



# College of the Canyons Academic Senate

April 26, 2018

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

## AGENDA

**Notification:** *The meetings are audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

### A. Routine Matters

1. Call to order
2. Public Comment  
*This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*
3. Approval of the Agenda
4. Committee Appointments
  - None at this time.
5. Approval of the Consent Calendar

Academic Senate Summary, April 12, 2018 (pg. 3-10)	Faculty Professional Development Committee Procedures, Nicole Faudree (pg. 36-37)
Academic Senate Summary, March 22, 2018 (pg. 11-19)	Emeriti Scholarship Requirements, Rebecca Eikey (pg. 38)
Curriculum Committee Summary, April 19, 2018 (pg. 20-27)	<a href="#">Substantive Change Proposal Construction Technology 2018</a> , submitted April 14, 2018
Faculty Development Committee Summary, March 25, 2018 (pg. 28-35)	<a href="#">Substantive Change Proposal DE 2018 with Standards ERs</a> , submitted April 14, 2018

### B. Reports (time limit 7 minutes each)

1. President’s Report, Rebecca Eikey
2. Vice President’s Report, Jason Burgdorfer
3. Academic Staffing Report, Miriam Golbert (pg. 39-41)

### C. Action Items

1. [CSUAB798 Funding for OER](#), Erin Barnthouse, James Glapa-Grossklag (pg. ) *(James requested a vote from Senate to include in the application.)*
2. Academic Senate Constitution, David Andrus (pg. 42-49)
3. Advocacy Joint Letter Regarding Governors Budget Proposal including proposed Funding Formula (pg. 50-53)
4. Resolution in Opposition to Proposed California Online Community College District (pg. 54)
  - Background reading: [Senate Rostrum April 2018](#)
5. Resolution in Opposition to of the 2018 Proposed Funding Formula (pg. 55)
6. Discipline Assignment-Jason Burgdorfer & William Macpherson (pg. 56-58)

### D. Discussion (time limit 10 minutes each)

1. Academic Senate By-Laws, David Andrus (pg. 59-69)
2. Student Discipline (BP 5529, 5530, 5531) Phase One, David Andrus

- BP 5529 Student Conduct (pg. 70-76)
  - BP 5530 Disciplinary Action (pg. 77-80)
  - BP 5531 Due Process/Disciplinary Student Action (pg. 81-92)
3. (Matriculation)BP & AP 5050, (Assessment) BP & AP 5053, David Andrus
    - (Matriculation)BP & AP 5050 (pg. 93-95)
    - (Assessment) BP & AP 5053 (pg. 96-100)
  4. AP 5909 International Student, David Andrus (pg. 101)

**E. Unfinished Business**

1. CTE Senate Committee Policy/Procedures, Regina Blasberg
2. Advisory Boards based on Industry Clusters, Wendy Brill & Regina Blasberg
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marengo
4. Curriculum Committee Procedures, Lisa Hooper
5. Resolution in Support of Resources for the Academic Senate

**F. New Future Business**

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

1. TOP Code Alignment Project Update (Harriet Happel)
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)
3. Placement Changes in Mathematics & English and AB 705 Implementation (Sab Matsumoto & Alene Terzian)
4. Synergy Program (Kelly Cude)
5. Graduation Committee report (Michael Dermody)
6. Program Viability (BP/AP 4021)

**G. In Committee**

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

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

**H. Announcements**

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

**I. Adjournment**

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

## Academic Senate Summary for April 12, 2018

Voting Members					
Senate President	Rebecca Eikey	A	SBS Senator	Rebecca Shepherd	A
Vice President	Jason Burgdorfer- <i>no proxy for Jason</i>	A	Business Senator	Gary Collis	X
Immediate Past President	VACANT	A	Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus- <i>Charring Meeting &amp; Proxy for Rebecca Eikey</i>	X	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg- <i>proxy Holly Hitt-Zuniga</i>	A	At Large Senator	Deanna Riveira- <i>Proxy for Rebecca Shepherd</i>	A
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	X
VAPA Senator	Wendy Brill-Wynkoop	A	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Nazanin Naraghi	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

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

Guests	
Collette Gibson	X
Dr. Dianne Fiero	X
Michael Josline	X
James Glapa Grossklag	X

### A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment

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

3. Approval of the Agenda
  - Motion to approve the Agenda by Mary Bates, Seconded by Lisa Hooper. Unanimous. Approved.
4. Committee Appointments
  - Selection Committees (pg. 3). We want to report out that each individual on this list has been placed on a hiring committee.
5. Approval of the Consent Calendar
  - Academic Senate Summary, March 22, 2018 (pg. 4-11)

- Motion to adjust part of the consent calendar, tabling C. Action, Items, 2. Discussing Environmental Science-Biology Merger Rubric-Lisa Hooper, to ensure the supporting documentation is added to the minutes. It would be helpful for historical context to have this documentation to more accurately reflect the entirety of the discussion. Motion to approve pulling C. Actions, Items 2 from the consent calendar Philip Marcelin, \_\_\_\_\_ (no second person). All voted in favor with one absentee Deena Rivera. Deena Rivera was holding proxy for Rebecca Shepard and she voted for Rebecca Shepard in favor.
- Curriculum Committee Summary, March 29, 2018 (pg. 12-17)
- MQ&E Committee Summary, March 19, 2018 (pg.18-19)

## **B. Reports (time limit 7 minutes each)**

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



times it will come in the form of a .pdf with notes on it, those notes will be from the technical review process. At least one committee member and I will review courses in the tech review. Because non-credit may be funded in terms of apportionment by the state at a lower rate, unless under certain circumstances, it qualifies for CDCP enhanced funding. Sometimes faculty find out that what they have written wouldn't qualify for CDCP enhanced funding and they lose the incentive to continue. The district has seen the value in hiring a temporary, one year, full-time non-credit faculty member. They will not be associated with any program but will try to help with curriculum development of all short-term vocational opportunities which have been determined in our community. This position will not be attached to a department.

- New Course Documentation Form: We are trying to map better and show how courses align to their program and institutional SLO, this is an accreditation standard.
- Acceleration: We are crafting our courses in a way that directly articulates to the CSU's and some of them have lower levels than college level Math and English attached to them as prerequisites. We are trying to determine how we are going to assess everyone in the college level Math and English and still maintain our articulation agreements. Even if the law makers break the law first that doesn't mean we can break the law also. ADT's are specifically called out in the proposed funding formula as worth more than other forms of completion. I was very candid in terms of how we are experiencing Guided Pathways, we shouldn't call it anything we should just start to brainstorm how we do business a little better. Students always tell you what they want, our local degrees are "dying on the vine." We are not trying to eliminate anything but when I send you an email that we are looking at the descriptors for your discipline those are the descriptors that are part of the ADT's. If you don't like the ADT's start to get involved in the process to making these courses richer and fuller. Students think that a degree with a guarantee is the thing to do and they are going to demand that and that's why we are not going to have a lot of people in the local programs. I asked Omar to run a report that would show how many students who earned a degree also earned an ADT, it is at 87% this time. We are basically just double counting the same students.
  - There has always been some discouragement from creating local degrees because many of the courses we want would not necessarily transfer.
  - There are some courses that transfer as units and not as content credit. By design some courses were designed to double count. When we get our transfer model we are supposed to fit in to certain areas anything that is GE. The student can count it as a GE and a transfer unit requirement.

### C. Action Items

1. Spring 2018 Adjunct Discipline Lists (pg. 20-48)
  - Motion to approve the spring 2018 Adjunct Discipline list by Gary Collis, seconded by Mary Bates. Unanimous. Approved.
2. *Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester:*  
Lisa Hooper, Curriculum Chair 2018-2020 term
  - Motion to approve Lisa Hooper for two more years serving as *Faculty Chair of the Curriculum Committee* by Philip Marcellin, seconded by Mary Bates. Unanimous. Approved.

3. Administrator Retreat Rights: *Recommendation to Support Jeremy Goodman's Retreat to Open Mathematics Generalist Position* (pg. 49-59)
  - Motion to approve the retreat of Jeremy Goodman by Erin Barnthouse, seconded by Mary Bates. Carried. Approved. One abstention.
4. Updated [Seniority List](#), Kelly Burke additional Discipline Assignment-Education
  - Additional discipline assignment for Kelly Burke. There was a mistake years ago. She was approved by the Senate for an additional discipline in Education but it wasn't added to the Seniority list. With the one adjustment that Kelly Burke's secondary discipline assignment of Education be added to the seniority list motion to approve by Mary Bates, seconded by Deena Riviera. Unanimous. Approved.

**D. Discussion (time limit 10 minutes each)**

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

- \$50,000 is the total in which an institution can be eligible for and we are eligible for this amount due to the work that you and your colleague's have done. The eligibility for this particular grant is based on \$1,000 per section that has converted already. So much had happened in the past that we were eligible for the \$50,000. This money cannot be used for work in creating new materials. We can employ the workers that can help with that part. This is good through June 30, 2020. The original \$50,000 that we received based on your endorsement two years ago we still have some funding left and we have received an extension through December of this year.
- There is a great OER conference that will be happening over October on the East Coast and we do have some funding for that to send people to.

## 2. Student Discipline (BP 5529, 5530, 5531) Phase One, David Andrus

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

- The affirmed consent law, in reference to that, that is not a new change as that law went into effect January 1, 2015.
- BP 5530 are the sanctions that might be imposed. We added some additional sanctions that we didn't previously have just to give us latitude in terms of trying to find the appropriate sanctions that might fit with the violation. Things like "loss of privileges, exclusion from extracurricular activities and removal from campus(es)." Restitution was changed and it now includes, "Restitution takes the form of appropriate service, monetary reimbursement, or materials replacement." In the section referencing student education code (76032), which affords the professor the right to remove a student from their classroom, the subcommittee brought forward a request to address the issue with students in classrooms where they are not face to face.
- There is a lot of discussion in the committee about what constitutes a disruption in the classroom and what are the rights of the students and the learning instructors? This will be an ongoing discussion about how we define disruption and is it a subjective view point versus an objective view point.
  - Q: I thought the conversation extends to the use of marijuana now that it is legal in California. But this does not call out the use of marijuana it states in BP5529 section DD., "Willful or persistent smoking of tobacco products" and it list a variety of ways that it might be dispensed. I am wondering if a student could assume that we do not allow the smoking of tobacco but we do allow the smoking of marijuana.
  - A: This issue is addressed in section O.
  - Q: Should we add marijuana to the smoking policy? It seems to be that if you are going to talk about smoking it would seem appropriate to talk about smoking marijuana in the same part.
  - A: The law says it can be legalized but like other things there are many parameters attached. Merely because it is not a criminal offense under certain circumstances doesn't mean that you can use it in any facility. You cannot use it in any public place. If a student takes a prescription medication or an edible you will never know it. The question is are they so impaired they are danger to themselves or what if they have an edible in the classroom? How do we feel institutionally about that as a value? It is an issue and we need to continue to discuss this matter.
  - Administration has an interest in moving these forward by the end of the semester so the student code of conduct can be updated and have an enforcement tool that is up to date.
  - Q: Regarding the "Removal by Instructor" in BP5530 section 7a. And b., Is there a timetable difference between a. and b.? Because "a." doesn't have a specific timetable.
  - A: It is based upon the disruption as voiced upon by the instructor. This is per Ed. code and we are limited by it. Ed. Code allows an instructor to dismiss a student in the classroom in which it took place plus the next class. If an instructor chooses to dismiss a student they must communicate to the student when they can return. Please make use of this, you do not need to put up with behavior that you don't need to.
  - Q: In BP5529, Section D, the use of pagers, are we still using pagers? There is also a typo under "I, Sexual Exploitation," Section 2. Should read "that" and not "hat."
- A: In another important discussion about the course syllabus, if there are particular things that you want to restrict you can, so long as it is not violation any student rights. What

you put in your syllabus is very important, if there is a complaint with a student this will be your first reference point.

- Q: On page 70 Section E, please define what “flaming, sharking” are?
- A: “Sharking” is going up to someone and biting them specifically on the breast. “Flaming” is to “engage in an online argument usually by unfounded personal attacks by two parties.”
- We will talk to Rebecca in terms of whether we should bring this back as a discussion item or action? If you are going to approve changes you really want to know what those changes are. What I will do is between now and the next meeting Rebecca or I will send out the three documents with the tracking changes so you can at least have them as a senate.

### 3. Academic Senate Constitution and By-Laws, David Andrus (pg. 92-110)

David Andrus walked the senators through some of the changes to the Constitution and Bylaws. In particular he focused on the following articles:

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

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

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

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

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

#### **F. New Future Business**

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

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

#### **G. In Committee**

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

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

#### **H. Announcements**

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

#### **I. Adjournment 4:55pm**

## Academic Senate Summary for March 22, 2018

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse <i>via WebEx</i>	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus	X	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	A
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	A
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Nazanin Naraghi	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

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

Guests			
Omar Torres	X	Vincent Devlahovich	
Dr. Dianne Fiero	X	James Glapa Grossklag	
Denee Pescarmona	X	Collette Gibson	X
Harriet Happel	X	Ana Palmer	X
David Michaels	X	Robert Wonser	X
Dustin Silva	X	Nick Hernandez	X
Ambika Silva	X		

### A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment
 

*This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*
3. Approval of the Agenda
  - The last item on the consent calendar was pulled, it was added accidentally and was meant as informational only. Motion to approve the Agenda with the understanding that the last item on consent calendar is removed by David Brill, Seconded by Erika Torgeson. Unanimous. Approved.
4. Committee Appointments
  - Technology Committee has formed a new standing sub-committee: Web Committee  
Academic Senate is looking for interested faculty to serve –contact Rebecca Eikey
5. Approval of the Consent Calendar: Revisions to the Presidents report and the Curriculum Summary from March 15, 2018 where shared in handouts. Motion to approve the Consent Calendar with the revisions by Sab Matsumoto, seconded by Lisa Cooper. Unanimous. Approved.

- Academic Senate Summary, March 8, 2018 (pg. 3-10): There are some revisions to the President's report. There was correction made and change regarding the word "liberal" rather than "local" arts.
- Academic Senate Summary, February 8, 2018 (pg. 11-21): There were some typos on the Feb. 8<sup>th</sup> summary which will be corrected.
- Curriculum Committee Summary, March 1, 2018 (pg.22-28)
- Curriculum Committee Summary, March 15, 2018 (pg.29-35): There was a correction made to clarify some of the information that was provided.
- CETL Committee Summary, March 2018 (pg. 36)
- ESES Committee Summary, March 2018 (pg. 37)

## **B. Reports (time limit 7 minutes each)**

### 1. President's Report, Rebecca Eikey: President's report was sent out in advance.

- CPT Revised Mission Statement: In regards to the CPT response to the mission statement, president articulated to CPT what the Senate concerns were. On Monday it was agreed to wait on revisions until there is an ACCJC workshop in April. They are considering revisiting the revisions of the mission statement in the fall semester.
- Equity Walk, Cindy Stephens: There were nine people who walked with Cindy Stephens. It was emphasized it would important to have more people involved. The people walked to Canyons Hall and Student Services, there was concern regarding accessibility for wheelchairs. There may be other issues that these equity walks will identify.
- AB 288 Dual Enrollment: I have attended two meetings with the Hart District on behalf of Academic Senate. There was discussion in establishing an MOU for expanding dual enrollment specifically as AB288 Dual Enrollment also known as College and Career Access Pathways (CCAP). In my report there is some background information from the Statewide Senate to have an understanding of what the criteria are and how it is different from the current dual enrollment agreements that we have. There is interest on behalf of our district to expand into the AB288 Dual Enrollment as a way of continuing the work with the California Career Pathways Trust (CCPT) Grant and making sure those CTE pathways are firmly established. There is some concern from the Hart District in terms of the faculty purview (high school vs college instructor)? This will all be part of the conversation. I may be reaching out to more faculty or if you are interested please contact me.
- DACA Advocacy Efforts: There were several resolutions in the fall approving DACA. There were 535 letters sent to members of United States Congress. We received three response letters back. As more come in, we will add them and share with the Senate.
- SB 1009 (Wilk): Proposed Bill to Expand Apportionment for Tutoring: There was testimony from Tabitha Kumar, ASG Trustee; Wendy Brill-Wyncoop (FACCC) & Julie Bruno (ASCCC) d on behalf of Wilk's bill to expand apportionment for tutoring to courses that are beyond basic skills and remove the provision where it states faculty have to refer the student to the tutoring center.
  - Q: In regards to SB1009 (Wilk) it states, "Colleges can get apportionment for tutorial services in transfer levels as well as basic skills" and in AB1935 (Irwin) it was indicated in the President's report that AB1935 restricts tutorial services to



only degree applicable or transfer level courses. Doesn't AB1935 (Irwin) also expand apportionment for tutoring?

➤ A: Barry, Erick and Wendy met with a representative from Irwin's office who is responsible for AB1935. Irwin is clarifying the language and it will include basic skills and transfer level. There is a difference in the two bills, Wilk's bill is trying to make the changes in statute so they are more permanent and Irwin's bill is saying that it can be more basic skills level tutoring with the details to be determined by Board of Governors. However, Irwin's office states their intent is to include basic skills and they will clarify that in their intent with the bill with possible revisions.

