



# College of the Canyons Academic Senate

October 11, 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

- Academic Senate sub-committees- CASL:
  - Tara Williams, MSHP
  - Guido Santi, Humanities
- College Wide Committees-Makerspace:
  - Gregory Poteat, Adjunct Manufacturing
  - Mercedes McDonald, Adjunct Art
  - Esteban Gomez, Adjunct, ASL
- Academic Calendar Committee:
  - Steven Han, Adjunct Chemistry
  - David Michaels, MSHP

5. Approval of the Consent Calendar

Academic Senate Summary, Sept. 27, 2018 (pg. 3-11)	Curriculum Committee Summary, Oct. 4, 2018 (pg. 12-26 )
Executive Senate Meeting Summary, Oct. 2, 2018 (pg. 27-31 )	Election Results: <ul style="list-style-type: none"> <li>○ Sonny Requejo, At-Large Senator</li> </ul>

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

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

1. President's Report, Rebecca Eikey

- In Support of our DACA Week (October 15-19, 2018), please refer to our previous resolution in Support of Dreamers (pg. 32-33)

2. Vice President's Report, Jason Burgdorfer

3. Scholarly Presentation Committee Report, Sarah Etheridge

### C. Action Items

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

1. Discipline Assignments for New Fulltime Faculty:

- David Stears, Drama/Theater Arts (pg. 34)

2. CTE Liaison Job Description, Regina Blasberg (pg. 35)

#### **D. Discussion**

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

1. Policies that may be relevant for inclusion in syllabi, David Andrus
2. Elections Procedures, Dustin Silva (pg. 36-38)
3. Adjunct Faculty MQ&E list
  - Part-Time Faculty Fall 2018 (pg. 39-57)
  - Part-Time Faculty Summer 2018 (pg. 57-64)
  - ISA for Spring-Summer 2018 (pg. 65-71)
4. [Resolution Packet F18 Area C Meeting V3](#)

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

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

1. 1<sup>st</sup> Reading Resolution regarding Vote of No Confidence in Eloy Oakley
2. Program Viability (BP/AP 4021)
3. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
4. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco & Educational Technology Committee

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

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

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

*Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248*

AP 4023- Academic Departments
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
<u>Student Conduct (Phase 2 – BPs 5529, 5530 &amp; 5531</u>
Digital Badges

#### **H. Announcements**

- Next Academic Senate Meetings, October 25, 2018, November 8, 2018 and December 6, 2018.
- Adjunct Senator Election, Wednesday October 10<sup>th</sup>, 2018 through Tuesday October 16<sup>th</sup>, 2018
- ASCCC Fall Plenary, November 1 to November 3, 2018
- Vacant At-Large Senator position

#### **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 September 27, 2018

<b>Voting Members</b>					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	VACANT	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	A	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senators	Saburo Matsumoto	X	At Large Senator	VACANT	A
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	A	Adjunct Senator	VACANT	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	VACANT	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	VACANT	X
SBS Senator	Rebecca Shepherd	X			

Non-voting Members	
Dr. Buckley	A
Marilyn Jimenez	X
Dan Portello	A
Dr. Wilding	A

Guests			
Warrant Heaton	X	Lee Hilliard	X
Sarah Farnell	X	Carly Perl	X
Aaron Silverman	X	Dustin Silva	X
Collette Gibson	X	Tara Williams	X
Jasmine Ruys	X	Andy McCutcheon	X
Micah Young	X	Melissa (via WebEx)	X

### A. Routine Matters

1. Call to order: 3:04pm
2. Public Comment
3. Approval of the Agenda
  - Motion to approve the agenda by David Brill, seconded by Philip Marcellin. Unanimous. Approved.
4. Committee Appointments
  - Classified Staffing Committee
    - Miriam Golbert
    - Tim Baber
  - Accreditation Taskforce – addition of Peter Hepburn

- Bookstore Committees-additional appointments:

Christopher Boltz    A.J. Almeda        Abram Antler        Brandon Hilst  
 Guido Santi        Teresa Ciardi        Lucia Pozo

5. Approval of the Consent Calendar

Academic Senate Summary, Sept. 13, 2018 (pg. 3-12)	Curriculum Committee Summary, Sept. 20, 2018 (pg. 14-23)
Correction to the Academic Senate Summary, May 24, 2018 (pg. 13)	Faculty Professional Development Committee Summary, August 27, 2018 (pg. 24-29)
	Program Viability Summary September 13, 2018 (pg. 30-32)

- Wendy Brill requested edits to the Sept. 13, 2018 agenda on page 12 of the summary: “Wendy Brill requested agenda item, Vote of no Confidence, be revisited for discussion.”
- Motion to adopt the consent calendar with that modification included for the Sept. 13<sup>th</sup> agenda by David Brill, seconded by Marco Llaguno. Unanimous. Approved.

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

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

1. President’s Report, Rebecca Eikey

- IE2/Meta Majors Mapping Workgroup: The proposal will be going out to various schools as in a roadshow to allow for more dialogue. The roadshows will begin next week. Rebecca thanked Erika Torgeson and Tara Williams, who will be leading the work as out GP liaisons. Rebecca, Jasmine Ruys, Wendy Brill, Jason Burgdorfer and Daylene Meuschke will all be supporting the. Both GP Liaisons attended the ASCCC Academic Academy which was focused on Guided Pathways and gave an opportunity for networking.
- Guided Pathways: Typically after the first exam students tend to drop a class. Is there a way to track and reach out to those students who drop to determine why they dropped? For example, is the drop due to changed majors or financial reasons?
- IEPI EEO Workshop: The Chancellor’s Office EEO Advisory Committee created the [EEO Longitudinal Data Guide](#), which came out in January. There was a Breakout session on this topic at the last ASCCC Plenary. There is sense of urgency from the staff at the Chancellor’s Office and the legislature to diversify faculty across the state. Rebecca was invited on behalf of ASCCC to participate in the panel for the IEPI EEO Workshop.
- The Campaign for College Opportunity: Has a new report out called “Left Out <http://collegecampaign.org/left-out-tool-about/>.” Rebecca was contacted last year for information on the demographics of the Academic Senate. They used the roster that we have online to infer information about people’s race and ethnicity. This was done for every senate in all levels of public higher education, community colleges, UC’s, CSU’s, and includes information on faculty and administrative profiles in the compiled report. The “Left Out” report states that student demographics (race and ethnicity) do not

match the universities and community colleges. The message was clear from the Chancellor's Office that there is a sense of urgency to address this.

- Several graphs were shared such as "Faculty & Senior Leadership for CSU's, UC's and CCC's," the "Demographics for all Community Colleges."
- Most of the information was pulled from the "DATAMART" which has all information related for all the community colleges. The college is obligated, per Title 5, to send to DATAMART all of the information relating to employee groups ethnicity, race, gender, sex etc.
- The EEO Longitudinal Data Guide and Title 5:
  - Title 5 Section 53003 – requires the gathering of data and do an analysis of degree to which monitored groups are underrepresented in comparison to their representation in the field or job categories and develop methods for addressing underrepresentation – *no number exists for goal or target.*
  - It also requires methods for addressing underrepresentation.
- There is no target that exists rather it is about addressing the gap of who is available than who is working at the college. The idea is to determine how to expand the pools of applicants because that would be how we would expand the diversity of colleges in general.
- The VP of HR at Shasta College is sharing an approach <http://www.shastacollege.edu/Human%20Resources/Pages/EEO-Tools.aspx> that uses United States census data and O\*Net occupation codes for data analysis. He trying to be positive in determining what do we want to communicate to our students and why is diversity so important and addressing anything that is considered an adverse impact.
- Senate agree unanimously that this item may be a good future discussion.

