

**COLLEGE OF THE CANYONS**  
**Academic Senate Agenda**  
**December 9, 2010**  
**3:00 - 4:30 p.m. BONH 330**

I. Routine Matters

1. Call to order
2. Approval of Academic Senate Meeting Minutes for November 18, 2010 (pg.2-5)
3. Report of Officers
4. Report of Standing and/or Special Committees/Task Forces
  - Report of Curriculum Committee Meeting of December 2, 2010 (pg.6-9)
  - Report of Basic Skills Committee “S4S” (pg.10-17)
  - Report of Calendar Committee (pg.18-19)

II. Unfinished Business

5. Discontinuance of Program
6. Proctoring Exams for Students in Online Classes
7. Senate Proposal for Board Policy Revision: BP 536 Academic Standards
8. Senate Proposal for NEW Board Policy: Graduation

III. Discussion Items

9. Academic Senate Constitution: Proposed Revisions (pg.20-24)
10. Memorandum on Constitution (pg.25-32)

IV. Action Items

11. Environmental Science/Studies Proposed Department Merger (pg.33-37)
12. Board Policy & Administrative Procedures Proposal: BP 3850 Conflict of Interest (pg38-53)

V. Announcement(s)

13. Winter Break for Faculty: December 11, 2010 to January 2, 2011
13. Winter Intersession: January 3, 2011 to February 5, 2011
14. Winter FLEX: January 28 & January 31 to February 4, 2011
15. Academic senate Retreat: Feb. 1, 2011 (1-3PM) Univ. Center 222

VI. Open Forum

VI. Adjournment: 4:30 p.m.

The next Academic Senate meeting will be **February 10, 2011**  
*As always, everyone is invited and welcomed.*

## Minutes of Academic Senate Meeting November 18, 2010

Attendance: Edel Alonso, David Andrus, Lee Hilliard, Lea Templer Wendy Brill, Lisa Helfrich Omar Torres, Jasmine Ruys, Joan Jacobson, Mike Wilding, Michelle La Brie, Michael Sherry, Mark Daybell, Jennifer Brezina, Isao Uesugi, Dr. Capet, Ann Lowe, Ruth Rassol, Deanna Riveira, Rebecca Eikey, Raweena Gill, Siavosh Moghani, Jose Martin, Chris Blakey, Cindy Stephens, Regina Blasberg and Pamela Borrelli

### I. Routine Matters

1. Call to order: Edel Alonso called the meeting to order at 3:00 p.m. and welcomed everyone to the Senate meeting. She asked if there were any questions regarding the Senate minutes from October 28, 2010. Ann Lowe said she had asked that the Curriculum Institute cost be added to the 2010-2011 budget. Edel explained that it was not part of the budget report since the Institute will take place in the new fiscal year, but she will comply with Ann's request and add it to the Budget Report since there is a cost saving advantage to registering during the 2010-2011 fiscal year. Edel will also add the SLO conference for the same reason.

2. The summary of the October 28, 2010 meeting was approved. Edel asked the Senators that if they found any grammatical or spelling errors to please let her and Lita know after the meeting to save time.

### 3. Report of Officers

- Report of Senate President, Edel Alonso:  
Edel informed the Senate of the paper shredder that we now have in BONH 330. It was donated by Admissions and Records who have entered a contract with a shredding service. We will need to maintain it. She also wanted to let the faculty know that the college is making arrangements for document imaging equipment that may be made available to faculty. She will keep the Senate informed.

Edel reported last week we had the Scholarly Presentation by Amy Foote on Organisms of the Deep Ocean. It was a wonderful presentation. The committee did a nice job and Amy did a fabulous job. Edel had the pleasure of introducing her as the Senate President.

Edel attended the ASCCC – Academic Senate of California Community Colleges Plenary Session in Orange County on November 11 – 13. She reviewed topics of interest presented at the Plenary and will include articles about these in an upcoming Senate Newsletter to inform all the faculty members:

1. CCC Assess – A statewide task force is studying the establishment of a common assessment for English and Math placement at all 112 California Community Colleges
2. Pre-requisites – the State Senate has written a paper regarding the establishment of pre-requisites using content review instead of statistical analysis, as is the current practice. There is concern among some faculty members that this will create disproportional impact.
3. SB 1440 Transfer Bill – It allows for the creation of new Transfer degrees that include 18 units of major concentration courses, the IGETC or CSUGE, and 60 transferable units. The state Senate and the Chancellor's Office are urging local college districts to wait for guidance in the implementation of this bill until Transfer Model Curriculum is available.

4. TMC Transfer Model Curriculum – These are being developed in the most “popular” transfer majors and the Chancellor’s Office has promised to expedite their approval if local districts approve them instead of developing their own local transfer major requirements. So far TMC have been developed in Geology, Sociology, Psychology, Communication Studies, and Math.
5. C-ID Course ID Numbers – The ASCCC is encouraging local Senates to participate in regional meetings to establish common course id numbers given a set of course “descriptors” that explain course content and objectives. Deanna Riveira, at large Senator, representing the Social Science Division informed the Senate she had attended a session for Psychology.
6. SB 1143 - It created a Task Force with representatives from ASCCC, the Community College League, and the Chancellor’s Office that will study the issue of student success. Originally it described success as degree completion. There is some fear that this is the first in a move toward performance based funding instead of open access.
7. IB and CLEP Exams – A Senate resolution encourages local Senates to establish unit equivalencies for these in alignment with how the CSU system has done.

Edel reported that she would like to explore a fundraiser at a local restaurant to benefit the Senate and use to purchase a larger conference table and conference chairs for the Faculty Center in BNHL 330 as we have outgrown the size of the current table. We have had to wheel the little round table at the end of the room for every meeting to extend this table. Dr. Van Hook generously offered tables that are over in the AOC building. They are gray tables that can be placed together. Jasmine Ruys might be interested in the present table for A&R use. Edel would prefer to use our budget for conferences instead of furniture. She would like to give the fundraiser a try and see what happens. She was given the okay to move forward with the fundraiser.

Edel brought up the subject of elections. She said there some concerns expressed at the beginning of the year regarding election procedures. She would like to appoint faculty to an Elections Committee and run Senate elections like a political election and have the Senate office be the polling place in time for spring elections to ratify the constitution. If anyone is interest let Edel know.

- Report of Senate Vice President, David Andrus:  
David reported that he attended a CPT meeting and that there is one more scheduled before the end of the semester so he will hold off until our next meeting to report on CPT. He did attend a PAC-B meeting but allowed Lea Templer to report. Lea reported the state is in the hole for six billion for this year and projected to be in the hole for nineteen billion for next year. Sharlene warned CPT not be surprised if there are additional cuts in January. Prop 98 guarantees may go away. Lea added that Sharlene informed CPT that the college had reviewed the entire budget and found four million dollars. Double-check your budgets to make sure you still have funds.

#### 4. Report of Standing and/or Special Committees/Task Forces

- Ann Lowe presented the minutes of the November 4, 2010 Curriculum Committee meeting. The Senate approved the curriculum meeting minutes. Ann encouraged departments to consider the implications of changing course SLOs. SLOs reflect the over arching goals of the course. Therefore the Curriculum Committee will need to review the entire course to verify that the objectives, content, and assignments match the SLOs. The

Curriculum Committee recommends only modifying a course's SLOs if they are inaccurate or not measurable. Jennifer Brezina noted that SLO changes planned for the future should be noted in the Program Review.

- At Dr. Van Hook's request, Ann Lowe as Curriculum Committee Chair did a beautiful job at the Board meeting on November 10, 2010 when she did a PowerPoint presentation on curriculum development and the work of the Curriculum Committee.
- In the absence of Sherrill Pennington, who is the Disciplines/Equivalencies Committee Chair, Edel presented the request for equivalencies for the discipline of Environmental Science and Environmental Studies, which does not appear in the Disciplines List from the Chancellor's Office. Christina Chung had contacted the Chancellor's Office and Edel contacted ASCCC for direction in such a circumstance. They were both told to accept other related disciplines to qualify faculty to teach in a discipline not on the Disciplines List. Edel recommended striking Paleontology as an equivalency option given concerns expressed by the Disciplines and Equivalencies Committee. Teaching equivalencies for Environmental Science and Environmental Studies were approved by the Senate as amended.

## **II. Unfinished Business**

Edel reminded everyone that the following items remain unresolved:

5. Discontinuance of Program
6. Proctoring Exams for Students in Online Classes
7. Senate proposal for Board Policy Revision: BP 536 Academic Standards
8. Board Policy & Administrative Procedures Proposal: BP 3850 Conflict of Interest

## **III. Discussion Items**

### 9. Board Policy Graduation

Joan spoke that a draft has been developed. They have looked at various policies throughout the state. They want to take that to the counseling department, then admissions, then Dr. Wilding, then to the policy committee. Edel asked when they finished the draft if they could submit it to Senate then it could be submitted to the policy committee. It was interesting that the college did not have a policy on certificates and degrees.

### 10. Academic Senate Constitution

David thanked the committee for all their hard work on the constitution. He is looking for feedback from everyone. He has spoken with Lea and there are some corrections to be made in a couple of areas. There was a long discussion on some changes that the faculty wanted. Those changes were noted and David will make them and bring them back to the Senate.

### 11. Memorandum on Constitution

This memorandum was made along the way because for one they did not keep minutes and they want some transparency in what their rationale was. Frame the issue article by article.

### 12. Board Policy 510 Counseling Services

Joan spoke on the Counseling Services. The changes have been made. This has gone to the Policy Committee and they see no problem. It was approved by Senate.

### 13. Board Policy 529 Student Conduct

David spoke on this policy and the committee was okay with this one moving forward. The word “preceding term” was asked to be changed to “calendar”. A vote was taken and this policy was approved.

14. Board Policy 530 Disciplinary Action

There was a discussion and then a vote and this policy was approved.

15. Board Policy 531 Due Process Student Disciplinary Action

There was a discussion with this policy because some want it removed from their transcript some time down the road and for now we don't have that in place. There were pros and cons and more discussion. This policy was approved with administrative language change.

Adjourned at 4:55 p.m.

# CURRICULUM COMMITTEE SUMMARY

**December 2<sup>nd</sup>, 2010**

**3:00 pm – 5:00 pm**

**BONH-330**

**Items on “Consent” are recommended for approval as a result of a Technical Review meeting that took place on November 10<sup>th</sup>, 17<sup>th</sup> and 29<sup>th</sup> 2010:**

Members present: Backes, Patrick – Curriculum Coordinator, Non-voting member; Benedicto, Alto – Math & Sciences; Brill, David – Fine & Performing Arts; Cheng-Levine, Jia-Yi – Humanities; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Jacobson, Joan – Student Services; Lowe, Ann – Co-Chair, Faculty; Lucy, Nicole – Social Science & Business; Marengo, Anne – Member at Large; Richter, Christy – Member at Large; Solomon, Diane – Member at Large; Waller, Tina – Allied Health

Members absent: Parker, Catherine – Adjunct Faculty; Stanich, Diana – Physical Education & Athletics