- Classified Senate Collaboration & Shared Efforts: We are trying to be more deliberative with our collaboration and shared efforts with the Classified Senate. I attended their Executive Senate meeting last Tuesday. There are some possibilities in terms of joint fundraising to support the Emeriti's Scholarship. There was discussion in terms of holding co-meetings with the Executive Senate once or twice a year and considering how to expand further.
  - Classified Staffing Process: President shared some notes regarding how the Classified Staffing process works and how requests are sent from the deans, executive cabinet members, how the ranking of the cabinet member level and that is shared out in a session. There were 8 votes that were given per each request, it was confusing as it seemed executive cabinet member couldn't vote in their own particular area. There is concern and feedback on the ranking and voting process and in terms of how do the positions move forward.
  - Reporting to Board of Trustees: President is doing her best to share the Senate's work with the Board of Trustees. A copy of the report given at the last BOT meeting was provided in the report. Specifically, the concerns expressed from Senate regarding Guided Pathways were articulated such as not losing students along the way or doing harm unintended.
2. [Programs Submitted to ACCJC as Substantive Change](#)-John Makevich, Dr. Jerry Buckley, Denee Pescarmona & Omar Torres
- There was a list of historical programs approved by the ACCJC for substantive change. There was a hyperlink to the additional programs that John is putting forward for consideration, as related to non-credit. There is also a list of programs that are being considered for change related to Distance Education.
  - Substantive Change Report for Noncredit Programs, John Makevich: I worked on a substantive change report for two new sites that we are going to be leasing in the Santa Clarita Valley to offer non-credit courses. Anytime you offer additional sites which are semi-permanent in nature you must do a substantive change report for accreditation to get approval. The copy shared is a draft but it does give you sense of the structure and what is in the report and what is being referenced. The core of every substantive change report really consists of a lot of similar language to the draft report.
  - Historical List and Distance Education Program Changes, Dr. Buckley: In regards to changes for Distance Education Programs, we periodically submit updates to the accreditation commission (ACCJC) a list of programs which may be able to offer more than 50% of the courses in the program as Distance Education. This is required for accreditation. Whenever we create new programs and if those programs are substantively different than existing

programs, then they may have to be recorded as well. For Associate Degrees for Transfer (ADTs), those are not substantively different from programs that we already have, as they are similar to existing local degrees or certificates. Thus, when an ADT is presented to ACCJC, we have an acceptance letter issued by the commission that substantive change is not needed. The commission meets once every six months and we are targeting getting our substantive change reports in so that they are reviewed by the commission. We cannot charge a portion of credit courses (or programs) unless they have been approved by ACCJC. Thus in terms of approval of curriculum, we have local approval from curriculum committee, then statewide approval from the state Chancellors office, and a third approval which is the accreditation commission, ACCJC.

- Q: There was some concerns regarding the accuracy of the list of courses offered as Distance Education. There was no prior communication to that department about that substantive change for the programs listed. Although the courses have a Distance Learning Addendum (DLA), it doesn't necessarily mean those classes are offered online.
  - A: The list was disseminated at the Deans Council with the intent that the list would get disseminated out to various department chairs and impacted faculty. If the courses have a DLA and those programs where 50% or more they could *potentially* be offered through distance education, those were included in the list. Patrick Backes, the Articulation Officer, examined all of the existing degrees, programs and certificates and where 50% or more could be offered online, then we included it on the list. Whether it is actually offered online is at the discretion of the department but because there is a DLA in place and it was approved through the curriculum committee and the Academic Senate, then we are obligated to include it in the list sent to ACCJC.
  - Q: What is the timeline on the renewal of these? For example "Water Technology" is on the list but "Land Surveying" is not. Was "Land Surveying" sent previously?
    - All of the new programs that are 50% or more are already on file with the commission.
  - Q: How often do we send in this list, "Water Technology" is not a new program?
    - The last time that we submitted a substantive change proposal for Distance Education programs was in 2014 when we had our last accreditation. Prior to 2014, we were not on a regular cycle prior since there was not an Accreditation Committee that met on a regular basis. We are now adopting guiding principles on what the Accreditation Committee should be responsible for, such as the annual accreditation reports, communication with various constituents and becoming more systematic.
3. ACCJC Annual Report- Dr. Jerry Buckley, Denee Pescarmona & Omar Torres
- Annual report goes out at the end of March every year. The 2017 Accreditation Annual Report version shows the type of questions related to SLO assessment. Typically, the SLO coordinators contribute to the Annual Report. In previous iterations of the Annual Report, there have been opportunities for the SLO coordinator to submit narratives. ACCJC has moved to simplify the report, and thus we don't have to submit any major narratives or comments. There is always an issue as to how many licenses (Licensure Examination) have we granted for particular programs, and it is difficult to come up with this data. We have a testing center now in the TLC and we are generating hundreds of individual tests. If we can figure out how to analyze the data then we will be ahead in the process especially when looking at changes in the state chancellor's office. If you have any knowledge of an

individual certification for your students, we appreciate it if you could report that information. This is part of the 2017-18 Licensure Examination Rate.

4. FACCC Advocacy Conference: Attendees include Wendy Brill, Nick Hernandez, Robert Wonsler, Rebecca Eikey, Tabitha Kumar, and April Reardon with two additional students.
  - FACCC is the Faculty Association of California Community Colleges and is a membership organization for full-time and part-time faculty. They host an annual Advocacy and Policy Conference in Sacramento. There are groups of 8-12 students from the LACCD, Riverside Community College District (Moreno Valley), and Contra Costa Community College District. These students have an opportunity to hear conversations from the State Chancellors office and are trained in advocacy. Once students graduate from the LACCD program, they can then come back and train the next group of students. April, Robert and Nick all brought in a couple of students to learn from other colleges and how other students are involved in the advocacy work. Students have an opportunity to take a course that teaches the basics, then they go through and divide the visits to legislators. The students also ask other students to identify issues that could be advocated to the legislators. We are hoping to have a group of 10 students from COC participate next year.

### C. Action Items

1. CCCCCO Guided Pathways Work Plan, Rebecca Eikey & Denee Pescarmona (pg. 44-45)

The work plan is not static and it can change over time but there is the deadline for March 30<sup>th</sup> for Senate President and the Chancellor's signature.

  - Outcomes: We did not include the outcomes as we did not discuss how to proceed so the Action is for activities only. The benchmarks the state Chancellor's office has established are key performance indicators, such as the number of students who are completing transfer level English and Math in their first year. However, the outcomes that we want to achieve we are going to establish locally by focusing on what we want to change during the first year of the grant program.
  - Q: What is our internal timeline for doing the outcomes? We can set the timeline and have this item come back to Senate as a Discussion item. There is a need to have all of the stakeholder groups weigh in such as Classified Senate, ASG and ask students what they would like to see as measureable outcomes.
  - Q: Based on the last Senate meeting there was a discussion relating to outcomes and how do we collectively as an institution work together? Part of the suggestion at the last meeting was to reach down deep into the institution to get people involved in and go beyond the Senate. Thus, we are coming back around to the various school meetings. We haven't done enough to engage our adjunct faculty and plan to address this. For example, we have had a conversation at the Faculty Professional Development Committee as to how we can increase awareness and participation from adjunct faculty. Another way that would be helpful would be larger gatherings where a multitude of voices can be heard.
  - Budget: It is not balanced, it is over by \$58K as this is an aspirational budget. There was concern from Senate about approving the work plan if it does not have a balanced budget. The Guided Pathways plan intentionally supports the work that is being done in the (IE)<sup>2</sup> work groups. Thus, the budget managers for Equity, 3SP, and Basic are identifying activities that are part of the GP plan but may be supported with another fund. For example, the Basic Skills funding may be used to support student workers. We are trying to follow Santa Monica College's method and hire student workers to help. The work around Early Alert could potentially be supported with 3SP. The stipends for work group leaders are based on the seven (IE)<sup>2</sup> work groups. They are not listed as faculty

stipends only as there has been a request from the classified representatives to investigate the possibility to have leads for the work groups from classified. Inquiry group stipends for group \$25K could be cross-functional, with primarily full and part-time faculty. However, it depends on the research needed to be done. The inquiry group could be cross-functional, or it could be very targeted/specific. The state has been very clear to ensure there is flexibility in the plan, allowing for budget transfers, and making adjustments when needed. Thus, we could use release time rather than a stipend as the plan is very flexible. For clarification the work plan will read “stipend/release” and “faculty/classified.” Motion to approve the work plan by Regina Blasberg, seconded by Jason Burgdorfer. Unanimous. Approved.

2. Environmental Science-Biology Merge Rubric- Lisa Hooper (pg. 46-49)

- In December 2017, Lisa Hooper gave a presentation to the Senate on the multiple proposals from the ESES department. The memo from November 9<sup>th</sup> that summarized the Program Viability Committee’s recommendation is provided as a handout. This memo appears on the December 7<sup>th</sup>, 2017 Senate agenda. In the memo, it is described that one proposal included the splitting of Environmental Science so that it would merge with Biological Sciences, and at that time all the full-time faculty members of ESES and Biology were supportive. There were other proposals from ESES that were conflicting. In Lisa’s memo to the Senate, the Program Viability Committee recommended and supported the split of Environmental Science from ESES to merge Biological Sciences but didn’t find enough evidence to support other proposals. There are 16 criteria in AP 4023 that the PV committee has to review, one is “how this proposal will better serve the students,” and the committee found evidence that merging Environmental Sciences with Biology would better serve the needs of students. The President asked Lisa to complete the Academic Department Proposal Rubric to ensure standardization and document the rationale for the proposal for splitting of Environmental Sciences and merger with Biological Sciences, which is attached.
- However, this semester, there have been several ESES department meetings and trepidation from particular ESES faculty about the split of Environmental Sciences. Thus, the recommendation to merge Environmental Sciences with Biological Sciences was Tabled at the February 22<sup>nd</sup>, 2018 Senate meeting.
- Lisa consulted with David Andrus who then reviewed the AP 4023 and proposed two options for ESES via email 1.) Allow Senate to weigh in, in support or not; 2.) Have the department unanimously petition the committee to rescind and communicate to Senate they are pulling this recommendation. However, the faculty did not withdraw the proposal, so the recommendation of the Program Viability is being considered for Action by the Senate.
- A memo was sent from the department chair Teresa Ciardi on March 12<sup>th</sup> included and is in the Agenda. Teresa Ciardi references reassign time and compensation as basis for keeping Environmental Sciences with ESES, however these topics are negotiable and part of collective bargaining agreement, and thus Senate has no purview. The memo indicated that if “the request to move ENV to Bio to be put on hold....If it is not, then makes sense for all of us to return to the original proposal of fall 17, and to move ENV to Biology.” There are also notes from Mary Bates to help give an understanding on their departmental discussions that have happened this semester.
- Members of the ESES department: There are some fulltime faculty in the department that are not in favor of the department splitting up at this time. The ESES department agreed to keep the department together and then it was contradicted by the department chair in the attached memo. It sets a precedent that faculty own programs, when programs

belong to departments. The department was formed five years ago and had not had issues until recently. This is a personality issue. The department wants to stay together and that is a quorum of five out of six. We ask the Senate to take that into consideration.

- There was no additional evidence to demonstrate how the proposal to merge Environmental Sciences with Biology does not better serve the students.
  - Motion to approve the Environmental Science merger with Biology based on the evidence that was presented to the PV committee and that there is no evidence, part of the program viability process, to the counter made by Wendy Brill, seconded by Lisa Hooper. Carried. Approved.
    - Count: Senators in favor, Aaron Silverman, Regina Blasberg, Erika Torgeson, David Brill, Gary Collis, Garrett Hooper, Jennifer Paris, Wendy Brill, Lisa Hooper, David Andrus, Rebecca Shepherd
    - Count: Senators Opposed, Jason Burgdorfer, Mary Bates, Nazanin Naraghi.
    - Count: Senators Abstaining, Rebecca Eikey, Sab Matsumoto, Philip Marcellin, Carly Perl, Marco Llaguno, Erin Barnthouse
  - Voting Quorum: 22 voting senators total, 20 present, 11 voted in favor of the split, 3 where opposed and 5 abstained. The merge of Biology and Environmental Science passes.
3. Part-time faculty discipline assignments Fall 2017 (two lists, pg. 50-71)
    - There were two list included in the agenda, the second list was an additional list with questions that have been resolved. Motion by Wendy Brill, seconded by Philip Marcellin. Unanimous. Approved.
  4. [Seniority list](#) updated (pg. 72)
    - There were two date changes: Jason Burgdorfer and William Macpherson. Their start date will be the semester prior to what we have originally listed. Per Senate Procedures, any changes related to accuracy on the Seniority list must be brought to Senate to approve, and then forwarded to Board of Trustees who have the legal responsibility to make corrections to the list. Motion to approve the change in the seniority list by Mary Bates, seconded by Wendy Brill. Unanimous. Approved.
  5. Department Chair Election results (pg.73-75)
    - Cindy Schwanke will continue as Chair of the Culinary Arts Department. Heidi McMahon will be chair of the Chemistry Department. Garrett Hooper's fist name was corrected on the Chair Election results list. Motion to approve by Wendy Brill, seconded by Erika Torgeson. Unanimous. Approved.
  6. Discipline Memos (pg. 76-79)
    - Christina Chung
    - Tony Law
    - Heather Dotter
    - Erica Seubert
    - Motion to approve the discipline faculty memos by Mary Bates, seconded by Jason Burgdorfer. Unanimous. Approved.

#### **D. Discussion (time limit 10 minutes each)**

1. Educational Administrator's Retreat Rights, Mathematics (pg.80-81)
  - A memo from Diane Fiero was discussed regarding the retreat rights for Jeremy Goodman to a Mathematics (Generalist position). Per Ed Code, a copy of the job description for the Mathematics (Generalist position) was shared. A copy of a one-page sheet from November 7<sup>th</sup> where Dept. Chair presented to the Academic Staffing committee for three Mathematics positions, all presented as generalist (one replacement and two new positions). It was referenced that Monica Dabos's position (the replacement) was

originally a Statistics position but it was in the interest of the department, according to the staffing presentation, that the needs would be better served making it a generalist position. Jeremy Goodman meets the requirements of the Educational Administrator Retreat Rights per law. Yet, the Senate has the opportunity to put forth their recommendation before the Board of Trustees takes action.

- There was a question as to whether this position was expiring, being terminated due to restructuring or being cancelled. It was stated that as per the AP and Ed Code, this process is voluntary and any administrator can retreat after serving two satisfactory years as an educational administrator. In this case, termination means “no longer working in this position” and this term is universally used throughout Ed Code.
  - There was concern expressed that this process gives individuals an opportunity to bypass, intentionally or unintentionally a rigorous faculty hiring process. It was confirmed that the administrator may not have any teaching experience yet qualify for retreat. Per Ed Code, they must have completed two years of satisfactory service in their administrator role including any time previously served as a faculty member in the district. Jeremy Goodman has taught in the department for three years as an adjunct faculty member.
  - It was emphasized that there is an effort to be transparent with these processes before going to the Board of Trustees. It was stated that a department chair should not release information regarding a request for Administrator Retreat until a memo is made public through the Academic Senate.
  - There was a discussion regarding revisiting the AP language in the future to address when multiple individuals are interested retreating and the possibility of setting up an interview process. This item can come back as an action item.
2. CTE Senate Committee Policy/Procedures-Regina Blasberg (pg. 82-85)
    - This will come back for a future agenda.
  3. Creating Advisory Boards Based on Industry Clusters-Regina Blasberg and Wendy Brill
    - It was suggest that there needs to be a process for the discipline faculty and their input to the creation of the clusters. This will be an agenda item for the CE committee and report out what that process is to the senate for feedback.
    - Some additional discussion occurred regarding the new template for Advisory Board meetings.
  4. [ASCCC Spring Resolutions](#) – Rebecca Eikey
    - This will come back to the next agenda.
  5. Emeriti Scholarship Requirements-Rebecca Eikey (pg. 86)
    - This will come back for a future agenda.

