Principal Eric Olsen, the staff enjoys its role as part of the vibrant urban environment. For those that live outside downtown, the studio has convenient access to wide variety of public transportation such as the Metro system just blocks from the front door, as well as nearby Amtrak and Metrolink stations. And,

with the boom of residential housing in the area, many of the team members have chosen to live and work and play right in the heart of Downtown LA!

Benefits:

TCA offers a comprehensive benefits package including medical, dental, vision, 401K, short and long term disability, life insurance, paid holidays, vacation and paid time off. We also offer bonus opportunities and the opportunity to work a flexible schedule with half days on Friday.

As part of our commitment to our staff's professional development, TCA provides a full library of IDP materials to train and expose young professionals to various areas of architecture and become more well-rounded Architects as they prepare for licensure. TCA also reimburses for successfully completed IDP tests, as well as CA licensing fees.

TCA provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, sexual orientation, disability or genetics.

Job summary

Location

Los Angeles, CA

Job type

Full Time

Posted

10 Days ago

Industries

All

Reference code

807112



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K-12 Studio Leader at Talent Fusion by Monster Los Angeles, CA

About the Job

STUDIO LEADER - K-12

Our established, dynamic client is growing their downtown Los Angeles office. They are adding a Studio Leader to support their growth in the K-12 market sector. The studio leader serves as a thought leader in K-12 Educational facilities and will be responsible for maintaining a strong presence for the K-12 studio, furthering its growth and development, overseeing studio activities including new business development, managing client relationships, conducting fee and contract negotiations, coordinating with our marketing team on budgets and achieving project profit goals.

The Studio Leader serves as one of the key participants and spokespersons with prospective clients, professional organizations and the public; and plays a lead role in the marketing of the origination's professional services.

RESPONSIBILITIES

- Strategic planning, positioning and business development
 - Working with Business Development Managers and Marketing Managers to identify project leads, develop marketing strategies and prepare proposals and interview presentations
 - Leading the process for developing and implementing the K-12 Studio marketing plan
 - Developing, negotiating and implementing the professional services proposal/contract process
 - Establishing project service delivery requirements, hour allocations, team structure and project schedule commitment, and project profit goals
 - Establish and maintain relationships with the state agencies governing public and private school development
 - Representing firm as a Project Director when requested or required
 - Managing the annual marketing budget for the K-12 Studio
 - Tracking opportunities, sales and revenue
 - Ensuring projects are delivered to firm's quality standards and to the client's satisfaction
 - Facilitating efforts across offices, both in pursuing and delivering work
-
- Assisting with identifying a core team of experts within each technical discipline to service clients and provide technical expertise
 - Representing firm at conferences and seminars, publishing articles, and networking with individuals and professional organizations

JOB QUALIFICATIONS

- Professional Bachelor's level degree in Architecture and professional licensure required
- LEED accredited and familiarity with working in a Revit environment preferred
 - Minimum fifteen years' professional experience with five years in business development and project management, with a particular focus on K12 Educational Facilities
 - Extensive knowledge of all aspects of professional services from marketing through project close-out, including design and technical expertise
 - Experience and knowledge working with the State Agencies governing public school construction, namely DSA, CDE and OPSC
- Experience with the entitlement process for private school development
 - A comprehensive understanding of the coordination aspects and related requirements of all design disciplines
- Ability to motivate and work well with others under deadline situations
- Exceptional writing and speaking skills, and strong organizational skills
- Contractual and financial business acumen
- Very detail-oriented, self-motivated, enthusiastic and flexible
- Proven ability to interact well in various business and social settings

PHYSICAL REQUIREMENTS:

- Capable of traveling to and from project sites for attending client, project and construction meetings
 - Capable of traveling to regional and national K-12 conferences
 - Ability to access project sites for observation, investigation and evaluation purposes
 - Ability to use equipment for communication and documentation purposes
- Visual acuity to perform responsibilities

Job summary

Location

Los Angeles, CA

Job type

Full Time, Employee

Posted

+30 Days ago

Industries
Internet Services

Career level
Experienced (Non-Manager)

Reference code
12634



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Project Manager at Confidential company

About the Job

Position: Project Manager – Commercial Construction

This position supports the core business activities of the company. Responsible for all project documentation beginning with the handoff from the estimating department to the final closeout. The project manager establishes schedules, attends meetings, and coordinates with field and purchasing.

Job Function:

Take responsibility for the project within a team environment

Manage the paper flow of the project. Must have a finger on the pulse at all times. IE: RFIs, submittals, subcontracts, change orders and close out packages.

Attends project meetings as needed

Requirements:

- One year commercial construction experience required
- Understands and has worked the life cycle of a project
- Analytic ability to organize and prioritize work to meet deadlines
- Proficient in Microsoft Word, Excel, Microsoft Project
- Excellent written and verbal skills required
- Good judgement, initiative and problem solving abilities
- Ability to communicate effectively
- Great work ethic with an exceptional sense of urgency
- Ability to read and understand blueprints
- Knowledge of AutoCAD, CAD, Revit a plus
-

Experience:

1+ years' experience in a project management role with a commercial construction company working directly with a team.

Benefits: Medical, dental, vacation, 401(k) and profit sharing, discretionary bonus

Job summary

Location

Brea, CA

Job type

Full Time, Employee

Posted

+30 Days ago

Industries

Construction - Industrial Facilities and Infrastructure



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Revit BIM Technicians at Net2Source Pasadena, CA 91001

About the Job

Net2Source, Inc. is one of the fastest growing IT Consulting company across USA. N2S is headquartered at NJ, USA with its branch offices in Asia Pacific Region. N2S offers a wide gamut of consulting solutions customized to client needs including staffing, training and technology.

Revit BIM Technicians

Client needs: experienced Revit BIM Technicians at the production level Location: Pasadena, CA

Spots: 3

Starts Tuesday

Thanks.

About Net2Source, Inc.

Net2Source is an employer-of-choice for over 1000 consultants across the globe. We recruit top-notch talent for over 40 Fortune and Government clients coast-to-coast across the U.S. We are one of the fastest-growing companies in the U.S. and this may be your opportunity to join us!

Want to read more about Net2Source? , Visit us at www.net2source.com

Srish Tripathi

Business Development Manager, Net2Source Inc. Board:

201.340.8700 Ext 614| Direct: 201.301.2809

Email Id: srish@net2source.com | () Website: www.net2source.com

Address: 317 George St., Suite 220, New Brunswick, NJ 08901

Job summary

Location

Pasadena, CA 91001

Posted

+30 Days ago

Reference code

18-16356

Related jobs

[Flexible Winter Schedule - Deliver with Uber Eats
Food Delivery Partner - Weekly Pay](#)

[Flexible Winter Schedule - Deliver with Uber Eats
Uber Eats Delivery-Partner Opportunity](#)

[Part-Time Food Delivery - Uber Eats Part-
Time Delivery - Uber Eats](#)

[Uber Eats Delivery-Partner Opportunity](#)

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Revit 3D Model Technician (Infrastructure) at Balfour Beatty Los Angeles, CA 90008

About the Job

Become Part of Our Team

As an industry leader Balfour Beatty offers employees a comprehensive benefits package with competitive salaries and more. This includes:

- Medical, Dental, Vision and Life Insurance Health Savings Account
- 401(k) with company match
- Flexible Spending Accounts (Dependent & Medical Reimbursement) Vacation Time
- Sick Time Holidays
- Tuition Assistance

Summary

Balfour Beatty Infrastructure is seeking a Revit 3D Model Technician for our \$300M project in Elk Grove, California. This project is an expansion of Sacramento County's already existing Regional Waste Water Treatment Plant. Balfour Beatty's scope of work includes extensive structural and mechanical improvements through the addition of a Tertiary Treatment Facility.