**DELETED COURSES on consent:**

Subject	#	Title	Description of action	Author
CIT	080	Microsoft Office Specialist Exam Review	Course has not been offered. - <b>Approved</b>	M. Lipman
GEOG	151	Introduction to Geographic Information Systems	Course is being archived, will be replaced by new GIS courses. (Part of Land Surveying Degree and Certificate). - <b>Approved</b>	V. Devlahovich
GMD	244	Graphic Design Production	Content no longer relevant to program objectives. - <b>Approved</b>	M. Daybell
NC.OAD	THEA1	Creative Expression for Older Adults Through Acting	This course is not likely to be offered due to changes in State funding priorities. - <b>Approved</b>	K. Kistler
WELD	090L	Open Welding Lab	Comparable course to be offered through community education of ETI. - <b>Approved</b>	T. Baber
WELD	091L	Open Lab – Metal Fabrications	Course not able to be offered. - <b>Approved</b>	T. Baber
WELD	096	Welding Certification and License Preparation	Comparable course to be offered through community education of ETI. (Part of Welding Technology Degree and Certificate). - <b>Approved</b>	T. Baber
WELD	103	Metal Sculpturing	Course not able to be offered. (Part of Welding Technology Degree and Certificate). - <b>Approved</b>	T. Baber
WELD	107	Advanced Semiautomatic Welding Processes	Course will be replaced. (Part of Welding Technology Degree and Certificate). - <b>Approved</b>	T. Baber
WELD	166	Pipe Layout and Fabrication	Course no longer needed in curriculum. (Part of Welding Technology Degree and Certificate). - <b>Approved</b>	T. Baber
WELD	167	Intermediate Pipe Welding Techniques and Practices	Course will be replaced. (Part of Welding Technology Degree and Certificate). - <b>Approved</b>	T. Baber
WELD	168	Advanced Pipe Welding Techniques and Practices	Course will be replaced. (Part of Welding Technology Degree and Certificate). - <b>Approved</b>	T. Baber

**DELETED PROGRAMS on consent:**

Program	Degree/Certificate	Description of action	Author
ESL	Certificate of Completion	Courses for this program have been archived, program replaced by two different NC.ESL certificate programs and new curriculum. - <b>Approved</b>	K. Kistler

**MODIFIED COURSES on consent:**

Subject	#	Title	Description of action	Author
BIOSCI	130	Environmental Biology	<b>Title change.</b> Expanded course content, updated texts. - <b>Approved</b>	J. Chari
CHEM	110	Introductory Chemistry	Revised descriptions, objectives, content, and text. - <b>Approved</b>	J. Anderson
CHEM	255	Organic Chemistry I	<b>Prerequisite change to CHEM-202.</b> Revised descriptions, revised text. - <b>Approved</b>	K. Flynn
CIT	101	Introduction to Computers	<b>Added SLO's (2),</b> Added objectives, revised content, updated text. - <b>Approved</b>	V. Jadaon
COMS	105	Fundamentals of Public Speaking	<b>Revised SLO,</b> Updated texts. - <b>Approved</b>	V. Leonard
COMS	246	Interpersonal Communication	Revised descriptions, <b>Added SLO,</b> added objectives, Expanded course content, updated texts. - <b>Approved</b>	V. Leonard
COMS	256	Intercultural Communications	<b>Revised SLO's (2).</b> Updated text. - <b>Approved</b>	V. Leonard
HIST	130	Social and Cultural History of the United States	Reduced class size to 35, revised descriptions, <b>Added SLO,</b> added objectives, revised content, revised texts. - <b>Approved</b>	B. Riffel
ITAL	101	Elementary Italian I	Revised descriptions, <b>Added SLO's (2),</b> added objectives, updated text. - <b>Approved</b>	C. Acosta
MUSIC	101	Musicianship Skills I	<b>Added prerequisite of MUSIC-100.</b> Revised descriptions. - <b>Approved</b>	B. Feldman
MUSIC	105	Music Appreciation	Reduced class size to 35. Revised descriptions. <b>Added SLO,</b> added objectives, revised content. - <b>Approved</b>	D. Catan
MUSIC	118	Popular Songwriting	<b>Added 1 unit of lab, reduced 1 unit of lecture.</b> Revised descriptions, <b>Added SLO,</b> Revised objectives and content. - <b>Approved</b>	D. Catan
MUSIC	120	Tonal Harmony	<b>Added recommended prep of MUSIC-100.</b> Revised descriptions, <b>Added SLO,</b> added objectives, revised text. - <b>Approved</b>	D. Catan
MUSIC	121	Chromatic Harmony	<b>Added recommended prep of MUSIC-120.</b> Revised descriptions, <b>Revised SLO,</b> Added objectives, revised texts. - <b>Approved</b>	D. Catan
MUSIC	123	Modal Counterpoint	<b>Added recommended prep of MUSIC-100.</b> Revised descriptions, <b>Added SLO,</b> added objectives. - <b>Approved</b>	D. Catan
MUSIC	126	Pop & Jazz Music Theory	<b>Changed recommended prep to MUSIC-120.</b> Revised descriptions, <b>Revised SLO,</b> added objectives. - <b>Approved</b>	D. Catan
MUSIC	127	Orchestration for Strings and Woodwinds	<b>Added recommended prep of MUSIC-100.</b> Revised descriptions, <b>Revised SLO,</b> added objectives. - <b>Approved</b>	D. Catan
MUSIC	128	Orchestration for Brass, Percussion, and Harp	<b>Added recommended prep of MUSIC-100.</b> Revised descriptions, <b>Added SLO,</b> added objectives. - <b>Approved</b>	D. Catan
MUSIC	131	Keyboard Instruction I	Revised descriptions, <b>Revised SLO,</b> revised objectives & content. - <b>Approved</b>	KC Manji
MUSIC	132	Keyboard Instruction II	Revised descriptions, <b>Revised SLO,</b> revised objectives & content. - <b>Approved</b>	KC Manji
MUSIC	141	Voice Development: From Baroque to Contemporary	Revised descriptions, <b>Revised SLO,</b> revised objectives & content. - <b>Approved</b>	KC Manji
MUSIC	153	Studio Jazz Ensemble	Reduced class size to 18, added texts. - <b>Approved</b>	KC Manji
MUSIC	160	Guitar Studies I	<b>Revised SLO.</b> Added objectives and content, revised text. - <b>Approved</b>	KC Manji
MUSIC	167	Jazz Guitar Studies I	Revised descriptions. <b>Revised SLO.</b> Revised objectives and content. - <b>Approved</b>	KC Manji
MUSIC	169	Improvisation for Guitarists	Increased class size to 25, Revised descriptions, <b>Revised SLO,</b> revised content. - <b>Approved</b>	B Feldman
MUSIC	171	Bass Guitar Studies II	Revised descriptions. <b>Revised SLO.</b> Revised objectives, content, and text. - <b>Approved</b>	KC Manji
MUSIC	190	Applied Performance	<b>Changed to one unit of lab. Added co-requisite to MUSIC-189, changed to Letter grade only.</b> Revised descriptions, <b>Revised SLO,</b> added objectives. - <b>Approved</b>	KC Manji
SIGN	111	Fingerspelling	SAM Code changed from C to D. Added objectives, added text. - <b>Approved</b>	D. Gear
SIGN	201	Interpreting I	SAM Code changed from D to C. <b>Added SLO,</b> Added objectives, expanded content. - <b>Approved</b>	D. Gear
SIGN	202	Transliterating I	SAM Code changed from D to C. <b>Added SLO,</b> Added objectives, expanded content. - <b>Approved</b>	D. Gear
SIGN	203	Sign to English Interpreting/ Transliterating I	SAM Code changed from D to C. <b>Added SLO,</b> Added objectives, expanded content. - <b>Approved</b>	D. Gear
SIGN	204	Interpreting II	SAM Code changed from D to C. <b>Added SLO,</b> Added objectives, expanded content. - <b>Approved</b>	D. Gear
SIGN	205	Transliterating II	SAM Code changed from D to C. <b>Added SLO,</b> Added objectives, expanded content, added texts.	D. Gear

**MODIFIED PROGRAMS on consent:**

Program	Degree/Certificate	Description of action	Author
Animation Production	A.A. Degree	Reduced total required units to.5. <b>Added program SLO. - Approved</b>	J. Baker
Theater Performance	A.A. Degree	Reduced total required units to 23. <b>Added program SLO. - Approved</b>	P. Wickline
Web Site Development	Certificate of Specialization	Added CIT-074, increased required units to 16.5. <b>Added Program SLO. - Approved</b>	A. Strozer

**NEW COURSES:**

Subject	#	Title	Description of action	Author
ESYST	101	Basic Electronics	4 units, 54 hours lecture, 54 hours lab. Class size 28, not repeatable. <b>Added SLO's (2). - Approved</b>	L. Hilliard
ESYST	102	Circuit Analysis	4 units, 54 hours lecture, 54 hours lab. Class size 28, not repeatable. <b>Added SLO's (2). New prerequisite of CMPELC-130 or ESYST-101. - Approved</b>	L. Hilliard
ESYST	103	Solid State Systems	4 units, 54 hours lecture, 54 hours lab. Class size 28, not repeatable. <b>Added SLO's (2). New prerequisite of ESYST-102. - Approved</b>	L. Hilliard
ESYST	104	Digital Circuits	4 units, 54 hours lecture, 54 hours lab. Class size 28, not repeatable. <b>Added SLO's (2). New prerequisite of ESYST-103. - Approved</b>	L. Hilliard
ESYST	123	Residential Wiring	4 units, 54 hours lecture, 54 hours lab. Class size 28, not repeatable. <b>Added SLO's (2). New prerequisites of ESYST-104, CONST-103 &amp; CONST-124. - Approved</b>	L. Hilliard

**NEW PROGRAMS:**

Program	Degree/Certificate	Description of action	Author
Electronic Systems Technology – Residential Applications	A.S. Degree	30 required units. <b>Added Program SLO. - Approved</b>	L. Hilliard



<b>NEW PREREQUISITES:</b>				
<b>Subject</b>	<b>#</b>	<b>Title</b>	<b>Enrollment Limitation</b>	<b>Author</b>
CHEM	255	Organic Chemistry I	<b>Prerequisite of CHEM-202. - Approved</b>	<b>K. Flynn</b>
ESYST	102	Circuit Analysis	<b>Prerequisite of CMPELC-130 or ESYST-101. – Approved</b>	L. Hilliard
ESYST	103	Basic Electronics	<b>Prerequisite of ESYST-102. – Approved</b>	L. Hilliard
ESYST	104	Digital Circuits	<b>Prerequisite of ESYST-103. – Approved</b>	L. Hilliard
ESYST	123	Residential Wireman	<b>Prerequisites of ESYST-104, CONST-103 &amp; CONST-124. - Approved</b>	L. Hilliard
MUSIC	101	Musicianship Skills I	<b>Prerequisite of MUSIC-100. - Approved</b>	B. Feldman
MUSIC	120	Tonal Harmony	<b>Recommended prep of MUSIC-100. - Approved</b>	D. Catan
MUSIC	121	Chromatic Harmony	<b>Recommended prep of MUSIC-120. – Approved</b>	D. Catan
MUSIC	123	Modal Counterpoint	<b>Recommended prep of MUSIC-100. - Approved</b>	D. Catan
MUSIC	126	Pop & Jazz Music Theory	<b>Recommended prep of MUSIC-120. - Approved</b>	D. Catan
MUSIC	127	Orchestration for Strings and Woodwinds	<b>Recommended prep of MUSIC-100. - Approved</b>	D. Catan
MUSIC	128	Orchestration for Brass, Percussion, and Harp	<b>Recommended prep of MUSIC-100. - Approved</b>	D. Catan
MUSIC	190	Applied Performance	<b>Co-requisite of MUSIC-189. - Approved</b>	KC Manji
THEATR	190C	Theatre Production-Comedy	<b>Audition prerequisite. - Approved</b>	P. Wickline
THEATR	190D	Theatre Production-Drama	<b>Audition prerequisite. - Approved</b>	P. Wickline

### Discussion items/Notes:

1. Cynthia Dorroh gave a quick update to the Curriculum Committee regarding the Medical Laboratory Technician curriculum that is going to be revisited and resubmitted to the Curriculum Committee in Spring 2011.
2. A legislative analyst curriculum suggestions informational handout was distributed to the members of the curriculum committee who were present.
3. The “Report of the Commission on the Future” was distributed to the members of the curriculum committee who were present.
4. SB 1440, Transfer Model Curriculum, and C-ID informational handouts were distributed to the members of the curriculum committee who were present.