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

1. Discipline Memos for New Fulltime Faculty
2. Faculty Professional Development Committee Procedures
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marengo
4. Curriculum Committee Procedures, Lisa Hooper
5. Resolution in Support of Resources for the Academic Senate
6. Spring 2018 Adjunct Discipline Lists

#### **F. New Future Business**

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

1. TOP Code Alignment Project Update (Harriet Happel)
2. CWEE Courses & Work Based Learning (Ad Hoc Subcommittee & Harriet Happel)

3. Placement Changes in Mathematics & English and AB 705 Implementation (Sab Matsumoto & Alene Terzian)
4. Web Redesign and Evaluation Report (Eric Harnish)
5. CSU AB 798 Funding/Grant Application (James Glapa-Grossklag)
6. Synergy Program (Kelly Cude)
7. Graduation Committee discussion (Michael Wilding)
8. Academic Senate Constitution and By-Laws (David Andrus)

**G. In Committee**

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

Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection
Academic Freedom AP 4030
Matriculation Policies BP 5050
AP 5909 International Students
BP 5053 Assessment
BP/AP 4021 Program Viability

**H. Announcements**

- Next Academic Senate Meeting – April 12, 2018
- Upcoming elections for Curriculum Committee members.  
These are for Fall 2018-2020
- 2018 Spring Plenary Session, April 12-14, San Mateo
- 2018 Career and Noncredit Education Institute, May 4-5, Costa Mesa
- 2018 Faculty Leadership Institute, June 14-16, San Diego
- 2018 Curriculum Institute, July 11-14, Riverside

**I. Adjournment:** 5:09 pm

# CURRICULUM COMMITTEE SUMMARY

April 19<sup>th</sup>, 2018

3:00 pm – 5:00 pm

Bonelli Hall 330

**Members Present:** Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Steve Erwin – Admissions and Records; Tricia George – Humanities; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Carly Perl – Adjunct Representative; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

**Members Absent:** Lee Hilliard – Applied Technologies

## NEW COURSE PROPOSALS – FINAL READ

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

Subject & Number	Title	Description of Action	Author	Effective
CONST-010	Plumbing Technology I	2 units, 18 hours lecture, 54 hours lab. <b>New SLO's (2).</b>	E. Arnold	Fall 2018
CONST-012	Plumbing Technology II	2 units, 18 hours lecture, 54 hours lab. <b>New SLO's (2).</b> <b>New prerequisite of CONST-010.</b>	E. Arnold	Fall 2018
CONST-020	Electrical Technology I	2 units, 18 hours lecture, 54 hours lab. <b>New SLO's (2).</b>	E. Arnold	Fall 2018
CONST-022	Electrical Technology II	2 units, 18 hours lecture, 54 hours lab. <b>New SLO's (2).</b> <b>New prerequisite of CONST-020.</b>	E. Arnold	Fall 2018

**-Motion to approve CONST-010, 012, 020, and 022; Motion by Rhonda Hyatt, second by Mary Bates. All in favor: Unanimous.**

## NEW PROGRAM PROPOSALS – FINAL READ

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

Program	Degree/Certificate	Description of Action	Author	Effective
Construction Technology	A.S. Degree	29 total major units, <b>new Program SLO.</b>	E. Arnold	TBD



Construction Technology	Certificate of Achievement	29 total units, <b>new Program SLO.</b>	E. Arnold	TBD
Electrical Technology	Certificate of Achievement	18 total units, <b>new Program SLO.</b>	E. Arnold	TBD
Technical Theatre	A.A Degree	18 total major units, <b>new Program SLO's (3).</b>	C. Boltz	TBD
Technical Theatre	Certificate of Achievement	18 total units, <b>new Program SLO's (3).</b>	C. Boltz	TBD
Plumbing Technology	Certificate of Achievement	18 total units, <b>new Program SLO.</b>	E. Arnold	TBD

**-Motion to approve the Technical Theatre AA Degree and Certificate of Achievement; Motion Cindy Stephens, second by Julie Hovden. All in favor: Unanimous.**

**-Motion to approve the Construction Technology AS Degree and Certificate of Achievement, the Electrical Technology Certificate of Achievement, and the Plumbing Technology Certificate of Achievement; Motion Mary Bates, second by Lori Young. All in favor: Unanimous.**

### NEW NONCREDIT COURSE PROPOSALS – FINAL READ

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

Subject & Number	Title	Description of Action	Author	Effective
NC.CSKL-001	Time Management	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-002	Business Writing in the Technology Age	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-003	Critical Thinking (Problem Solving and Decision Making)	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-004	Customer Service	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-005	Negotiation	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-006	Personality Styles	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-007	Successfully Managing and Developing people	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-008	Workplace Communication Strategies	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-009	Personalized Career Planning	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD
NC.CSKL-010	Strategic Job Search	8 hours lecture, <b>new SLO's (2).</b>	W. Brill-Wynkoop	TBD

NC.CSKL-011	LinkedIn for Business	8 hours lecture, <del>new SLO's (2)</del> .	W. Brill-Wynkoop	TBD
NC.COUN-025	Noncredit Transition Course	24 hours lecture, <b>new SLO</b>	D. Solomon	TBD
NC.COUN-030	Noncredit Distance Learning and Strategies for Success	18 hours lecture, <b>new SLO. New DLA, Hybrid option only.</b>	S. Ling	TBD

-Motion to approve NC.COUN-025 & 030; Motion Anne Marenco, second by Mary Bates. All in favor: Unanimous.

-The NC.CSKL courses will be reviewed by a small group of committee members in a technical review session, revision requests will be shared with the author and the courses will be brought back on the May 3<sup>rd</sup> agenda.

### NEW NONCREDIT PROGRAM PROPOSALS – FINAL READ

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

Program	Degree/Certificate	Description of Action	Author	Effective
Career Strategist	Certificate of Completion	3 courses (NC.CSKL-009, 010, 011), 24 total hours, <b>new Program SLO.</b>	W. Brill-Wynkoop	TBD
Customer Relations	Certificate of Completion	3 courses (NC.CSKL-004, 005, 006), 24 total hours, <b>new Program SLO.</b>	W. Brill-Wynkoop	TBD
Management Tool Box	Certificate of Completion	2 courses (NC.CSKL-007 & 008), 16 total hours, <b>new Program SLO.</b>	W. Brill-Wynkoop	TBD
Workplace Essentials	Certificate of Completion	3 courses (NC.CSKL-001, 002, 003), 24 total hours, <b>new Program SLO.</b>	W. Brill-Wynkoop	TBD

-The 4 Career Skills Certificates of Completion were not reviewed at this time as the courses going into the certificates were not yet approved.

### DELETED COURSES – CONSENT CALENDAR

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

Subject & Number	Title	Description of Action	Author	Effective
BUS-080	Customer Service	Course will no longer be offered.	N. Faudree	Fall 2018

BUS-081	Communication in the Workplace	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-082	Attitude in the Workplace	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-083	Conflict Resolution	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-084	Values and Ethics	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-085	Team Building	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-086	Decision Making and Problem Solving	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-087	Managing Organizational Change	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-088	Stress Management	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-089	Time Management	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-120	Principles of Customer Service	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-121	Supervisory Skills for Business Leadership	Course will no longer be offered.	N. Faudree	Fall 2018
BUS-143	International Marketing	Course will no longer be offered.	N. Faudree	Fall 2018

### DELETED PROGRAMS – CONSENT CALENDAR

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

Program	Degree/Certificate	Description of Action	Author	Effective
Customer Service	Certificate of Specialization	All courses within certificate have been deleted.	N. Faudree	Fall 2018

### MODIFIED COURSES – CONSENT CALENDAR

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

Subject & Number	Title	Description of Action	Author	Effective
BUS-101	Bookkeeping and Accounting	Revised objectives and content, updated textbooks.	B. Maxwell	Fall 2018

BUS-111	<del>Human Relations in the Workplace</del>	<del>Revised objectives and content, updated textbooks.</del>	P. Hawkins	Fall 2018
BUS-112	<del>Human Resources Management</del>	<del>Revised objectives and content, updated textbooks.</del>	P. Hawkins	Fall 2018
BUS-113	<del>Retail Management</del>	<del>Revised objectives and content, updated textbooks.</del>	P. Hawkins	Fall 2018
BUS-126	Managing Diversity in the Workplace	Revised objectives and content, updated textbooks.	B. Maxwell	Fall 2018
BUS-140	Principles of Marketing	Revised objectives and content, updated textbooks.	D. Sionko	Fall 2018
BUS-141	Principles of Adverting	Revised objectives and content, updated textbooks.	P. Hawkins	Fall 2018
BUS-156	Introduction to Investments	Revised objectives and content, updated textbooks.	B. Maxwell	Fall 2018
BUS-157	Entrepreneurial Finance	Revised objectives and content, updated textbooks.	B. Maxwell	Fall 2018
BUS-160	<del>Business Ethics</del>	<del>Revised objectives and content, updated textbooks.</del>	P. Hawkins	Fall 2018
BUS-190	Principles of Electronic Commerce	Revised objectives and content, updated textbooks.	D. Sionko	Fall 2018
CAWT-010	Exploring Computers - Brief	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-011	Microsoft Windows - Brief	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-035	The Internet-Brief	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-074	Introduction to Photoshop	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-105	Microsoft Windows	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-145	QuickBooks	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-150	Microsoft Word I	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-151	Microsoft Word II	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-155	Microsoft Excel I	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-165	Microsoft PowerPoint	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
CAWT-173	Web Development: Dreamweaver	Revised objectives and content, updated textbooks.	M. Lipman	Fall 2018
MEA-125	Introduction Multimedia Journalism	<b>Title change (formerly “News Reporting and Anchoring”).</b> Revised	D. Brill	Fall 2018

		objectives and content, updated textbooks.		
PARLGL-109	Computer Literacy for Paralegals	Revised objectives and content, updated textbooks.	L. Young	Fall 2018

### MODIFIED PROGRAMS – CONSENT CALENDAR

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

Program	Degree/Certificate	Description of Action	Author	Effective
Computer Networking	A.S Degree	Adding ESYST-101 to Program Requirements, removing “Plus four units form the following” section”, Adding CMPNET-176 & 177 as option to CMPNET-166, and CMPNET-178 & 179 as option to CMPNET-167, Removing CMPSCI-122 & 182 from recommended electives, and adding ESYST-111, 112, & 113 to recommended electives. No change in total units required.	L. Hilliard	Fall 2018
Computer Networking	Certificate of Achievement	Adding ESYST-101 to Program Requirements, removing “Plus four units form the following” section”, Adding CMPNET-176 & 177 as option to CMPNET-166, and CMPNET-178 & 179 as option to CMPNET-167, Removing CMPSCI-122 & 182 from recommended electives, and adding ESYST-111, 112, & 113	L. Hilliard	Fall 2018

		<del>to recommended electives. No change in total units required.</del>		
Entrepreneurship and Small Business Management	A.S. Degree	Removing BUS-120 & 121, no change in total required major units.	N. Faudree	Fall 2018
Entrepreneurship and Small Business Management	Certificate of Achievement	Removing BUS-120 & 121, no change in total required certificate units.	N. Faudree	Fall 2018
International Trade – Finance	Certificate of Specialization	Removing BUS-143, no change in total required certificate units.	N. Faudree	Fall 2018
International Trade – Marketing	Certificate of Specialization	Removing BUS-143, <b>total required certificate units reduced to 12.</b>	N. Faudree	Fall 2018
Journalism	A.A.-T Degree	Adding MEA-125 to the “plus three units from the following” section. No change in total major units.	D. Brill	Fall 2018

### NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
CONST-012	Plumbing Technology II	New prerequisite of CONST-010.	E. Arnold
CONST-022	Electrical Technology II	New prerequisite of CONST-020.	E. Arnold

### NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Type of Delivery	Author
NC.COUN-030	Noncredit Distance Learning and Strategies for Success	Hybrid option only.	S. Ling

**-Motion to approve all items on the 4/19/2018 Consent Calendar except for the BUS-111, 112,113 and 160 course modifications, and the Computer Networking AS Degree and Certificate of Achievement program modifications. Motion by Julie Hovden, second Erin Barnthouse. All in favor: Unanimous.**

**Discussion Items:**

- Out of Discipline Prerequisite Date. Daylene Meuschke presented to the committee previous out of discipline prerequisite data and ways to interpret the data.
- Chairs Reports, Articulation Report – item tabled due to time constraints.
- Revised New Course Documentation Form – item tabled due to time constraints.

New Courses - Includes ISA's	4	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	6	New DLA's	1	Deleted Courses	13
Modified Courses	20	New SLO's	20	Deleted Programs	1
Modified Programs	5	Modified SLO's	0	Proposals Reviewed in Technical Review Session	37
New Non Credit Courses	2	New Prerequisites	2	Proposals Returned from Technical Review Session	4

## **Faculty Professional Development Committee Procedures:**

“To aid in the review and consideration, [there are] highlighted portions that were changed since the last time the Senate reviewed the procedures. Items that are to be deleted are noted with strike through.

The Faculty Professional Development Committee has been reviewing, considering, changing, and revising these procedures for well over a year now. We are confident that these procedures meet the needs expressed by the Academic Senate and the Schools that the committee members and Senate represent.”

### **College of the Canyons Faculty Professional Development Committee (FPDC) Guidelines and Operating Procedures**

#### **I. Mission Statement**

The mission of the College of the Canyons Faculty Professional Development Committee (FPDC) is to promote, improve, and sustain the professional development, growth, and wellbeing of faculty.

#### **II. Organizational Structure**

The FPDC is a sub-committee of the Academic Senate. As such, we follow Academic Senate policy at the local and state levels. FPDC works jointly with the Professional Development Coordinating Committee (PDCC).

#### **III. Committee Chair(s)**

The committee chair(s) are appointed by the Academic Senate and are expected to serve a 2-year term. They may serve more than one term.

#### **IV. Connections/Associations with other committees**

##### Academic Senate Standing Committees:

Center for Excellence in Teaching and Learning (CETL)

Committee for Assessing Student Learning (CASL)

Program Review (PR)

##### Collegial Consultation Committees:

Accreditation Committee

College Planning Team (CPT)

Institutional Effectiveness and Inclusive Excellent Steering Committee (IE<sup>2</sup>)



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

Other:

Professional Development Coordinating Committee (PDCC)

## **V. Duties and Functions**

- A. FPDC plans Professional Development (FLEX) activities for faculty and develops the Faculty Professional Development Week schedules.
- B. FPDC peer-reviews faculty proposals and reports
- C. As a sub-committee of Academic Senate, FPDC provides summaries of meeting minutes, Professional Development (FLEX) week schedules, and recommendations for changes in professional development policies to the Academic Senate.
- D. The FPDC evaluates the outcomes of professional development workshops and activities, and the dissemination of these results, with the goal of improving the college's faculty professional development programs.

## **VI. Committee Membership**

- A. Members are appointed by the Academic Senate, and are expected to serve a minimum of one full academic year, but may tender their resignation from the FPDC at any time.
- B. The FPDC is open to all, but the goal is to include at least
  - a. One full-time faculty representative from each academic school, with possible alternates to participate in case of absences.
    - i. Math, Science, and Health Professions
    - ii. Business
    - iii. Applied Technologies
    - iv. Student Services
    - v. Visual and Performing Arts
    - vi. Humanities
    - vii. Kinesiology/PE/Athletics
    - viii. Learning Resources
    - ix. Social and Behavioral Sciences
  - b. 2 full-time faculty at large representatives
  - c. 2 adjunct faculty at large representatives
  - d. 1 ASG representative
- C. The Director of Professional Development or designee is a non-voting member of FPDC. The chair(s) and committee work in consultation with the Director or designee.
- D. Any change in membership structure of the committee must be approved by the Academic Senate.
- E. If a new academic school is created, it will immediately be entitled to representation within the committee.

## **VII. Voting**

- A. All appointees have voting rights.
- B. The chair(s) may vote only if he/she is also acting as his/her school's appointed representative.
- C. A quorum will be 50% of the total current voting members of the committee.
- D. Decisions will be made by a majority vote.
- E. While alternates may attend in place of school representatives, they will not have voting rights unless the appointed representative has given permission and notified the chair(s) for his/her proxy to vote.
- F. All who attend FPDC meetings may participate in discussion, but only appointed members will have voting rights.

**VIII. Responsibilities of Committee Members**

- A. Attend and participate in regularly scheduled FPDC meetings.
  - a. If a member is unable to attend, the member must notify the chair(s).
  - b. The member is encouraged to ask another faculty member from the school to participate as a proxy.
- B. Undertake due diligence in reviewing faculty proposals and reports, and participate in the voting for faculty proposals.
- C. Participate in the development and scheduling of fall and spring Professional Development (FLEX) week activities.
- D. Act as a liaison to their school, report to and solicit feedback from their constituencies.
- E. Work with chair(s) to review guidelines and operating procedures when necessary.

**IX. Additional Responsibilities of Committee Chair(s)**

- A. Participate in the Professional Development Coordinating Committee.
- B. In consultation with the Director of Professional Development:
  - i. Schedule FPDC meetings and develop meeting agendas
  - ii. Plan Professional Development (FLEX) activities
  - iii. Facilitate committee discussions
  - iv. Maintain minutes
- F. Recruit committee members as needed
- G. Provide a summary of the minutes to Academic Senate
- H. Determine division of labor for review of proposals and reports
- I. May evaluate proposals and reports between the last FPDC meeting of the semester and June 30, independent of regular members.
- J. Notifications of committee decisions on faculty proposals may be provided by the Director of Professional Development or the FPDC Chair(s).

**X. Meetings**

- A. Meeting dates and times for the next academic year shall be finalized by the last meeting of the current academic year.
- B. Agendas will be made available at least 72 hours prior to the meeting.

- C. The Director of Professional Development will disseminate all supporting materials to committee members one full week prior to regularly scheduled meetings.
- D. Meetings are open to all.

**XI. Guidelines for Professional Development (FLEX) Credit**

- A. The primary goal of the activity must be professional growth as described in Title V or the Education Code relating to professional development.
- B. To assist with program review and accreditation, the professional development activity must also meet one or more of College of the Canyons' Strategic Goals:
  - Teaching and learning
    - i. Student services
    - ii. Cultural diversity
    - iii. Human resources
    - iv. Institutional effectiveness
    - v. Financial stability
    - vi. Technological advancement
    - vii. Physical resources
    - viii. Innovation
    - ix. Campus climate
    - x. Leadership
- C. Per the COCFA contract, Article 12 F.1., full-time instructional faculty must complete 41 hours of professional development per academic year.
- D. While it is encouraged that faculty participate in College of the Canyons Professional Development (FLEX) workshops, FPDC recognizes that there are diverse professional development needs, and thus, faculty may fulfill their 41 hours of professional development obligation in any approved category/categories they choose.
- E. Workshops and activities that have been consistently approved by FPDC will be placed upon a pre-approved list once approved by Academic Senate. The pre-approved list may be routinely updated, and will be published on the FPDC internet site. Pre-approved activities will be automatically added to mylearningplan the current professional development management system, after required information has been received.
- F. For an activity to be considered for Professional Development (FLEX) credit, faculty must submit a proposal (unless otherwise indicated on the pre-approved list):
  - i. Through mylearningplan the current professional development management system
  - ii. Within time frame indicated on the proposal
  - iii. With supporting documentation as requested on the proposal
  - iv. Prior to activity whenever possible
- G. Proposals submitted in order to satisfy faculty professional development obligation hours will be reviewed by the FPDC in the order they are received, with

the exception of individual project proposals, which may be considered ahead of all other proposals.