## 2. Vice President's Report, Jason Burgdorfer

- State Chancellors office budget proposal: They are asking for 5% + COLA and money for full time faculty for next year. This is mixed with part-time faculty office hours and health care. It was 100 million between the two but this year they are only requesting 50 million. They are requesting funds to create a pilot program which will increase faculty diversity by recruiting from our own students and create a pathway for them to attend a four year grad school, internship and teaching and then be hired here. There is another request, which could seem like a power grab by the Chancellor's Office. In the budget request to the legislature there is section titled "Greater Capacity for the Chancellor's Office Leadership of Statewide Change." The Chancellors office wants to take a stronger and different role in guiding the system with the relationship between the state, the community college districts and the relationship between the community colleges and other educational segments. There is one area of concern in which they are requesting authority to spend local funds if it would be a more efficient use of resources. They are requesting statutory change. In addition, they are requesting over \$2 million to fund additional statewide positions at the Chancellors office to assist in governing and guiding the whole system with its implementation of pathways and the vision of success.

- Enrollment Management: We have asked to reduce sections in the spring as means of achieving efficiency of about an 80% efficiency rate. At the Enrollment Management meetings, efficiency has not been discuss as an enrollment management strategy, nor an efficiency rate (such as 80%), nor other strategies as to how we can achieve efficiency. It appears that the college is haphazardly cutting sections that are low enrolled. There is concern that if we eliminate sections, are we eliminating students or will they relocate to the remaining sections? More than just FTES has to be taken into consideration. If we eliminate these sections, are delaying those students completion? According to the Student Success Funding Formula, students have to complete within 3 years for the college to get the completion points. Since completion is part of the funding formula, how this particular efficiency strategy going to help? There is interest in more discussion on what strategies the college is using to increase our efficiency.

### 3. FACCC Report, Wendy Brill

- FACCC is the Faculty Association of the California Community Colleges, a membership organization. This is a precursor to the unions for the faculty at the community colleges and to AB 1725 (1988) which created shared governance with faculty and senate. FACCC is likened to “the third leg of the stool,” in other words: the senate and union and FACCC. The unions are working conditions, and the senate are academic and professional matters such as 10+1. FACCC is an advocacy organization specifically for supporting the interests of faculty in the community colleges.
- Wendy appointed as faculty chair of FACCC’s legislative committee for this year. One of the first things the committee does is to develop recommendations for legislative changes or new legislation. We will be providing recommendations for the legislative priorities to the FACCC Board at the end of October.
- FACCC came to COC to hold a focus group, there was a list of 13 items to consider for legislative priorities. The top 3 that were area of concern for our focus group were 1.) Shared governance at the Chancellor’s Office, 2.) Guided pathways and AB 705 and 3.) Funding formula, the performance based funding.
- Every community college faculty can be a member of FACCC. There are 15 members on our campus. The cost for full-time faculty to be a member of FACCC is \$200 a year and part-timers is \$70 a year. FACCC is ensuring that the first year is free. They run on a staff of five and many volunteers.

### C. Action Items

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

1. College Planning Team Revised Strategic Goals, Barry Gribbons (pg. 33-37)
  - The workgroup that met over the summer is proposing three goals which are “Access, Success, and Engagement.” These would go into effect in our program review this year in October. Departments would be connecting their object to one of these three goals.
  - Motion to approve the new strategic goals by David Andrus, seconded by Wendy Brill. Unanimous. Approved.
2. Resolution in Support of Resources for the Academic Senate, Rebecca Eikey (pg. 38)
  - Motion to approve by Wendy Brill, seconded by Sab Matsumoto. Unanimous. Approved.

- This resolution will be read to the Board of Trustees.
3. Discipline Assignments for New Fulltime Faculty: (pg. 39-40)  
Garrett Rieck, Noncredit (Health/Kinesiology/Physical Education)
    - Garrett meet additional discipline assignments, which have been added to this memo.
    - Motion to approve this discipline memo by Lisa Hooper, seconded by Philip Marcellin. Unanimous. Approved.
  4. Annual Credit Course and Program Certification (pg. 41-43), Lisa Hooper
    - The Curriculum Committee has adhered to all the regulations and guidelines associated with creating curriculum that is under local control. The local control prevue extends to credit courses and programs. We still do not have local control over non-credit courses or programs. The State Chancellors office has to approve those. This was an attempt to expedite curriculum changes and creation. Once the curriculum committee passes the work product to the senate and senate and BOT approves, it can be offered.
    - Motion to approve Wendy Brill, seconded by David Andrus. Unanimous. Approved.
  5. Job Descriptions Guided Pathways Liaisons, Erika Torgeson & Tara Williams (pg. 44-45)
    - Guided Pathways Self-Assessment Tool and Brief Work Plan (pg. 46-49)
    - It was important to have two positions, one for students services and another for instruction. The Self-Assessment outline was included for reference and a work plan. There was a change in the allocation for year one, it went down by \$4,000. The modifications are indicated in strikethrough text.
    - Motion to adopt the GP job descriptions by Erika Torgeson, seconded by Deana Riviera. Unanimous. Approved.
  6. Basic Skills Initiative Year End Expenditure Report, Andy McCutcheon (pg. 50-54)
    - The majority of the funds have been spent on Professional Development and research coordination.
    - Motion to support the Basic Skills Initiative Year End Expenditure Report by David Andrus, seconded by Marco Llaguno. Unanimous. Approved.

#### **D. Discussion**

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

1. Elections Procedures, Dustin Silva (pg. 55-56)

##### *Background:*

- Senate president shared some background on changes made to the By-Laws & Constitution from last semester relating to the nominating period. In light of the changes to the Constitution the Elections Committee is revisiting their procedures. The current members of the Elections Committee are Dustin Silva, who is the chair, Colette Gibson and Jennifer Hauss.

##### *Adjunct Election:*

- It was stated that this is the first time an electronic ballot system election has taken place. The Adjunct election was supposed to have taken place last week.
- The President stopped the election as the Constitution is silent in terms of how long elections can run for. The President consulted and made the decision to stop the election to ensure a fair and equitable process.

- There was a posting on social media informing part-time faculty members about one particular candidate. There was also an email that went out to AFT members but it was not from a COC email account. The social media post raised concerns about the equity of the process with adjunct faculty as they stated they were blocked and censored from that post. It was clarified that the social site, which posted information about a particular candidate is the AFT Facebook page. The AFT control and monitors the messages on their AFT Facebook page.
- It was emphasized that how the AFT conducts itself during senate elections using AFT website is up to the AFT. If members of AFT are excluded from participating in social media or websites then that is something that AFT needs to address.
- There was also some concern that if the AFT President is sending an email out on behalf of one person, other nominees who are interested in the positions should be afforded the same opportunity.
- It was clarified that the election was halted on Tuesday. There were concerns raised that no one was notified that the election was halted. It was explained that the constitution was put into place on the last Senate meeting of the spring semester. There were a lot of procedural issues and changes happening as to why the elections for the Adjuncts seats did not happen then.
- The AFT has always had a non-voting role or a seat delegated to them in Senate.

*Election Procedures:*

- The Elections Committee was looking for different ways to improve the process. Based on some feedback here are some modifications proposed:
  - In order to ensure that everyone has a voice it would be best to have all candidates have a candidate statement. The candidate statement would be sent to the elections committee then sent out to all eligible voters. Originally it was proposed to have a 200 word candidate statements but after discussion it was agreed that 400-500 may be more appropriate. However, a statement could be capped at 400-500 words. Candidate statements are optional and not required. Candidate statements may not be needed if the seat is uncontested. There was suggestion to keep a restriction on the font and allow for only single spacing. All candidate statements could be listed in random order in one email.
  - Due to the posting on social media there was a question regarding campaigning.
  - There was a suggestion to add to the “Campaigning and Lobbying Rules and Regulations” section of the procedures language regarding “other than the candidate statement” so it does not conflict with the point regarding use of COC email for campaigning or lobbying. It was clarified that the college PIO guidelines for political behavior do not apply to intra elections.
  - There was a suggestion to have a voting forum in the evening, where people could have an opportunity to meet and speak with candidates one-on-one.
  - It was suggested that the entire election process would run for a total of 5 weeks. A 2 week period for nominations, one week for candidate statements and a two week voting period.
  - The suggested best method of distributing candidate statements is the “Senate Elections” outlook email group.