New Courses Includes ISA's	5	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	1	New DLA's	-0-	Deleted Courses	12
Modified Courses	41	New SLO's	31	Deleted Programs	1
Modified Programs	3	Modified SLO's	14	Proposals Reviewed in Technical Review Session	63
New Non Credit Courses	-0-	New Prerequisites	18	Proposals Returned from Technical Review Session	0

## DRAFT: BASIC SKILLS ACTION PLAN 2010-2011

### Organizational/Administrative Practices

Planned Action	S4S Strategic Goal	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Distribute Basic Skills Strategic Plan and related programs guide across campus and to pertinent community groups	All goals	A.2. A clearly articulated mission based on a shared, overarching philosophy drive the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs. A.3 The developmental education program is centralized or highly coordinated.	Spring 2011	S4S Coordinators
Utilize developed rubrics for research and program evaluation to ensure student success in all existing and new S4S programs	All goals	A.7 Institutions manage faculty and student expectations regarding developmental education.	Ongoing	S4S & Institutional Research
Assess created basic skills ISLOs with campus SLO coordinators to re-evaluate how basic skills can be emphasized as a campus priority.	All goals	A.1 Developmental education is a clearly stated institutional priority.	Fall 2011	S4S ISLO committee
Create student-friendly, interactive, success-based website that highlights available programs and resources for students	All goals	A.2. A clearly articulated mission based on a shared, overarching philosophy drive the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.	Summer 2011	S4S Coordinators
Increase reassigned time for additional basic skills faculty coordinators to manage programs and materials	All goals	A.1 Developmental education is a clearly stated institutional priority. A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program	Spring 2011	S4S Coordinators/ Instruction Office
Ensure the basic skills is represented in the new college mission statement	All goals	A.1 Developmental education is a clearly stated institutional priority.	Fall 2010	S4S Coordinators

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

**Draft: ESL/Basic Skills 2010-2011** *(Due on December 10, 2010)*

**ACTION PLAN TEMPLATE**

**Long-Term Goals (5 yrs.) for ESL/Basic Skills (Revised for 2010-2011)**

**1. Give students the right start.** S4S will create a welcoming and informative environment that supports student success from the beginning. (Practice A, B and D)

**2. Provide meaningful and progressive curriculum.** (1) S4S will evaluate and revise existing credit and non-credit curriculum with a focus on student progress and success. (2) S4S will extend existing dialogues with our local high school district to re-align curriculum outcomes and delivery methods to facilitate the transition from high school to college. (Practice D)

**3. Create meaningful emergent bridges and learning communities.** S4S will establish learning communities to help bridge the transition from non-credit to credit programs, from basic skills to transfer and CTE programs. (Practice B and D)

**4. Encourage comprehensive supplemental learning.** S4S will design and coordinate a variety of supplemental learning activities that help students enhance their overall academic success. (Practice D)

**5. Support ongoing professional learning and development.** S4S will provide ongoing professional learning opportunities to all faculty, staff, and administrators across local and regional learning networks related to increasing student success. (Practice C)

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Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

## DRAFT: Section B – Program Components

Planned Action	S4S Strategic Goal	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to work with institutional research and increase hours for a part-time basic skills researcher to monitor student success programs and projects.	All goals	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice	Ongoing	S4S & Institutional Research
Continue Cougar Days as part of the FYE program that bring incoming first year college students to campus for discussions about placement procedures and declaration of majors.	Goal 1	B.1: Orientation, assessment, and placement are mandatory for all students.	Spring 2011	S4S FYE Subcommittee
Continue new face-to-face orientation in conjunction with the First Year Experience program.	Goal 1	B.1: Orientation, assessment, and placement are mandatory for all students.	Summer 2011	S4S FYE Subcommittee
Pair counselors and/or program advisors with instructional faculty to guide students through new student advisement and craft educational plans in the FYE program	Goal 1	B.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	Spring/Summer 2011	S4S FYE Subcommittee
Provide a summer bridge program and/or “jams” for students needing to refresh basic skills in English, math, and/or student success (study skills).	Goal 1-3	B.1: Orientation, assessment, and placement are mandatory for all students.	Summer 2011	S4S Supplemental Learning Subcommittee
Conduct faculty mentorship meetings and programs that bring Student Services and Instructional personnel together for FYE program.	Goals 1, 3, 5	B.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	Ongoing	S4S FYE Subcommittee

Provide for career program advisors to administer and advise students on use of the Discover career aptitude assessment	Goal 1	B.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	Spring 2011	S4S FYE Subcommittee
Provide stipend for part-time counselor to assist S4S program with high school and non-credit outreach programs in Spring and Summer 2011	Goal 1	B.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs	Spring/Summer 2011	S4S FYE Subcommittee
Create an extended orientation program for FYE students that emphasizes importance of student skills and campus connections, and includes workshops for student ed. planning	Goal 1 and 4	B.1: Orientation, assessment, and placement are mandatory for all students.	Fall 2011	S4S FYE Subcommittee
Create a pilot diagnostic assessment and remediation program for all incoming students to use prior to and immediately after initial placement procedures	Goals 1-4	B.1: Orientation, assessment, and placement are mandatory for all students.	Spring/Summer 2011	S4S Coordinators
Conduct focus groups with basic skills students in Non-Credit 4A and 4B, English 071 and 081 and Math 025, 058 and 060 to identify particular concerns that need addressing for large numbers of basic skills students	Goal 2	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice	Spring 2011	S4S & Institutional Research

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

\_\_\_\_\_  
Date

## DRAFT: Section C – Faculty and Staff Development

Planned Action	S4S Strategic Goal	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Provide On-Course related workshops to train faculty, particularly those participating in supplemental instruction programs, first-year experience programs, and other S4S programs	Goal 5	C.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Ongoing	S4S Professional Development Subcommittee
Continue to host guest experts on campus to train full and part-time faculty as well as local high school faculty on emerging and innovative learning concepts, specifically for developmental education.	Goal 5	C.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Ongoing	S4S Professional Development Subcommittee
Implement the Master Teaching Award, a series of teaching workshops culminating in a teaching portfolio and award for teaching and learning with a basic skills emphasis (in conjunction with the Institute of Teaching and Learning and the Faculty Professional Development committee)	Goal 5	C.3: Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.	Fall 2011	S4S Professional Development Subcommittee and Institute of Teaching and Learning
Create a program for faculty inquiry groups that will research and investigate persistent barriers in student success, particularly those related to acceleration, class size, and mastery learning	Goals 2 and 5	C.2: The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.	Winter 2011	S4S Coordinators
Create a program for mutual classroom observations and team-teaching experiences between College of the Canyons instructors and William S. Hart High School District instructors to address the gaps in student success in the transition from high school to college.	Goals 2 and 5	C.1: Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. C.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. C.5: Faculty development is clearly connected to <i>intrinsic</i> and extrinsic faculty reward structures.	Ongoing (Spring 2011)	S4S Learning Consortiums

Continue monthly meetings between English and Math college and high school faculty to address the needs of students and bridge curriculum gaps. Meetings to be lead by faculty coordinators in the disciplines with re-assigned time.	Goals 2 and 5	C.1: Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. C.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. C.5: Faculty development is clearly connected to <i>intrinsic</i> and extrinsic faculty reward structures.	Ongoing	S4S Learning Consortiums
Host the third annual Skills4Success Symposium during Spring FLEX and offer stipends for adjunct participation.	Goal 5	C.1: Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. C.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. C.5: Faculty development is clearly connected to <i>intrinsic</i> and extrinsic faculty reward structures.	Winter 2011	S4S Professional Development Subcommittee

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

\_\_\_\_\_  
Date

## DRAFT: Section D – Instructional Practices

Planned Action	S4S Strategic Goal	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to re-evaluate the basic skills curriculum, particularly in English and Math, with a focus on sequence, skill- and knowledge-building	Goal 2	D.5: A high degree of structure is provided in developmental education courses. D.7D; Programs align entry/exit skills among levels and link course content to college-level performance requirements.	Ongoing	English, Math, and ESL (Credit and Non-Credit) departments  S4S Transitions Team
Assess the placement and transition of students from Non-Credit ESL to Credit ESL to ensure outcomes are consistent.	Goal 2 and 3	D.3: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the student as well as to their cognitive growth. D.6: Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	Ongoing	Non-Credit ESL, Credit ESL, Institutional Research  S4S Transitions Team
Assess the placement and transition process of students from Non-Credit and high schools to Credit English, Math and CTE	Goal 2 and 3	D.6 Developmental education faculty employ a variety of instruction methods to accommodate student diversity	Spring 2011	S4S FYE Subcommittee, S4S Learning Consortiums
Continue to expand offerings in Supplemental Learning offered through TLC facilities, particularly in “soft” or student skills. Offer reassigned time and/or funding for faculty program coordinators.	Goal 4	D.2 Curricula and practices that have proven to be effective within specific disciplines are employed. D.6: Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	Spring 2011	S4S Supplemental Learning Subcommittee
Craft new non-credit or not-for-credit/community education courses with basic skills curriculum in conjunction with diagnostic skills assessment.	Goal 1-3	D.3: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the student as well as to their cognitive growth.	Fall 2011	S4S Transitions Team



Revise existing FYE program to enhance active learning strategies and other innovative approaches to teaching for incoming freshmen students.	Goal 1	D.2: Curricula and practices that have proven to be effective within specific disciplines are employed. D. 9: Faculty and advisors closely monitor student performance.	Spring 2011	S4S FYE Subcommittee
Fund faculty stipends for pilot accelerated learning programs in developmental math and English courses	Goal 2	D.2: Curricula and practices that have proven to be effective within specific disciplines are employed. D.3: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the student as well as to their cognitive growth.	Winter 2011	S4S Coordinators
Research funding supplemental instruction tutors for Math 025 in conjunction with faculty and tutor training to maximize benefits of in-class tutoring	Goal 2	D.10 Programs provide comprehensive academic support mechanism, including the use of trained tutors	Spring 2011	Math/Matt Teachout pilot
Create additional transition workshops and learning communities for non-credit ESL and GED programs that pair with credit based CTE programs to assist non-credit students with the transition into credit courses	Goal 2 and 3	D.3: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the student as well as to their cognitive growth.	Fall 2011	S4S Transitions Team

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 Signature, Chief Executive Officer

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 Date

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 Signature, Academic Senate President

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 Date

**From:** Demerjian, Marlene  
**Sent:** Thursday, November 25, 2010 9:06 AM  
**To:** Alonso, Edel; Blakey, Chris  
**Cc:** Eikey, Rebecca; Tolar, Robert  
**Subject:** Reporting back from Calendar Committee meeting

Dear Chris and Edel,

The Calendar Committee met on Tuesday, November, 23, and agreed to send the proposed 2011/12 Academic Calendar (see bottom of page) to the Board for approval. (This calendar had been shared with all faculty previously).

The committee also discussed developing the 2012/13 and 2013/14 calendars. There were some options that as representatives, Rebecca Eikey, Bob Tolar, and I, would like to share with you, and ask that you please send us feedback regarding faculty preferences.