- J. ~~Proposals will not be considered if submitted later than 10 contract days after the activity has occurred.~~ Except for workshops, which require advance approval, faculty ~~should~~ shall submit proposals within 21 days after the activity has occurred. It is strongly encouraged that proposals be submitted by the 13<sup>th</sup> week of the spring semester to insure ~~proper~~ full committee review prior to the end of the academic year.
- K. Proposals submitted after the last committee meeting in spring, but before June 30<sup>th</sup> will be reviewed by the committee chair(s). Proposals submitted in winter and in summer after June 30<sup>th</sup> ~~will~~ may be considered after the start of the regular semester or by the committee chair(s) ~~at the first committee meeting of the next semester.~~
- L. If an activity is completed during an off-contract period, the deadline to submit proposals does not begin until the first day of the FLEX week of the regular ~~next~~ semester following the off contract period.
- M. Faculty proposals that are denied, or for which additional information is requested, may be re-submitted. The faculty may present additional information, either in person or in writing, at the next FPDC meeting.
- N. Professional development hours will be accounted for in the following rate:
  - i. 1:1 for participation in an approved workshop or activity
  - ii. 2:1 for the facilitator of a workshop or activity
- O. Professional development (FLEX) credit shall not be awarded if faculty receive any form of compensation from College of the Canyons for the activity.
- ~~P. The Faculty Professional Development Committee requests that faculty be made aware of any District-mandated training within the first 3 weeks of a semester, preferably fall semester.~~

**Note: Faudree, Nicole**

**The committee doesn't know how it could enforce this requirement. The committee suggests the Academic Senate to request from the District.**

**XII. Guidelines for Specific Proposals** – forms for each of the specific proposals listed below shall be available electronically via ~~mylearningplan~~ the current professional development management system.

- A. Conference Attendance
  - i. Proposals shall be submitted prior to the conference, or within 21 days after attendance.
  - ii. Each proposal must include:
    - 1. The name of the entity organizing the conference.

- 2. A copy of the agenda of the conference reflecting the day(s) and hours of the conference. Note: links to conference information are not sufficient.
  - iii. If a conference overlaps with classroom teaching time and/or office hours, the faculty should deduct the classroom teaching time and office hours (unless office hours are rescheduled) and claim the remainder of the time as FLEX credit.
  - iv. The Conference proposal and report may be submitted together.
- B. Independent Project
  - i. Due to the amount of work involved for an independent project, it is strongly recommended that faculty wait for approval of the proposal prior beginning the project.
  - ii. Proposals must be received by the Monday following Spring Break to be considered for credit during the current academic year.
  - iii. Proposal must include a timeline of dates and hours dedicated to working on the project.
  - iv. After completion, and at least one week prior to the last FPDC meeting of the current academic year, faculty must complete and submit an Independent Project report.
- C. Outreach
  - i. Proposal should be submitted prior to the outreach, or within 21 days after the event.
  - ii. Faculty must complete an Outreach Event Report within 21 days of the event.
  - iii. The Outreach proposal and report may be submitted together.
- D. Training by a Non-COC Provider
  - i. Proposal should be submitted prior to the training, or within 21 days after attendance or completion.
  - ii. Documentation of the hours must be submitted, such as an agenda or certificate of completion.
  - iii. Non-COC provider training may include, but is not limited to, webinars, @one courses, software training, equipment training or any training that will result in professional growth.
- E. Workshop
  - i. Workshops are events that are presented at COC typically by COC employees.
  - ii. Proposal should be submitted prior to the workshop.
  - iii. Attach to your proposal, any flyer you desire to have used in promotion of your workshop.

Note that if an activity is completed during an off contract time period, the 15 day due date does not begin until the semester following the off contract time period begins.

- XIII. **Legal and Contractual Requirements and Guidelines Regarding Professional Development (FLEX)** – The following statutes, regulations, Board Policies, and contractual requirements guide FPDC’s work.
- A. Title V 55724.a.4: The activities which college personnel will be engaged in during their designated staff, students, and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:
    - i. course instruction and evaluation;
    - ii. staff development, in-service training and instructional improvement.
    - iii. program and course curriculum or learning resource development and evaluation;
    - iv. student personnel services;
    - v. learning resource services;
    - vi. related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
    - vii. department or division meetings, conferences and workshops, and institutional research;
    - viii. other duties as assigned by the district;
    - ix. the necessary supporting activities for the above.
  - B. Education Code section 87153 states the authorized uses of professional development (FLEX) funds allocated shall include:
    - i. Improvement of teaching.
    - ii. Maintenance of current academic and technical knowledge and skills.
    - iii. In-service training for vocational education and employment preparation programs.
    - iv. Retraining to meet changing institutional needs.
    - v. Intersegmental exchange programs.
    - vi. Development of Innovations in Instructional and administrative techniques and program effectiveness.
    - vii. Compute and technological proficiency programs.
    - viii. Courses and training implementing affirmative action and upward mobility programs.
    - ix. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not limited to, programs designed to develop self-esteem.
  - C. College of the Canyons Board Policies Concerning Faculty Professional Development:

- i. BP 7215.B.1.f: Those areas in which the Board of Trustees will "rely primarily on" the advice and judgment of the Faculty Academic Senate include: The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development).
- ii. BP 7215.B.2.d: Areas specified by Title V {Subsection 53200 c.} as "Academic and Professional Matters" where the Board of Trustees and the Academic Senate obligate themselves {or their Trustees and the Academic Senate obligate themselves {or their designee(s)} to reach mutual agreement, resulting in written resolution, regulations or policy include: Financial policies of faculty professional development activities.

~~D. Full time & Adjunct Faculty Duties that are required by College of the Canyons Faculty Association (COCFA) and American Federation of Teachers (AFT) Collective Bargaining agreements may not be counted as professional development because that would result in double apportionment for that activity.~~ If a conference overlaps with classroom teaching time and/or office hours, the faculty can deduct the classroom teaching time and office hours (unless office hours are rescheduled) and claim the remainder of the time as FLEX credit.

# DRAFT

## Faculty Development Committee March 25, 2018, Meeting Summary

By Teresa Ciardi, Co-Chair

**Members Present:** Leslie Carr (Director), Sandy Carroll, Teresa Ciardi (CO-Chair), Nicole Faudree (CO-Chair) Lee Hilliard, Brandon Hilst, Ted Iacenda, Simon Kern, Wendy Ruiz, Gregory Shrout, Diane Sionko

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- The Fall flex theme “Choose Your Own Adventure!” was announced. FLEX for 2018/2019 will focus primarily on engagement with pathways/Canyons Completes, which is the second year of the pathways process.
- The committee approved the minutes and summaries from the October, November, and February meetings.
- The committee reviewed the Faculty Professional Development proposals.
- SLO Closing the Loop meetings were discussed and received unanimous vote to be included on the Pre-Approved List
- Faculty Professional Development Committee Draft Guidelines and Operating Procedures were revisited and directions from Academic Senate were presented to the committee. The Co-Chairs will re-submit Faculty Professional Development Committee Draft Guidelines and Operating Procedures for approval with the changes directed by Academic Senate.

<b>Faculty</b>	<b>Activity</b>
Ballesteros, Na...	WASC Educational Program Assessment 201: Advanced Topics in Assessment <a href="https://wascsenior.box.com/s/f5tjbdeouupwmxi7dxy7v2bwgff2x65m">https://wascsenior.box.com/s/f5tjbdeouupwmxi7dxy7v2bwgff2x65m</a>
Bolanos, Samuel	CCC Digital Learning Day: Social Media, Social Change: Using Digital Tools Today to Respond to Tomorrow's Challenges <a href="http://onlinenetworkofeducators.org/webinar/cccdlday-keynote/">http://onlinenetworkofeducators.org/webinar/cccdlday-keynote/</a>
Bolanos, Samuel	Discipline Input Group Meeting - Southern California
Faudree, Nicole	The New and Future Reality: How Technology is Affecting Litigation
Gabay, Leora	OER
Gerda, Joe	SECOND ANNUAL ACCELERATION ACROSS CALIFORNIA CONFERENCE
Grigoryan, Anzh...	CCCDL: Reimagining Writing, Amplifying Student Voices with Asynchronous Video Tools, Student Panel, Reflections on the Day <a href="http://onlinenetworkofeducators.org/webinar/cccdlday">http://onlinenetworkofeducators.org/webinar/cccdlday</a>
Hilliard, Lee	Discipline Input Group Meeting - Southern California - 3/2/2018 <a href="https://www.eventbrite.com/e/discipline-input-group-meeting-southern-california-322018-tickets-41850116826">https://www.eventbrite.com/e/discipline-input-group-meeting-southern-california-322018-tickets-41850116826</a>
Iskander, Chris...	SECOND ANNUAL ACCELERATION ACROSS CALIFORNIA CONFERENCE <a href="http://accelerationproject.org/Portals/0/Documents/Cap_Conference_2018_WEB_FINAL.pdf">http://accelerationproject.org/Portals/0/Documents/Cap_Conference_2018_WEB_FINAL.pdf</a>
LaBrie, Michelle	CCCDLDay - Sharing Our Way through Times of Change through @ONE
LaBrie, Michelle	Amplifying Student Voices with Asynchronous Video Tools <a href="http://onlinenetworkofeducators.org/cccdlday/registration/">http://onlinenetworkofeducators.org/cccdlday/registration/</a>
Martinez, David	CA Engineering Liaison Council Meeting - Spring 2018 <a href="http://www.caelc.org">www.caelc.org</a>
Maxwell, Robert	McGraw-Hill Education Connect with Success: Introductory Accounting Summit



Maxwell, Robert	Wiley EdTech Summit <a href="http://www.cvent.com/events/wiley-edtech-summit-usc-ca/agenda-0648962314f4489b9d34d49726a35c6b.aspx?i=64afba54-df07-46b9-b6f3-1af0bbf8bc1d">http://www.cvent.com/events/wiley-edtech-summit-usc-ca/agenda-0648962314f4489b9d34d49726a35c6b.aspx?i=64afba54-df07-46b9-b6f3-1af0bbf8bc1d</a>
Palavecino, Pat...	Reimagining writing
Palavecino, Pat...	Amplifying students voice
Ruddell, Jeanae	Digital Learning Day
White, Lee	Digital Storytelling: The Why, What and How of Creativity, Learning, and Assessment <a href="http://onlinenetworkofeducators.org">http://onlinenetworkofeducators.org</a>
White, Lee	Supporting Students Digitally! <a href="http://onlinenetworkofeducators.org/webinar/cccdlday-session-1/">http://onlinenetworkofeducators.org/webinar/cccdlday-session-1/</a>
White, Lee	Sharing Our Way Through Times of Change! <a href="http://onlinenetworkofeducators.org">http://onlinenetworkofeducators.org</a>
Willibey, Holli	Digital Storytelling_The Why-What-and How of Creativity-Learning-and Assessment <a href="http://onlinenetworkofeducators.org/cccdlday/showcase/">http://onlinenetworkofeducators.org/cccdlday/showcase/</a>
Zollman, Andrea	Digital Learning Day <a href="http://onlinenetworkofeducators.org/cccdlday/">http://onlinenetworkofeducators.org/cccdlday/</a>

Faculty Professional Development Committee Representation

Schools/Services	Representatives
Professional Development Director	Leslie Carr
Chair(s)	1. Teresa Ciardi (School of Mathematics, Science, & Health Professions) 2. Nicole Faudree (School of Business) 3. Mehgen Andrade (School of Social and Behavioral Sciences) – on sabbatical
School of Applied Technologies	Lee Hilliard
School of Business	Diane Sionko Nicole Faudree
School of Humanities	Vacant
School of Kinesiology/Physical Education	Chris Cota (Fall) & Ted Iacenda (Spring)
School of Learning Resources	Vacant
School of Mathematics, Science, & Health Professions	Sandy Carroll Brandon Hilst Teresa Ciardi
School of Social & Behavioral Sciences	Simon Kern (Communications) Wendy Ruiz (Early Childhood Education) Mehgen Andrade (Psychology)
School of Student Services	Susan Ling (Counseling)
School of Visual & Performing Arts	Vacant
Adjunct Faculty	1. Gregory Shrout (History) 2. Vacant
ASG Representative	Vacant

Current as of February 2018

## Emeriti Scholarship Requirements

This is a merit-based scholarship established in 2002 by the Academic Senate with the following requirements:

1. Full-time continuing students

History – this was established by Academic Senate Feb 14, 2002

Recommendation – continue this **support** this requirement.

2. Open to any relative of any COC employee

History – this was established by Academic Senate on Feb 14, 2002. It was established to be a campus-wide scholarship and the Senate wanted to support allowing any relative of any employee group to be considered as long as the other requirements were met.

There were questions in Academic Senate on Mar 8, 2018 related to this requirement, including the history of how this requirement was established. There was concern expressed that since COCFA has been recently the primary fundraising body, are they supportive of this requirement? Furthermore, since the most recent recipients have been related to Classified Staff, can there be collaboration with Classified Senate on fundraising?

Update

Collaboration on fundraising with Classified Senate Officers was discussed on Mar 13, 2018 and support expressed. Furthermore, it was confirmed with COCFA Rep Council on Mar 28, 2018 to support this requirement.

Recommendation – continue this **support** this requirement.

3. GPA of 2.75 or Higher

History – A minimum GPA of 3.0 was established by the Academic Senate on Feb 14, 2002. It is unclear in the subsequent years how the GPA was lowered to 2.75. In researching the Academic Senate archives, there is no evidence that the Academic Senate has supported a lowering of the GPA from 3.0.

Furthermore, it was explicitly expressed by COCFA Rep Council on Mar 28, 2018 to support merit based on 3.0 or higher.

Recommendation – continue this **support** changing this requirement to 3.0 GPA or higher.

4. US Citizen

History – it is unclear from the Senate archives how this requirement was established. In the Mar 8, 2018 meeting, the Academic Senate was unanimous in supporting the removal of this requirement. Furthermore, it was explicitly expressed by COCFA Rep Council on Mar 28, 2018 to remove this requirement.

Recommendation – to **remove** this requirement.

March 23, 2018

TO: Dr. Dianne G. Van Hook, Chancellor

Dr. Rebecca Eikey, Academic Senate President

FROM: Dr. Miriam Golbert and Dr. Jerry Buckley, Co-Chairs Academic Staffing Committee

CC: Academic Staffing Committee Members

RE: Academic Staffing Committee Recommendations

Dear Dr. Van Hook,

Listed below is the REVISED list of recommendations of the Academic Staffing Committee for a replacement for Communication Studies (Simon Kern). The Communication Studies Department made a presentation for this replacement on March 20, 2018. This position is placed under the Urgent Category per the committee's recommendation. Replacements on the list are indicated by an asterisk before the Department's name.

Please let us know if you have any questions or concerns.

Thank you

Miriam

**ASC Spring 2018 (REVISED)**

**POSITIONS ARE LISTED IN ALPHABETICAL ORDER**

**Urgent**

<b>Position title</b>	<b>Years on List</b>	<b>Year of last Review</b>	<b>Position needs to revisit ASC</b>	
Anthropology - Biological/Forensic	2	F16	F19	
Biological Sciences (General Biology)	1	F17	F20	
*Communication Studies	1	Sp 18	Sp 21	
Computer Science	1	F17	F20	
English	2	F16	F19	
Mathematics (Generalist)	1	F17	F20	
* Mathematics (Generalist)	1	F17	F20	
Music- Orchestra & Symphonic Band Director	2	F16	F19	
*Nursing - Medical Surgical I	2	F16	F19	
* Nursing-	1	F17	F20	
Nursing-Non-Credit Lab	5	F16	F19	
Water Systems technology	2	F16	F19	

**Strongly recommended**

**POSITIONS ARE LISTED IN ALPHABETICAL ORDER**

<b>Position title</b>	<b>Years on List</b>	<b>Year of last Review</b>	<b>Position needs to revisit ASC</b>	
Anthropology - Cultural	2	F16	F19	
ASL- Deaf Studies	2	F16	F19	
Biology - Cell, Molecular, and Microbiology	6	F16	F19	
Biological Sciences (Organismal & Environmental)	1	F17	F20	
Business	2	F16	F19	
Computer Applications & Web Technology	4	F16	F19	
Counseling- Non Credit	2	F16	F19	

Counseling- CCC	2	F16	F17	
History I	2	F16	F19	
Kinesiology & Athletics	1	F17	F20	
Library	2	F16	F19	
Mathematics (Generalist)	1	F17	F20	
MEA- Filmmaking	1	F16	F19	
Non-Credit Vocational	1	F17	F20	
Nursing- Medical Surgical I	3	F16	F19	
* Nursing- Medical Surgical/Psychiatric II	3	F15	F18	
Physics	2	F16	F19	
Psychology-Generalist	3	F15	F19	
Surveying	2	F16	F19	
Theatre (Generalist)	3	F16	F19	
<b>Recommended</b>				
<b>POSITIONS ARE LISTED IN ALPHABETICAL ORDER</b>				
<b>Position title</b>	<b>Years on List</b>	<b>Year of last Review</b>	<b>Position needs to revisit ASC</b>	
ASL - Specialized Subjects	2	F16	F19	
Astronomy	1	F17	F20	
Communication Studies	1	F17	F20	
Counseling- Honors	2	F16	F19	
Cyber Security	2	F16	F19	
Economics	1	F17	F20	
ESL- Non Credit	2	F16	F19	
Geology	2	F16	F19	
History II	2	F16	F19	
Non Credit Basic Skills	1	F17	F20	
Sociology (Generalist)	2	F16	F19	
* position is a replacement				

# 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

~~Section 1~~— 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 5, the purpose of the Academic Senate, as the representative body of the Faculty, shall be to recommend, 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 – DEFINITIONS

~~Section 1~~— For the purposes of this Constitution, the term “tenured” faculty refers to regular employee and the term “tenure track” faculty refers to probationary and, or contract employee as defined by Education Code Section 87661(d) and 87661(b), respectively. **The term “adjunct faculty” refers to temporary employee as defined by California Education Code Section 87482.5.**

### ARTICLE IV – 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. 3 Adjunct-Faculty Representatives
- D. The Immediate Past Academic Senate President
- E. 1 Representative from each **School**/Division

- F. 1 At-Large Representative per every 40 tenured/tenure track faculty members
- G. Faculty Chair of the Curriculum Committee (Ex Officio).
- H. Chair, Policy Review Committee

**Section 2 – Individuals that satisfy two or more of the positions/titles listed in Article IV (Section 1) shall be, nonetheless, held to only one vote on matters before the Senate. This restriction does not restrict the right to hold a proxy vote.**

Section 3 (**Formerly Section 2**) – The Non-voting members of the Academic Senate shall be:

- A. Chief Instructional Officer (CIO)
- 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 Associated Student Government (ASG).