- There was a recommendation to indicate on the Election Procedures which language is being revised by identifying it as either bold or strikethrough text.
- The Election Committee chair will provide some modification based on the feedback that has been provided and return to senate.
- The Election Committee will make sure to communicate that adjunct senators the roles and responsibilities of adjunct senators.

*Reminder:*

- The senate's role is not the same as unions'. It needs to clear that even if a member of any union, full-time or part-time sits on senate they do not bring union perspectives. The senate needs to hear union perspectives as it overlaps with issues that are within senate purview to handle. The idea that the senate is a place for union representation and for union representation to have voting rights is not correct. This is not the way it is structured per the senate constitution. According to the constitution both faculty unions have a non-voting seat on the senate.
- For example, the AFT union president or designee, by the nature of our constitution, which has always been in place, is a non-voting member of the Senate. That position is also a member of the Executive Committee of the Academic Senate and is an important voice. President reached out to Dan Portello to remind him of his roles.

2. Vote of No Confidence-Eloy Oakley, Wendy Brill (pg. 57-61)

- Our Chancellor was concerned that this might receive attention at the state level.
- The statewide student senate has put together for their plenary a vote of no confidence in Eloy Oakley.
- Last May, there were several union and senate bodies asking to address a vote of no confidence in our state Chancellor's Office. Background information was put together in May and has not been updated since. The background information includes problems with the Consultation Council being dismissed several times last year by the state Chancellor.
- Chancellor Oakley representing a system that he was hired to lead has chosen to publicly state that the California Community Colleges are failing our students. He has made a vote of no confidence in our system. If there are problems in our system, and there are, a good leader would consult with stakeholders to develop solutions. In addition, he is actively, lobbying the legislature with his ideas for solutions and dismissing the community college's stakeholder's voice.
- Other senates have passed votes of no confidence and it is likely that a similar resolution will be brought to ASCCC Plenary. In response to the local senates' votes of no confidence, the Chancellor choose to send a letter to the Board of Governors and it was posted by someone on the senate's google group. He incorrectly stated that the votes of no confidence was from one faculty union and dismissed the all other the votes of no confidence that were passed. San Diego Marymount, East La, Mesa, Santa Rosa and Glendale community colleges have all officially passed a vote of no confidence.
- This is being discussed as it is more than likely one of delegates will have to vote at plenary on a resolution on whether the statewide senate as a body will be directed to take a vote of no confidence.

- AB 705 changed the law and the Board of Governors does the regulation. The regulations for AB 705 are more restrictive than the law and they do not need to be that restrictive. He has gone beyond Title 5.
  - The consensus from the senate was to move towards passing a resolution.
3. Recommendations for Standard Syllabus Language (such as student behavior and excused absences), Wendy Brill (pg. 62)
- Some past information was shared regarding what the senate has done related to standard elements to be contained within syllabi. A few years ago there was an ad-hoc committee. There were some recommendation made by the committee that are included as background information. The senate had several discussion regarding adopting a list of requirements.
  - In thinking about equity and inclusion, should there be additional sample language suggested or written that faculty can adopt to include in their syllabus? For example observation of religious holidays and excused absences. There are questions to include in terms of guided pathways. This has come up as discussion in the CE committee in working with Mark Perna regarding retention. In previous recommendation there was some sample language that could be seen as off-putting for some students. There was an agreement for a recommended content neutral language. There is a need to identify what exactly are barriers for students.
  - Should syllabus language be based on college policy or law? There was concern that suggested language could become institutionalized over time and thus not accurately reflect policy or law. If we are going to have suggested language, then do we need to have various examples that people could have as guidelines?
  - There is a need to clarify who will be reviewing the syllabus and how has the authority to say a change needs to be made. At this point, course coordinators are reviewing syllabi. However, the collection of the syllabi varies by school.
  - The syllabus discussion will be brought back to senate.
  - President ask that if there are any other resources to please send to her.

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

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

1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marengo & Educational Technology Committee

#### **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)

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

*Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248*

AP 4023- Academic Departments
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
Student Conduct (Phase 2 – BPs 5529, 5530 & 5531
Digital Badging Policy
AP7250 Administrative Retreat Rights

#### **H. Announcements**

- Next Academic Senate Meeting, October 11, 2018
- Undocumented Student Week of Action, October 15-19, 2018
- ASCCC AREA C MEETING, October 12, 2018, Compton College
  - The actual date of the meeting is October 13<sup>th</sup> and not the 12<sup>th</sup>. This was corrected.
  - There was a suggestion to bring back the DACA resolution to senate to have as a read and to honor it.
- ASCCC Fall Plenary, November 1 to November 3, 2018, Irvine Marriot

#### **II. Adjournment: 5:00**

# CURRICULUM COMMITTEE SUMMARY

October 4<sup>th</sup>, 2018

3:00 pm – 5:00 pm

Bonelli Hall 330

## Curriculum Committee Members

**Members Present:** Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Grace Castruita – Humanities (Substitute for Tricia George); Steve Erwin – Admissions and Records; Lee Hilliard – Applied Technologies; 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; Jeremy Patrich (Substitute for Cindy Stephens); Jenni Pavia – Adjunct Representative (Substitute for Carly Perl); Garrett Rieck – Noncredit; Omar Torres – Administrative Co-Chair; Lori Young – Business

**Members Absent:** Erin Barnthouse – Learning Resources

### TECHNICAL CHANGES (COURSES)

The following items are being approved as technical changes and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
<b>COMS-105</b>	Fundamentals of Public Speaking	Adding 100% option to existing DLA.	T. Stokes-Rice	Fall 2019

**-Motion to approve the COMS-105 100% online option Distance Learning Addendum; Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous.**

### NEW COURSE AND PROGRAM PROPOSALS – DISCUSSION OF NEED

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

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
<b>MATH-100</b>	Liberal Arts Mathematics	Liberal Arts Mathematics will serve non-STEM students who need 3 transfer-level units in mathematics. Currently Math 140 serves these students, but that is a 4-unit course, and it does not satisfy the "mathematics" requirement in some schools. Liberal Arts Mathematics is	S. Matsumoto	TBD

explicitly mentioned along with Statistics as a course for non-STEM majors in the July 11 guidelines for AB 705 compliance memorandum; COC currently does not have a course in liberal arts mathematics.

**-Motion to adopt the need for and conduct a full review MATH-100; Motion by Jeremy Patrich, second by Mary Bates. All in favor: Unanimous.**

### 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
<b>WELD-111A</b>	Introduction to Semiautomatic Welding	2.5 units, 27 hours lecture, 54 hours lab. <b>New SLO's (2).</b>	T. Baber	TBD
<b>WELD-111B</b>	Intermediate Semiautomatic Welding	2.5 units, 27 hours lecture, 54 hours lab. <b>New SLO's (2). New prerequisite of WELD-111A.</b>	T. Baber	TBD
<b>WELD-111C</b>	Advanced Semiautomatic Welding	2.5 units, 27 hours lecture, 54 hours lab. <b>New SLO's (2). New prerequisite of WELD-111B.</b>	T. Baber	TBD

### NEW PROGRAM PROPOSALS – FINAL READ

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

Program	Degree/Certificate	Description of Action	Author	Effective
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<b>Semiautomatic Welding</b>	Certificate of Achievement	16.5 required certificate units, <b>new program SLO.</b>	T. Baber	TBD
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### 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-009	Personalized Career Planning	8 hours lecture, <b>new SLO's (2). New DLA, 100% online and Hybrid options</b>	W. Brill-Wynkoop	TBD
NC.CSKL-010	Strategic Job Search	8 hours lecture, <b>new SLO's (2). New DLA, 100% online and Hybrid options</b>	W. Brill-Wynkoop	TBD
NC.CSKL-011	LinkedIn for Business	8 hours lecture, <b>new SLO's (2). New DLA, 100% online and Hybrid options</b>	W. Brill-Wynkoop	TBD
NC.WATR-100A	Green Gardener I	12 hours lecture, 4 hours lab, <b>new SLO's (3). New DLA, Hybrid option only.</b>	R. Blasberg	TBD
NC.WATR-100B	Green Gardener II	16 hours lecture, <b>new SLO's (2). New DLA, Hybrid option only.</b>	R. Blasberg	TBD