### 2012/13

#### Option 1:

Fall 2012: August 27 - December 14  
 Winter 2013: *January 2 - February 1*  
 Spring 2013: *February 4 - May 30*  
 Lincoln Day: *Tuesday, Feb. 12 or Friday, Feb. 15*  
 (Washington Day: Mon. Feb. 18)

#### Option 2:

Fall 2012: August 27 - December 14  
 Winter 2013: *January 7 - February 8*  
 Spring 2013: *February 11 - June 7*  
 Lincoln Day: *Friday, Feb. 15*  
 (Washington Day: Mon. Feb. 18)

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### 2013/14

#### Option 1:

Fall 2013: August 26 - December 13  
 Winter 2013: *January 2 - January 31*  
 Spring 2014: *February 3 - May 30*

#### Option 2:

Fall 2013: August 26 - December 13  
 Winter 2013: *January 6- February 7*  
 Spring 2014: *February 10 - June 6*

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Factors that must be considered for the start and end dates:

1. Allowing time to process grades between Fall and Winter
  2. Not having a holiday falling during the first week of class.
  3. Having the Spring Break around the 8<sup>th</sup> week of classes in the Spring.
-

## Tentative Academic Calendar – 2011/12 (pending BOT approval)

<b>Month:</b>	<b>Event:</b>	<b>Date:</b>
<b>Summer 2011</b>		
<b>May</b>	Memorial Day	May 30
<b>June</b>	Last Day of Spring Semester	June 2
	Graduation	June 3
	Summer Sessions	June 6 to August 13
	<i>Various summer sessions will occur</i>	<i>within this 10 week period</i>
<b>July</b>	Independence Day Holiday	July 4 (Monday)
<b>Fall 2011</b>		
<b>August</b>	Mandatory Opening Day	August 19 (Friday)
	First Day of Fall Semester	August 22 (Monday)
<b>September</b>	Labor Day Holiday	September 5 (Monday)
<b>November</b>	Veterans Day Holiday	November 11 (Friday - Saturday)
	Thanksgiving Day Holidays	November 24-27 (Thurs. – Sun.)
<b>December</b>	Last Day of Fall Semester	December 10 (Saturday)
	Campus Closed	TBD in conjunction with labor agreements
<b>Winter Intersession 2012</b>		
<b>January</b>	New Years Holiday	January 2, 2012 (Monday)
	First Day of Winter Term	January 3, 2012 (Tuesday)
	Martin Luther King Holiday	January 16 (Monday)
	Last Day of Winter Term	February 4 (Saturday) (5 weeks)
<b>Spring 2012</b>		
<b>February</b>	First Day of Spring Semester	February 6 (Monday)
	Lincoln/Washington Holidays	February 17-20 (Friday to Monday)
<b>April</b>	Spring Break (Easter 4/8)	April 2-8 (Mon to Sun)
<b>May</b>	Memorial Day	May 28
	Last Day of Spring Semester	May 31
<b>June</b>	Graduation	June 1
	First day of Summer 2012	June 4

## COLLEGE OF THE CANYONS ACADEMIC SENATE CONSTITUTION

### PREAMBLE

**We, the faculty of College of the Canyons, do hereby establish this Constitution to represent the faculty in academic and professional matters and to enable the collegial process of shared governance.**

### ARTICLE I – NAME

The official name of the organization shall be the College of the Canyons Academic Senate.

### ARTICLE II – PURPOSE

Section 1 – **In accordance with Title V, the purpose of** the Academic Senate, as the representative **body** of the Faculty, shall ~~to the Administration of the College and to governing Board of Trustees with respect to academic and professional matters.~~ **be to** make recommendations, **promote and participate in the formation and implementation of policies on academic and professional matters and to support faculty, students, administration, and the Board of Trustees in that endeavor.**

### ARTICLE III - ELECTIONS

Section 1 – The voting members of the Academic Senate hereinafter identified as Senators who, **unless otherwise specified**, shall be tenured and tenure track faculty members are:

- A.** President
- B.** Vice President
- C.** **Three** Adjunct Faculty Representatives
- D.** The Immediate Past-**Academic Senate** President
- E.** One Division Representative from each Division
- F.** 1 at large representative per every 40 tenured/tenure track faculty member ~~and—~~
- G.** **Faculty Chair of the Curriculum Committee (Ex Officio).**

Section 2 – The Non-voting members of the Academic Senate shall be:

~~A. The Assistant Superintendent Vice President of Instruction and Student Services,~~

- A. Vice President of Instruction
- B. Vice President of Student Services
- C. The COC Faculty Association President or **designee**
- D. The COC Adjunct Association President or Designee**
- E. The Student Senator of Academic Affairs **Associated Student Government.**

Section 3 – The term of office for all Senators shall commence July 1 and end June 30.

Section 4 – The Senators shall be elected in the following manner:

- A. The President and the Vice President shall each serve a 2-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted during the 2nd week of the Spring Semester. No restrictions shall exist in the number of terms served.
- B. The Division Representatives shall be elected **by a plurality of their respective divisions. They will be elected** for a **two**-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective divisions **during the 4<sup>th</sup> week of the early-in-the Spring Semester.**

**B.1 – DIVISION REPRESENTATIVES SHALL HAVE STAGGERED TERMS. UPON RATIFICATION AND ENACTMENT OF THIS CLAUSE ONE HALF OF THE EXISTING DIVISION SENATORIAL POSITIONS SHALL BE SELECTED FOR ELECTION AT THE NEXT REGULARLY SCHEDULED DIVISION REPRESENTATIVE ELECTION, EITHER TO ONE YEAR, OR THREE YEAR TERMS, FOR ONE ELECTION CYCLE ONLY, IN ORDER TO INITIATE THE STAGGERING PROCESS.**

- C. ***The At-Large Senators will be elected by a plurality of the tenured and ~~contract~~ tenure track faculty. They will be elected for a TWO-year term. No restrictions shall exist in the number of terms served. The elections will be conducted no later than the 8<sup>th</sup> week of the Spring semester.***
- D. ~~The~~ Adjunct Senators will be elected as early as possible in the beginning of *each* Fall Semester. **Adjunct Senators will be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the Fall Semester.** The Adjunct Senator will serve a **ONE YEAR** term. ~~commencing with their election, and serving until their successor is elected.~~ The Adjunct Senator must maintain his/her employment as an adjunct faculty member during his/her term of office. If the adjunct senator is not re-hired as an adjunct faculty member, the position will be declared vacant **UNTIL THE NEXT REGULARLY SCHEDULED ELECTION.**

**[Former Sub-section E amended and moved to Article VII(A).]**

- E. ***In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.***
- F. ***The results of all elections must be confirmed by the full Senate.***

**(Former Section 7 was improperly numbered and should have read, "Section 5". It has been amended and moved to Article VI, Section 3.)**

Section 8 **Section 5** – Senate vacancies in office shall exist as so declared by a two-third majority of the Academic Senate upon acknowledgement of resignation, sabbatical leave of absence, recall or other incapacity.

- A. Vacancies in the office of President or Vice President ~~or At-Large Senator~~ shall be filled in the manner prescribed by a ~~majority~~ **PLURALITY** vote of the Senators.
- B. Vacancies in the office of Division Senator shall be filled **by a majority PLURALITY vote** in a manner prescribed by the Division **of tenured and tenure track faculty** from which that Senator was elected **in a manner prescribed by the Senate**.
- C. **Vacancies in the office of At Large Senator shall be filled by a majority PLURALITY vote of tenured and tenure track faculty in a manner prescribed by the Senate.**
- D. **Vacancies in the office of Adjunct Senator shall be filled by a majority PLURALITY vote of adjunct faculty in a manner prescribed by the Senate.**
- E. Recall of the President, Vice President or **At-Large Senator** may be initiated by a petition of 40% of all full time Faculty members. Upon establishment of the authenticity of the petition, the Academic Senate must conduct a recall election among the tenured/tenure track faculty. A 2/3 vote of those tenured/tenure track faculty voting is required to recall the President, Vice President ~~or At-Large Senator~~ from office.
- F. Recall of ~~a~~ Division Representative **Senator** may be initiated by 40% of members of the Division. Upon establishment of the authenticity of the petition, the Academic Senate will authorize the Division to conduct a recall election. A 2/3 vote of those tenured/tenure track faculty voting **from that division** is required to recall the Division Representative **Senator** from office.
- ~~G. **Recall of an At Large Senator may be initiated by 40% of tenured and tenure track faculty. Upon establishment of the authenticity of the petition, the Academic Senate will authorize a recall election. A 2/3 vote of those tenured/tenure track faculty voting is required to recall the At Large Senator from office.**~~
- G. **Recall of an Adjunct Senator may be initiated by 40% of adjunct faculty. Upon establishment of the authenticity of the petition, the Academic Senate will authorize a recall election. A 2/3 vote of those adjunct faculty voting is required to recall the Adjunct Senator from office.**

## **ARTICLE IV – CURRICULUM COMMITTEE**

**Section 1 – Curriculum is the heart of the educational mission of the college; as such, the Curriculum Committee shall be considered the Academic Senate’s primary sub-committee.**

- A. As development and oversight of curriculum is a crucial portion of the Senate’s responsibility, the chair of the Curriculum Committee will be an ex-officio voting member of the Senate.**

**Section 2 – The Faculty Curriculum Committee chair will be appointed by the President and subject to confirmation by a majority of the Senate.**

**Section 3 – The Faculty Curriculum Committee Chair shall serve for two years, or until his/her successor is appointed.**

**Section 4 - The voting members of the Curriculum Committee shall include:**

- A. Faculty Chair of the Curriculum Committee**
- B. 1 representative from each division**
- C. 3 At-Large Faculty Representatives**
- D. Adjunct Representative**
- E. Chief Instructional Officer Vice President of Instruction, or designee from the Office of Instruction.**

**~~Section 4~~ Section 5 – If they are not already voting members, the following shall be appointed as Non-Voting members:**

- A. Curriculum Coordinator**
- B. Representative from the Associated Student Government**
- C. Representative of the Counselors (if no elected member is a Counselor)**
- D. Matriculation Officer**
- E. Director of Admissions and Records**
- F. Articulation Officer**
- G. Distance Learning Coordinator.**

**~~Section 5~~ Section 6 – The operating procedures and, or bylaws, of the Curriculum Committee, as well as the other sub-committees of the Academic Senate, as well as a listing of ex-officio, non-voting members of the Curriculum Committee, shall be approved by a majority of the Academic Senate.**

## **ARTICLE ~~IV~~ V – COMMITTEES**

**Section 1 – The President shall be empowered to form any Standing or ad hoc committees of the Senate.**

Section 2 – The President shall be empowered to appoint faculty members to all Senate, and/or District committees, except when those faculty members are to be appointed by the COCFA President.

Section 3 – The President will inform **and update** the Senate, ~~at its next meeting,~~ **each semester**, of any Senate committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Those committees and appointments are valid unless a majority of the Senators present rejects the formation of the committees or the appointment that have been made.

#### ARTICLE V ~~VI~~ – MEETINGS

Section 1 – The Academic Senate shall adopt and distribute a schedule of meetings for each Academic term. The President or a majority of the Senators may call special meetings. All meetings shall be open to any interested persons.

Section 2 – The President and the Vice President shall submit an annual budget request on behalf of the Academic Senate.

Section 3 – Any Senator unable to attend a meeting shall **may** select an alternate and notify the **upon notification to the** President in writing in advance of the meeting.

- A. In the absence of the President, the Vice President shall preside.
- B. In the absence of both the President and the Vice President, the President shall designate an alternate from the voting members of the Senate to act as Presiding Officer for that meeting.
- C. ~~In the absence of A Division Senator~~ **who anticipates their nonattendance at a Senate meeting,** that person shall **may** select an alternate from his/her respective Division.
- D. Alternate Senators serving in place of voting members of the Senate will maintain voting privileges.**
- E. In the absence of a voting member of the Senate where no Alternate Senator is designated, those absent voting members may provide their proxy vote to the President or presiding officer in advance of the meeting.**

#### ARTICLE V ~~VI~~ **VII** – QUORUM

The minimum number of Senators, which must be present at a meeting in order to transact business legally, shall be 50% of the **elected** Senators or their representative.

- A. **The presence of** the immediate Past-President ~~may serve as a voting member of the Academic Senate,~~ but his/her presence is not required for a quorum.



ARTICLE VIII VIII – AMENDMENTS

**This Constitution** may be amended by a majority two-thirds vote of the Senate and ratified by a **majority** vote of the tenured/tenure track faculty.

ARTICLE VIII IX – ENACTMENT CLAUSE

Section 1 – This Constitution shall be effective upon approval by a majority vote of the College of the Canyons full time Faculty.

**SECTION 2 – AMENDMENTS TO THE CONSTITUTION SHALL BE EFFECTIVE UPON CONFIRMATION OF ELECTION RESULTS BY THE ACADEMIC SENATE.**

**(FORMERLY SECTION 2)** Section 3 – Unless otherwise specified, all actions previously taken by the Academic Affairs Committee of the College of the Canyons Faculty Association shall constitute the policies and practices of the Academic Senate.