The primary role of the Revit 3D Model Technician is both to draft and detail 3D models as necessary and to assist in the in-house training of Balfour Beatty engineering staff on the use of Revit for 3D modeling. The opportunity to move into either a field or office engineering role will be a possibility if desired depending on the incumbent's job performance.

Essential Functions

Build and detail 3D models using Revit

Models will be both structural and mechanical piping system models

Modify existing 3D models in Revit and detail to suit construction team's needs

Setup drawings and make them ready for the team to work on

Assist in-house engineers in the training/use of Revit for 3D modeling

Meet tight deadlines and able to work alone or with a team

This position may perform multiple job tasks on a daily basis

Minimum Requirements

- High school diploma or equivalent

- 3 years experience using Revit 3D modeling in a related field
- Computer knowledge of office suite programs (excel, word, PowerPoint) Ability to interface and effectively communicate with others
- Ability to work with either written or verbal direction and/or from sketches and surveys to produce an acceptable work product with minimal supervision

Preferred Requirements

- Post-secondary and/or technical school education Experience with Primavera scheduling
- experience with mechanical piping/equipment installation work Treatment plant construction experience

About us

Balfour Beatty US is an industry-leading provider of general contracting, at-risk construction management and design-build services for public and private sector clients across the nation. Performing heavy civil and vertical construction, our teams build the unique structures and infrastructure that play an important role in how people live, work, learn and play in our communities. Our teammates have an instinctive passion for innovating that is fueled by a relentless curiosity, a drive to employ lean practices and processes and the determination to find a better way. Through Zero Harm®, we are challenging the construction industry's assumptions about safety. We believe that no level of harm should come to anyone as a result of our business.

Consistently ranked among the nation's largest building contractors, by Engineering News-Record, our US business is a subsidiary of London-based Balfour Beatty plc (LSE: BBY).

Balfour Beatty is an equal opportunity employer that recognizes the value of a diverse workforce. All qualified individuals will receive consideration for employment without regard to race, color, age, sex, sexual orientation, gender identity, religion, national origin, disability, veteran status, genetic information, or any other criteria protected by federal, state or local law.

Job summary

Location

Los Angeles, CA 90008

Posted

+30 Days ago

Reference code

319759~90008~1997702

Related jobs

Model N Consultant

Quantitative Analytics Consultant 2 - Decision Science and Artificial Intelligence Financial Crimes

Model Validator

Building Information Model 2D/3D Specialist Art

Model - On-Call Employee

Fit Model-Male Medium Manager, Model Validator Family Model Provider



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BIM/Revit Designer at Jenkins, Gales & Martinez, Inc. Los Angeles, CA 90045

About the Job

Jenkins/Gales & Martinez, Inc. (JGM) has offered a comprehensive array of design and construction - related services to public and private sector clients since its founding in 1981.

Today JGM consists of more than 50 professionals who specialize in program, project and construction management, urban planning and architectural design in the fields of transportation infrastructure, civic, educational, institutional, residential and commercial facilities. All of JGM's professional staff is committed to the common goal of providing high-quality services and expertise to our public and private sector clients.

With current projects such as the Crenshaw/LAX Transit Corridor, Westside Subway Extension, LAX-Delta Airlines Terminal Redevelopment, and various others, being a part of the JGM Family allows you the ability to work on some of the most iconic and influential programs in the region.

Job Description

This candidate will function within the Architectural staff and will be providing top notch production leadership, technical support, documentation, training, and development to all the design staff in the AE group, which encompasses Architecture, Interiors, Electrical, HVAC, Plumbing, Fire Protection, Structural and other disciplines. The candidate will also work very closely with company-wide Resource Team in leading BIM transformation.

Job Requirements

- Architectural Degree preferred but not required
- 5 years Revit experience will be substituted for a degree.
- Eager to support staff with positive attitude, passion, and patience.
- Ability to uphold the use of standards and escalate issues in a timely fashion. Utilize skills to fit Company's IT infrastructure and standards as necessary.
- 1-4 years of professional Autodesk products use and support:
 - REVIT® Architecture 2017
 - AutoCAD 2017
 - AutoCAD Architecture 2012 Naviswork®: Manage and Review
- Working knowledge of design industry workflows, production cycle and priorities.

Benefits

- Large selection of medical plans and with a generous employer base plan--HMO, PPO, HSA/EPO options available; Dental, Vision, and Chiropractic/Acupuncture benefits, as well as, additional supplemental insurance offered
- Flexible Spending Account Life Insurance (paid by JGM) 401K matching
- Education Assistance

JGM is a Drug-free Workplace and an Equal Opportunity Employer

Job summary

Location

Los Angeles, CA 90045

Posted

+30 Days ago

Reference code

226033~90045~1798831

Related jobs

[Creative Designer](#)

[IN HOME DESIGNER - DESIGN SALES - LONG BEACH](#)

[MEP Designer - Los](#)

[Angeles Entry Level](#)

[Designer](#)

[Senior Technology Designer](#)

[Revit Designer](#)

[Designer](#)



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NEW COURSE DOCUMENTATION

To help the Curriculum Committee assess the need and relevancy of the proposed course, please complete the following:

COURSE NUMBER: KPEA-170C

COURSE TITLE: Advanced Soccer

NEED (describe how this course will uniquely serve students in your current program(s):

Advanced Soccer is the third level in our soccer series. Adding Advanced Soccer will bring the soccer courses in line with other sport courses offered in Kinesiology and Physical Education which offer Beginning, Intermediate, and Advanced levels. We currently only offer Beginning and Intermediate levels for Soccer.

EVIDENCE OF JUSTIFICATION/NEED (check **all** that apply and **attach** supporting documentation; must have some evidence to support proposal):

School/Department Minutes

Program Review

Advisory Board Minutes

Labor Market Data

COC IR Data

Student/Employer Survey

CURRICULAR CONSIDERATIONS

TO WHICH PROGRAM WILL THIS COURSE BELONG (please attach full program including this course):

Kinesiology AA-T Degree

Physical Education-Kinesiology AA Degree

Sports Medicine AS Degree

IF THIS COURSE WILL REPLACE AN EXISTING COURSE OR COURSES, PROVIDE THOSE COURSE NUMBERS AND TITLES, AND THE RATIONALE FOR REPLACEMENT:

PLEASE **COMPLETE SECTION A, B, OR C** DEPENDING ON THE TYPE OF COURSE YOU ARE PROPOSING:

(A) FOR **TRANSFER COURSES, PROVIDE THE FOLLOWING REGARDING ARTICULATION:**

Is there a C-ID descriptor for this course? If so, please provide ([C-ID](#)):
N/A

Which local CSU's accept this course, and do they accept it for content credit or units? ([Assist](#)):
KPEA-170A & 170B (Beginning and Intermediate Soccer) are currently articulated with Cal Poly SLO's KINE 226 "Soccer" course. KPEA-170C would most likely be added as an option as Cal Poly SLO accepts other 'C' Advanced Activity courses.

How many CCCs have approved this course ([CCC Curriculum Inventory](#)):

18 other CCC's have a course title "Advanced Soccer", and 20 CCC's have a courses titled 'Soccer III'.

(B) FOR **CAREER EDUCATION COURSES (CE):**

Provide information on C-ID descriptors and transfer/articulation from (A) *if applicable*:

Borrowed curriculum (previously approved by Chancellor's office from another district) [CCC Curriculum Inventory](#)):

Labor Market Data Summary (data should be attached, but summarize here):

(C) FOR **NON-CREDIT COURSES:**

Which category pertains to this course? (*parenting, basic skills, ESL, immigrant education/citizenship, persons with substantial disabilities, short-term vocational, older adults, home economics, or health and safety*)

Will this course be a part of a COLLEGE PREPARATION (CP) or CAREER DEVELOPMENT (CD) certificate?

PSLO = Program Student Learning Outcome. A program is an organized sequence of courses or a single course leading to a defined objective, a degree, a certificate, license or transfer to another institution. (CCR Title 5, Section 55000) All courses must relate to a PSLO.