### NEW NONCREDIT PROGRAM PROPOSALS – FINAL READ

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				
<b>Career Strategist</b>	Certificate of Completion	3 courses (NC.CSKL-009, 010, 011), 24 total hours, <b>new Program SLO.</b>	W. Brill-Wynkoop	TBD
<b>Green Gardner</b>	Certificate of Completion	2 courses (NC.WATR-100A & 100B), 32 total hours, <b>new Program SLO's (2).</b>	R. Blasberg	TBD

**-Motion to approve NC.CSKL-009, 010, 011, and the Career Strategist Certificate of Completion; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous.**

**-Motion to approve NC.WATR-100A, 100B,, and the Green Gardener Certificate of Completion; Motion by Saburo Matsumoto, second by Lee Hilliard. All in favor: Unanimous.**

### 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
<del>WELD-120</del>	<del>Industrial Welding I</del>	<del>Course will no longer be offered.</del>	T. Baber	Fall 2019
<del>WELD-122</del>	<del>Industrial Welding II</del>	<del>Course will no longer be offered.</del>	T. Baber	Fall 2019
<del>WELD-124</del>	<del>Industrial Welding III</del>	<del>Course will no longer be offered.</del>	T. Baber	Fall 2019



<b>BIOSCI-180</b>	Biology of Cancer	Revised description, objectives and content. <b>Revised SLO, added new SLO's (2).</b> Updated textbooks.	K. Cude	Fall 2019
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<b>EDUC-203</b>	Introduction to Teaching in a Diverse Society	Revised objectives, content and textbook. <b>Revised SLO's (2).</b>	C. Stephens	Fall 2019
<b>ENGL-122</b>	Literary Magazine Production	Revised objectives and content.	A. Terzian	Fall 2019
<b>HIST-193</b>	History of India	Revised objectives, content and textbooks.	S. Pennington	Fall 2019
<b>PHOTO-150</b>	Cameras and Composition	Revised objectives and content.	W. Brill-Wynkoop	Fall 2019
<b>PHOTO-280</b>	Large Format Photography and the Zone System	Revised objectives and content. <b>Revised SLO's (2), added new SLO's (2).</b>	W. Brill-Wynkoop	Fall 2019
<b>POLISC-200</b>	Introduction to Political Science	Revised objectives and content, updated textbooks.	M. Mosleh	Fall 2019



Program	Degree/Certificate	Description of Action	Author	Effective
<b>Studio Arts</b>	AA-T Degree	Adding PHOTO-155 & PHOTO-160 in new "Photography" category, and PHOTO-157 in new "Digital Art" category in last section of degree outline. No change in total major units required.	M. McCaffrey/ W. Brill-Wynkoop	Fall 2019





<b>Subject &amp; Number</b>	<b>Title</b>	<b>Description of Action</b>	<b>Author</b>	<b>Effective</b>
<b>NC.FIRT-006</b>	Fire Apparatus Driver/Operator - Tillered Apparatus	11 lecture hours, 29 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-007</b>	Fire Apparatus Driver/Operator - Wildland Fire Apparatus Operations	7 lecture hours, 16 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-008</b>	Fire Apparatus Driver/Operator - Water Tender Operations	8.25 lecture hours, 8 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-009A</b>	Fire Investigation 1A – Basic Fire Investigation	39.5 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-009B</b>	Fire Investigation 1B – Evidence and Documentation	33.5 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-009C</b>	Fire Investigation 1C – Preparation for Legal Proceedings	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-010</b>	Fire Apparatus Driver/Operator General	32 lecture hours, 8 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-011</b>	Fire Apparatus Driver/Operator Pump	24 lecture hours, 16 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-012</b>	Fire Apparatus Driver/Operator Tiller Truck	20 lecture hours, 20 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD

<b>NC.FIRT-013</b>	Fire Command 1A	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-014</b>	Fire Command 1B	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-015</b>	Fire Command 1C	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-016</b>	Instructor 1	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-017</b>	Instructor 2	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-018</b>	Instructor 3	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-020</b>	I-200 Incident Command System	12 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-021</b>	I-300 Intermediate ICS	24 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-022</b>	I-400 Advanced ICS	16 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-025</b>	Incident Management of Major Fires	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-026</b>	S-290 Intermediate Wildland Fire Behavior	32 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-027</b>	S-390 Introduction to Wildland Fire Behavior Calculations	10-24 lecture hours, 8 hours lab. Existing credit	D. Breshears	TBD

		courses now being offered as noncredit.		
<b>NC.FIRT-028</b>	Incident Management of the Firefighter Emergency	28 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-047A</b>	Fire Inspector 1A – Duties and Administration	24 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-047B</b>	Fire Inspector 1B – Fire and Life Safety	24 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-047C</b>	Fire Inspector 1C – Field Inspection	24 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-047D</b>	Fire Inspector 1D – Field Inspection California Specific	16 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-048A</b>	Fire Inspector 2A – Fire Prevention Administration	16 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-048B</b>	Fire Inspector 2B – Fire and Life Safety Requirements	24 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-048C</b>	Fire Inspector 2C – Inspecting New and Existing Fire and Life Safety Systems and Equipment	16 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-048D</b>	Fire Inspector 2D – Hazardous Materials, Operations, and Processes	32 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-070</b>	Rescue Systems 1	16 lecture hours, 24 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD

<b>NC.FIRT-071</b>	Rescue Systems 2	20 lecture hours, 20 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-072</b>	Rescue Systems 3 (Continuing Education) (Collapse Structure)	2 lecture hours, 22 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-075</b>	Low Angle Rope Rescue	4 lecture hours, 20 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-077</b>	Rope Rescue Technician (Advanced Rope Rescue )	10 lecture hours, 30 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-078</b>	River Flood CE (AKA Swiftwater Rescue CE)	2 lecture hours, 6 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-079</b>	River and Flood Rescue 2	8.5 lecture hours, 12.5 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-083</b>	Swiftwater Helo (Continuing Education)	2 lecture hours, 8-24 hours lab. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-120</b>	Company Officer 2A: Human Resource Management for Company Officers	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-121</b>	Company Officer 2B: General Administrative Functions for Company Officers	20 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD

<b>NC.FIRT-122</b>	Company Officer 2C: Fire Inspections and Investigation for Company Officers	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-123</b>	Company Officer 2D: All-Risk Command Operations for Company Officers	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-124</b>	Company Officer 2E: Wildland Incident Operations for Company Officers	40 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-125</b>	Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers	26 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-126</b>	Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers	18 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-127</b>	Chief Fire Officer 3C: General Administrative Functions for Chief Fire Officers	24 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-128</b>	Chief Fire Officer 3D Emergency Service Delivery Responsibilities for Chief Fire Officers	24 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-129</b>	Executive Chief Fire Officer 4A: Human Resources Management for Executive Chief Fire Officers	28 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-130</b>	Executive Chief Fire Officer 4B: Community and Government	10.5 lecture hours. Existing credit courses	D. Breshears	TBD

	Relations for Executive Chief Fire Officers	now being offered as noncredit.		
<b>NC.FIRT-131</b>	Executive Chief Fire Officer 4C: Administration for Executive Chief Fire Officers	30.5 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-132</b>	Executive Chief Fire Officer 4D: Emergency Services Delivery for Executive Chief Fire Officers	38.5 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD
<b>NC.FIRT-133</b>	Executive Chief Fire Officer 4E: Health and Safety for Executive Chief Fire Officers	14.5 lecture hours. Existing credit courses now being offered as noncredit.	D. Breshears	TBD