Fall, 1988

Revised, Fall 2000

**Proposal submitted, Fall 2004**

Amended Proposal submitted, Fall 2010

## MEMORANDUM

**TO:** Dr. Edel Alonso, President, Academic Senate  
**FROM:** David C. Andrus, Vice President, Academic Senate;  
**DATE:** November 15, 2010

**RE: PROPOSED ACADEMIC SENATE CONSTITUTION**

### CONSTITUTION COMMITTEE MEMBERS:

**Regina Blasberg, Career Technical Education;**  
**Dr. Rebecca Eikey, Math and Science;**  
**Michelle LaBrie, Senator At-Large;**  
**Ruth Rassool, Adjunct Senator;**  
**David C. Andrus, Senate Vice-President, Committee Chair**

The Constitution Committee has concluded an initial review of the Academic Senate's existing Constitution. This memorandum serves to establish a record of the Committee's findings. It should also be used to frame the issues necessary for discussion and contemplation by the Senate and entire Faculty.

### I. CONSTITUTIONAL TEXT

The proposed Constitution has the following coded text:

-Existing 12-point font text that is not found in bold, italics or underlined represents the current, ratified constitutional text, likely approved in the year 2000.

-Existing 12-point font text that is found in bold italics represents proposed amended language, likely from the year 2004, that was never ratified by the Senate or faculty as a whole. In addition to the formal, ratified text mentioned above, the provisions found in bold/italicized font, by all accounts, have been honored in practice by faculty and administration since they were initially proposed.

-Existing 12-point font text that is found in bold italics and is also underlined, represents proposed amended language presently initiated by the Senate's Constitution Committee.

-Any text with a strikethrough represents recommended deleted text as presently proposed by the Senate's Constitution Committee.

The Committee recommends that the Academic Senate, upon ratification of any proposed changes, maintain a copy of the draft/coded version of the Constitution so as to have a historical record of each provision and how the sections and Articles evolved over time.

## **II. ACADEMIC SENATE BY-LAWS**

The Constitution Committee recommends the creation of Senate By-Laws to provide further, detailed rules of operation and guidance for specific Senate functions. Such items might include: proxy voting procedures and provisions; administration of election procedures as well as procedures and provisions covering resolutions. The Committee identified areas to be developed for the by-laws during their review of the Constitution. Some of those areas are mentioned in the following summary.

## **III. PROPOSED CONSTITUTIONAL CHANGES/AMENDMENTS**

### **PREAMBLE**

The Committee proposes amending the Constitution with a preamble. Doing so will replicate the State Academic Senate Constitutional format, as well as other college Senate formats. More importantly, it provides a symbolic and unifying statement of intent and reflects the force of faculty endorsement and collegiality.

### **ARTICLE I - NAME**

No changes proposed.

### **ARTICLE II - PURPOSE**

The proposed changes to this section have a similar rationale as that of the preamble. Providing a few more descriptive statements of purpose is intended to embolden the Senate, and faculty as a whole, by more accurately describing the host of functions the Senate assumes.

### **ARTICLE III – ELECTIONS**

#### ***Sections 1 and 2***

These sections have slight changes proposed in order to provide more clarity and order. Some of the titles of voting and non-voting members have been altered to reflect current position titles held on campus.

#### ***Section 3***

No changes proposed.

#### ***Section 4***

This section has been expanded to provide more clarity for the election parameters of the various types of Senate seats. The Committee is recommending a set timeline of senatorial elections. Doing so will allow the Senate election committee to administer elections by a more manageable sequential approach. The prescribed election dates are also intended to provide for the election of a President, Vice-President and Division Senators before the subsequent fall semester schedule is finalized. Given that Senate meetings are generally held at the same time every

month, faculty that are interested in serving on the Senate need to know in advance of the fall schedule if they are going to be, in fact, serving on the Senate. The election of At-Large Senators will also, in most instances, conclude prior to the fall schedule being finalized.

***Former Section 4(E)***

Former Section 4(E) was moved to Article VII(A) where it is more appropriately located by subject matter.

***Former Section 7***

Former Section 7 was improperly numbered and should have read, “Section 5”. It has been amended and moved to Article VI, Section 3 where it is more appropriately located by subject matter.

***Section 5***

Similar to Section 4, Section 5 (formerly listed as Section 8) contains suggested changes meant to clarify the process of filling vacancies for the particular types of Senate seats.

**ARTICLE IV – CURRICULUM COMMITTEE**

***Section 1(A)***

The committee recommends striking Section 1(A) from the Constitution. This sub-section is redundant and unnecessary. The voting rights of the Faculty Chair of the Curriculum Committee are well established in Article III.

***Section 4***

This section addresses the formation of the Curriculum Committee’s voting members. The current status of Curriculum Committee voting membership and organization is not in compliance with the Senate Constitution. It is the only area of review in which the Committee failed, in part, to reach a consensus.

***Administrative Voting Rights***

At present, Article IV, Section 4 allows only one administrative voting right, that is, the Vice-President of Instruction. However, the Curriculum Committee has been operating, customarily, by allowing a designated member of the Office of Instruction to serve as a voting member of their committee. It is the recommendation of the Constitution Committee that Section 4 language should be amended to allow the Vice-President of Instruction to designate a representative from the Office of Instruction to serve on the Curriculum Committee in their place. This would bring the current and ongoing practice of the Curriculum Committee in line with the Senate Constitution.

In the absence of any greater involvement or direction from the Academic Senate, the Curriculum Committee, as a sub-committee of the Senate, has naturally developed its own set of customs and procedures. Doing so has been necessary to complete the heavy workload it is charged with overseeing. This fact does not prevent the Senate from altering the current customary behavior of the Curriculum Committee. However, this committee is reluctant to recommend doing so. This Committee defers, in part, to the current membership

of the Curriculum Committee in this matter. Having met individually with some of the members of that committee, there does not seem to be any substantial opposition to having an administrative vote on the Curriculum Committee.

Furthermore, the Constitution Committee believes the sheer number of faculty voting members on the Curriculum Committee nullifies any potential concerns of undue administrative influence over curriculum matters. Beyond that, Title V, Section 55002(a)(1) reads as follows:

*(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.*

While this provision contains some degree of ambiguity regarding administrative participation in Curriculum Committee functions, at the minimum it establishes the notion of some sort of collaborative approach. The Constitution Committee recognizes the implementation of curriculum as requiring strong coordination with administrative units on campus.

Overall, the Constitution Committee leans toward promoting a sense of collegiality as well as respect for the current structure that has evolved. The Committee welcomes the input of existing and former members of the Curriculum Committee on this issue.

### ***Administrative Curriculum Committee Co-Chair***

At present, the Curriculum Committee operates with an Administrative Co-Chair to the Faculty Chair. This organizational structure is out of compliance with the Senate Constitution. Currently, the Constitution only allows for the existence of one Curriculum Committee Chair. The Curriculum Committee has a set of operating procedures whereby a co-chair structure has been well established. However, the operating procedures must not conflict with the Constitution, and have yet to be approved by the Senate. Since the Curriculum Committee is a sub-committee of the Senate, as noted in Article IV, Section 1, the current structure allowed by the Constitution should be read to only allow a Faculty Chair of the committee.

The Constitution Committee was prepared to defer, greatly, this particular issue to the Curriculum Committee as they develop and formalize their operating procedures. However, it is apparent these structural issues should be addressed now during the process of Constitutional review. The Constitution Committee failed to reach consensus on a recommendation for this matter. The Committee was split 4-1 in favor of amending the Constitution to allow for an Administrative Co-Chair. Arguments and rationale of the contending positions are as follows:

### ***Pro Argument Administrative Co-Chair:***

The four members of the Committee leaning toward formalizing an Administrative Co-Chair in the Constitution are concerned with disrupting the work, balance and current organizational approach of the Curriculum Committee and the curriculum process. A brief survey of Curriculum Committee structures at other Colleges revealed the existence of Administrative Co-Chairs. This alone is not a strong enough reason to advocate for an Administrative Co-Chair. However, this fact, along with others leads to a leaning in favor of such a position. Again, individual Curriculum Committee members were solicited for their input regarding this matter. Generally, there was no strong opposition to formalizing an Administrative Co-Chair position. The anecdotal information relied upon suggests a strong sense of support and appreciation for the current Administrative Co-Chair and the related knowledge and expertise brought to the curriculum process.

Additionally, the Faculty Chair of the Curriculum Committee has expressed strong interest in formalizing the operating procedures of that Committee; hopefully to be addressed in the spring semester by the Senate. The Constitution Committee recommends that the Curriculum Committee properly delineate the duties and functions of the Co-Chairs within their operating procedures. Doing so would formalize the parameters of an Administrative Co-Chair hopefully in a way that would mitigate any concerns of those opposed to the creation of such a post. Additionally, the Constitution Committee supports formalizing the customary practice of allowing Curriculum Committee Chairs to only exercise their voting rights on the Curriculum Committee in the event of a tie vote.

Importantly, it is the concern of the four members of this Committee favoring an Administrative Co-Chair that formally excluding this position, after many years of existence, would be unnecessarily divisive and poison the collegial environment. It is acknowledged that an Administrative Co-Chair can drive the work and direction of the Curriculum Committee by nature of their administrative position and the campus culture. But, any concerns or perceived overstep, as in other areas on campus, need to be met with strong faculty input or opposition. The existence of a Faculty Co-Chair and predominate faculty voting members should be relied upon for those occasions.

Finally, in reviewing the issues affecting the curriculum process on campus, it became obvious that the solicitation and implementation of grants and grant-funded curriculum is the source of great concern of many individuals on campus, more so than Curriculum Committee composition. It is not grants themselves, but the grants process that has caused strong, verifiable complaints about the existing communication loop and adverse impact on departments and the curriculum process. To that end, the Academic Senate has initiated a dialogue with the Faculty, Administration and Chancellor's Office on this issue. Initially, there is strong agreement and cooperation that changes can, and should, be made in order to mitigate any negative or counterproductive effects stemming from the grants process. I anticipate working with all those affected throughout the coming spring semester. Hopefully, such a process will result in alleviating pressure on those impacted by the grants process, including the Curriculum Committee.

### ***Con Argument Administrative Co-Chair***

It should be noted, that while only one member of the Constitution Committee opposes the formal creation of an Administrative Co-Chair for the Curriculum Committee, this opposing view does represent the view of other faculty members on campus. It should also be noted that some current Curriculum Committee faculty members understand and appreciate the concerns associated with this viewpoint.

The argument against allowing an Administrative Co-Chair has in no way been personalized to the current individual holding that post. Rather, it is a principled argument premised on the belief that the curriculum process is the predominant purview of Faculty and that Faculty should not relinquish the leadership and management of curriculum to Administration. Those opposed to an Administrative Co-Chair do not advocate eliminating administration from the curriculum process. Far from that, they recognize the need to involve administration in the process, however, not in the leadership role of Co-Chair. It is believed that doing so would enable the curriculum process to be potentially influenced by goals and values that are external to those of the Curriculum Committee. Furthermore, it is argued that even in the absence of any conflicting goals and values at present, creating a pure faculty driven leadership structure for the Committee will guard against potential future conflicts of such nature.

As an alternative, faculty who are opposed to an Administrative Co-Chair suggest a new title be given to the existing Administrative Co-Chair, possibly that of *Curriculum Committee Administrative Liaison*. Along with this title would be the delineated duties and functions established by the Committee's operating procedures (as previously discussed.) Some see this as a matter of semantics. But, those against an Administrative Co-Chair see it as a symbolic and practical acknowledgement of protecting the curriculum process.

There are some faculty members that are opposed to administrative voting rights as well as an Administrative Co-Chair of the Curriculum Committee. However, the main focus of any opposition centers on the issue of an Administrative Co-Chair.

### ***Conclusion***

Given that the issues surrounding the curriculum process garnered the strongest interest among faculty, the Constitution Committee defers any action until the related issues are discussed thoroughly by the full Senate. The Committee is prepared to lead a discussion for the full Senate on these issues.