Remember that a PSLO should be measurable based on course work in one or more courses that lead to a degree and/or certificate.

Please list the program outcome(s) most closely linked to the course outcome. Stand-Alone courses, or those that are not part of a program, will rarely be approved.

PROGRAM TITLE:

PSLO(S):

Demonstrate proficiency in the core academic skills and knowledge required for transfer into a kinesiology program at a four-year college or university.

ISLO = Institutional Student Learning Outcome. The college has identified seven (7) ISLO's for our institution that were vetted over several semesters of work. The intent of the ISLO is to ensure that our students interact with the majority of the ISLO's when they are completing a program of study. Your course/program student learning outcomes need to map to at least one of the ISLO's below. Please review the descriptions located here.

<https://www.canyons.edu/Committees/CASL/Pages/ILO-Summary.aspx>

Select at least one that the course you are proposing will assess and put an X in the box(es) below.

*General Education and CTE courses need to relate to an ISLO

Critical Thinking

Effective Communication

Collaboration

Creative & Innovative Thinking

Information Literacy

Quantitative Literacy

Community Engagement & Global Responsibility

KPE SCHOOL MEETING

AGENDA – November 17, 2017

Kinesiology/Physical Education Welcome – 10:00am

Dean's Report

- We are moving towards guided pathways, offering more hybrid and compressed schedule courses
- WPEK remodel plans are being finalized. Updates will include: more offices downstairs, new classroom downstairs, faculty locker rooms updated, dance room becoming 3 classrooms, small gym will become its own room with permanent wall, elevator lift in gym for access to fitness center

Parking

- Upper grass field will become a parking lot while parking structure is being built (spring semester)

OER Update

- First draft of the health OER textbook is done, it will be formatted and returned to us on Tuesday 11/21
- The department needs to decide what to do/what changes to make
- Garrett will be piloting the OER course in the winter
- Suggestion to make a Canvas shell for all instructors to access

Textbooks Due Today

SLO's – 4 Semester Cycle (HLHSCI, KPEA, KPET, KPEI), evaluations, suggestions,

changes Staffing Presentation – Full-Time Non-Coach earlier this week

Course Revisions, New/archived Courses – Discussion (Water Safety, credit/non-credit)

Archived Courses Including: Budoshin Ju-Jitsu, Sailing, Backpacking, Rock Climbing, Mountain Biking, Ultimate Frisbee, Red Cross Lifeguard Training, Water Safety Instructor, Beach Volleyball, Officiating Fall Sports

- We would like to move the following to non-credit: Lifeguard Training, Water Safety Instructor, CPR/SFA, and Personal Trainer course
- Short-term vocational training for lifeguard certification
- Non-credit version of first aid and CPR

- Concepts of Coaching course: will qualify for enhanced funding. Lisa will write course.
 - Course will include safety, sport psychology, and general coaching concepts
 - Instructors for this course will need to meet minimum qualifications for coaching
- There is a demand for fitness instructor and personal trainer programs
- An officiating course could be offered as a short 8 or 16 hour program
- Facilities would be needed for beach volleyball and ultimate Frisbee courses
- Rock climbing, sailing, and mountain biking pose liability and resource issues
 - Possible coordination with Castaic Lake and Top Out climbing gym for facilities
- Ju-Jitsu could be brought out of the archive, Chuck has begun looking for an instructor
- Advanced soccer, advanced weight training, and one other course have not been submitted for revision yet

Committee Updates:

- Academic Senate: mandated reporter training qualifies for FLEX, if FLEX is already completed the training will be paid

Additional Items:



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

September 3, 2019
10:00 a.m. to 11:00 a.m. BONH-330

SUMMARY

Attendees: Wendy Brill, David Andrus, Regina Blasberg, Erika Torgeson, Marilyn Jimenez, Jason Burgdorfer, Rebecca Eikey, Miriam Golbert and Lisa Hooper

A. Routine Matters

1. Call to order: 10:03 am
2. Public Comment: none
3. Approval of the Agenda: Motion to approve the agenda, unanimous. Approved.

B. Discussion

1. Goals for the Academic Year

- The purpose of this item is to discuss the goals of the committees and how they align with the goals of the Academic Senate.
 - There was a discussion regarding what should be the goals of the committee and senate.
 - There is concern regarding how the new re-organization in Academic Affairs will impact representation in Academic Senate and Curriculum. Some of the changes may benefit Curriculum Committee in that there will be more active academic roles.
 - There are some departments which still refer to their schools as divisions/schools.
- School meeting may be changed so they do not conflict with teaching schedules.

C. Adjourned: 10:59 pm

Faculty Development Committee Meeting Summary

August 26, 2019

11:00 am @ BONH 330

By Teresa Ciardi, Chair

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

Guest: *Preeta Saxena*

- New members were welcomed and provided with an overview of what the Faculty Committee does.
- Preeta Saxena shared plans for a new Mentoring program for Disproportionately Impacted/Historically Marginalized Students which was followed by Q&A with the committee – this topic will be brought back for further discussion at the next full committee meeting
- Feedback from the Conference Style Fall FLEX week was very favorable.
- 28 Faculty FLEX proposals were reviewed and approved.
- A sub-committee was identified to compile and streamline FLEX proposal forms.
- A committee member will review the pre-approved list of FLEX activities for clarity

Announcements

- *FLEX Week Planning Meeting **September 16** – **Encouraged for all School Representatives***
- *Next Full Committee Meeting **September 23** – **Required for all School Representatives***

BP 7250 Educational Administrators

Reference:

Education Code Sections 72411 et seq., 87002(b), 87457-87460;
Government Code Section 3540.1(g) and (m)

An administrator is a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq.

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

An educational administrator who has not previously acquired tenure as a faculty member in the District shall have the right to become a first year probationary faculty member once his or her administrative assignment expires or is terminated, if the following criteria are met:

- The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developed jointly by the CEO and the Academic Senate and approved by the Board. The Board shall rely primarily on the advice and judgment of the Academic Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.
- The requirements of Education Code Section 87458(c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Board upon recommendation by the CEO. Educational Administrators shall further be entitled to health and welfare benefits made available by action of the Board upon recommendation by the CEO.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the CEO.

All Educational Administrators shall be evaluated annually based on criteria developed by the CEO with the essential purpose of recognizing successes, committing to progressive improvement, identifying weaknesses, correcting deficiencies and increasing achievement of goals and objectives.

Every educational administrator shall be employed by an appointment or contract of up to four years in duration.

The Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the terms of employment and any contract of employment with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Board and the administrator, for a new term to commence on the effective date of the

termination of the existing term of employment.

If the Board determines that the administrator is not to be reemployed when his or her appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

See Administrative Procedure 7250 Approved

05/14/08

AP 7250 Educational Administrators

Reference:

Education Code Sections 72411 et seq; 87002(b); 87457-87460 Government Code Section 3540.1(g) and (m)

ADMINISTRATIVE RETREAT RIGHTS PROCEDURE

In order to achieve a proper balance among the rights of students, administrators, and faculty and in accordance with Education Code Section 87458, the Santa Clarita Community College District adopts the following Administrator Retreat Rights Procedure. This policy does not apply to certificated administrators hired before June 30, 1990 (the effective date for these sections of Assembly Bill 1725.) A tenured employee when assigned from a faculty position to an administrative position retains is/her status as a tenured faculty member. The assignment of such an administrator to a faculty position shall be done in accordance with Section II below. Administrators hired after the effective date can acquire the right to become first-year probationary faculty members as provided by Education Code Section 87458 and in accordance with this procedure.