**1. The Student Senator shall become a member of the Academic Senate if approved and appointed by the ASG. ASG Membership on the Academic Senate is purely voluntary.**

Section 4 (**Formerly Section 3**) – **The President of the Academic Senate may vote only when her/his vote will break a tie or change the outcome.**

~~In the event a vote of the Senate for any matter being decided upon results in a tie, the deadlock will be broken by the vote of the President of the Academic Senate.~~

Section 5 (**Formerly Section 4**) – The term of office for all Senators shall commence July 1 and end June 30.

Section 6 (**Formerly Section 5**) – The Senators shall be elected in the following manner:

- A. The President and the Vice President shall each serve a two-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 no later than the 2<sup>nd</sup> and 4<sup>th</sup> week of the Spring Semester of even years.** A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester. **The nominating period shall be open and extend until the conclusion of the second week of the spring semester.** No restrictions shall exist in the number of terms served.

- B. The ~~School/Division Representatives~~ **Senators** shall be elected by a plurality of the **tenured/tenure-track faculty** in their respective **Schools/Divisions**. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective **Schools/Divisions** ~~during~~ **no later than the 4<sup>th</sup> 6<sup>th</sup> week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.**
- C. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections will be conducted no later than the 8<sup>th</sup> week of the Spring semester **of odd years. The nominating period shall be no less than two weeks in duration.**
- D. ~~School/Division Representatives~~ **Senators** and At-Large Senators will have staggered terms from one another. ~~Upon ratification and enactment of this clause, At-Large Senators will begin serving two-year terms in the Fall, of 2011 in order to initiate the staggering process.~~ **The nominating period shall be no less than two weeks in duration.**
- E. Adjunct Senators will be elected during each Spring semester after the Office of Instruction confirms teaching assignments for the subsequent Fall semester. **Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances Adjunct Senators will then be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the current Spring subsequent fall semester.** The Adjunct Senator will serve a one-year term. The Adjunct Senator must maintain his/her employment as an adjunct faculty member during his/her term of office. **The nominating period shall be no less than two weeks in duration.**
- F. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- G. The results of all elections must be confirmed by the **Academic Senate by the conclusion of the semester in which they are held.**

~~Section 6~~ **Section 7** – 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, **non-performance** or other incapacity.

- A. Vacancies in the office of President or Vice President shall be filled in the manner prescribed by a plurality vote of ~~the Senators~~ **a quorum of the Academic Senate.**
- B. Vacancies in the office of **School/Division** Senator shall be filled by a plurality ~~vote~~ **voting** 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 plurality ~~vote~~ of **voting** 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 plurality ~~vote~~ of **voting** adjunct faculty in a special election to be held as soon as possible once a vacancy has been declared.
- 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~~ **having voted** is required to recall the President, Vice President or At-Large Senator from office.
- F. Recall of a **School/Division** Senator may be initiated by 40% of members of the **School/Division**. Upon establishment of the authenticity of the petition, the Academic Senate will authorize the **School/Division** to conduct a recall election. A 2/3 vote of those tenured/tenure track faculty ~~voting~~ **having voted** from that **School/Division** is required to recall the **School/Division** 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~~ **having voted** is required to recall the Adjunct Senator from office.
- H. **Recall of any member of the Academic Senate due to the non-performance of a member in violation of their assigned duties outlined in Article II of the Academic Senate Bylaws may be accomplished by an initial 2/3 vote of the Academic Senate, and subsequent ratification by pertinent faculty members under the following scenarios:**
  - 1. **Subsequent to initiation by the Senate, removal of the President or Vice-President will occur only upon approval of 2/3 of voting tenured/tenure track faculty.**
  - 2. **Subsequent to initiation by the Senate, removal of a School/Division Senator will occur only upon approval of 2/3 of voting faculty from that Senator's designated constituents.**
  - 3. **Subsequent to initiation by the Senate, removal of an Adjunct-Instructor will occur only upon approval of 2/3 of voting adjunct faculty members.**
  - 4. **Recall of an At-Large Senator for non-performance may be accomplished by a 2/3 vote of the Academic Senate alone.**
  - 5. **All other members of the Academic Senate cannot be removed for non-performance. Removal of those members may be realized by the loss of their title and positions.**

## ARTICLE V – 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.

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 Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester **of even years**.

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

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

E-1 – The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.

E-2 – Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.

- F. **1 Counselor, if not already represented by any of the preceding categories.**

**Section 5 - The faculty Representatives shall be elected by a plurality of their respective voting constituents. They shall 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 Schools/Divisions no later than the 6<sup>th</sup> week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.**

Section 5 6 – 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
  - 1. The Student Representative shall become a member of the Curriculum Committee if approved and appointed by the ASG. ASG Membership on the Curriculum Committee is purely voluntary.**
- C. Representative of the Counselors (if no elected member is a Counselor)
- D. Matriculation Officer
- E. Director of Admissions and Records
- F. Articulation Officer

Section 6 7 - The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.

## **ARTICLE VI – COMMITTEES**

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

**A. Any subcommittee of the Academic Senate may be dissolved upon the approval of a 2/3 vote of a quorum of the Academic 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.

**A. The President of the Academic Senate may remove any faculty committee member for cause, including non-performance of their assigned duties.**

**B. Removal of a committee Chair must be ratified by a 2/3 vote of a quorum of the Academic Senate.**

Section 3 – The operating procedures and, or, bylaws of all standing sub-committees of the Academic Senate, shall be approved by a majority of the Academic Senate.

Section 4 – The President will inform and update the Senate, 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 appointments that have been made.

## **ARTICLE VII – 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 **and shall meet the provisions of the Open Meeting Act for the State of California (also known as the Ralph M. Brown Act).**

**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 may select an alternate 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. A **School/Division** Senator who anticipates their nonattendance at a Senate meeting, may select an alternate from his/her respective **School/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.

**Section 4 – The Academic Senate may audio record its meetings for the purpose of maintaining accurate minutes and transcripts of Senate business. A Standing Rule or Procedure shall be established to govern the practice of audio recordings.**

**ARTICLE VIII – QUORUM**

Section 1 - 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 is not required for a quorum.
- B. **A vote by proxy shall not be considered in meeting quorum requirements if the trustee of the proxy is already a voting member of the Academic Senate.**

**ARTICLE IX – SUPPLEMENTAL POWERS**

**The Academic Senate may establish Bylaws, Standing Rules, Standing Procedures, and any other authority it deems necessary to put into effect the provisions of this Constitution or any other legally vested rights so much as they do not conflict with, nor are interpreted to supersede any provision of this Constitution.**

**ARTICLE X – RESOLUTIONS**

**The Academic Senate may adopt resolutions and accordingly shall develop procedures for their implementation.**

**ARTICLE XI – AMENDMENTS (Formerly Article IX)**

Section 1 - This Constitution may be amended by a two-thirds vote of a quorum of the Senate and ratified by a majority ~~vote of the~~ **of voting** tenured/tenure track faculty.

**ARTICLE XII – ENACTMENT CLAUSE (Formerly Article X)**

Section 1 – This Constitution shall be effective upon approval by a **voting** 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.

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, Approved by the Senate - March 10, 2011*

*Ratified by Faculty, May 12, 2011*

*Amended Proposal, Approved by the Senate – May 8, 2014*

*Ratified by the Faculty, May 22, 2014*

“Education Code §7054 (a) states that “No school district or community college district funds, services, supplies, or equipment shall be used for the purpose of urging the support or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board of the district.” In short, academic senates cannot use any district resources to support or oppose any candidate or ballot measure. This restriction applies not only to district funds but also to materials, email, and even employee time when the employee is scheduled to work. Any discussion of ballot measures or elections among senators therefore should not take place on campus or during academic senate meetings.

However, Education Code §7054 (b) adds that “Nothing in this section shall prohibit the use of any of the public resources described in subdivision (a) to provide information to the public about the possible effects of any bond issue or other ballot measure if both of the following conditions are met: (1) The informational activities are otherwise authorized by the Constitution or laws of this state. (2) The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.” Local academic senates may therefore publish information to educate the public regarding the impact of a given ballot measure as long as they do not advocate either for or against the measure.

Regarding legislation, academic senates have somewhat more freedom to express positions. As with ballot measures and elections, academic senates cannot expend district resources to support or oppose legislation, but they can discuss legislation during meetings and may take and publish positions either for or against specific bills. Academic senates can also meet with legislators to express their views regarding pieces of legislation.”

*Reference: ASCCC Rostrum Article, November 2013: “Advocacy at the Local Level: What Your Senate Can Do to Stay Informed and Active”*

## **DRAFT**

Governor Jerry Brown

c/o State Capitol, Suite 1173

Sacramento, CA 95814

Fax: (916) 558-3160

Dear Governor Brown:

We are writing on behalf of the students, full-time faculty, part-time faculty, classified staff, and administrators of College of the Canyons to share our priorities for the 2018-19 California Community Colleges budget to ensure our college receives the resources necessary to support student success.

### **Increasing Operational Expenses**

While a 2.51 percent COLA increase is proposed for our base allocation, no funding was included to specifically address the growing STRS/PERS contributions that were mandated by the Legislature. The launch of new initiatives, like Pathways, is funded with one-time allocations, yet colleges will be expected to continue the work, which creates a new ongoing general fund expense in subsequent years. At the same time, other ongoing general fund expenses, specifically STRS/PERS contributions, continue to increase year over year, and no funding is provided to address these costs.

#### **College of the Canyons STRS/PERS Costs – Year-Over-Year Increases**

2016-17	\$1,339,603
2017-18	\$1,245,977

2018-19	\$1,316,995
2019-20	\$1,392,290
2020-21	\$1,030,189

Colleges need consistent, ongoing base funding augmentations to account for rising forced costs.

**New Funding Formula Penalizes High-Performing Colleges**

Ironically, while the proposed formula is designed to improve degree completion and other educational outcomes, it threatens to cut funding for high-performing colleges like College of the Canyons:

- Our **completion rate is the second highest** in California among college-prepared students.
- Nearly **80 percent** (79.4%) of our college-prepared students complete a degree or certificate, or are ready to transfer to a four-year university when they finish their studies here.
- And, the percentage of our students who transfer to a four-year university is among the highest of the 21 community colleges in L.A. County.

Based on our analysis of the proposed funding formula, many community college districts, including ours, will begin to lose funding in the second year of implementation. This is particularly troubling, given our leadership in developing best practices to enhance student success. The Class of 2017 set a new record for the largest graduating class in college history – 2,046 students. That represents an **increase of 40 percent** over the Class of 2015. And, the number of degrees awarded – 2,531 – **increased by 86 percent** over the same two years.

These results are attributable to two innovative efforts to reduce the time our students spend in remedial courses. In the Math and English departments, faculty combined two lower-level courses into one condensed class, which saves students time, plus the cost of textbooks and enrollment fees. And, instead of using a standardized test to place newly enrolled students into math courses, the placement process takes into account high school grades. These changes resulted in a **76 percent increase in graduates** between 2011 and 2017. For under-represented students, the difference was even more pronounced. Graduation rates increased by **157 percent** for African-American students, **113 percent** for Asian students, and **193 percent** for Latino students over the same period.

How can we continue to achieve performance increases in transfer, completion and enrollment with dramatically reduced budgets? Dozens of college districts beyond ours are projected to lose funding under the new formula. That will have a devastating impact on workforce preparation, and negatively impact our state’s economy. Moreover, some of the hardest hit districts in the proposal include our state’s minority-serving institutions where we have the greatest opportunities to close achievement gaps.

Rather than rush forward with a new funding formula that threatens to create significant negative unintended consequences, we would like to see a multi-year transition that allows time for careful study and gives districts the time needed to plan for implementation.

**Invest in EXISTING Online Education Efforts**

While we welcome additional investment in online education, we do not feel the creation of a fully online 115<sup>th</sup> community college will achieve the stated goal of serving currently unreached students. Rather, local districts are best positioned to define the needs of their communities, develop programs to meet those needs, and successfully implement them for the benefit of their students and area workforce. At the same time, our colleges offer the on-ground support services that make a difference in the success of all students, whether they are taking classes online or face-to-face. To that end, we recommend investing the funds proposed for the online college in bolstering local efforts. Already, there has been a statewide enrollment increase of 49 percent in full-time equivalent students in distance education between 2012 and 2016. Let's build on this momentum and fund colleges' online initiatives that are already meeting the needs of their local communities.

### **Fund Needed Facilities Improvements with Voter-Approved Bonds**

With the successful passage of Proposition 51, voters approved \$2 billion in funding for needed facilities improvements at community colleges throughout California. Unfortunately, the budget proposed in January funds only five new Proposition 51 bond-funded projects and 15 continuing projects.

College of the Canyons continues to be short-changed in the funding of new facilities. Our Canyon Country Campus Science Center was eligible for state funding eight years in a row, but because voter-approved Prop. 51 funds were not released last year, the project received no state support. We broke ground on this project in January 2018 and it will be paid for with local funds.

Prop. 51 funds need to be released to meet identified facilities needs throughout the community college system. We have a modernization project at the Valencia Campus to upgrade a 40-plus-year-old science building that qualifies for state bond funding. Plus, we'll be submitting two more projects to the state in our capital outlay plan in July of this year that will also likely meet the criteria for Prop. 51 funding. Community colleges are working hard to address California's workforce shortfall of 1 million workers with post-secondary education, so the state needs to support our efforts by investing in the facilities necessary to deliver high-quality education.

Thank you for your continued leadership, and your ongoing support of community colleges, as we strive to provide the highest quality educational opportunities possible for the students we serve.

Sincerely,

Dr. Dianne G. Van Hook

Chancellor

Mr. Steven Zimmer

President, Board of Trustees

Ms. Wendy Brill-Wynkoop

President, COC Faculty Association

Dr. Rebecca Eikey

President, COC Academic Senate



Mr. Dan Portillo  
President, COC American Federation  
of Teachers, Local 6262

Mr. Justin Hunt  
President, COC Classified Senate

Mr. Tien Phan  
President, COC Associated Student Government

cc: Senator Henry Stern, 27<sup>th</sup> Senate District  
Senator Scott Wilk, 21<sup>st</sup> Senate District  
Assemblymember Tom Lackey, 36<sup>th</sup> Assembly District  
Assemblymember Dante Acosta, 38<sup>th</sup> Assembly District  
Eloy Ortiz Oakley, Chancellor, California Community Colleges

DRAFT  
Resolution in Opposition to the  
Proposed California Online Community College District

**WHEREAS**, The Academic Senate for California Community Colleges has numerous resolutions supporting a consortium approach to expand access to online education in California including online Career Technical Education programs and competency-based instruction (Resolution 7.10 F17, Resolution 7.12 F17, Resolution 9.02 F17, Resolution 9.03 F17, Resolution 11.02 S17);

**WHEREAS**, The Academic Senate for California Community Colleges supports identifying and removing barriers to Title 5 Regulations that prohibits local colleges from offering noncredit curriculum online that can be used to support Career Technical Education programs and competency-based (Resolution 7.02 F17);

**WHEREAS**, The Academic Senate for California Community Colleges voted by Acclamation to oppose the proposed California Online Community College District;

**RESOLVED**, That College of the Canyons Academic Senate opposes the Governor’s proposed California Online Community College District, and urges the Legislature to reject it in favor of alternatives involving existing community colleges.

**RESOLVED**, That College of the Canyons Academic Senate support Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor’s Office and other system partners to identify and eliminate regulatory and fiscal barriers to offering noncredit courses via distance education.