### ***Section 5***

Section 5 of Article IV addresses the non-voting members of the Curriculum Committee. The Matriculation officer has been stricken from this list. The Faculty Chair of the Curriculum Committee plans on including this title/position in a section of the Curriculum Committee's

operating procedures entitled *non-voting resource members*. The idea of this section is to identify people who the Committee relies upon, but not necessarily on a regular basis. The Committee will call upon them for their input as required. Consequently, their permanent membership on the Committee is not required. Also, it has been made clear that the Director of Admissions and Records has recently played an important role at Curriculum Committee meetings and has been of great assistance on more than one occasion. As such, it is believed this position should be formally on the committee as a non-voting member.

Also under Section 5, the “Distance Learning Coordinator” has also been stricken from the list because this title is no longer appropriate as a non-voting member of the committee. The Senate will have to determine whom the appropriate person/title should be to fill this role.

### **Section 6**

Section 6 (used to be Section 5) of Article IV – requires the Curriculum Committee operating procedures to be approved by the Senate. It has been noted that the Curriculum Committee has been held to this oversight standard whereas other Senate sub-committees operate without any oversight of their internal rules. For example, the newly formed Policy Review Committee will eventually have to set forth proposed operating procedures, as will the Senate Elections Sub-Committee. Furthermore, the Senate itself does not at present maintain any bylaws. Given the growing importance and influence of other committees, it might be appropriate to expand this section. An argument can be made that the Curriculum Committee, as the primary sub-committee of the Senate, holds special status relative to other committees and thus requires stronger Senate oversight. The alternative is to strike the entire section. However, this is not advisable given the existing concerns surrounding the Curriculum Committee and its processes.

## **ARTICLE V – COMMITTEES**

This Article was improperly labeled as a duplicate “Article IV”. It has been relisted as Article V. The changes made to this Article are nominal for clarity.

## **ARTICLE VI – MEETINGS**

This Article was improperly labeled as Article V. It has been relisted as Article VI. A slight change is recommended in order to ease the requirement of Senators to secure an alternated Senator in their absence at Senate meetings. As it is currently written, compliance is unrealistic. The Committee has also proposed language that affirms alternate voting rights and proxy voting rights.

## **ARTICLE VII – QUORUM**

This Article was improperly labeled as Article VI. It has been relisted as Article VII. Nominal changes have been made to clarify quorum requirements. The language regarding past-president voting rights was repealed because those rights are well established in Article III.



## **ARTICLE VIII – AMENDMENTS**

This Article was improperly labeled as Article VII. It has been relisted as Article VIII. The language has been amended to increase the voting requirements within the Senate as requiring two-thirds approval. The amended language is intended to protect the Constitution from divisive and potentially unpopular changes by a simple majority. Approval of amendments still requires ratification by majority vote of all tenure track/tenured faculty.

## **ARTICLE IX – ENACTMENT CLAUSE**

This section was improperly labeled as Article VIII. It has been relisted as Article IX. No changes to this Article are proposed.

### ***Section 1***

Section 1 of this article can be interpreted in more than one manner. Enactment clauses are utilized and written for varying effect. Since this article is listed separately from that of Article VIII, Amendments, it should have no effect on the approval of proposed amendments. Enactment clauses are generally utilized to formalize the exact moment a law or policy will go into effect and become enforceable. To that end, this Article should be interpreted as complementing Article VIII, Amendments, by indicating the moment at which any approved amendment becomes effective. Senate Election Committee bylaws should be developed to affirm that Enactment will take place upon verification of the final election results by the Academic Senate. Alternative interpretations of Enactment Clauses exist, but are unnecessary for elaboration.

### ***Section 2***

For clarification, Section 2 should be read as a merger clause that legitimizes past Senate Constitutional provisions and actions that were developed under a different organizational name than the present Academic Senate.

cc: Lita Wangen  
Regina Blasberg  
Dr. Rebecca Eikey  
Michelle LaBrie  
Ruth Rassool  
Ann Lowe  
Audrey Green

## **Proposal to Redesign Geography/Geology Department**

**By Vincent Devlahovich, Mary Bates, and Teresa Ciardi / October 26, 2010**

As per the official procedures of the Academic Senate, this is a formal proposal to merge the Physical Science and Astronomy disciplines, and newly proposed Environmental Studies and Environmental Science programs and courses into the existing Geography and Geology Department, creating a redesigned Earth, Space, and Environmental Sciences (ESES) Department. This would be accomplished by splitting Physical Science discipline from the Biological Sciences Department, splitting the Astronomy discipline from the Physics Department.

### **How will this new department help the students at College of the Canyons (COC)?**

The new Earth, Space, and Environmental Sciences Department would be more efficiently functional and productive internally than it is now with two full-time instructors, growing larger with three (or more) full time professors and additional adjuncts, and consisting of the departments of Geology, Geography, Physical Science, Astronomy, and the Environmental Studies and Science programs and courses. This plan will serve our students well by putting students together with similar career aspirations and visions, more specifically, enabling social networking and shared experiences between and among like-minded students, and putting Earth, Space, and Environmental students together, enabling collaboration and scholarly exchanges in these important areas of mutual interest. Students that take Earth Science courses (GEOG 101, GEOL 101, GEOL 109), Physical Science (PHYSCI 101), and Astronomy (ASTRO 100, 101, 102) lower division courses are primarily liberal studies majors intending K-12 teaching careers and these courses are core required lower-division classes for transfer to public teaching credential programs like California State University Northridge. The Employment Development Department (EDD) of the State of California stated in their 2009 Labor Market Economic Analysis that “elementary school and secondary school teachers are among the top five largest growth occupations”. Moreover, the new Environmental courses along with proposed A.A. and A.S. degree patterns will help support students planning to transfer, whereby the majority of the courses offered in these degree patterns lie within the current Geology and Earth Science curricula, making this a logical home for them. A larger department would allow us to serve these important students better by increasing personnel and subsequent attention to these students’ specific needs, as well as consolidating management responsibilities. As is widely known, K-12 public school teaching jobs are expected to increase dramatically over the next ten years in the state. As California continues to increase in population, we need good teachers at all levels (K-12), and COC has an important part to play in this evolution here in the Santa Clarita Valley. By implementing this reorganization plan, we as faculty and staff at COC, can serve the students and community by preparing and guiding our students and future teachers into the proper steps of obtaining the K-12 state credentials required for these new and important jobs in public education, which is the foundation of our American society. We can also serve the same students and community needs by providing pathways to environmental stewardship for those students inclined toward this important and growing area of interest by the Environmental Studies and Science Programs.

Teresa Ciardi has taught physical science, physics, and astronomy for a number of years and has a strong interest in producing students for transfer into public school teaching credential programs. Both Mary Bates and Vincent Devlahovich strongly share this vision with Teresa and have each taught earth science and physical science classes to a varied audience of students. Vincent has also taught current K-8 teachers in LAUSD in the San Fernando Valley Science Project (SFVSP) over the past four summers as a guest professor as well as a Master's degree in Interdisciplinary Studies emphasizing Environmental Science. He has a long-standing vision of coordinating an Environmental Studies and Science program at COC. Teresa, Mary, and Vincent's vision is to collectively work together at COC to recruit and produce the highest quality and best prepared students for transfer to either Environmental Studies or Science Programs or teaching credential programs at four-year institutions and subsequently having these students return to serve in Santa Clarita area as public school teachers or environmental stewards. This would help our students achieve their career aspirations and in turn COC's role in this process would serve our community here in the Santa Clarita Valley.

According to recent research report findings by the Centers of Excellence, both environmental studies and science are rapidly emerging programs in the 21<sup>st</sup> century that emphasize environmental stewardship foundation, knowledge of ecological, social, and economic concepts, and an awareness of their roles within a sustainable society. As such, this program should enhance students' employment opportunities upon transfer, complement the evolving needs of our environment, and support developing technologies in the field.

### **Is this proposal part of a current program review recommendation?**

This proposal is not the result of a current program review recommendation, but rather the attempt to have an appropriate and effective "home" for astronomy, physical science and the Environmental Studies and Environmental Science programs and courses. Astronomy has not had a leader since the only full-time physics and astronomy faculty member retired. Physical Science has had a program coordinator for three years who acts as chair of the program because the science of Biology is very different from Physical Science. The desire is to have these two programs and the new Environmental Studies and Environmental Science programs and courses combine with a science department that has a shared common vision, such as Geology/Geography. Finally, the proposed addition of Environmental Studies/Science courses and degree programs, complements current Earth Sciences course offerings, and coincides with the vision of the department as well as College.

### **What is the opinion of the impacted faculty members?**

The current program coordinator of astronomy and physical science, Teresa Ciardi, full-time faculty member and former chair of Geography/Geology, Mary Bates, and the current chair of Geology/Geography, Vincent Devlahovich, are all very excited and supportive of the proposal. Miriam Golbert, the current chair of the Biological and Physical Science Department has verbally stated that she wants whatever is best for the Physical Science discipline and what will be acceptable to the Physical Science Program Coordinator. Miriam has also stated that she supports physical science merging with Geology/Geography. One concern, which has been addressed, involves the number of FTES

accumulated by biological sciences and their impact on the newly formed department: in other words, which department will gain the FTES? It has been agreed that biological sciences will continue to accrue any FTES acquired by the offered biology courses (which complement the Environmental Studies/Science disciplines). In addition, current biologist (with a background in Ecology) Jeannie Chari is most supportive of the merging of Environmental Studies and Science with Earth Sciences and has expressed a strong interest in teaching courses in the new Environmental Studies and Science programs.

David Martinez, the current Chair of Engineering and Program Coordinator of Physics, has stated he does support the merger of Astronomy into the new Geosciences department. Vincent Devlahovich has organized and held a fall geology/geography department retreat and included a discussion of the proposal and the issues with all concerned members at this time on August 19, 2010. Consensus on this proposal was reached at this time.

### **Does the Instruction Office support this proposal?**

Yes, provided that the three conditions at the end of the proposal are met, of which the faculty of the Earth, Space, and Environmental Sciences Department do concur (see below).

### **Will the proposal provide for a more effective use of times, resources, and faculty?**

In short, yes. The four faculty members affected most by the merger will be Vincent Devlahovich, Mary Bates, Teresa Ciardi, and Jeannie Chari. The merging of these disciplines will make it easier for them to collaborate on educational outreach programs that will be of great benefit to the community as well as COC students. All faculty members have similar experiences, and the merger will put them in an advantaged position to share their experiences to make existing classes more current and cutting edge and create new courses that will keep COC on the forefront of innovation and forward thinking in these areas.

### **Is this proposal similar to the departmental structures at other institutions?**

Yes. College of the Canyons' largest transfer destination, CSUN, uses a similar structure housing physical science and the earth science courses in the Geological Sciences Department. It has been a long-standing and productive structure for many years, serving students and department alike. In addition, UCLA also has an Earth and Space Science Department. Because the addition of the environment classes is a relatively new concept, College of the Canyons will be one of the leaders in this endeavor along with Moorpark College (which currently has the same structure).

### **Would this proposal increase or alleviate the "Goldilocks Factor"?**

We believe this proposal will bring together under one cohesive department, four departments that are currently being run by three individuals. Physical Science initially was a program with no department and then was placed under the department of Biology two years ago, a very different discipline than physical science; thus, it has been run by the single full-time physical science faculty for the past three years. The Department of Physics and Astronomy no longer exists because the full-time faculty member, who was also chair, retired. This proposal would bring physical science, geology, geography astronomy, and environmental studies/science into an existing department, growing that department to a

more efficient and effective size, and create a new department with faculty who have similar science training and experience.

**Would the proposal have any impact on negotiated agreements with either of the two faculty unions?**

This is highly unlikely, but we will speak to the representative of each union as soon as possible.

**What impact could this have on any governance proposals?**

Not that we are aware of at this time.

**Are there any possible negative impacts of such a change?**

No. Everyone involved has given consent and voiced agreement.

**Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the Curriculum Committee?**

The only major changes involve the inception of various environment (and energy) courses, which will increase potential course offerings for our students as well as give them the option of pursuing either an A.A. in Environmental Studies or A.S. in Environmental Science. Because these are all new courses and degree patterns, they will require approval from the in-house curriculum committee as well as the State Chancellor's Office. In addition, the department is proposing that ENVRMT 101 be included in the College's GE Social Science area, and ENVRMT 103 and 104 be included in the College's GE Natural Sciences area.

**Are there any additional issues raised by the Senate or the Instruction Office?**

The Instruction Office has made the following stipulations, of which the faculty do agree to the outlined terms below:

1. Because Physical Sciences will be separated from Biological Sciences, whereby a current A. S. degree in Biological & Physical Sciences is offered as found in the 2010-11 catalog, a separate A. S. Physical Science degree will not be formulated as another option;
2. Faculty members understand and support the notion that the discussion of where ESES will be housed (i.e., Valencia or CCC) is to remain an Instructional decision and will hence reside under the purview of the Office of Instruction; and
3. Pending Senate approval, since ESES is projected to premiere during spring 2011, the coordinator stipend for Physical Science/Astronomy will be transferred to Vince Devlahovich (current department chair) for spring 2011 since additional responsibilities accrued as a result of the department merger are not contracted or paid during spring as per the COCFA contract Article 12 Section K. 5. b. Furthermore, the stipend will cease in fall 2011 as the department chair will be paid for reassigned time henceforth.

## BP ~~2710~~ 3850 Conflict of Interest

Reference:

*Government Code Sections 1090, et seq.; 1126; 87200, et seq.; Title 2, Sections 18730 et seq.*

### INTRODUCTION

*The Board of Trustees, both collectively and individually, as well as officers and all District employees should be cognizant of the circumstances and context in which they represent or obligate the District in financial or contractual matters. To that end, the following policy governing conflicts of interest is established:*

### POLICY

Board members, officers, designated employees and other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District shall not be financially interested in any contract made in their capacity individually, or by the Board. ~~or in any contract they make in their capacity as board members, officers, designated employees.~~

A board member, officer, designated employee or other employee expressly and individually empowered by the District to contract for goods and services on behalf of the District shall not be considered to be financially interested in a contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A board member who has a remote interest in any contract considered by the Board shall disclose his or her interest during a board meeting and have the disclosure noted in the official board minutes. The board member shall not vote or debate on the matter or attempt to influence any other board member to enter into the contract.

A board member, officer, designated employee or other employee expressly and individually empowered by the District to contract for goods and services on behalf of the District shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the district.

In compliance with law and regulation, the ~~Chief Executive Officer~~ **Chief Executive Officer** of the District shall establish administrative procedures to provide for disclosure of assets of income of board members, officers, designated employees and other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District who may be affected by their official actions, and prevent members from making or participating in the making of board decisions which may foreseeably have a material effect on their financial interest.

Board members ~~and designated officers, and designated employees and other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District~~ shall file statements of economic interest with the filing officer identified by the administrative procedures.

Board members, officers, designated employees and other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

Nothing in this policy shall be construed to diminish, supersede, or eliminate any rights conferred by any existing District policy or procedure governing intellectual property rights.

*See Administrative Procedure AP ~~2710-3850~~  
Approved (pending)*

**AP 3852      Conflict of Interest Code****Reference:**

Title 2, Section 18730; Government Code Sections 87103(e), 87300-87302, 89501, 89502 and 89503

Pursuant to Section 18730 of Title 2 of the California Code of Regulations, incorporation by reference of the terms of this regulation along with the designation of employees and the formulation of disclosure categories in the Appendix referred to below constitute the adoption and promulgation of a conflict of interest code within the meaning of Government Code section 87300 or the amendment of a conflict of interest code within the meaning of Government Code section 87306 if the terms of this regulation are substituted for terms of a conflict of interest code already in effect. A code so amended or adopted and promulgated requires the reporting of reportable items in a manner substantially equivalent to the requirements of article 2 of chapter 7 of the Political Reform Act, Government Code sections 81000, et seq. The requirements of a conflict of interest code are in addition to other requirements of the Political Reform Act, such as the general prohibition against conflicts of interest contained in Government Code section 87100, and to other state or local laws pertaining to conflicts of interest.

**Section 1. Definitions**

The definitions contained in the Political Reform Act of 1974, regulations of the Fair Political Practices Commission (2 Cal. Code of Regs. sections 18100, et seq.), and any amendments to the Act or regulations, are incorporated by reference into this conflict of interest code.

**Section 2. Designated Employees**

The persons holding positions listed in the Appendix are designated employees. It has been determined that these persons make or participate in the making of decisions which may foreseeably have a material effect on financial interests.

**Section 3. Disclosure Categories**

This code does not establish any disclosure obligation for those designated employees who are also specified in Government Code section 87200 if they are designated in this code in that same capacity or if the geographical jurisdiction of this agency is the same as or is wholly included within the jurisdiction in which those persons must report their financial interests pursuant to article 2 of chapter 7 of the Political Reform Act, Government Code sections 87200, et seq. In addition, this code does not establish any disclosure obligation for any designated employees who are designated in a conflict of interest code for another agency, if all of the following apply:

- (A) The geographical jurisdiction of this agency is the same as or is wholly included within the jurisdiction of the other agency;
- (B) The disclosure assigned in the code of the other agency is the same as that required under article 2 of chapter 7 of the Political Reform Act, Government Code section 87200; and



**(C) The filing officer is the same for both agencies.<sup>1</sup> Such persons are covered by this code for disqualification purposes only. With respect to all other designated employees, the disclosure categories set forth in the Appendix specify which kinds of financial interests are reportable. Such a designated employee shall disclose in his or her statement of economic interests those financial interests he or she has which are of the kind described in the disclosure categories to which he or she is assigned in the Appendix. It has been determined that the financial interests set forth in a designated employee's disclosure categories are the kinds of financial interests which he or she foreseeably can affect materially through the conduct of his or her office.**

#### **Section 4. Statements of Economic Interests**

**Place of Filing.** The code reviewing body shall instruct all designated employees within its code to file statements of economic interests with the agency or with the code reviewing body, as provided by the code reviewing body in the agency's conflict of interest code.<sup>2</sup>

#### **Section 5. Statements of Economic Interests**

**Time of Filing.**

**(A) Initial Statements.** All designated employees employed by the agency on the effective date of this code, as originally adopted, promulgated and approved by the code reviewing body, shall file statements within 30 days after the effective date of this code. Thereafter, each person already in a position when it is designated by an amendment to this code shall file an initial statement within 30 days after the effective date of the amendment.

**(B) Assuming Office Statements.** All persons assuming designated positions after the effective date of this code shall file statements within 30 days after assuming the designated positions, or if subject to State Senate confirmation, 30 days after being nominated or appointed.

**(C) Annual Statements.** All designated employees shall file statements no later than April 1.

**(D) Leaving Office Statements.** All persons who leave designated positions shall file statements within 30 days after leaving office.

#### **Section 5.5. Statements for Persons Who Resign Prior to Assuming Office**

**Any person who resigns within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer to file an assuming office statement, is not deemed to have assumed office or left office, provided he or she did not make or participate in the making of, or use his or her position to influence any decision and did not receive or become entitled to receive any form of payment as a result of his or her appointment. Such persons shall not file either an assuming or leaving office statement.**

**(A) Any person who resigns a position within 30 days of the date of a notice from the filing officer shall do both of the following:**

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<sup>1</sup> Designated employees who are required to file statements of economic interests under any other agency's conflict of interest code, or under article 2 for a different jurisdiction, may expand their statement of economic interests to cover reportable interests in both jurisdictions, and file copies of this expanded statement with both entities in lieu of filing separate and distinct statements, provided that each copy of such expanded statement filed in place of an original is signed and verified by the designated employee as if it were an original. See Government Code section 81004.

<sup>2</sup> See Government Code section 81010 and 2 Cal. Code of Regs. section 18115 for the duties of filing officers and persons in agencies who make and retain copies of statements and forward the originals to the filing officer.

- (1) File a written resignation with the appointing power; and
- (2) File a written statement with the filing officer declaring under penalty of perjury that during the period between appointment and resignation he or she did not make, participate in the making, or use the position to influence any decision of the agency or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

## **Section 6. Contents of and Period Covered by Statements of Economic Interests**

- (A) Contents of Initial Statements.** Initial statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the code and income received during the 12 months prior to the effective date of the code.
- (B) Contents of Assuming Office Statements.** Assuming office statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office or, if subject to State Senate confirmation or appointment, on the date of nomination, and income received during the 12 months prior to the date of assuming office or the date of being appointed or nominated, respectively.
- (C) Contents of Annual Statements.** Annual statements shall disclose any reportable investments, interests in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first annual statement shall begin on the effective date of the code or the date of assuming office whichever is later.
- (D) Contents of Leaving Office Statements.** Leaving office statements shall disclose reportable investments, interests in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office.

## **Section 7. Manner of Reporting**

Statements of economic interests shall be made on forms prescribed by the Fair Political Practices Commission and supplied by the agency, and shall contain the following information:

- (A) Investments and Real Property Disclosure.** When an investment or an interest in real property<sup>3</sup> is required to be reported,<sup>4</sup> the statement shall contain the following:
1. A statement of the nature of the investment or interest;
  2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
  3. The address or other precise location of the real property;
  4. A statement whether the fair market value of the investment or interest in real property exceeds two thousand dollars (\$2,000), exceeds ten thousand dollars (\$10,000), exceeds one hundred thousand dollars (\$100,000), or exceeds one million dollars (\$1,000,000).

<sup>3</sup> For the purpose of disclosure only (not disqualification), an interest in real property does not include the principal residence of the filer.

<sup>4</sup> Investments and interests in real property which have a fair market value of less than \$2,000 are not investments and interests in real property within the meaning of the Political Reform Act. However, investments or interests in real property of an individual include those held by the individual's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the individual, spouse and dependent children own, in the aggregate, a direct, indirect or beneficial interest of 10 percent or greater.

**(B) Personal Income Disclosure. When personal income is required to be reported,<sup>5</sup> the statement shall contain:**

1. The name and address of each source of income aggregating five hundred dollars (\$500) or more in value, or fifty dollars (\$50) or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), greater than ten thousand dollars (\$10,000), or greater than one hundred thousand dollars (\$100,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received;
5. In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.

**(C) Business Entity Income Disclosure. When income of a business entity, including income of a sole proprietorship, is required to be reported,<sup>6</sup> the statement shall contain:**

1. The name, address, and a general description of the business activity of the business entity;
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal to or greater than ten thousand dollars (\$10,000).

**(D) Business Position Disclosure. When business positions are required to be reported, a designated employee shall list the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity.**

**(E) Acquisition or Disposal during Reporting Period. In the case of an annual or leaving office statement, if an investment or an interest in real property was partially or wholly acquired or disposed of during the period covered by the statement, the statement shall contain the date of acquisition or disposal.**

**Section 8. Prohibition on Receipt of Honoraria**

**(A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept any honorarium from any source, if the member or employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. This section shall not apply to any part-time member of the governing board of**

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<sup>5</sup> A designated employee's income includes his or her community property interest in the income of his or her spouse but does not include salary or reimbursement for expenses received from a state, local or federal government agency.

<sup>6</sup> . Income of a business entity is reportable if the direct, indirect or beneficial interest of the filer and the filer's spouse in the business entity aggregates a 10 percent or greater interest. In addition, the disclosure of persons who are clients or customers of a business entity is required only if the clients or customers are within one of the disclosure categories of the filer.

any public institution of higher education, unless the member is also an elected official. Subdivisions (a), (b), and (c) of Government Code section 89501 shall apply to the prohibitions in this section. This section shall not limit or prohibit payments, advances, or reimbursements for travel and related lodging and subsistence authorized by Government Code section 89506.