- A. An Administrator hired after June 30, 1990, who did not have faculty tenure in this District at the time of employment, may be reassigned to a first-year probationary faculty position provided that such reassignment does not result in the termination of any contract and regular faculty member and she/he meets all of the following:
 - 1. At the time of employment, is certified by the Academic Senate as possessing the minimum qualification in a specific discipline or disciplines equivalent to that which would be required of a newly-hired faculty member. This certification will be sent to the Board of Trustees at the time of employment.
 - 2. Has served in this District a minimum of two years as a regular or contract faculty member and/or a District administrator whose service has been documented as satisfactory.
 - 3. Is being dismissed for reasons other than cause. These "non-cause" reasons could include the elimination of the current position as part of an administrative reorganization or as part of an administrative reduction of work force.
 - a. If another administrative position of similar rank and responsibilities is open within the District for which the administrator has the minimum qualifications, she/he shall be assigned to the position contingent upon approval of the Board of Trustees.
 - b. Even though the current administrative position is not being eliminated, the administrator may voluntarily elect to transfer to a full-time faculty position for which she/he is qualified, as stipulation in II.C below.
- B. To determine the discipline to which an administrator shall be assigned, all of the following shall apply:
 - 1. The administrator can be assigned only to a discipline in which she/he has at least the minimum qualification as specified in the Education Code and Title 5 as certified by the Academic Senate.
 - 2. The administrator shall be assigned to a discipline in which she/he has not only the minimum qualifications, but to a discipline where there are sufficient adjunct faculty and overload assignments to make a full-time assignment for an additional full-time faculty

member.

- a. When an administrator is qualified for more than one discipline, the administrator may indicate his/her preference for one discipline over another.
 - b. Whenever possible, full-time positions created for reassigned administrators would be single-discipline positions.
3. If a new full-time position has been approved in a discipline in which an administrator is qualified, an administrator may be reassigned to that position (for reasons other than cause) or may voluntarily elected to retreat to that position, only if such a move is made before the position is opened for applications.

Revised 05/14/08

Scholarly Presentation by Sarah Etheridge

The Scholarly Presentation is a fun and unique way for COC faculty to share their knowledge and passions with the college community, as well as with the larger community of the Santa Clarita Valley. Under the sponsorship of the Academic Senate and with the financial support of the COC Foundation, the Scholarly Presentation is held once a year as a special opportunity for the community to learn more about the creative and innovative research, activities, and projects of a COC faculty member. The vision of the presentation is to showcase the faculty members and their unique interests that they want to share with the community. While the presentation is expected to be accurate and have academic integrity, it does not have to be limited to only academic research.

In Fall 2018 the event was “The Bitch Project: Bitchery and the Politics of Fashion” by Ruth Rassool and Deems Morrione. Attendance for the events is around 200 people, comprised of students, faculty, and community members. The presenter gets a \$1500 stipend, commemorative plaque, and is recognized by The Foundation and Board of Trustees. There is a small faculty/staff banquet following the event.

Our next event is Spring 2020. The presentation will be on criminal justice by Katie Coleman and Mehgan Andrade. We will have informational meetings during Spring for anyone interested in applying for the Spring 2021 presentation.

For more information, please contact the Chair, Sarah Etheridge at sarah.etheridge@canyons.edu

Guided Pathways Liaison Report

Erika Torgeson (Student Services Liaison)
Academic Senate – Sept. 12th

**Special thank you to Daylene Meuschke for allowing me to copy/paste her notes surrounding all areas of GP!!*

Review and Updates

Canyons Connects (Early Alert)

- Soft launch of Canyons Connects started Summer 2019 and continuing into Fall 2019.
- Faculty who are interested in implementing Canyons Connects to their courses (in-person, hybrid, online) can contact Paul Wickline.
- Proposed Canyons Connects “labs” will roll out for faculty to test out the product will be announced sometime this semester.
- Referral feature of Canyons Connects continues to be built out with TLC and Student Services in various stages of completion.

Noncredit/Continuing Education has gone through a name change (Personal and Professional Learning) with almost 30 new courses available and more still coming. Stop by for a visit in Canyons Hall, 1st floor.

Academic Mapping

- Department chairs and counseling continue to work through creating/updating academic maps for each degree program.
- Maps will function as a “primary” map to potentially build future maps for part-time, online/hybrid, evening, etc. and assist in piloting Program Mapper (from Bakersfield College – *Google* “Bakersfield Program Mapper”)

Meta-Majors

- Will stay with “Schools” to indicate meta-majors, which is already listed on the Canyons homepage.
- No further discussion has been planned

Student Success Teams

- Dialogue continues with success teams, particularly around the logistic considerations
- A workgroup has been proposed to start sometime Fall 2019, to focus on logistics

Equity-minded Practitioners

- Formed inquiry group to design mentor program for African American/Black students

- Formed Latinx Alliance for students with other alliance groups in discussion
- Multicultural Center planning process underway, stemming from the LEAP solution team
- Follow up with Preeta Saxena and Micah Young for additional information

Welcome Day

- Extension of the LEAP Welcome Day Solution Group
- Had over 1000 students attending workshops, campus tours, meeting faculty, and getting situated for the first day of school

Data Coaches

- Held 3 data labs during Spring 2019 with 6 additional labs being held for Fall 2019
- Follow up with Daylene Meuschke for more information and if interested in participating in the data trainings – open to those interested in becoming a data coach or those interested in data literacy

Leading From the Middle

- Group of staff, faculty, and administrator participating in three conferences from March-October 2019, to collaborate on projects, ideas, and support for Guided Pathways work
- Participants: Debbie Sall (A&R), Erika Torgeson (Counseling), Tara Williams (Chemistry), Preeta Saxena (Research), and Paul Wickline (AVP)
- Recent project is an organizational chart to outline GP work, process of communication dissemination, point people

GP Institute #6 – Sacramento, CA Sept. 5th -7th

Agenda Includes:

- Reinforce purpose of college pathways
- Build college efforts to build cultural competence in classrooms and equitable outcomes
- Continue to redesign the college experience
- Focus equity lens on achieving equitable outcomes
- Celebrate college progress and achievements so far
- Explore next steps for implementing GP to scale

How to get involved:

- Institutional Effectiveness and Inclusive Excellence – every 2nd Tuesday of the month, 3pm-4:50pm in Mentry Hall 334
- For general information and inquiries, contact
 - Paul Wickline
 - Jasmine Ruys
 - Daylene Meuschke

(DEGREE) (COC GE TRACK)

+If you have completed coursework at another college and/or are starting in a semester other than a Fall term, please follow up with the Counseling Department to determine if this sequence is appropriate for your academic and career goals.

Program Description:

Program SLO:

Important Transfer Information: The sequence listed below, may not meet all your transfer admissions requirements. Connect with a counselor to develop an individual student education plan through the Counseling Department @ <https://www.canyons.edu/counseling> or (661) 362-3288/(661) 362-3822.

Major courses are sequenced and **BOLDED** based on recommendations by (department name)

FA = Fall; WI = Winter; SP = Spring; SU = Summer - Can adjust order of general education courses, as needed

First Semester (2-15 units)			
Course	Title	Units	Major and GE Courses
Major Course	Course Description (FA, SP)	3	Major Course
Major Course	Course Description (FA, SP, SU)	3	Major Course
ENGLISH 101/101H	English Composition (FA, WI, SP, SU)	4	Area DI
Math Competency	Choose one course from the AA GE Area 3 (FA, WI, SP, SU)	3-5	Area 3 and DII
PE/Wellness	Take two PE or Dance activity courses (excluding DANCE 100) or Health 100, 149, 150, or 243 (FA, WI, SP, SU)	2-3	Area F
Term Total:		16-18	

Check the Honors website for most recent course offerings. Must be enrolled in the Honors program to take courses, see below.