**NEW NONCREDIT INSTRUCTIONAL SERVICE AGREEMENT (ISA)  
PROGRAMS – CONSENT CALENDAR**

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

Program	Degree/Certificate	Description of Action	Author	Effective
<b>Beginning Fire Apparatus Driver/Operator</b>	Certificate of Completion	<del>3 courses (NC.FIRT-006, 007, 008) 79.25 total hours,</del> <b>new Program SLO.</b>	D. Breshears	TBD
<b>Fire Investigation</b>	Certificate of Completion	<del>3 courses (NC.FIRT-009A, 009B, 009C) 113 total hours,</del> <b>new Program SLO.</b>	D. Breshears	TBD
<b>Intermediate Fire Apparatus Driver/Operator</b>	Certificate of Completion	<del>3 courses (NC.FIRT-010, 011, 012) 120</del>	D. Breshears	TBD

			total hours, <b>new Program SLO.</b>		
<b>Fire Command</b>	Certificate of Completion	3 courses (NC.FIRT-013, 014, 015) 120 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	
<b>Fire Instructor Training</b>	Certificate of Completion	3 courses (NC.FIRT-016, 017, 018) 120 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	
<b>Incident Command System</b>	Certificate of Completion	3 courses (NC.FIRT-020, 021, 022) 52 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	
<b>Fire Incident Management</b>	Certificate of Completion	2 courses (NC.FIRT-025 & 028) 68 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	
<b>Wildland Fire Behavior</b>	Certificate of Completion	2 courses (NC.FIRT-026 & 027) 50-64 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	
<b>Fire Inspector</b>	Certificate of Completion	4 courses (NC.FIRT-047A, 047B, 047C, 047D) 88 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	
<b>Fire Inspector 2</b>	Certificate of Completion	4 courses (NC.FIRT-048A, 048B, 048C, 048D) 88 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	
<b>Rescue Systems</b>	Certificate of Completion	3 courses (NC.FIRT-070, 071, 072) 104 total hours, <b>new Program SLO.</b>	D. Breshears	TBD	

<b>Rope Rescue</b>	Certificate of Completion	2 courses (NC.FIRT-075 & 077) 50-64 total hours, <b>new Program SLO.</b>	D. Breshears	TBD
<b>Swift Water Rescue</b>	Certificate of Completion	3 courses (NC.FIRT-078, 079, 083) 49-55 total hours, <b>new Program SLO.</b>	D. Breshears	TBD
<b>Company Fire Officer</b>	Certificate of Completion	5 courses (NC.FIRT-120, 121, 122, 123, 124) 180 total hours, <b>new Program SLO.</b>	D. Breshears	TBD
<b>Chief Fire Officer</b>	Certificate of Completion	4 courses (NC.FIRT-125, 126, 127, 128) 92 total hours, <b>new Program SLO.</b>	D. Breshears	TBD
<b>Executive Chief Fire Officer</b>	Certificate of Completion	5 courses (NC.FIRT-129, 130, 131, 132, 133) 122 total hours, <b>new Program SLO.</b>	D. Breshears	TBD

### 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
<b>WELD-111B</b>	Intermediate Semiautomatic Welding	New prerequisite of WELD-111A.	T. Baber
<b>WELD-111C</b>	Advanced Semiautomatic Welding	New prerequisite of WELD-111B.	T. Baber

### NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR



Subject & Number	Title	Type of Delivery	Author
<b>COMS-105</b>	Fundamentals of Public Speaking	Adding 100% option to existing DLA.	T. Stokes-Rice
<b>NC.CSKL-009</b>	Personalized Career Planning	100% online and Hybrid options.	W. Brill-Wynkoop
<b>NC.CSKL-010</b>	Strategic Job Search	100% online and Hybrid options.	W. Brill-Wynkoop
<b>NC.CSKL-011</b>	LinkedIn for Business	100% online and Hybrid options.	W. Brill-Wynkoop
<b>NC.WATR-100A</b>	Green Gardner I	Hybrid option only.	R. Blasberg
<b>NC.WATR-100B</b>	Green Gardner II	Hybrid option only.	R. Blasberg

**-Motion to approve all items on 10/04/2018 Consent Calendar except for Deleted Courses, New Noncredit ISA Programs, and the New Prerequisites; Motion by Julie Hovden, second Mary Bates. All in favor: Unanimous.**

### Discussion Items:

- Chair Report – Lisa Hooper
- New Funding Formula. Higher funding for certain outcomes creates incentives, programs must always make sense for our community.
- iPads. New PDF software cloud sharing, Justin Smith can configure your iPad and add you to the cloud account
- Course hours and units congruence. Local control makes this essential, we will be modifying courses to ensure accuracy.
- Electronic Tech Reviews. Need volunteers for next week (maximum 5 courses). Until we start using eLumen, your notes in PDF form are appreciated, as it is difficult to toggle back and forth between documents.
- eLumen help. Many, many trainings have been offered (Flex, 1:1, Patrick, etc...). Biggest oversight is not numbering objectives, and then matching content areas in outline to objectives.

• Curriculum Articulation Report – Patrick Backes

-UC Transfer Second Submission Cycle. For CCCs with courses in English Composition, English Writing, Mathematics, and Statistics that have been revised to align with AB 705, we are offering an extended deadline of Nov. 15, 2018, only for this TCA review cycle and only for courses in these areas. We will not review any other courses in any other areas. Review of these submissions are scheduled to be completed by February 15<sup>th</sup>, 2019. This will allow Community Colleges to submit these courses for IGETC in accordance with the extended IGETC timeline of March 1, 2019. What this means for us, we can now submit the

New Courses - Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	2	New DLA's	6	Deleted Courses	-0-
Modified Courses	7	New SLO's	18	Deleted Programs	-0-
Modified Programs	1	Modified SLO's	5	Proposals Reviewed in Technical Review Session	13
New Non Credit Courses - Including ISA's	57	New Prerequisites	-0-	Proposals Returned from Technical Review Session	4

MATH-100 course (if approved) for UC Transfer and IGETC this academic year, so it can potentially be offered in Fall 2019. For the proposed ENGL-101 4 unit revision that is coming through, the course didn't need to be resubmitted for UC transfer, but now that we have the option of a second submission cycle I will resubmit ENGL-101 for UC transfer to be certain.

-Five Year Revision List. Proposals are being submitted like crazy into eLumen and are moving through the approval process at a very good pace. Thank you for working with the Departments within your Schools to get these revisions going!



## COLLEGE OF THE CANYONS ACADEMIC SENATE EXECUTIVE SENATE MEETING

October 2, 2018 9:00 a.m. to 10:00 a.m. BONH 330

According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee 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.

Attendees: Rebecca Eikey, Dustin Silva, Wendy Brill (via phone), Nicole Faudree, Jason Burgdorfer and Marilyn Jimenez.

### **A. Routine Matters**

- Call to order: 9:03 am
- Public Comment

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

- Approval of the Agenda

### **B. Reports**

- President's Report
  - Rebecca met with our Chancellor Dr. Dianne G. Van Hook and shared a print out of the Student's Funding Formula Allocation report simulations for all of the system. The reports for 2018-19, 2019-20 and 2020-21, were shared. This report is for the entire community college system. To see what will happened to Santa Clarita according to the simulation. For Year 18:19 they are having a year to change with the student funding formulas in 5.3% and the following year will be 4.28% and then 2.86%. They believe we will be getting less money as we proceed. Once the "hold harmless" goes away all but 12 districts are going to lose funding. For the most part those that grow are smaller colleges or the have a correspondence school. For example Antelope Valley College would grow by 20% but only temporarily. The "hold harmless" is only good for 3 years and after into the 4<sup>th</sup> year if they haven't reached that "hold harmless" level then there is a fiscal cliff for them. Either they get themselves up to where the "hold harmless" is with these metrics or they end up losing money. All but 9 districts which are at least half are basic aid. The other

schools have correspondence with prisons or other contracts.