#### **Section 8.1. Prohibition on Receipt of Gifts in Excess of \$390**

(A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept gifts with a total value of more than \$390 in a calendar year from any single source, if the member or employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. This section shall not apply to any part-time member of the governing board of any public institution of higher education, unless the member is also an elected official.

Subdivisions (e), (f), and (g) of Government Code section 89503 shall apply to the prohibitions in this section.

#### **Section 8.2. Loans to Public Officials**

(A) No elected officer of a state or local government agency shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the elected officer holds office or over which the elected officer's agency has direction and control.

(B) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he or she holds office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the public official holds office or over which the public official's agency has direction and control. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.

(C) No elected officer of a state or local government agency shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any person who has a contract with the state or local government agency to which that elected officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status.

(D) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he or she holds office, receive a personal loan from any person who has a contract with the state or local government agency to which that elected officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.

(E) This section shall not apply to the following:

1. Loans made to the campaign committee of an elected officer or candidate for elective office.
2. Loans made by a public official's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.
3. Loans from a person which, in the aggregate, do not exceed five hundred dollars (\$500) at any given time.
4. Loans made, or offered in writing, before January 1, 1998.

### **Section 8.3. Loan Terms**

**(A) Except as set forth in subdivision (B), no elected officer of a state or local government agency shall, from the date of his or her election to office through the date he or she vacates office, receive a personal loan of five hundred dollars (\$500) or more, except when the loan is in writing and clearly states the terms of the loan, including the parties to the loan agreement, date of the loan, amount of the loan, term of the loan, date or dates when payments shall be due on the loan and the amount of the payments, and the rate of interest paid on the loan.**

**(B) This section shall not apply to the following types of loans:**

1. Loans made to the campaign committee of the elected officer.
2. Loans made to the elected officer by his or her spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such person, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.
3. Loans made, or offered in writing, before January 1, 1998.

**(C) Nothing in this section shall exempt any person from any other provision of Title 9 of the Government Code.**

### **Section 8.4. Personal Loans**

**(A) Except as set forth in subdivision (B), a personal loan received by any designated employee shall become a gift to the designated employee for the purposes of this section in the following circumstances:**

1. If the loan has a defined date or dates for repayment, when the statute of limitations for filing an action for default has expired.
2. If the loan has no defined date or dates for repayment, when one year has elapsed from the later of the following:
  - a. The date the loan was made.
  - b. The date the last payment of one hundred dollars (\$100) or more was made on the loan.
  - c. The date upon which the debtor has made payments on the loan aggregating to less than two hundred fifty dollars (\$250) during the previous 12 months.

**(B) This section shall not apply to the following types of loans:**

1. A loan made to the campaign committee of an elected officer or a candidate for elective office.
2. A loan that would otherwise not be a gift as defined in this title.
3. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor has taken reasonable action to collect the balance due.
4. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor, based on reasonable business considerations, has not undertaken collection action. Except in a criminal action, a creditor who claims that a loan is not a gift on the basis of this paragraph has the burden of proving that the decision for not taking collection action was based on reasonable business considerations.
5. A loan made to a debtor who has filed for bankruptcy and the loan is ultimately discharged in bankruptcy.

**(C) Nothing in this section shall exempt any person from any other provisions of Title 9 of the Government Code.**

### **Section 9. Disqualification**

**No designated employee shall make, participate in making, or in any way attempt to use his or her official position to influence the making of any governmental decision which he or she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:**

**(A) Any business entity in which the designated employee has a direct or indirect investment worth two thousand dollars (\$2,000) or more;**

**(B) Any real property in which the designated employee has a direct or indirect interest worth two thousand dollars (\$2,000) or more;**

**(C) Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made;**

**(D) Any business entity in which the designated employee is a director, officer, partner, trustee, employee, or holds any position of management; or**

**(E) Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating \$390 or more provided to; received by, or promised to the designated employee within 12 months prior to the time when the decision is made.**

### **Section 9.3. Legally Required Participation**

**No designated employee shall be prevented from making or participating in the making of any decision to the extent his or her participation is legally required for the decision to be made. The fact that the vote of a designated employee who is on a voting body is needed to break a tie does not make his or her participation legally required for purposes of this section.**

### **Section 9.5. Disqualification of State Officers and Employees**

**In addition to the general disqualification provisions of section 9, no state administrative official shall make, participate in making, or use his or her official position to influence any governmental decision directly relating to any contract where the state administrative official knows or has reason to know that any party to the contract is a person with whom the state administrative official, or any member**

of his or her immediate family has, within 12 months prior to the time when the official action is to be taken:

(A) Engaged in a business transaction or transactions on terms not available to members of the public, regarding any investment or interest in real property; or

(B) Engaged in a business transaction or transactions on terms not available to members of the public regarding the rendering of goods or services totaling in value one thousand dollars (\$1,000) or more.

#### **Section 10. Disclosure of Disqualifying Interest**

When a designated employee determines that he or she should not make a governmental decision because he or she has a disqualifying interest in it, the determination not to act may be accompanied by disclosure of the disqualifying interest.

#### **Section 11. Assistance of the Commission and Counsel**

Any designated employee who is unsure of his or her duties under this code may request assistance from the Fair Political Practices Commission pursuant to Government Code section 83114 or from the attorney for his or her agency, provided that nothing in this section requires the attorney for the agency to issue any formal or informal opinion.

#### **Section 12. Violations**

This code has the force and effect of law. Designated employees violating any provision of this code are subject to the administrative, criminal and civil sanctions provided in the Political Reform Act, Government Code sections 81000 - 91015. In addition, a decision in relation to which a violation of the disqualification provisions of this code or of Government Code section 87100 or 87450 has occurred may be set aside as void pursuant to Government Code section 91003.

#### **Section 13. Designated Positions and Disclosure Requirements**

1. The persons occupying following positions manage public investments. They shall file a full statement of economic interests pursuant to Government Code Sections 87200 et seq.:

- Governing Board Members
- Chief Executive Officer
- Chief Business Officer

2. **Disclosure Categories:** The disclosure categories listed below identify the types of investments, business entities, sources of income, or real property which the designated employees must disclose for each disclosure category to which he or she is assigned.

**Category 1:** All investments and business positions and sources of income from, business entities that do business with the District or own real property within the boundaries of the District, plan to do business or own real property within in the boundaries of the District within the next year, or have done business with or owned real property within the boundaries of the District within the past two (2) years.

**Category 2:** All interests in real property which is located in whole or in part within, or not more than two (2) miles outside, the boundaries of the District.

**Category 3:** All investments and business positions in, and sources of income from, business entities that are engaged in land development, construction or the acquisition or sale of real property within the jurisdiction of the District, plan to engage in such activities within the jurisdiction of the District

within the next year, or have engaged in such activities within the jurisdiction of the District within the past two (2) years.

**Category 4: All investments and business positions in, and sources of income from, business entities that are banking, savings and loan, or other financial institutions.**

**Category 5: All investments and business positions in, and sources of income from, business entities that provide services, supplies, materials, machinery, vehicles or equipment of a type purchased or leased by the District.**

**Category 6. All investments and business positions in, and sources of income from, business entities that provide services, supplies, materials, machinery, vehicles or equipment of a type purchased or leased by the Designated Employee's Department.**

**Designated Positions, and the Disclosure Categories assigned to them, are as follows:**

Board of Trustees	Categories 1,2,3,4,5,6
Chancellor	Categories 1,2,3,4,5,6
Assistant Superintendent/Vice President, Business Services	Categories 1,2,3,4,5,6
Assistant Superintendent/Vice President, Instruction	Categories 2,3,4
Assistant Superintendent/Vice President, Institutional Development, Technology, and Online Services	Categories 2,3,4
Assistant Superintendent/Vice President, Student Services	Categories 2,3,4
Assistant Superintendent/Vice President, Human Resources	Categories 2,3,4
Vice President, District Communications, Marketing, and External Relations	Categories 2,3,4
Vice President, Facilities Planning, Operations, and Construction	Categories 2,3,4
Vice President, Canyon Country Campus and Economic Development	Categories 2,3,4
Controller	Categories 2,3,4
Director, Contracts, Procurement, and Risk Management	Categories 2,3,4
Managing Director, Santa Clarita Performing Arts Center	Categories 2,3,4
Director, Information Technology	Category 4
Director, Financial Aid and Scholarships	Category 4
Director, District Safety	Category 4
Designated Consultants (e.g. Lawyers, Architects, Construction Managers)	Categories 1,2,3,4,5,6

Other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District shall be assigned any combination, or all, of Categories 1 through 6 as determined by the CEO, or their designee, relative to the nature of the contract or financial interest in question.

**Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this Code subject to the following limitation: The [CEO or designee] may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in this Section. Such written determination shall include a description of the consultant's duties and, based on that description, a statement of the extent of disclosure requirements. The superintendent/president's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.**



### Financial Interest in a Decision (Government Code Section 87100 et seq.)

1. If a Board member, officer designated employee or other employee expressly and individually empowered by the District to contract for services on behalf of the District determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes.
2. In the case of a designated employee or other employee expressly and individually empowered by the District to contract for services on behalf of the District, this announcement shall be made in writing and submitted to the Board.
3. A Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter.
  - Publicly identify the financial interest in detail sufficient to be understood by the public;
  - Recuse himself or herself from discussing and voting on the matter;
  - Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A board member may, however, discuss the issue during the time the general public speaks on the issue.

### Gifts (Government Code Section 89503)

1. Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.
2. Designated employees as defined in AP3852 or other employees expressly and individually empowered by the District to contract for services on behalf of the District shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.
3. The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.
4. Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.
5. A gift of travel does not include travel provided by the District for Board members and designated employees.
6. Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given,

article published, or attendance at any public or private gathering (Government Code Sections 89501, 89502).

7. Designated employees and other employees expressly and individually empowered by the District to contract for services on behalf of the District shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. The term “honorarium” does not include:

- Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
- Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income tax purposes.

#### Intellectual Property Rights

1. *Nothing in this policy shall be construed to diminish, supersede, or eliminate any rights conferred by any existing District policy or procedure governing intellectual property rights.*

#### Representation (Government Code 87406.3)

1. Elected officials shall not, for a period of one-year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

*Approved (pending)*

## AP 3850 Conflict of Interest

### Reference:

*Government Code Sections 87105, 87200-87210; Title 2, Section 18700 et seq.; and as listed below.*

### Incompatible Activities (Government Code Section 1126, 1099)

1. Board members shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the District.
2. A Board member shall not simultaneously hold two public offices that are incompatible.
3. When two offices are incompatible, a board member shall be deemed to have forfeited the first office upon acceding to the second.

### Financial Interest (Government Code Section 1090 et seq.)

1. Board members, officers, **designated employees and other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District** shall not be financially interested in any contract made in their capacity individually, or by the Board. ~~or in any contract they make in their capacity as members of the Board or as employees.~~
2. A Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law (Government Code Section 1091.5).
3. A Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes.
4. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract.
5. Remote interests are specified in Government Code Sections 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

### No Employment Allowed (Education Code Section 72103(b))

1. An employee of the District may not be sworn in as an elected or appointed member of the governing Board unless and until he or she resigns as an employee.
2. If the employee does not resign, the employment will automatically terminate upon being sworn into office.

This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 72103(b)).

Financial Interest in a Decision (Government Code Section 87100 et seq.)

4. If a Board member, officer designated employee or other employee expressly and individually empowered by the District to contract for goods and services on behalf of the District determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes.
5. In the case of a designated employee or other employee expressly and individually empowered by the District to contract for goods and services on behalf of the District, this announcement shall be made in writing and submitted to the Board.
6. A Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter.
  - Publicly identify the financial interest in detail sufficient to be understood by the public;
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9. Designated employees as defined in AP3852 or other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.
10. The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.
11. Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

12. A gift of travel does not include travel provided by the District for Board members and designated employees.
13. Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501, 89502).
14. Designated employees and other employees expressly and individually empowered by the District to contract for goods and services on behalf of the District shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. The term "honorarium" does not include:
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*Approved (pending)*