Second Semester (16-31 units)			
Course	Title	Units	Major and GE Courses
Major Course	Course Description (FA, SP)	3	Major Course
Major Course	Course Description (FA, SP)	3	Major course
*Social Science Course	Choose one course from the AA GE Area B (FA, WI, SP, SU)	3	Area B
Natural Science	Choose once course from the AA GE Area A (FA, WI, SP, SU)	3	Area A
Arts Course	Choose one course from the AA GE Area C (FA, WI, SP, SU)	3	Area C
Term Total:		15	

Courses with an () next to them will double-count toward the Diversity Requirement.

Third Semester (32-46 units)			
Course	Title	Units	Major and GE Courses
Major Course	Course Description (FA, SP)	3	Major course
Major Course	Course Description (FA, SP)	3	Major course
American Institutions – Choose Option I or II	Complete first course in chosen option – (note: must take both classes within one option) (FA, WI, SP, SU)	3	American Institutions

	AA Elective	Choose any 3-unit course that is 100-level or above (FA, WI, SP, SU)	3	Elective
	AA Elective	Choose any 3-unit course that is 100-level or above (FA, WI, SP, SU)	3	Elective
		Term Total:	15	

Fourth Semester (47-60 units)				
Course	Title		Units	Major and GE Courses
	Major Course	Course Description (FA, SP)	3	Major course
	American Institutions	Complete second course in chosen option – (note: must take both classes within one option)	3	American Institutions
	AA Elective	Choose any 3-unit course that is 100-level or above	3	AA Elective
	AA Elective	Choose any 3-unit course that is 100-level or above	3	AA Elective
	AA Elective	Choose any 3-unit course that is 100-level or above	3	AA Elective
		Term Total:	15	

Total Units: 61+

American Institutions Requirement – Select one of the options below and complete a total of 6 units

Option 1	One course from the following: Economics 170/170H, History 111/111H, History 112/112H, History 120/120H, or History 130 AND Political Science 150/150H (FA, WI, SP, SU)
Option 2	History 111/111H AND History 112/112H (FA, WI, SP, SU)

Counseling Resources

(Department name and website link)

COC General Education Guide:

https://www.canyons.edu/_resources/documents/studentservices/counseling/top10/AssociateDegreeRequirements20192020.pdf

(Student club information, if applicable)

Honors Program: <https://www.canyons.edu/academics/honors/index.php>

(MESA program – listed for applicable programs)

Career Resources

California Career Zone: www.californiacareerzone.com

O*Net Online: www.onetonline.com

Bureau of Labor and Statistics: www.bls.gov

What Can I Do With a Major In... (link info for degree, if available)

Professional Associations: (if available)

Updated 09/2019

(DEGREE) AA-T (IGETC GE TRACK)

+If you have completed coursework at another college and/or are starting in a semester other than a Fall term, please follow up with the Counseling Department to determine if this sequence is appropriate for your academic and career goals.

Program Description:

Program SLO:

Important Transfer Information: The sequence listed below, may not meet all your transfer admissions requirements. Connect with a counselor to develop an individual student education plan through the Counseling Department @ <https://www.canyons.edu/counseling> or (661) 362-3288/(661) 362-3822.

Major courses are sequenced and BOLDDED based on recommendations by the (department name)

FA = Fall; WI = Winter; SP = Spring; SU = Summer - Can adjust order of general education courses, as needed

First Semester (3-16 units)				
Course	Title	Units	Major and GE Courses	
Major Course	Course Description (FA, SP, SU)	3		
Major Course	Course Description (FA, SP)	3		
*College-level Math	Any 100-level math course (FA, WI, SP, SU)	3-5	Area 2	
ENGLISH 101/101H	English Composition (FA, WI, SP, SU)	4	Area 1A	
Arts Course	Choose one course from the IGETC GE Area 3A (FA, WI, SP, SU)	3	Area 3A	
		Term Total:	16-18	

*Check transfer school information to determine which math course is appropriate.

Second Semester (17-32 units)				
Course	Title	Units	Major and GE Courses	
Major Course	Course Description (FA, SP, SU)	3		
Major Course	Course Description (FA, SP, SU)	3		
**Critical Thinking	Choose one course from the IGETC GE 1B category (FA, WI, SP, SU)	3	Area 1B	
COMS 105/105H	Fundamentals of Public Speaking (FA, WI, SP, SU)	3	Area 1C	
American Institutions – Choose Option I or II	Complete first course in chosen option – (note: must take both classes within one option) (FA, WI, SP, SU)	3	American Institutions and Area 3B	
		Term Total:	15	

**Some UC's will require a second semester of English Composition.

Third Semester (33-47 units)				
Course	Title	Units	Major and GE Courses	
Major Course	Course Description (FA, SP, SU)	3		
Physical Science	Choose once course from IGETC GE Area 5A (if not taking the corresponding lab, will need to add a lab to the Life Science course) (FA, WI, SP, SU)	3-4	Area 5A (and 5B)	

Arts OR Humanities	Choose one course from either IGETC GE Area 3A or 3B (FA, WI, SP, SU)	3	Area 3A or 3B
American Institutions	Complete second course in chosen option – (note: must take both classes within one option) (FA, WI, SP, SU)	3	American Institutions and Area 4
Social Science	Choose one course from IGETC GE Area 4 (FA, WI, SP, SU)	3	Area 4
Term Total:		15-16	

Check the Honors website for most recent course offerings. Must be enrolled in the Honors program to take courses - see below

Fourth Semester (48-62 units)				
Course	Title	Units	Major and GE Courses	
Biological Science	Choose once course from IGETC GE Area 5B (if not taking the corresponding lab, will need to add a lab to the Physical Science category)	3-4	Area 5B (and 5C)	
Social Science	Choose one course from IGETC GE Area 4 (FA, WI, SP, SU)	3	Area 4	
UC Elective	Choose any course that is UC transferable (FA, WI, SP, SU)	3	Elective	
UC Elective	Choose any course that is UC transferable (FA, WI, SP, SU)	3	Elective	
UC Elective	Choose any course that is UC transferable (FA, WI, SP, SU)	3	Elective	
Term Total:		15		

Total Units: 62

Note: Foreign language is required as part of the transfer general education breadth. Please see the Counseling Office for additional information.

American Institutions Requirement – Select one of the options below and complete a total of 6 units

Option 1	One course from the following: Economics 170/170H, History 111/111H, History 112/112H, History 120/120H, or History 130 AND Political Science 150/150H (FA, WI, SP, SU)
Option 2	History 111/111H AND History 112/112H (FA, WI, SP, SU)

Counseling Resources

(Department name and website link)

UC General Education Guide:

<https://www.canyons.edu/resources/documents/student-services/counseling/degrees/IGETC20192020.pdf>

CSU/UC Articulation Agreements: www.assist.org

University of California: www.universityofcalifornia.edu

UC Transfer Pathways: (listed for applicable programs)

(Student Club information, if available)

COC Honors Program: <https://www.canyons.edu/academics/honors/index.php>

(MESA Program – listed for applicable programs)

Career Resources

California Career Zone: www.californiacareerzone.com

O*Net Online: www.onetonline.com

Bureau of Labor and Statistics: www.bls.gov

What Can I Do With a Major In... (link info for degree, if available)

Professional Associations: (if available)

Updated 08/2019

(DEGREE) AA-T (CSU GE TRACK)

+If you have completed coursework at another college and/or are starting in a semester other than a Fall term, please follow up with the Counseling Department to determine if this sequence is appropriate for your academic and career goals.

Program Description:

Program SLO:

Important Transfer Information: The sequence listed below, may not meet all your transfer admissions requirements. Connect with a counselor to develop an individual student education plan through the Counseling Department @ <https://www.canyons.edu/counseling> or (661) 362-3288/(661) 362-3822.