Signed,

\_\_\_\_\_

\_\_\_\_\_ (date)

DRAFT

Resolution in Opposition of the 2018 Proposed Funding Formula

**WHEREAS**, Governor Brown has proposed a new funding formula in his January budget proposal that provides that 50% is based on enrollment FTES, 25% based on enrollment of low income students defined narrowly to be College Promise Grant Fee Waiver and Pell Grant, and 25% based on Accountability metrics, such as number of degrees and certificates conferred and 3-year attainment rate of degrees and certificates;

**WHEREAS**, the Academic Senate for California Community Colleges has a number of resolutions in opposition to performance based funding (Resolution 5.02 F1997, Resolution 5.05 S1998, Resolution 5.01 S2011) and an adopted paper (“Performance Based Funding: A Faculty Critique and Action Agenda”) that outlines many reasons that performance based funding is problematic;

**WHEREAS**, the development of a new funding formula should be made with thoughtful deliberation as advocated by the Academic Senate for California Community Colleges by their resolution to support AB 2767 (Medina, as amended April 4, 2018) which calls for the Legislative Analyst’s Office to conduct a study of the funding formula and submit a report to the Legislature summarizing its findings;

**WHEREAS**, The goals proposed funding formula cannot be achieved to address the long-term skills students will need in the workforce to be successful the commitment is made to meet 75/25 goal fulltime to part-time faculty.

**RESOLVED** That the College of the Canyons Academic Senate opposes the Governor’s proposed funding formula, and

Signed,

\_\_\_\_\_

\_\_\_\_\_ (date)

Date: April 19, 2018

To: Rebecca Eikey  
President, Academic Senate

From: Yvette Pesina-Vazquez  
Senior Human Resources Generalist

CC: Rian Medlin, Director, Human Resources  
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Jason Burgdorfer

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The following information is provided for discipline assignment:

**Jason Burgdorfer**

Mr. Burgdorfer has been hired as a Geography/Geology Instructor, effective start date August 21, 2015. He is a former adjunct Geology instructor hired 8/23/13. He meets the minimum qualifications\* listed below.

- Master of Arts in Geography
- Equivalency #1 (Grandfathered from 2013) Master of Arts in Geography and 24 units of course work in the discipline assignment (Geology). At least 12 of these units must be graduate or upper division. (See below)

Educational Institution	Course Number & Name	Upper (U) or Lower (L) Division	Units Earned
<b>College of the Canyons</b>	GEOL 101- Physical Geology	L	3 semester units
	GEOL100 – Physical Geology lab	L	1 semester units
			<b>Total 4 semester units</b>
<b>University of California Santa Barbara</b>	GEOL 3 – Historical Geology	L	4 quarter units
	EARTH - 111 Princ Paleontology	U	4 quarter units

	EARTH 117- Earth Surface Proc	U	4 quarter units
	EARTH 185- Phys Volcanology	U	4 quarter units
	GEOLOGY 157 Plate Tectonics	U	4 quarter units
	GEOLOGY 114A Geomaterials I	U	4 quarter units
	GEOLOGY 114B Geomaterials II	U	4 quarter units
	EARTH 143- Early Life	U	4 quarter units
			32 total quarter units * .667 = <b>21.34 Semester units</b>
		<b>GRAND TOTAL</b>	<b>25.34 Semester units</b>

The following is provided for discipline assignment:

- Master of Arts degree in Geography from The George Washington University
- Bachelor of Arts degree in Geography, with a minor in Geological Studies from the University of California, Santa Barbara
- Associates of Science degree in Biological & Physical Sciences from College of the Canyons

It would appear that Mr. Burgdorfer qualifies for the discipline(s) of:

- Geography
- Geology

\* Per the Board of Governor's California Community College Chancellor's office

Date: April 19, 2018

To: Rebecca Eikey  
President, Academic Senate

From: Linda Clark  
Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources  
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – William Macpherson

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The following information is provided for discipline assignment:

**William Macpherson**

Mr. Macpherson has been hired as a Music Instructor (68.3%), effective start date August 21, 2015. He meets the minimum qualifications\* listed below.

- Master's in music
- Bachelor's in music and master's in humanities
- Or the equivalent

The following is provided for discipline assignment:

- Master's degree in music from San Diego State University
- Bachelor's in music from Berklee College
- 32 years of professional experience

It would appear that Mr. Macperson qualifies for the discipline(s) of:

- **Music**
  - Master's in music
  - Bachelor's in music and master's in humanities
  - Or the equivalent
- **Commercial Music**
  - Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

\*Per the Board of Governor's California Community College Chancellor's office

**BYLAWS  
of the  
ACADEMIC SENATE  
COLLEGE OF THE CANYONS**

**ARTICLE I – MEMBERSHIP**

**Section A - The Electorate**

1. The Electorate shall consist of tenured and tenure-track faculty, **and adjunct faculty** as defined in Article III of the Academic Senate Constitution (hereinafter “the Constitution”).
2. Voting members of the Academic Senate shall be selected by and from the Electorate.
- ~~3. A maximum of three Adjunct Faculty Members shall be elected as voting members to the Academic Senate per Article IV of the Constitution.~~

**ARTICLE II – RESPONSIBILITIES**

**Section A – Statement of General Duties and Expectations**

The Academic Senate strives to ensure shared governance, faculty representation, and the successful development of academic standards. Therefore, faculty elected to serve as members of the Academic Senate, and those faculty members working on behalf of the Academic Senate, shall make every attempt to adhere to the rules and expectations listed herein—conducting due diligence in all matters brought before them, while adhering to the highest degree of professional behavior in carrying out the duties bestowed upon them by the Electorate.

**1. Officers**

**a. For purposes of these Bylaws, the Constitution and the Academic Senate, an “officer”, by the nature of their institutional role and impact (*Ex Officio*), is considered to be one that holds a position of significant trust thereby serving as a unique resource to the Academic Senate and faculty at large.**

**b. Officers of the Academic Senate**

- i. President**
- ii. Vice-President**
- iii. Chair, Curriculum Committee**
- iv. Chair, Policy Review Committee**

**Section B – Duties of President**

1. The President shall prepare the agenda of all regular and special meetings of the Academic Senate, post each agenda in compliance with the Brown Act, and distribute each agenda to all Senators at the time of public posting.
2. The President shall preside at all meetings of the Academic Senate.
3. The President or a designated Senator shall represent the Academic Senate at all Board of Trustees meetings, as well as relevant district and college meetings.

4. The President, in consultation with the Academic Senate, shall appoint faculty members to represent the faculty in college-wide committees.
5. The President shall manage all income and expenses incurred by the Senate.
6. The President or the President's designee shall attend **Academic Senate of California Community Colleges (ASCCC) Fall and Spring Area C meetings of the California Community College Academic Senate as well as ASCCC Fall and Spring Plenary Sessions.** ~~and regional Community College Academic Senate meetings.~~
7. The President shall serve as the **Delegate for College of the Canyons** and is expected to participate voting process for **ASCCC Resolutions and Elections.**
8. In the event the President cannot serve as **ASCCC Delegate for College of the Canyons**, Delegate shall be selected from the voting members of the Academic Senate.
9. The President shall attend **ASCCC Leadership Institute** and may attend other **ASCCC Institutes or Regional Workshops** as necessary to stay current with academic and professional matters.
10. The President shall chair all meetings of the Executive Committee.
11. The President shall assign the role of parliamentarian to a senate officer or senator.
12. *The President shall not advocate for or against an outcome of an agenda item unless she or he "passes the gavel."*
  - a. *The President may call upon a member of the Academic Senate to preside over the discussion and debate of a particular agenda item so that the President may participate to advocate for or against an outcome of that item. In so doing, the President has "passed the gavel" as presiding officer until the end of the agenda item in question.*
  - b. *The President may pass the gavel only if:*
    - i. *she or he has first notified the Senate of the intent to do so and for which particular agenda item,*
    - ii. *such notification has occurred prior to the formal approval of the agenda in which that item resides,*
    - iii. *at the time of notification, a temporary member has been identified and agrees to preside over the discussion and debate of the agenda item in question.*
  - c. *The President shall take great consideration in appointing a temporary presiding member as doing so eliminates the designee's own right to fully advocate for or against an outcome of an agenda item.*

### Section C – Duties of Vice-President

1. The Vice-President ~~shall~~ **may** preside over meetings of the Academic Senate in the President's absence.
2. The Vice-President shall assume the duties of the President if the President vacates the Office of the Presidency during his or her term. **Under such circumstances the Vice-President will serve in an interim basis until the Academic Senate takes action under Article IV, Section 7(A) of the Constitution.**
3. *(Formerly part of Section C2.)* The Vice President shall assume the duties of the President on an interim basis upon the request of the President.



4. The Vice-President shall assist the President and perform other duties, as assigned by the President at Academic Senate and Executive Committee Meetings. The Vice President shall attend all meetings of the Executive Committee and Academic Senate.
5. The Vice-President shall make every effort to attend the next scheduled Faculty Leadership ~~Institute conference~~ offered by the ASCCC ~~Statewide Academic Senate~~, if he or she has not already attended such conference at least once previously.

#### **Section D - Duties of the President-Elect**

1. Any member of the Electorate who is elected to serve as President of the Academic Senate ~~will~~ **shall** be designated "President-Elect". The President-Elect is essentially the President in waiting whose term shall begin upon confirmation of said election results by the Academic Senate and end on the first day of the subsequent month of July in which they assume the duties of the Presidency. If the President-Elect also sits as a member of the current term of the Academic Senate, then he or she must fulfill all duties assigned and shall not neglect their current position on the Senate in anticipation of assuming the Presidency.
2. The President-Elect shall make every effort to attend all meetings of the Academic Senate to ensure an effective transition to leadership.
3. The President-Elect shall make every effort to attend the next ~~leadership conference~~ offered by the ~~Statewide Academic Senate~~ **the next scheduled Faculty Leadership Institute offered by the ASCCC**, if he or she has not already attended such conference.
4. The President-Elect shall make any and all attempts to attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District during his or her term as President-Elect and before he or she assumes the duties of the Presidency.

#### **Section E - Transition Duties** *(Formerly Section G of Article II. Moved for organizational purposes thus altering subsequent Section lettering of this Article.)*

1. It is the duty of the President and the President-Elect to:
  - a. Schedule at least two "transition" meetings whereby the outgoing President informs and prepares the President-Elect regarding ongoing matters of professional concern and Academic Senate business as well as debriefs the President-Elect on typical procedural requirements of the Office of the Presidency.
  - b. Ensure the President-Elect has key access to the physical office space assigned to the Academic Senate as well as the overall resources of the Academic Senate.
  - c. Ensure a meeting of the President, President-Elect, and Executive Committee to ensure seamless transition of Academic Senate business.
  - d. Jointly attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District.

#### **Section F - Duties of the Past President**

1. The Past President shall provide support and expertise to the President.
- ~~2. The Past President, acting as parliamentarian, shall recommend parliamentary procedures as prescribed in the Robert's Rules of Order or any other parliamentary~~

~~authority adopted by the Academic Senate. In the absence of the Past President, the Chair of the Policy Committee shall serve as parliamentarian.~~

## Section G - Duties of Senators

### 1. School/Division Senators

**a. Attendance** – Senators representing ~~servicing as~~ **Schools/Divisions Representatives** shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. **Regular attendance is expected.**

**i. Absence** – **School/Division Senators Representatives** shall make any and all effort to secure an alternate representative from their respective **School/Division** in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

**b. Appointments** - All **School/Division Representatives** Senators shall be eligible for and should anticipate appointment to at least one Academic Senate standing committee or ad hoc committee per academic year.

**c. Liaison Duties** - Senators serving as **School/Division** representatives shall be the liaison between their representational areas and the Academic Senate. Senators shall explain Academic Senate agenda material to their constituents and present to the Senate concerns from their affected areas.

### 2. At-Large Senators

**a. Attendance** - Senators serving as ~~as~~ **At-Large Representatives** shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. **Regular attendance is expected.**

**b. Appointments** - **At-Large Senators Representatives** shall be eligible for and should anticipate being appointed to represent any ~~academic~~ **School/Division** lacking a ~~division Representative~~ dedicated Senator on the Academic Senate.

**i. Absence** – **At-Large Senators Representatives** shall make any and all effort to secure an alternate representative from the Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

**c. Liaison Duties** - Senators serving **At-Large Representatives** shall be the liaison between the full Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area.

### 3. Adjunct Senators

a. **Attendance - Adjunct Faculty Senators shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.**

i. **Absence – Adjunct Faculty Senators shall make any and all effort to secure an alternate representative from the Adjunct Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate. In order for any alternate to serve in place of the absent Senator, the alternate must meet all the requirements to serve as that of the permanent Adjunct Senator.**

b. **Liaison Duties – Adjunct Faculty Senators shall be the liaison between the full adjunct faculty Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area. Adjunct Senators should use all reasonable means to communicate and liaise with the entire adjunct faculty Electorate.**

#### Section H – Duties of Parliamentarian

1. To attend meetings of the Academic Senate.
2. To ensure orderly and effective discussion in accordance with the adopted parliamentary rules.
3. To advise the President at meetings of the Academic Senate and Executive Committee.
4. To maintain a copy of Robert's Rules of Order for reference.

***Section I – Reassign Time for the Academic Senate (SECTION I APPROVED BY THE SENATE 05/26/2016 AS AN AMENDMENT. IT IS NOW BEING INCORPORATED INTO THE MAIN DOCUMENT)***

***To meet the evolving needs of the Academic Senate, at the start of each spring semester, the Academic Senate President will, in consultation with the Senate Executive Committee, allocate the reassign time for the Academic Senate effective the following fall semester. In the case of unforeseen need, the Academic Senate President reserves the right to modify the allocations of Reassign Time at the beginning of any semester.***

#### ***1. Eligible Positions***

***The positions eligible for reassign time may include, but are not limited to the following:***

- a. Academic Senate President***
- b. Academic Senate Vice President***
- c. Curriculum Committee Chair***
- d. Policy Review Committee Chair***
- e. Faculty Professional Development Committee Chair***

f. Program Review Committee Chair

g. Noncredit Liaison

h. Legislative Liaison

i. Career Education (CE) Liaison

It is at the discretion of the Academic Senate President, in consultation with the Senate Executive Committee, to add or remove positions eligible for reassign time. The Academic Senate President shall report any changes to the allocation of reassign time to the Academic Senate.

## 2. Requirements

Each position given reassign time must have a clear description of the job duties and expectations. For committee chairs, these job duties must be incorporated into the respective committee procedures/charters. All other positions must have a written description of job duties and expectations that are approved by the Academic Senate.

## **ARTICLE III – MEETINGS AND SENATE PROCEDURES**

### **Section A – California Open Meetings/Ralph M. Brown Act**

1. Notice of the agenda shall be posted in a public place at least 72 hours before any meeting, except in an emergency. All special or emergency meetings shall comply with the notice requirements for an emergency meeting under the Ralph M. Brown Act.
2. **Agendas shall include time, place of meeting, and information for accessibility accommodations as well as opportunity for public comments and brief description for action items. Other typical components of the agenda include consent calendar, reports, discussion, unfinished business, and new future business.**
3. All meetings of this organization shall be public meetings. No meeting or executive session of this organization, or any committee or sub-committee meeting of this organization shall be closed to the public except to discuss a personnel matter, or to discuss litigation **with legal counsel** in which the Academic Senate is involved, or may be involved.
4. All Votes shall be taken in accordance with the Provisions of the Brown Act.
5. The President may put the meeting into executive session as prescribed in The Ralph M. Brown Act.

### **Section B – Meeting Procedures and Standing Rules**

#### **1. Meeting Procedures**

- a. ~~Except as otherwise provided,~~ **The most recent Robert’s Rules of Order shall govern meeting procedures be relied upon for guidance and reference for the Academic Senate’s parliamentary conduct. Not all aspects of Robert’s Rules of Order sensibly align with the organizational and institutional structure of the Academic Senate and thus may result in modified parliamentary practice that remains true to the spirit of equitable procedural practice.**
- b. ~~All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business~~

hour. The Senate shall not take any action by secret ballot, whether preliminary or final.—(This section was copied and moved below to Art. III, Section B(2) for organizational purposes.)

e. b. The day, time and duration of regular meetings of the Academic Senate shall be consistent and agreed upon by a majority of the Academic Senate. Such parameters shall be set in the spring semester of even years and shall extend for a two-year period commencing in the subsequent fall semester.

## 2. Voting by the Senate

a. All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business hour. The Senate shall not take any action by secret ballot, whether preliminary or final.

b. Meetings of the Senate via teleconferencing require all votes to be made by roll call.

c. Voting by email is not permitted.

d. An accurate record of voting must be maintained.

## 3. Standing Rules

a. The Academic Senate may adopt Standing Rules **and Procedures** to implement the intent and purposes of these Bylaws, **the Senate Constitution, and any other permissible acts. Standing Rules shall not be intended or interpreted to replace or supersede any provision of these Bylaws or the Constitution.**

b. Standing Rules **and Procedures** shall be adopted by a majority vote of a **quorum** of the Academic Senate.

## ARTICLE IV – ELECTIONS

Unless otherwise assigned by a majority of the Academic Senate, the Elections Committee of the Academic Senate shall administer all elections outlined in Article IV of the Academic Senate Constitution and any other elections assigned to it by the Academic Senate. (Underlined portion was grammatically amended.)