- Update on Open Faculty Meetings to Discuss Academic Calendar
  - The next steps will be to get some data relating to the questions that arose. A google sheet has been created and there will be another round of meetings. There is an academic meeting in October. This may be a good time to send the collection of information.
  - Rebecca will send the google doc to Jason Burgdorfer.
  - David Michaels is interested in joining the Academic Calendar meetings.
  - There was suggestion to send out a request to faculty to see if others are interested. Another suggestion was to ask Dan Portello, AFT President, if he can appoint someone to the Academic Calendar Meeting.
  - There are two meetings left one is for October 17<sup>th</sup> from 2-3pm and the other is for November 7<sup>th</sup> from 3-4pm.

Note: The meeting times for the Senate Executive meetings will be changed to accommodate more of the faculty chairs availability. The senate executive meeting for November has been rescheduled.

### **C. Action**

### **D. Discussion**

- Setting Priorities for the Academic Senate for the Academic Year
  - EEO Plan/longitudinal Data
    - One items that came up on the President Report at the last Senate meeting was the EEO report and the diversity data.
    - EEO Stands for the Equal Employment Opportunity. There is a requirement form title 5 for every district to have an EEO plan on file. It is supposed to documents that every district has an EEO Committee, taking steps to address diversity within hiring for all employee groups.
    - Colleges are required to use longitudinal data to address disparities in their hiring practices.
    - They are to examine their hiring practices from the beginning of the marketing of the job, to the application process and lastly to the hiring to see if there are any potential issues and if those issues are causing disparities.
    - It is a requirement of title 5 to have a plan associated with how we are using data. The previous EEO plan do not include the use of data.
    - It is not about a particular number but more about comparison. For example here is what you look like as an

aggregate and here is what you could look like in the field. The data needs to be compared in comparison to for example Los Angeles County. What does data look like within each discipline as well?

- The question is do we move forward with our own ideas as to how we would like to have the data for faculty?
- There is funds attached to have a plan in place, specifically to hire an Equal Employment Opportunity Director that we currently do not have. The Equal Employment Opportunity office is current Dr. Dianne Fiero. There is language in title 5 which states that if the Chancellor's Office doesn't believe you are making progress they can start issuing mandates.
- Some of the question form the plane include: 1.) from your perspective why is diversity from the university college perspective so important at this moment? 2.) Systems are built to be self-sustainable and resist change by design whether conscious or unconscious. What intentional design changes do we need to make in order to see your progress and diversity at all levels faculty, administration and classified staff? 3.) The Vision for Success, our system strategic plan adopted by the BOG has asked colleges to take ownership of vision goals in past performance. The legislature has also set the expectation that we will make progress on faculty diversity. What support do stakeholders and practitioners need to champion faculty diversity? 4.) We know that there are competing expenses for department colleges and districts what are the top three resources that department colleges, districts or states need to make available and why? What challenges have you experienced in utilizing data? Are there improvements to data collection that you would recommend? 5.) Researchers are the first to note that diversifying a worksite expands beyond the recruitment and interview stages. How can colleges do a better job at developing candidates of diverse backgrounds?
- Minimum qualifications are set by the state. Departments need to determine what equivalencies are. Equivalencies are not an option, we are required to allow according to Title 5.
- There was a suggestion to recruit individuals form heavily diverse campuses in other states. However, one major barrier is traveling to California for an interview. There was

a suggestion to maybe have the Foundation offer a Travel Scholarship individuals from out of state could apply and travel for interviews.

- This topic top will be brought back at as a future discussion item in November. There was a suggestion to bring in Robert Wonzer and Aivee Ortega, Chair of the Minimum Qualifications & Equivalencies committee.
- Refresh Online Teaching regulation-Nov. 8<sup>th</sup> (Brian Weston)
  
- Possible addition Senate items priorities include:
  - IE2 Workgroup Report-Career Exploration (Career Center Videos) and Meta Majors/Mapping
  - Syllabus Language- BP4233 “Excused Absences” possible Oct. 11<sup>th</sup> Agenda meeting date.
  - OEI/Rubrics-Ann Marenco/Brian Weston possible Oct. 25<sup>th</sup> Agenda meeting date
    - This needs to be brought back as a Senate Discussion item. They have created their own checklist. If we want to have more courses in the exchange the new checklist is insufficient. The OEI rubric process is a lot of work for faculty so there may be some Professional Development offered.
  - Vote of No Confidence-Eloy Oakley possible Oct. 11<sup>th</sup> Agenda meeting date.
  - Top Code alignment
  - CTE Advisory Boards
  - Experiential Learning
    - CWEE Coordinator
    - Filed Studies
    - Service Learning – Tutoring in classes?
    - Internships
  - Digital Badging Policy (Wendy)
  - Administrator Retreat Rights Policy (Sab Matsumoto)
  - Process for AB288 Course Selection/Expansion
    - Refreshing the online teaching requirements.
  
- Resolution for Vote of No Confidence-Eloy Oakley – There will be a small committee drafting this.
  
- FERPA
  - There is a lack of understand that when a teaching assistant is put into the CANVAS shell they have full access to student grades. We need to

ensure teaching assistants are going through the training and there is tracking of who was trained.

- There was additional discussion about FERPA requirements.
  
- Syllabus Language
  - It was decided to divide this topic into three approaches which include identifying which policies are relevant for possible inclusion in syllabi, choice of words in syllabi through the lens of inclusion & equity, and lastly the process associated with the collection and review of syllabi.



THE COLLEGE OF THE CANYONS ACADEMIC SENATE  
**RESOLUTION IN SUPPORT OF DREAMERS**

WHEREAS, The Deferred Action for Childhood Arrivals (DACA), an Executive Order signed by President Obama on June 15, 2012 that allowed the undocumented children in our community access to educational opportunity and resources, was rescinded on September 5, 2017; and

WHEREAS, The Trump Administration has urged Congress to identify a replacement within six months before the Administration phases out DACA's protections. The outcome will determine the legal status and fate of approximately 800,000 immigrants known as "Dreamers" who were brought to the United States as children and who are eligible - under the existing DACA program - to apply for temporary residency in the United States; and

WHEREAS, Faculty throughout the country are concerned about the reported potential ending of the DACA program, which has allowed undocumented immigrants who were brought to the United States before their 16th birthday prior to June 2007 to remain in the United States under specific conditions and to apply for renewal of this program every two years; and

WHEREAS, Significant numbers of DACA students have attended and continue to attend California community colleges; and

WHEREAS, DACA students are representative of the students on whom the future of the State of California depends, and their removal from California and the United States would be a devastating loss; and

WHEREAS, Our vision for California's community colleges is to provide access to a quality public higher education for all Californians, and as the largest public system of higher education in the U.S., we take great pride in being the pathway to opportunity for Californians of all backgrounds; and

WHEREAS, The College of the Canyons Board of Trustees in Resolution No. 2016/17-19 Commitment to Creating a Welcoming Campus Environment Where All Students Feel Valued, committed to "serve undocumented students under the provisions contained in AB 540" and the district "reaffirmed the college's ongoing efforts to create a welcoming environment for all students, and remains unequivocally committed to serving all students who can benefit from the programs and services offered on its campus,"; and

WHEREAS, The College of the Canyons Academic Senate reaffirmed "its commitment to the values of inclusion, diversity, unity, open discussion, and success for all students", in their 2017 Resolution in Support of Students in Uncertain Political Times; and

WHEREAS, The College of the Canyons Academic Senate remains steadfast in our commitment to educational opportunity and will stand with "Dreamers" to protect quality public community colleges for all Californians;



RESOLVED, That the College of the Canyons Academic Senate affirm its support for students with Deferred Action for Childhood Arrivals status in the California community college system, the other segments of education in California, and across the nation and convey this affirmation to the Chancellor of the California Community Colleges, the Board of Governors, and other interested stakeholders both in the State of California and nationally.