Major courses are sequenced and **BOLDED** based on recommendations by the (department name)

FA = Fall; WI = Winter; SP = Spring; SU = Summer - Can adjust order of general education courses, as needed

First Semester (3-16 units)			
Course	Title	Units	Major and GE Courses
Major Course	Course Description (FA, SP, SU)	3	
Major Course	Course Description (FA, SP)	3	
*College-level Math	Any 100-level math course (FA, WI, SP, SU)	3-5	Area B4
ENGLISH 101/101H	English Composition (FA, WI, SP, SU)	4	Area A2
Arts Course	Choose one course from the CSU GE Area C1 (FA, WI, SP, SU)	3	Area C1
Term Total:		16-18	

*Check transfer school information to determine which math course is appropriate.

Second Semester (17-31 units)			
Course	Title	Units	Major and GE Courses
Major Course	Course Description (FA, SP, SU)	3	
Major Course	Course Description (FA, SP, SU)	3	
**Critical Thinking	Choose one course from the CSU GE A3 category (FA, WI, SP, SU)	3	Area A3
COMS 105/105H OR COMS 120	Fundamentals of Public Speaking (FA, WI, SP, SU) OR Small Group Communication (FA, WI, SP, SU)	3	Area A1
American Institutions – Choose Option I or II	Complete first course in chosen option – (note: must take both classes within one option) (FA, WI, SP, SU)	3	American Institutions and Area C2
Term Total:		15	

**Some CSU's will require a second semester of English Composition.

Third Semester (32-46 units)			
Course	Title	Units	Major and GE Courses
Major Course	Course Description (FA, SP, SU)	3	
Physical Science	Choose once course from CSU GE Area B1 (if not taking the corresponding lab, will need to add a lab to the Life Science course) (FA, WI, SP, SU)	3-4	Area B1 (and B3)
Arts OR Humanities	Choose one course from either CSU GE Area C1 or C2 (FA, WI, SP, SU)	3	Area C1 or C2

	American Institutions	Complete second course in chosen option – (note: must take both classes within one option) (FA, WI, SP, SU)	3	American Institutions and Area D
	Lifelong Learning	Choose one course from the CSU GE Area E category that is at least 3-units	3	Area E
		Term Total:	15-16	

Check the Honors website for most recent course offerings. Must be enrolled in the Honors program to take courses - see below

Fourth Semester (46-61 units)				
Course	Title	Units	Major and GE Courses	
Life Science	Choose once course from CSU GE Area B2 (if not taking the corresponding lab, will need to add a lab to the Physical Science category)	3-4	Area B2 (and B3)	
Social Science	Choose one course from CSU GE Area D (FA, WI, SP, SU)	3	Area D	
Social Science	Choose one course from CSU GE Area D (FA, WI, SP, SU)	3	Area D	
CSU Elective	Choose any course that is CSU transferable (FA, WI, SP, SU)	3	Elective	
CSU Elective	Choose any course that is CSU transferable (FA, WI, SP, SU)	3	Elective	
		Term Total:	15-16	

Total Units: 61+

American Institutions Requirement – Select one of the options below and complete a total of 6 units

Option 1	One course from the following: Economics 170/170H, History 111/111H, History 112/112H, History 120/120H, or History 130 AND Political Science 150/150H (FA, WI, SP, SU)
Option 2	History 111/111H AND History 112/112H (FA, WI, SP, SU)

Counseling Resources

(Department name and website link)

CSU General Education Guide:

<https://www.canyons.edu/resources/documents/studentservices/counseling/degrees/CSUGE20192020.pdf>

CSU/UC Articulation Agreements: www.assist.org

Cal State University: www.calstate.edu

A Degree with a Guarantee: <http://adegreewithaguarantee.com/>

(Student Club information, if available)

COC Honors Program: <https://www.canyons.edu/academics/honors/index.php>

(MESA Program – for applicable programs)

Career Resources

California Career Zone: www.californiacareerzone.com

O*Net Online: www.onetonline.com

Bureau of Labor and Statistics: www.bls.gov

What Can I Do With a Major In... (link info for degree, if available)

Professional Associations: (if available)

Updated 09/2019

Adjunct Faculty Fall 2019

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Kevanian, George	Adjunct – Administration of Justice	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent. OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Business Administration/Accounting, California State University, Northridge and MS Digital Forensic Science, Champlain College, plus 27.60 years of professional experience directly related to the discipline.
Tacub, Arby Jean	Adjunct – American Sign Language	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Deaf Studies and MA Special Education, Deaf and Hard of Hearing, both from California State University, Northridge, plus 7.83 years of professional experience directly related to the discipline.
Brandfield, Matt	Adjunct – American Sign Language	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any	BS Business Administration, Gallaudet University, plus 5.44 years of professional experience directly related to the discipline.

		associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Nadeau, Sean	Adjunct – Media Entertainment Arts/Multimedia/Animation	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BFA Theatre, California Institute of the Arts, plus 5.33 years of professional experience directly related to the discipline.
Robertson, Carolyn	Adjunct - Art	Master's degree in fine arts, art, or art history OR Bachelor's degree in any of the above AND master's degree in humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MFA in Art, Claremont Graduate University

Chen-Iveson, James	Adjunct - Art	Master's degree in fine arts, art, or art history OR Bachelor's degree in any of the above AND master's degree in humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MFA Art, University of California, Los Angeles
Banerjee, Ruma	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science.	MS Botany, University of Calcutta/ACEI Evaluation
LaFrance, Daniels	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science.	MS Biology, California State University, Northridge
Akiel, Rana	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or	BA Biochemistry, California State University, Northridge and PhD Chemistry, University of Southern California

		<p>geochemistry OR</p> <p>Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	
Alawdi, Hafez	Adjunct – Chemistry	<p>Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR</p> <p>Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	MS Chemistry, California State University, Fresno

Foster, Amanda	Adjunct – Child Development/Early Childhood Education	Master's in child development, early childhood education, human development, home Economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR Bachelor's in either of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies.	MS Child Development, University of La Verne
Wintermute, Michelle	Adjunct – Child Development/Early Childhood Education	Master's in child development, early childhood education, human development, home Economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR Bachelor's in either of the above AND Master's in social work, educational supervision,	MA Child Development, University of La Verne

		elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies.	
Burt, Russell	Adjunct – Computer Application & Web Technology (Office Technologies)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Synthesis/Commercial Arranging, Berklee College of Music and MFA in Composition and New Media, California Institute of the Arts plus 23.20 years of professional experience directly related to the discipline.
Carter, Hannah	Adjunct – Communication Studies	Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR- Bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication, or English OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution	MA Communication Studies, California State University, Northridge

		of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division AND graduate level, a minimum of which must be 12 graduate level semester units.	
Newton, Aimee	Adjunct – Communication Studies	<p>Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR- Bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication, or English</p> <p>OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division AND graduate level, a minimum of which must be 12 graduate level semester units.</p>	MA Communication Studies, California State University, Northridge

Martinez, Esmeralda	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	MS Counseling/Career Counseling, California State University, Northridge
Sanchez, Rosa	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	MS Counseling/College Student Personnel, California Lutheran University
Park, Sarah	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	MA School Counseling, Loyola Marymount University
Hurwitz, Elizabeth	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical	MS Educational Counseling w/PPS, University of La Verne

		psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	
Morris, Anthony	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	MA Educational Counseling, University of La Verne
Koshkaryan, Lusine	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	MS Counseling/College Student Personnel, California Lutheran University
Hodge, Jibra	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling,	MA Education/Counseling & Student Personnel, San Jose State University

		educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	
Imai, Lauren	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	MA Counseling, Fresno Pacific University
Vander Leek, Ana	Adjunct - Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling.	MA Educational Counseling, University of La Verne
Eusanio, Jacqueline	Adjunct – Dance	Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis OR Bachelor's in either of the above AND master's degree in physical education, any life science, physiology, theater	BS Kinesiology/Dance and MS Kinesiology, both from California State University, Northridge

		arts, kinesiology, humanities, performing arts, or music.	
Miller, Kimberley	Adjunct – Earth Science/ Geology	Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MS Physics, San Francisco State University and PhD Earth and Environmental Science, University of Pennsylvania
Aleksinski, Adam	Adjunct – Earth Science/ Geology	Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official	MA Geoscience, University of California Riverside

		transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Morsey, Ronnalee	Adjunct – English as a Second Language	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language.	MA Teaching of English as a Second Language, California State University, Northridge
Waltz, Joseph	Adjunct – Engineering Support/Surveying	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	AS Land Surveying, College of the Canyons, plus 9.20 years of professional experience directly related to the discipline.