## ARTICLE V – COMMITTEES

### Section A - Committee Membership Eligibility

All faculty are eligible to serve on committees of the Academic Senate.

### Section B - Standing Academic Senate Sub-Committees

Membership on standing committees shall be approved by a majority vote of a quorum of the Academic Senate. ~~The standing committees are:~~ **A list of standing committees shall be**

**regularly updated and maintained by the President and her or his staff and shall be publicized on the Academic Senate web site. Standing committees include, but are not limited to the following:**

1. Academic Staffing Committee
2. Academic Standards Committee
3. ~~Board Policies and Procedures~~ **Policy Review Committee**
4. Constitution and Bylaws Committee
5. Cultural Heritage Committee
6. Curriculum Committee
7. Elections Committee
8. Equivalencies Committee
9. Faculty Professional Development Committee
10. Honors Program Committee
11. ~~Interdisciplinary Committee and Coffee on the Side~~
11. Program Review Committee
12. Scholarly Presentation Committee
13. Student Learning Outcomes Committee
14. **Executive Committee of the Academic Senate**
15. **Program Viability Committee**
16. **Career Education (CE) Committee**

### **Section C – Collegial Consultation Committees**

**1 - Collegial Consultation Committees are a reflection of the spirit and requirement of AB 1725 shared governance. AB 1725 not only enables, but demands faculty participation in the governance of matters at the local district level. Doing so ensures necessary faculty input on matters concerning the development of sound policy and maintenance of quality academic standards. Consequently, active membership and participation on shared governance committees is essential to the charge of the Academic Senate and the mission of the District.**

**2 - Membership on collegial consultation committees shall be approved by a majority vote of a quorum of the Academic Senate. ~~The collegial consultation committees are:~~ A list of collegial consultation committees shall be regularly updated and maintained by the President and her or his staff and shall be publicized on the Academic Senate web site. Collegial consultation committees include, but are not limited to the following:**

- a. College Planning Team (CPT)
- b. College Policy Council
- c. Facilities Master Plan
- d. Enrollment Management
- e. President’s Advisory Council on the Budget (PAC-B)
- f. Technology
- g. Health and Safety Committee

### **Section D - Ad Hoc Committees**

The Academic Senate may establish “Ad-Hoc” committees to accomplish specific tasks. Upon completion of these tasks, these committees may be dissolved or approved as a standing committee. Membership on ad-hoc committees shall be approved by a majority vote of a quorum of the Academic Senate.

### **Section E - Committee Chairpersons**

**1** - Committee chairpersons may be recommended by the Academic Senate President or by the committee and approved by a majority of a quorum of the Academic Senate. Chairpersons of standing committees shall be appointed for one academic year unless otherwise directed by the operating procedures of the assigned committee.

**2** - All terms of committee chairpersons shall commence on the first day of July subsequent to their appointment and confirmation by the Academic Senate. Appointments occurring after the first of July may be deemed retroactive by a majority vote of a quorum of the Academic Senate.

## **ARTICLE VI – EXECUTIVE COMMITTEE OF THE ACADEMIC SENATE**

### **Section A - Purpose**

**The Academic Senate shall establish an Executive Committee (Ex Com). The purpose of Ex Com is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.**

### **Section B – Membership**

#### **1 – Standing Members**

- a. President (Committee Chair, or designee)**
- b. Vice-President**
- c. Curriculum Committee Chair**
- d. Policy Review Committee Chair**
- e. Faculty Professional Development Committee Chair**
- f. Academic Staffing Committee Faculty Chair**
- g. Program Review Committee Chair**
- h. College Planning Team Committee Faculty Chair**
- i. President’s Advisory Committee on the Budget Faculty Chair**
- j. Constitution and Bylaws Committee Chair**
- k. Elections Committee Chair**
- l. Honors Steering Committee Chair**
- m. Program Viability Committee Chair**
- n. Legislative Liaison**
- o. Career Education Liaison**
- p. Noncredit Liaison**

**2. Ex Com may expand its membership upon a majority vote of its members.**

## **ARTICLE VII – RESOLUTIONS**

### **Section A - Scope**

**The Academic Senate may adopt resolutions. Resolutions may be used to recommend policy or action to the Board of Trustees, the Chief Executive Officer (CEO), the Academic Senate for California Community Colleges, or other groups.**

### **Section B – Proposals**

**The Academic Senate may establish standing or ad hoc committees for the purpose of drafting resolutions. The President, Vice-President and individual Senators may also propose resolutions. Any proposed resolution must be submitted to the President and Executive Committee prior to being placed on the Senate agenda. The Executive Committee must approve the draft resolution by a majority vote in order for it to move forward as a Senate agenda item. All proposed resolutions must be in writing.**

- 1. Format – All resolutions shall have a title that correlates to its content. There shall be no more than four “whereas” statements and no more than four “resolved” statements within each resolution.**

### **Section C – Senate Action**

**All proposed resolutions before the Academic Senate shall undergo a minimum of two readings before adoption. All proposed resolutions may be revised and amended prior to final adoption by the Academic Senate. The President shall make reasonable and timely effort to communicate the nature of proposed resolutions through available campus means. Resolutions shall be adopted by a two-thirds vote of a quorum of the Academic Senate and shall consequently contain an accurate time stamp for historical reference.**

### **Section D – Disposition**

- 1. Upon adoption, the Academic Senate shall decide by majority vote the appropriate disposition of the resolution. The President may be directed to present the resolution at a public meeting of the Board of Trustees; may be directed to present the resolution to the CEO; may be directed to present the resolution to the Academic Senate for California Community Colleges; may be directed to submit it to publications in the form of a press release; or any other disposition as directed by the Senate.**
- 2. All adopted resolutions shall be archived by the President as hard copies in print, and on the Academic Senate web site.**

### **Section E – Votes of No Confidence**



1. Academic Senate initiated *Votes of No Confidence* shall be conducted through the resolution process listed in Article VII of these Bylaws. *Votes of No Confidence* may be initiated and undertaken by the Academic Senate alone, or jointly with the College of the Canyons Faculty Association and, or any other organized District staff unit. *Votes of No Confidence* may be initiated for any and all District staffing positions or deliberative bodies.

2. *Votes of No Confidence* shall be adopted by a two-thirds vote of a quorum of the Academic Senate, and ratification by a majority of voting full-time faculty and a separate majority of voting adjunct faculty.

#### Section F – Statements

The Academic Senate may adopt “statements” by a majority vote. Statements serve to communicate positions, perspectives, information or recommendations to its members or the campus community without necessarily calling for action by any deliberative body.

#### ARTICLE VIII – AMENDMENTS (Formerly Article VI)

~~Section A~~— These Bylaws may be amended by a two-thirds vote of a quorum of the Academic Senate.

#### ARTICLE IX – ENACTMENT CLAUSE (Formerly Article VII)

##### Section A – Initial Effective Date

These Bylaws shall be effective upon approval by a majority vote of a quorum of the Academic Senate.

##### Section B – Amendments

Amendments to these Bylaws shall be effective upon approval by a majority vote of a quorum of the Academic Senate. **All amendments shall be incorporated into this document and shall not stand alone as a separate amended document.**

*Approved by the Academic Senate: December 13, 2012*

*Amended by the Academic Senate: May, 26, 2016*

## **BP 5529 ~~1 Introduction~~ **STUDENT CONDUCT****

### 5529.1 Introduction

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

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

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

1. has submitted an application to the College and has engaged in the admissions process for the current or upcoming terms; or
2. is enrolled in, or registered in an academic program of the College, including classes for credit, noncredit classes, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops where teaching ~~and/or~~ training occurs, ~~and/or~~;
3. has completed met the conditions for part one (1) or two (2) above in the immediately preceding term and is eligible for re-enrollment, including the recess periods between academic terms semester or intersession.

### **5529.2 Grounds for Disciplinary Action**

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

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

- A. Any theft, conversion, or damage or destruction, including, but not limited to, cutting, defacing, vandalizing, or marking with graffiti, of and/or to any property, real or personal, belonging to the College, a member of the College staff, a student, or a campus visitor, or knowingly receiving stolen College or District property or private property on campus.
- B. Forgery, alteration or misuse of College documents, keys, records, or identification, or knowingly furnishing false information to the College or one of its officials, or any fraud activity including, but not limited to, reversing credit card charges to avoid paying fees, or failure to make good on returned checks cashed by the College.
- C. Cheating, plagiarism, fabrication, and other forms of academic dishonesty, and/or facilitating academic dishonesty, including, but not limited to: having other students or non-students take courses, tests, placement exams, or write papers; access to, or use of electronic devices,

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

- D. Violation of classroom rules, as determined by each course syllabus, including, but not limited to, the use of cell phones, pagers, other unauthorized devices, attendance and punctuality standards, decorum standards, safety standards, including, but not limited to the wearing of specified footwear and/or safety gear and/or protective clothing or uniforms, and other standards found in the course syllabus.
- E. Physical or verbal abuse, or harassment, including, but not limited to, rape, sexual assault, sexual harassment, stalking, domestic violence, dating violence or any threat of force or violence including physical altercation, flaming, bashing, bullying, intimidation, harassment, sharking or any abusive, threatening, coercive, or hostile behavior, including online interaction, directed toward any member of the College, or members of his or her family, or a campus visitor, or any harassing or discriminatory behavior based on race, sex, sexual orientation, religion, age, national origin, disability, or any other status protected by law.

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

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

#### F. Sexual Harassment

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

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

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

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

#### G. Sexual Assault/Rape

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

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

1. Intentional touching of another person's intimate parts without that person's consent or other intentional sexual contact with another person without that person's consent.
2. Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent.
3. Rape, which includes penetration, no matter how slight, without the person's consent, of either of the following.
  - a. The vagina or anus of a person by any body part of another person or by an object.
  - b. The mouth of a person by a sex organ off another person (Education Code Section 76033).
4. For the purposes of this policy Sexual Assault may occur in the absence of affirmative consent.
  - a. "Affirmative Consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.
  - b. "Incapacitation" is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drug consumed affects a person's decision-making capacity, awareness or consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one's responsibility to obtain consent. The factors to be considered when determining whether consent was given include whether the accused knew or whether a reasonable person should have known that the complainant was incapacitated.
  - c. "Developmental incapacitation" is defined as the inability for a person to provide consent based upon diminished developmental disability.

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

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

I. Sexual Exploitation

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

1. Prostituting another person
2. Recording images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent.
3. Distributing images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio know or should have known that the person depicted in the images or audio did not consent to the disclosure and objected to the disclosure.
4. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent, and for the purpose of arousing or gratifying sexual desire. (Education Code Section 76033)

J. Stalking

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

Examples of stalking include, but are not limited to:

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

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

K. Dating Violence

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

L. Domestic Violence

Includes felony or misdemeanor crimes of violence committed by:

1. A current or former spouse of the victim;
2. A person with whom the victim shares a child in common;
3. A person who is cohabitating with or has cohabitated with the victim as a spouse;
4. A person who is cohabitating with or has cohabitated with the victim other than as a spouse;
5. A person similarly situated to a spouse of the victim under California law; or
6. Any other person against an adult or youth victim who is protected from that person's acts under California law.

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

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

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

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



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

- ~~J.O.~~ J.O. Disorderly, lewd, indecent, obscene, or offensive conduct ~~or language~~ on District-owned or controlled property or at College-sponsored or supervised functions, or engaging in expression which is libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College or District premises, or the violation of lawful College or District regulations, or the substantial disruption of the orderly operation of the College or District.
- ~~K.R.~~ K.R. Possession, use, or sale of any weapons including, but not limited to, -firearms, knives, explosives, dangerous chemicals, or other potentially harmful implements, substances, or objects, which could be classified as a weapon, or any imitation or replica weapons, which may cause alarm to the College community while on the College campuses or at a College or District-sponsored function without prior authorization of the Chief Executive Officer (CEO) or designee.
- ~~L.S.~~ L.S. Failure to identify oneself to or failure to comply with directions of College officials acting in performance of their duties including, but not limited to, the provisions of the Penal Code Sections 626.6 and 626.8.
- ~~M.T.~~ M.T. Obstruction or disruption, on or off campus, of the College's education process, administrative process, or other College function, or the open and persistent defiance of authority. This includes all extracurricular activities including, but not limited to, internships, service-learning activities, athletic events, conference travel, and field trips during all hours the student is under supervision of the College and its personnel.
- ~~N.U.~~ N.U. Violation of any order of the ~~College President~~CEO or designee, notice of which has been given prior to such violation and which order is not inconsistent with any of the other provisions of this policy. This notice may be given by publication in the College newspaper, web site, social network, or by posting on an official bulletin board designated for this purpose.
- ~~O.V.~~ O.V. Soliciting or assisting another to undertake any act, which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.
- ~~P.W.~~ P.W. Abusive behavior or abusive language directed toward, or hazing of, a member of the College community, or any act, which injures, degrades, disgraces or tends to injure, degrade, or disgrace any fellow student or member of the campus community.
- ~~Q.X.~~ Q.X. Any other cause not listed above which is identified as good cause by Education Code Sections 76032 and 76033.
- ~~R.Y.~~ R.Y. Abuse of computing facilities or computer time, including but not limited to unauthorized entry into a file to use, read, or change the contents or any other purpose; unauthorized transfer of a file; unauthorized use of another individual's identification or password; use of computing facilities to interfere with the work of another student, faculty member, or College official; and/or use of computing facilities to interfere with a College computing system. For specifics, refer to the College of the Canyons Acceptable Use Agreement.

- ~~S-Z~~ Committing any act or engaging in any behavior that threatens or endangers the health or safety of another individual on campus or at any college sponsored activity or event.
- ~~T-AA~~ Willful misconduct that results in injury or death to a student or to College or District personnel or a campus visitor.
- ~~U-BB~~ Unauthorized preparation, selling, giving, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, or any materials that are the intellectual property of a faculty member, except as permitted by any district policy or administrative procedure.
- ~~V-CC~~ Gambling on College or District property.
- ~~W-DD~~ Willful or persistent smoking of tobacco products, or the use of an electronic cigarette, hookah pen or pipe, or similar device used to ingest flavored serums, with or without nicotine and which dispense vapors, in any area where smoking or use of vapor emitting electronic cigarettes, pens, pipes or similar devices has been prohibited by law or by regulation of the College or District.
- ~~X-EE~~ Failure to follow and comply with established guidelines and regulations of off-site entities while participating in college-sponsored, off-campus activities including, but not limited to, conferences, retreats, field trips, excursions, internships, externships, service-learning or volunteer placements, and athletic events.
- ~~Y-FF~~ Violation of College or District policies or of campus regulations including those concerning chartering and registration of student organizations, use of College or District facilities, or the time, place and manner of public expression.
- ~~AA-GG~~ Any attempt to misuse a campus parking permit issued by the College or District including, but not limited to, selling a College-issued student parking permit to another student, giving an expired student parking permit to another student, allowing a current or expired student parking permit to be borrowed by another student, making use of any stolen College-issued parking permit, creating or making any form of falsified or fake student or faculty/staff parking permit with the intent for use on a District campus.
- ~~BB-HH~~ Violations of California Vehicle Code or local traffic violations, which cause a threat to persons or property, or the orderly operation of the College by virtue of the nature or frequency of the violations.
- ~~CC-II~~ Failure to pay, in a timely manner, parking citations written by the College's Campus Safety Officers for parking violations, which occur on the College's campuses.
- ~~DD-JJ~~ False accusations or malicious charges against another student or member of the campus community.
- ~~EE-KK~~ Violation of federal, state, or local statute or ordinance, or District policy, rule, or regulation while on College property and during all hours, off campus, while the student is under the supervision of the College and its personnel.
- ~~FF-LL~~ Attempting to perform any actions that are cause for disciplinary action identified above.



# BP 5530 DISCIPLINARY ACTION

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

## A. Types of disciplinary Action (Sanctions)

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

### 1. Warning

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

### 2. Restitution

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

### 3. Fine

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

### 4. Official Reprimand

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

### 5. Loss of Privileges

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

### 6. Disciplinary Probation

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

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

#### 7. Removal by Instructor

- a. An instructor may remove a student from his/her class, including face-to-face, online, or through a learning management system, field trip, lab, or other educational program when the student has interfered with the instructional process (Education Code Section 76030). The duration will be for the day of the removal, at a minimum, and the next class meeting at the instructor's discretion. The instructor shall immediately report the removal to the Office of Student Services for appropriate action.
- b. If the student who is being removed for two class meetings is a minor, the Dean or designee shall notify the parent or guardian of the student involved in the incident, and shall hold a conference regarding the suspension as soon as possible with the student, his or her parent or guardian and the faculty member. (Education Code 76032).

#### 8. Disciplinary Suspension

- a. Disciplinary suspension consists of the temporary removal of the student from enrollment or participation in the all College curricular, or extracurricular activities, as well as for both academic, noncredit, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops, and extracurricular purposes.
- b. A student may be suspended from one or more classes for the remainder of the school term; or from all classes and activities of the College for one or more terms.
- c. A suspended student is not to occupy any portion of the campus or campuses, or learning management system, and is denied all College privileges including face-to-face, and online class attendance and privileges noted under "Disciplinary Probation."
- d. Removal of a student suspended from one or more courses may be notated on the student's transcript as W for withdrawal.
- e. Whenever a minor is suspended from a community college (all courses, programs, and activities), the parent or guardian shall be notified in writing by the Chief Executive Officer (CEO) or the president's designee (Education Code 76031).