Be it so moved that the College of the Canyons Academic Senate calls on the Santa Clarita Community College District Board of Trustees to take formal and public steps to reaffirm their commitment to our undocumented students and their families in the face of the possible revocation of DACA. The College of the Canyons Academic Senate specifically requests that the Board of Trustees take the following steps:

1. Adopt the following Board Policies and/or Administrative Procedures:
  - a. The Santa Clarita Community College District Security Department should not detain, question, or arrest any individual solely on the basis of suspected or actual undocumented immigration status.
  - b. The District will not cooperate with any federal effort to create a registry of individuals based on any protected characteristics such as religion, national origin, race or sexual orientation unless required by law.
  - c. The District will not disclose confidential student records without a judicial warrant, subpoena or court order, unless authorized by the student or required by law.
2. Host an online resource page with translations into Spanish, and other languages on the Santa Clarita Community College District website and publicize the resource in local media outlets, including major newspapers and non-English language media.
3. Provide professional development that prepares faculty and staff to better serve DACA students.

RESOLVED, That the College of the Canyons Academic Senate hereby urge the Congress of the United States, and our State and local leaders - in keeping with the highest and best traditions of our pluralistic constitutional democracy - to acknowledge and accept the moral imperative of relieving these victims of circumstance from the fear of deportation, and to provide our nation's "Dreamers" with continued relief from deportation, and a path to permanent citizenship; and

BE IT FURTHER RESOLVED, That the College of the Canyons Academic Senate urge California's Congressional members to uphold California values, and to fill the leadership void created by President Trump's decision, and to codify protections contained within the Deferred Action for Childhood Arrivals Program that will permit thousands of California "Dreamers" to achieve their highest potential.

Approved by Senate 10/12/17

# ***HUMAN RESOURCES OFFICE***

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Date: August 22, 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 for David Stears

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Name: David Stears

Hire Date: August 10, 2018

Position: Theatre Arts Instructor

Discipline Assignment: Drama/Theatre Arts

The minimum qualifications for Drama/Theatre Arts are the following:

- ✓ Master's or Master of Fine Arts in drama/theater arts/ performance OR;
- Bachelor's or Bachelor of Fine Arts in drama/theater arts/performance AND Master's in comparative literature, English, communication studies, speech, literature or humanities OR:
- The equivalent.

David Stears meets the minimum qualifications with: (Grandfathered in under equivalency #5 in 2002)  
*Equivalency #5: Bachelor's degree in the discipline of the assignment plus five years of professional experience related to the discipline of the assignment or five years of teaching experience in the discipline of the assignment.*

- Master's degree in Public Administration, California State University, Northridge.
- Bachelors of Fine Arts degree in Theatre, California Institute of the Arts, Valencia.
- Over 25 years of professional experience, College of the Canyons (2001-2018), Santa Clarita Shakespeare Festival (2009-2018), Santa Clarita Repoertory Theatre (1989-2000), and CalArts (1989-1994),

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Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# DRAFT

Career Education Liaison Position (1) – Two-Year Position, starting Fall 2018  
Reassigned Time: 40 % or 6 TLUs per semester.

## Background:

The Academic Senate for California Community College is actively seeking to build a stronger CTE faculty voice in response to the 2015 Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations. During the 2015 Spring Plenary, the statewide Senate body approved Resolution 17.02 S15 establishing the CTE Faculty Liaison position.

The CE Liaison serves as the voice of CTE faculty within the college and to broader audiences such as regional and state.

## Responsibilities include:

- Update and engage the local academic senate on statewide matters related to career education by signing up for ASCCC CTE Liaison listserv and attending statewide and regional career education events;
- Work with the Academic Senate to maintain a list of CTE Faculty and support dialog about upcoming changes related to the Doing What Matters/Strong Workforce efforts with the purpose of creating a group of CTE faculty advocates;
- Facilitate local and regional CTE discussions by Chair the Career Education Committee, standing committee under the Academic Senate, and participating in the South Central Coast Regional Consortia meetings;
- Participate in committees that are supporting the work of Strong Workforce/Doing What Matters;
- Communicate with other CTE Liaisons within the region;
- Attend local senate meetings and report as needed about statewide issues of concern in CTE;
- Identify CTE issues of concern locally or regionally;
- Communicate opportunities for CTE faculty to participate in CTE related statewide initiatives, workgroups, committees and taskforces to ensure that CTE interests are represented;
- Communicate the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations and participate in conversations to implement system-wide policies and practices that may significantly affect career technical education programs;
- Act as the lead along with the Chief Instructional Officer and the Career Education Dean to support dialog about upcoming changes related to the Doing What Matters/Strong Workforce efforts;
- Serve as the project manager with support from the CIO and Career Education Dean on CTE marketing efforts and enrollment management strategies;
- CTE Liaison will meet with the Senate President regularly.

## Academic Senate Elections Committee Procedures and Regulations (Proposal)

### Election Committee:

1. Elections of officers and members of the College of the Canyons Academic Senate should be run by the Elections Committee.
2. This committee will comprise of three members reporting to the Academic Senate.
  - a. The Academic Senate will appoint the chair of the committee.
  - b. The Academic Senate President will seek ~~volunteers from the members of the Academic Senate and appoint them to the committee~~ **out faculty volunteers to serve on the Elections Committee which will be approved by the Academic Senate.**
3. The committee's duties include seeking nominations, running ~~the election~~ **elections, and** declaring the results to the Academic Senate.
  - a. ~~Nominations will be obtained from the appropriate faculty groups.~~
  - b. ~~Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member.~~
  - c. ~~Individuals nominated should be consulted for approval before having their names on the ballot.~~
4. The committee will ensure that elections are held at appropriate ~~time~~ **times and in a timely manner.**
  - a. The eligible voters, per the Academic Senate Constitution, will participate in the appropriate election **which include nominations and voting.**
  - b. The President and the Vice President elections shall be ~~conducted during the 2nd week of the Spring Semester~~ **no later than the 4<sup>th</sup> week of the spring semester of even years. A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester. The nominating period shall be open and extend until the conclusion of the second week of the spring semester. (Section 6.A. of Constitution)**
  - c. The Division **or School** Representatives elections shall be conducted in the respective divisions **or schools** during ~~the 4th week of the Spring Semester~~ **no later than the 6th week of the Spring Semester of even years. (Section 6.B. of Constitution)**
  - d. The At-Large Senator elections shall be conducted during the 8<sup>th</sup> week of the Spring Semester **of odd years. (Section 6.C. of Constitution)**
  - e. ~~Division Representatives and At-Large Senators will be staggered in alternate years.~~
  - f. ~~Adjunct Senator Elections shall be conducted as early as possible in the beginning of each Fall Semester.~~ **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 subsequent fall semester. (Section 6.D. of Constitution)**
- g. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
  5. Elections will be conducted by the ~~Election committee~~ **Elections Committee** either by paper or electronic ballots.
  6. The results will be confirmed by the Academic Senate ~~at the next Academic Senate meeting~~ **by the conclusion of the semester in which they are held.**

**Nomination Procedures and Regulations:**

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

**Election Procedures and Regulations:**

- a. **Candidates may provide a candidate statement that is single spaced, size 12 font, no more than 200 400 words, and fits within half a page. Candidates are not required to provide a statement as they are optional.**
- b. **Candidates will be given at least 5 business days to provide a candidate statement. ~~Candidate statements must be received by the elections committee no later than 2 business day before the opening of the election or by the date and time set by the elections committee.~~**
- c. **Candidate statements will only be accepted by candidates and through the use of the Canyons email system. Candidate statements will not be accepted otherwise.**
- d. **Candidate statements will be compiled and sent out to eligible voters in random order, ~~by last name in alphabetical order,~~ prior to or at the opening of the election.**
- e. **If an election has multiple seats for the same position, then eligible voters will be able to vote for multiple candidates equal to the number of available seats, no more than one vote per candidate.**

- f. **The voting period will be held for a minimum of 5 business days and no longer than 10 business days.**