		member's teaching assignment or the equivalent.	
Labouba, Manouchka	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	MA Cinematic Arts emphasis in Critical Studies Business of Entertainment and PhD Cinematic Arts, both from University of Southern California
Navai, Azadeh	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	MFA Film and Video, California Institute of the Arts
North, Kevin	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	BA Cinema and Television Arts with Emphasis in Film and MA Communication, both from California State University, Northridge
Sampson, Benjamin	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	MA Cinema and Media Studies and PhD Film and Television, both from University of California, Los Angeles
Cohen, Susan	Adjunct – Health Science (Health)	Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR Bachelor's	MA Community Health Education, California State University, Northridge

		in any of the above AND Master's in any biological science OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Lubell, Scott	Adjunct – Manufacturing Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Industrial Design/Engineering and MBA, both from California State University, Northridge, plus 13.42 years of professional experience directly related to the discipline.
Thornton, Frederick	Adjunct – Media Entertainment Arts/Multimedia	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly	BA Psychology, Brandman University, plus 23.58 years of professional experience directly related to the discipline.

		related to the faculty member's teaching assignment or the equivalent.	
Young, Koren	Adjunct – Media Entertainment Arts/Multimedia	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Radio, Television, Film with Emphasis in Film, California State University, Northridge, plus 6.94 years of professional experience directly related to the discipline.
Adams, Jeana	Adjunct – Nursing	Bachelor's degree in Nursing AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	BS Nursing, Regis University and MS Nursing Education, Grand Canyon University, plus 10.4 years of professional experience, RN License
Sandoval-Colon, Ashley	Adjunct – Physical Education/Kinesiology	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical educations OR Bachelor's in in any of the above AND master's degree in any life science, dance, physiology,	MS Kinesiology, Louisiana State University and A&M College

		<p>health education, recreation administration or physical therapy</p> <p>OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	
Morsey, Ronnalee	Noncredit – English as a Second Language	<p>Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages OR bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. OR a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience</p>	<p>BA Biblical Studies, The Master's University and MA Teaching of English as a Second Language, California State University, Northridge</p>

		<p>teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.</p> <p>OR possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.</p>	
Rodriguez, Amelia	Noncredit – English as a Second Language	<p>Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages OR bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.</p> <p>OR a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language,</p>	<p>BA Liberal Studies/Bilingual Cross Cultural Education, California State University, Northridge and MA Education, Curriculum and Instruction, National University</p>

		which may be completed concurrently during the first two years of employment as a noncredit instructor. OR possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.	
Escobar, Victoria	Noncredit – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages OR bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. OR a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of	BA English and MA Teaching English as a Second Language, both from California State University, Northridge

		employment as a noncredit instructor. OR possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.	
Kiker, Breanne	Noncredit – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages OR bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. OR a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. OR possession of a full-time, clear California Designated	BA English, California State University, Northridge and MA Education with Specialization in Teaching Preparation, Pepperdine University

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

Schilling, Tova	Noncredit – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages OR bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. OR a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. OR possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.	BA History, California State University, Sacramento and MS Education, specialization in TESOL, Shenandoah University
Mansfield, Michael	Noncredit – Vocational Short Term/Education	Any bachelor's degree and two (2) years of occupational experience related to the subject of the	BA Cinema, Television and Art, California State University, Northridge and MA in Education, University of La Verne,

		<p>course taught or the equivalent; OR Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; 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.</p>	<p>plus 15 years of professional experience directly related to the discipline.</p>
Tripoli, David	Noncredit – Vocational Short Term/Kinesiology and Health	<p>Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the</p>	<p>BA Kinesiology, Whitworth University and MS Sports Conditioning and Performance, Southern Utah University, plus 6 years of professional experience directly related to the discipline.</p>

		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.	
Valenziano, Vickie	Noncredit - Nursing	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; 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.	BS Nursing and MS Nursing, both from California State University, Dominguez Hills, plus 32.40 years of professional experience directly related to the discipline.

Waltz, Joseph	Noncredit – Vocational Short Term/Surveying	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; 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.	AS Land Surveying, College of the Canyons, plus 9.20 years of professional experience directly related to the discipline.
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Policy Review Committee Statement
Regarding Academic Department Co-Chair Recognition

On Thursday, August 22, 2019 the Policy Review Committee discussed the appropriateness of Academic Department “Co-Chair” designation. The following represents the findings of the Committee:

After having reviewed the COCFA contract, as well as the Academic Senate’s election procedures, the committee reached a unanimous conclusion that the Academic Senate should not reference in any way the existence of Academic Department Co-Chairs. To do so would be a tacit approval of that title that is not authorized by any COCFA or Senate authority. The COCFA contract makes clear there should be one chair of record for department communication and signatures on District forms. Furthermore, since there is no mechanism for electing co-chairs in our election procedures, to have the Senate set precedent by acknowledging a co-chair in any of its documents would be inappropriate.

How departments allocate chair release time is not a matter for Senate action or involvement. This is a COCFA contract compensation matter. This delineation was previously made clear and agreed upon when the Senate addressed the ESES proposed departmental split that was motivated in part by the need for greater compensation.

Academic departments may decide internally how to allocate their release time as authorized by the COCFA collective bargaining agreement. And none of this prevents academic departments from internally referring to and creating co-chairs within their departments. They can call these positions co-chairs, vice-chairs, etc.... The decision to do so is purely their own. But, the Academic Senate should not endorse in any way those titles unless changes are made to all COCFA and Senate documents to recognize such titles. Thus, as of now, any department chair election that allows for the election of co-chairs would be an election process that falls outside the existing Senate procedure for such elections.

BP 4233 Attendance

Reference: Title 5, Sections 58003, 58004; Student Attendance Accounting Manual; HEA Sec. 103 and 484(l); 34 CFR 600.2; 34 CFR 668.3

The Santa Clarita Community College District has adopted the following policy with regard to attendance. Nothing in this policy shall conflict with Title 5 section 58003 that pertains to state requirements for monitoring and reporting attendance for apportionment purposes. The Santa Clarita Community College District authorizes specified designated District personnel to develop and implement those procedures necessary to comply with state mandated attendance reporting requirements. This policy is applicable to all courses, regardless of delivery format, offered by the Santa Clarita Community College District.

4233.1 Definitions:

- A. No show drop – a drop that occurs as a result of a student not attending the first class meeting.
- B. Census drop - a drop occurs when a student stops attending a class prior to the first census drop or 20% of the course. The “drop date” shall be the end of business of the day immediately preceding the census day.
- C. Withdrawal drop –a withdrawal occurs when a student stops attending prior to 75% of the term or the 12th week of classes for full-term classes.
- D. Absences
 - 1) Excessive absences- an accumulation of excused and/or unexcused absences amounting to more than 10% of the class meetings.
 - 2) Excused absence- an absence caused by documented extenuating circumstances.
 - 3) Unexcused absence- an absence with no documented extenuating circumstance.
- E. Extenuating circumstances- verified cases of accidents, illness, and other circumstances beyond the control of the student. A student must have documentation to prove an extenuating circumstance.
- F. The last date of attendance - is either the mid-point of the financial aid payment period, as the effective withdrawal date, or the student’s last date of attendance as determined by his or her last known academically related activity. Academic related activity requires more than attendance in the student’s face to face or electronic classroom.
- G. Academically related activities include but are not limited to:
 - 1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
 - 2) Submitting an academic assignment;
 - 3) Taking an exam, an interactive tutorial or computer-assisted instruction;
 - 4) Attending a supplemental learning activity and/or study group that is assigned by the instructor;
 - 5) Participating in an online discussion about academic matters; and
 - 6) Initiating contact with the instructor of record to ask a question about the academic subject studied in the course.