#### 9. Expulsion

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

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

#### 10. Interim Suspension

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

Interim Suspension shall be:

- a. Imposed by the CEO of the College, or designee, pending a hearing, only when such action is deemed to be necessary for the immediate safety and welfare of the students and staff members or for the protection of the District property;
- b. Limited to only that period of time necessary to assure that the purpose of interim suspension is accomplished;
- c. For not more than a maximum of ten (10) College days.
- d. Students suspended on an interim basis shall be given an opportunity for a hearing within ten (10) days of being placed on Interim Suspension.
- e. Students found not culpable at the conclusion of an Interim Suspension may be provided an opportunity to make up all work missed for all courses in which they are enrolled in, at the time.

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

#### 11. Administrative Hold

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

#### 12. Campus Restraining Order (CRO)

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

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

### 13. Reinstatement Process

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

(1) The gravity of the offense.

(2) Evidence of subsequent offenses, if any.

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

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

(1) Deny reinstatement.

(2) Permit reinstatement.

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

# BP 5531 DUE PROCESS - STUDENT DISCIPLINARY ACTION

## **5531.1 Introduction**

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

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

The following procedures outlined in sections ~~5531.2-3~~, ~~5531.4~~, and 5531.5 represent steps that may be employed to reach a resolution in cases of alleged misconduct. The reader should note that each case is handled individually and that while due process is always employed, some of the procedures outlined below may not be necessary in every case. Due process rights, as outlined below, do not restrict or unnecessarily delay the Title IX protections for the complainant. Questions concerning these procedures should be addressed to the Office of the Dean of Students.

## **5531.2 Definition of Terms**

- A. ~~For the purposes of this policy, at the time an alleged violation occurs, a Student~~student. ~~The term "student" means an individual who~~ is defined as an individual who:
- ~~1. 1.~~ has submitted an application to the College and has engaged in the admissions process for the current or upcoming terms; or
  - ~~2. 2.~~ is enrolled in, or registered in an academic program of the College, including classes for credit, noncredit classes, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops where teaching and/or training occurs, and/or;
  - ~~3. 3.~~ has completed met the conditions for part one (1) or two (2) above in the immediately preceding term and is eligible for re-enrollment, including the recess periods between academic terms semester or intersession.
- B. Complainant: The term "complainant" is defined as any individual who files a formal complaint that a student has allegedly violated one or more sections of the Student Code of Conduct.
- C. Respondent: The term "respondent" is defined as a student against whom a complaint has been filed and who is alleged to have violated one or more sections of the Student Code of Conduct.
- D. Accused: The term "accused" is defined as a student against whom a complaint has been filed and who is accused by a complainant of having committed one, or more, of the following acts: sexual assault or rape; sexual harassment, sexual misconduct, sexual exploitation, stalking, dating violence, or domestic violence, each of which is a violation of one or more sections of the Student Code of Conduct.



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

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

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

### **5531.3 Due Process**

#### A. ~~A~~-Referral of Cases:

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

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

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

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

a. ~~B.1.a~~-The complainant was asleep or unconscious.

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

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

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

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

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

4. ~~B.4~~ With the exceptions noted in Administrative Procedure 3515 (Reporting of Crimes - Confidentiality), the District shall maintain in confidence the identity of any alleged victim, witness, or third-party reporter of domestic violence, dating violence, sexual assault, or stalking, occurring on or off campus, as defined above, unless the alleged victim, witness, or third-party reporter specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking, occurring on or off campus, shall be referred to the District's Public Information Office, which shall work with the Dean of Students or Vice President of Human Resources to assure that all confidentiality rights are maintained.
5. In cases in which the Dean (or designee) determines that there is not cause to believe that a violation may have occurred, the Dean (or designee) may decide that the case will not be pursued further. If the allegation concerned academic and/or classroom misconduct, the Dean (or designee) will contact the complainant to explain his or her reasoning. The complainant may appeal the decision to not pursue discipline, within 10 working days, to the Vice President of Instruction.
6. The Dean (or designee) may refer the matter to other campus and/or community resources.
7. The Dean (or designee) shall notify the ~~accused~~-student respondent in writing of the following:
  - a. ~~1~~ the nature of the alleged conduct in question, including a brief statement of the factual basis of the charges; the time, date, and place it is alleged to have occurred; and the campus regulations allegedly violated;
    - 1) ~~(a)~~ Temporary Campus Restraining Order (TCRO);  
(CRO):

In cases in which the Dean (or designee) has a reasonable suspicion to believe that an alleged violation of Policy 5529.2(D) and/or 5529.2(M) occurred, the Dean (or designee) may issue, in addition to the letter of notification, a Temporary Campus Restraining Order (TCRO). The TCRO shall prohibit named students from intentionally contacting, telephoning, texting, emailing, or otherwise disturbing the peace of others specifically named for a specified period of time. A TCRO shall not include a provision that terminates the ~~accused~~-respondent's student's status as a student, nor shall it be construed as a finding of culpability on the part of any student respondent. Nevertheless, violation of a term or condition of such an Order may be regarded as actionable misconduct and may subject the student respondent to disciplinary action without regard to the outcome of the case that occasioned the issuance of the TCRO. A copy of the TCRO will be provided to the alleged victim.
    - 2) ~~2~~ a copy of the student conduct procedures; and

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

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

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

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

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

1. ~~1~~ determine that the student respondent has received a copy of these procedures;
2. ~~2~~ discuss confidentiality; inform the student respondent that the content of this and all subsequent communications with the Office regarding information not relevant to the case shall, insofar as allowed by law, be treated confidentially, unless such confidentiality is waived by the student; and that information relevant to the case may be divulged to those who have a legitimate educational interest;
3. ~~3~~ describe to the student respondent as completely as possible the allegation, and the College policies allegedly violated, hear the student's respondent's defense to such charges and;
4. ~~4~~ provide the student respondent with an opportunity to inspect all documents relevant to the case which are in the possession of the Dean at the time of the hearing, and all such documents arriving after the initial hearing but before disposition of the case by the Dean of Students (or designee);
5. ~~5~~ provide the student respondent with copies of the documents relevant to the case, at the student's respondent's request, and;
6. ~~6~~ counsel the student respondent regarding the campus discipline process as appropriate.

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



E. Right of Student to be Accompanied at Initial Hearing

1. If the student respondent is accompanied by a person or persons (not affiliated with the allegation) of their choice at the initial hearing with the Dean (or designee), it shall be recognized that the student respondent has provided implied consent for the presence of a third party person at the initial hearing.
2. At the initial hearing, the student respondent must represent him or herself. Any person accompanying the student respondent must not address the Dean (or designee)
3. The Dean (or designee) may excuse any person accompanying the student respondent, from the initial hearing, if the Dean (or designee) deems that person's presence is being disruptive to the hearing process.

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

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

1. ~~1.~~ Insufficient Evidence:

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

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

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

In cases in which the Dean (or designee) determines that an Informal Agreement of Resolution is appropriate, the ~~accused~~ student respondent will be informed that this Resolution, while not a part of the student's respondent permanent record, is binding. If the student respondent fails to abide by the Informal Agreement of Resolution, such failure will be regarded as actionable misconduct, under District Policy 5529.2(~~4L~~), and may subject the student respondent to disciplinary action by the College.

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

- a. ~~(a)~~ Direction by the Dean (or designee) to the student respondent to refrain from the behavior(s) described by the Dean (or designee) and/or restrictions regarding contact with others involved in the case.
  - 1) ~~(b)~~ Required participation by the student respondent in educational programs and/or reconciliation processes, including mediation.

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

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

3. 3. Formal Disciplinary Action:

- a. (a) If the student respondent does not admit culpability, and if the Dean (or designee) concludes that an Informal Agreement of Resolution is not appropriate, and that there is sufficient evidence such that a student Conduct Committee could find, by a preponderance of the evidence, that the student respondent has violated College policy, the Dean (or designee) shall refer the case to the Student Conduct Committee for a hearing.
- b. (b) If the Dean (or designee) determines at the initial hearing to refer the case to the Student Conduct Committee for a hearing, the Dean (or designee) shall inform the respondent, at the conclusion of the initial hearing, of the range of sanctions the Student Conduct Committee may consider for the alleged violation by the respondent, based on sanctions imposed in similar cases.
- c. (c) If the student respondent does admit culpability, and if the Dean (or designee) concludes that there is sufficient evidence to sustain a finding of culpability, the Dean (or designee) may impose, or impose and suspend, one or more of the sanctions listed in Santa Clarity Community College District Policy 5530 (excluding expulsion); moreover, the imposition of any sanction may be effective retroactively. ~~No sanction involving separation from the College (i.e., Suspension or Expulsion) shall become official until five (5) days from the date appearing on the letter confirming the Dean's disposition.~~ Regardless of the action taken, the Dean (or designee) shall confirm his or her disposition of the case in a written notice mailed to the student respondent within ~~seven (7)~~ ten (10) days of the action.

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

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

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

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

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

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

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

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

#### **5531.4 The Student Conduct Committee**

- A. ~~A~~-The Student Conduct Committee shall provide a hearing for all cases referred to it under this Policy.
- B. ~~A-1~~-The Student Conduct Committee shall be comprised of five members of the campus community. Two full-time faculty members, one of which shall act as chair; one classified staff member; and two students. Three members must be present to constitute a quorum. A classified staff member shall act as the Hearing Coordinator and provide appropriate administrative support to the process. Alternate members from each constituent group named above shall be identified and trained.
- C. ~~B~~-It is the intention of this Policy that hearings be set as soon as reasonably possible after referral to the Student Conduct Committee.
- D. ~~C~~-Hearings shall be held in accordance with generally accepted standards of procedural due process, including, but not limited to, the opportunity to present evidence ~~in an orderly manner~~, and the right to examine and cross-examine witnesses in an orderly manner. The student respondent may be advised by any person of the student's respondent's choice, at the student's respondent's own expense; however, the student respondent must represent him or herself. The Committee Chair may grant exceptions (for example pending criminal charges against the student respondent). The Committee Chair shall rule on all questions of procedure. Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs, and is not restricted to evidence admissible under the strict rules of evidence of a court of law.
- E. ~~D~~-When the hearing involves an allegation of rape, or other forms of sexual assault, evidence of the complainant's past sexual history, including opinion evidence, reputation evidence, and evidence of specific instances of the complainant's sexual conduct, shall not be admissible by the accused student unless the Committee Chair makes a specific finding of relevance after an offer of proof by the accused student. Under no circumstances is past sexual history admissible to prove consent. The offer of proof must be made and resolved by the panel before the complainant testifies.

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

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

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

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

J. H.—Responsibility for Presentation of Cases:

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

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

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

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



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

K. ~~J.~~ Continuing Informal Resolution:

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

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

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

1. ~~1.~~ the Committee's specific finding of fact;
2. ~~2.~~ whether, in the opinion of a majority of the Committee the student respondent has violated one or more College policies; and
3. ~~3.~~ a recommendation of sanction, provided that prior to recommending any sanction, the Committee ~~and accused student are~~ is briefed by the Dean of Students (or designee) regarding sanctions imposed in similar cases, and any previous cases of misconduct by the student respondent on file with the Office of the Dean of Students Services; and provided further that the Committee indicate the rationale for such recommendation.

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

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

O. ~~L.~~ The ~~accused~~ student respondent shall have ~~seven~~ ten (710) days from the date appearing on the Committee report in which to submit to the CEO any written argument supporting the student's ~~respondent's~~ position.

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

### 5531.5 The CEO

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

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

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

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

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

The CEO shall base his or her decision upon:

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

C. ~~C.~~ Sanctions:

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

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

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

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

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

## E. Discussion with Student:

### E. Appeal:

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

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

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

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

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

### F. F.-CEO:

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

1. ~~1. the accused student respondent;~~

2. ~~2. the Chair of the Student Conduct Committee, if the Committee heard or reviewed the case and made a report to the CEO, and~~

3. ~~3. the Office of the Dean of Students Services.~~

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

## **5531.6 Records**

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

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

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

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

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



## **BP 5050 Student Success and Support Program**

### References:

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et. seq.;

ACCJC Accreditation Standard II.C.2

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

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

## AP 5050 Student Success and Support Program

### References:

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et seq.;

ACCJC Accreditation Standard II.C.2

### Introduction

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

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

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

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

## 5050.2 Clarifying the Path

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

### A. To clarify the path, the student will:

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

### B. The College will:

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

## 5050.3 Enter the Path

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

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

### B. The College will:

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

## 5050.4 Stay on the Path

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

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

### B. The College will:

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

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

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

References:

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

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

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

5053.3 Assessment Exemptions: Exemptions from assessment

A. Students who have completed an associate degree or higher at an accredited institution.

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

C. Students who present recent test scores from a regionally accredited postsecondary U.S. institution/community college that uses the same test vendor, and subject subtesting areas as College of the Canyons. Transferred tests are subject to local recency rules, cut scores, and multiple measures practices. Tests must have been taken within the last two years. The test cores will be filtered through the College of the Canyons multiple measures weighting formula and placement will be based on our cut scores.

D. Students transferring from other regionally accredited post-secondary institutions with course credit for degree appropriate English, ESL, or mathematics may be eligible for a full or partial exemption, depending on the coursework completed. To receive this exemption, students should have their transcripts evaluated for placement immediately following admission to the college. (Exempt from placement testing only.)

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

1.) The student received an EAP Language Arts/Literacy status of "Standard Exceeded/College Ready."

~~2.) The student received an EAP Language Arts/Literacy status of “Standard Met/Conditionally Ready,” and additionally, earned a ‘C’ or higher grade from two semesters (or the equivalent) in a CSU-approved English course in the 12th grade.~~

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

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

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

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

AP 5053 Assessment

References:

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

- 5053.1 College of the Canyons will maximize the probability of students entering and completing transfer-level coursework in math and English within a one-year timeframe by using multiple measures to achieve this goal. College of the Canyons will use high school performance information when determining a student's readiness for college-level English and math.
- 5053.2 All new students entering College of the Canyons will be required to participate in the assessment placement component of the Student Success and Support Program (SSSP) unless exempted from this requirement according to the criteria listed below. Students who meet criteria for a placement exemption may still choose to participate in the placement process, particularly if they are attempting to enroll in any course with an unfulfilled prerequisite. It is the responsibility of the student to request an exemption from the placement process and to submit the appropriate documentation outlined below.
- A. Students who have completed an associate degree or higher at an accredited institution.
    - a. Students must bring the college transcript to the Admissions and Records or Counseling office to be made eligible for math and English courses.
  - B. Students who declare they are taking less than six units and those units are vocational or personal enrichment courses without math or language prerequisites.
  - C. Students who present recent test scores from a regionally accredited postsecondary U.S. institution that uses the same test vendor and subject subtests as College of the Canyons. Transferred tests are subject to local recency rules, cut scores, and multiple measures practices.
    - a. Students must submit their official assessment results, including their raw subject scores, to the Assessment office for evaluation and placement into the appropriate math, English, and/or ESL sequence course.
  - D. Students transferring from other regionally accredited postsecondary institutions with course credit for degree appropriate English, ESL, or mathematics may be eligible for a full or partial exemption, depending on the coursework completed. To receive

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

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

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

Students can receive the EAP exemption one of two ways:

a. The student received an EAP Language Arts/Literacy status of "Standard Exceeded/ College Ready."

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

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

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

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

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

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

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

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

a. The assessment expire after 2 years.

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



## AP 5909 International Students

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

The College admits International Students through the International Services & Programs office (ISP) in with F1, F2 and J1 valid visa status as allowed by law, who wish to study at College of the Canyons, part time.

### Criteria for Admission

- ~~1. Completion of an application for admission to the College.~~
- ~~2. Valid proof of F1, F2 or J1 visa status~~

~~Prospective students, who wish to student at the College and hold the appropriate visa status, may obtain certificates of eligibility called an I-20 form from College of the Canyons.~~

~~Criteria for obtaining an I-20 form from for International Student admission to study at to College of the Canyons (COC):~~

- ~~1. Complete an application essay stating reasons for applying to College of the Canyons.~~
- ~~2-1. Complete an International Student Application form~~
- ~~3-2. Show proof of English proficiency at the a-level necessary to demonstrate that where the student may benefit from college level instruction.~~
- ~~4. Submit an academic transcript showing completion of secondary education~~
- ~~3. Show proof of the student's financial ability to cover tuition and living expenses for one academic year at the College.~~
- ~~5-5.~~
- ~~6. Students are required to demonstrate freedom from Tuberculosis or demonstrate compliance with a medically supervised treatment program. Student may need to show evidence of TB test.~~

~~Prospective students may apply for admission for an eligible semester or term, fall, winter, spring or summer. All application forms, academic transcripts, and any other documents required shall be submitted before or on the posted deadline dates. All admission information, forms and details will be posted on the International Students Program website and will also be available through the program office.~~

~~Once admitted, all international Students are required to enroll in and maintain a 12 units each fall and spring semester a full-course load as required by 8 CFR 241. A Full Course Load during a semester term at College of the Canyons is 12 units. or receive approval from ISP.~~

~~All COC International Students are required to have health insurance coverage for the length of the academic year.~~

~~All International Students must pay non-resident tuition rates, including a capital outlay fee, a resident enrollment fee, and all other mandatory fees imposed by the College.~~

Approved 12/7/11  
UPDATED 10/20/17 JR, JCL, TH