- 7) Academically related activities do not include activities where a student may be present but not academically engaged, such as:
 1. Logging into an online class without active participation; or
 2. Participating in academic counseling or advisement¹.
- H. Academic Engagement in Distance Education– is academically related activities, described in the relevant course outline of record, including, but not limited to regular or substantive interaction between the students and initiated by the faculty through discussion board posts, completed assignments, or electronic conversations with faculty. This does not include passive activity in the course; e.g. watching a lecture, downloading an assignment, or other non-interactive activities.
- I.
- J. Distance Education- courses that deliver instruction online using the Internet (synchronously and/or asynchronously), provide for regular and substantive contact and interaction online between instructor and students that is initiated by the instructor, and require online activities as part of a student's grade.

4233.2 For the purposes of attendance and in application of census procedures, the Santa Clarita Community College District shall clear the rolls of students with inactive enrollment for the following time periods:

- A. Been identified as a no show, or
- B. Stopped attendance prior to the Census date, or
- C. Stopped attendance prior to the Withdrawal date.

4233.3 A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances. "No longer participating" includes, but is not limited to, excessive unexcused absences related to nonattendance.

4233.4 Regular and punctual attendance is an integral part of the learning process. Students of the Santa Clarita Community College District are expected to attend all scheduled classes in which enrolled. An instructor has the authority to drop a student who violates written attendance policies. Instructors are not obligated to hold seats for students who are enrolled but do not attend the first class meeting.

- A. Only persons who are registered for a class at the Santa Clarita Community College District may attend that class. Students are expected to attend all class meetings for those courses in which they are enrolled. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be dropped or withdrawn from the course.
- B. Students who fail to attend the first scheduled class meeting or fail to obtain permission from the instructor regarding absence before the first scheduled class meeting shall be dropped as a no show from the course.

¹ Participation in academic counseling and advising are no longer considered to be academic attendance or attendance at an academically related activity. (*Federal Student Aid Handbook, June 2012; Chapter 1 – Withdrawals and the Return of Title IV Funds*)

- C. It is the student's responsibility to consult with the instructor regarding excused or unexcused absences. Absences begin to accumulate with the first scheduled class meeting.
- D. Any student with excused or unexcused absences amounting to more than 10% of the class meetings may be dropped or withdrawn from the class. An instructor may drop a student up until 20% of the course (the 2nd week of a full semester length class) or withdraw a student from a course up until 75% of the course (the 12th week of a full semester length class) due to excessive absences.
- E. Absence due to an extenuating circumstance may be accepted by the instructor as an excused absence for a limited period of time. Students are expected to notify their instructor by e-mail and/or phone message if they are absent for a medical reason. Students anticipating or encountering extended absences due to medical, personal or family emergencies should remove him or her from the course.
- F. The faculty member may establish a limit on tardy or leaving early from the course to equal an absence. This classroom procedure shall be established in the syllabus for students on the first day of the course.
- G. It is the student's responsibility to officially drop or withdraw from a course. Students failing to officially drop or withdraw from a course may receive an "FW" grade.

4233.5 Distance Education Courses

- A. Faculty shall initiate regular and substantive interaction with students in distance education courses.
- B. A student's absence from a distance education course shall be determined by the last day on which the student was academically engaged and participated in an academically related activity in the class.
- C. The last date of attendance for students enrolled in a distance education course will be used in determining a student's absences and subsequent drop or withdrawal from a class.

4233.6 Financial Aid Repayment

Any student who receives Federal financial aid and completely withdraws or fails to complete any units during the payment period or period of enrollment, will be required to repay any unearned financial aid funds.

AP 4233 Attendance

- 4233.1 (A) The faculty shall drop students for no-show and census drops. The faculty member will not show drop a student via My Canyons during the first week of the course if the student did not attend the first day of the course. Instructors are not obligated to hold a seat for a student that does not attend the first day of the course.
- (B) The faculty member will drop a student via My Canyons prior to the census date of the course if the student stopped attending the course after the first day of the course.
- (C) The faculty member has the opportunity to withdraw a student from the course if the student stopped attending after the census date and missed more than 10% of the course meetings up until 75% of the course.
- (D) The faculty member may establish a limit on tardy or leaving early from the course to equal an absence. This classroom procedure shall be established in the syllabus for students on the first day of the course.
- 4233.2 Students must attend all courses, in person or on-line, that show on their schedule. If the student stops attending the course, it is the responsibility of the student to drop the course from his or her record.
- 4233.3 An instructor may approve a reinstatement for a student into their course if the student shows the excessive absences were a result of a documented extenuating circumstance. An instructor does not have to approve a reinstatement back into his or her course.
- 4233.4 Students must actively participate in online courses to prove attendance. Attendance in an online course will be counted when a student participates in an academically related activity. If the student does not participate in an academically related activity throughout the course, the instructor may drop the student for non-attendance.
- 4233.5 Students who receive federal financial aid, and are dropped for non-attendance, will be responsible for repayment of any unearned financial aid funds. The Financial Aid office will provide students with the repayment amount based on the last day of attendance in courses dropped. The student must repay the money back to the college or a hold will be placed on the student's record. The student will not receive college services until the unearned financial aid funds are repaid and the hold is removed.

Bookstore Committee Membership

Fall 2019

Prepared for Academic Senate Meeting, September 12, 2019

In need of committee representation from:

- School of Kinesiology
- School of Personal and Professional Learning
- School of Social and Behavioral Sciences

COMMITTEE MEMBERS	
Faculty Members	
A.J. Almeda	School of Mathematics, Sciences, and Health Professions
Abram Antler	School of Humanities-Adjunct Faculty
Brandon Hilst	School of Mathematics, Sciences, and Health Professions
Christopher Boltz	School of Visual and Performing Art
Lucia Pozo	School of Humanities
Melanie Lipman	School of Business
Patti Haley	School of Mathematics, Sciences, and Health Professions
Teresa Ciardi	School of Mathematics, Sciences, and Health Professions ,Co-Chair
Victor Jadaon	School of Business

September 12, 2019

Bookstore Committee Recommendation to the Academic Senate

Definition of Low Textbook Cost = \$40.00 or less

The Bookstore Committee is making a recommendation to the Academic Senate to endorse \$40.00 or less as the definition for LTC (low textbook cost) section in the class schedule description.

\$40 was identified as the most popular national standard used in the community college system according to a survey conducted by CCCOER Advisory Group. CCCOER promotes the awareness and adoption of open educational policies, practices, and resources in higher education. In a 2017 survey executed by CCCOER, forty-five colleges were asked what they use as a LTC threshold. The results indicate colleges identify LTC range between \$25 and \$40 (url to survey <https://tinyurl.com/Under-40Survey>)

The LTC identifier would enhance student's awareness of textbook costs in addition to SB1359 which requires colleges to easily identify zero textbook costs (ZTC) in the class schedule.

If the AS endorses \$40 as the standard for "Low Cost Text" (LTC) the Bookstore Committee will take action on two fronts;

- 1) We will work with Academic Affairs to allow faculty to select Low Textbook Cost when submitting a schedule request.
- 2) We will work with MIS to include "Low Textbook Cost" (LTC) as a registration search option. See screen shot below.

Course Status

Open

5 week accelerated online	<input type="checkbox"/>
Hybrid	<input type="checkbox"/>
Online classes only	<input type="checkbox"/>
Weekend/evening Hybrid	<input type="checkbox"/>
Personalized Accelerated	<input type="checkbox"/>

Show only Continuing Education ☐

→ Search for ZTC sections ☐

[What is ZTC?](#)