**Campaigning and Lobbying Rules and Regulations:**

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

## Adjunct Faculty Fall 2018

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/Equivalency	Evidence for how the faculty member meets MQ or E
Fleishman, Richard	Adjunct – Accounting	Master’s in accountancy or business administration with accounting concentration OR Bachelor’s in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master’s in business, business administration, business education, economics, taxation or finance OR Bachelor’s degree in accountancy or business administration with accounting concentration AND a CPA license	BS in Business Administration, Option Accounting, California State University, Los Angeles and MBA, Technology Management, University of Phoenix
Green, Janice	Adjunct – American Sign Language	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR Any associate degree and six (6)	BA in Business Administration, 17.71 full time years of professional experience related to the assignment

		years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Atsales, Kia	Adjunct – Anthropology	Master's degree in anthropology or archaeology OR Bachelor's degree in either of the above AND master's degree in sociology, biological sciences, forensic sciences, genetics or paleontology or the equivalent.	MA Anthropology, University of Minnesota
Hernandez, Oscar	Adjunct – Anthropology	Master's degree in anthropology or archaeology OR Bachelor's degree in either of the above AND master's degree in sociology, biological sciences, forensic sciences, genetics or paleontology or the equivalent.	MA Anthropology, California State University, Northridge
Lewis, Pamela	Adjunct – Art	Master's degree in fine arts, art, or art history OR Bachelor's degree in any of the above AND master's degree in humanities or the equivalent.	MFA in Art, California Institute of the Arts
Varamini, Hannah	Adjunct - Art	Master's degree in fine arts, art, or art history OR Bachelor's degree in any of the above AND master's degree in humanities or the equivalent.	MFA in Art, California Institute of the Arts
Night, Kimberly	Adjunct- Automotive Technology	Any bachelor's degree and two (2) years of full-time equivalent professional	AA Automotive Technology, College of Canyons and 7.3 years of professional experience in the discipline



		experience directly related to the faculty member's teaching assignment or the equivalent. OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Reilly, Ty	Adjunct – Automotive Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent. OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA Automotive Technology, College of the Canyons and 6.1 years of professional experience in the discipline
Ahmadpanah, Seyed	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science or the equivalent.	MD, Shahid Chamran Medical School, degree evaluated by Foundation for International Services
Clayton, Anthony	Adjunct – Business	Master's in business, business management, accountancy, finance, marketing, or business education OR Bachelor's in either of the above AND Master's in economics, personnel management, public	MBA, University of Phoenix

		administration, or J.D. or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's degree in personnel management, public administration, or J.D. or LL.B. degree	
Keelin, Christine	Adjunct – Business	Master's in business, business management, accountancy, finance, marketing, or business education OR Bachelor's in either of the above AND Master's in economics, personnel management, public administration, or J.D. or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's degree in personnel management, public administration, or J.D. or LL.B. degree	MBA, Claremont Graduate University
Robert, Donna	Adjunct - Business	Master's in business, business management, accountancy, finance, marketing, or business education OR Bachelor's in either of the above AND Master's in economics, personnel management, public administration, or J.D. or LL.B. degree OR-Bachelor's in economics with a business emphasis AND Master's degree in personnel	MBA, University of Southern California

		management, public administration, or J.D. or LL.B. degree	
Lofton, Maggie	Adjunct – CAWT	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Education and 5.34 years of professional experience in the discipline
Nishimura, Nobuko	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry or the equivalent.	PhD Chemistry, University of California, Los Angeles, MS Biology, California State University, Northridge
Bongarra, Lucas	Adjunct – Coaching	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Physical Education, The Master's College and 7.2 years of professional experience in the discipline

Brackett, Trevor	Adjunct – Counseling	Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor’s degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MS Educational Counseling, Fresno Pacific University
Hong, Nathasha	Adjunct – Counseling	Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor’s degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is	MS Guidance Counseling, California State University, San Bernardino

		an alternative qualification for this discipline.)	
Hulien Cardenas, Sherry	Adjunct – Counseling	Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor’s degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MS Educational Counseling, University of LaVerne
Lindgreen, Gretchen	Adjunct – Counseling	Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor’s degree in one of the listed degrees and a	MS Educational Counseling, University of LaVerne

		license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	
Pellegrin, Nathan	Adjunct – Counseling	Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor’s degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MS Educational Counseling, University of LaVerne
Robinson, London	Adjunct – Early Childhood Education (Child Development)	Master’s in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR Bachelor’s in	MA in Early Childhood Education, Pacific Oaks College

		either of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies.	
Heaton, Robert	Adjunct – Emergency Medical Technician	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Nursing, West Coast University and 4.1 years of professional experience in the discipline
Kayzakian, Arthur	Adjunct – English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism or the equivalent.	MA English, California State University, Northridge
Rego, Garrett	Adjunct - English	Master's in English, literature, comparative literature, or	MA English, California State University, Northridge

		composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism or the equivalent.	
Schilling, Tova	Adjunct – English as a Second Language	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language	MS in Education Specialization in TESOL, Shenandoah University
Moradian, Soudabeh	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass communication. OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	MFA in Film and Video, California Institute of the Arts
Smith, Tyler	Adjunct – Film Studies/Cinema	Master's degree in film, drama/theater arts, or mass	MA in Film and Television, University of California, Los Angeles



		communication. OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	
Buitrago, Erick	Adjunct – Kinesiology/Physical Education	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy or the equivalent.	MS Physical Education, Southern Illinois University
Escobar, Ruben	Adjunct – Kinesiology/Physical Education	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy or the equivalent.	MS Physical Education, Azusa Pacific University

Freeman, Daniel	Adjunct – Kinesiology/Physical Education	Master’s degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor’s degree in any of the above AND Master’s degree in any life science, dance, physiology, health education, recreation administration or physical therapy or the equivalent.	MS Kinesiology, California State University, Northridge
Kissling, Stephen	Adjunct – Manufacturing Technology	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	BS Mechanical Engineering, Georgia Institute of Technology and 24 years of professional experience in the discipline
Milne, Susan	Adjunct – Mathematics	Master’s in mathematics or applied mathematics OR Bachelor’s in either of the above AND Master’s in statistics, physics or mathematics education or the equivalent.	MS Mathematics, California State University, Channel Islands

Mundsack, Allan	Adjunct – Mathematics	Master’s in mathematics or applied mathematics OR Bachelor’s in either of the above AND Master’s in statistics, physics or mathematics education or the equivalent.	MS Mathematics, San Diego State University
Brown, Joshua	Adjunct – Medical Laboratory Technician	Any Bachelor’s degree or better AND two years of experience in the discipline AND one or more of the following: -must be a physician or surgeon licensed under chapter 5 OR -a doctoral scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160 OR Any Bachelor’s degree or better AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3. OR Any Associate’s degree AND six years of experience in the discipline AND one or more of the following: -must be a physician or surgeon licensed under chapter 5 OR	PhD Biochemistry and Molecular Biophysics, California Institute of Technology, BS Biochemistry and Cell Biology, University of California, San Diego; 7.2 years of professional experience in the discipline and Clinical Laboratory Scientist license

		-a doctoral scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160. OR Any Associate's degree AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3 AND One year of additional experience in the discipline. OR- Equivalent (none accepted)	
Stone, Brian	Adjunct – Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities or the equivalent.	MA in Music Conducting and PhD in Musical Arts Conducting, Johns Hopkins University
Dizon, Arthur	Adjunct – Nursing	Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting.	BS Nursing, University of Phoenix and 4.3 years of professional experience in the discipline including 4.3 years of experience in direct patient care within the last 5 years

		AND A valid, active California RN license	
Nikbakhsh, Sanaz	Adjunct – Paralegal Law	JD or LL.B. OR- Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	JD, University of West Los Angeles
Mahmud, Aida	Adjunct – Psychology	Master’s in psychology. OR Bachelor’s in psychology AND Master’s degree in counseling, sociology, statistics, neuroscience, or social work.	MA in Psychology, General-Experimental, California State University, Northridge
Lorenzen, Matthew	Adjunct – Psychology	Master’s in psychology. OR Bachelor’s in psychology AND Master’s degree in counseling, sociology, statistics, neuroscience, or social work.	MS in Psychology, California Polytechnic State University
Gobulukoglu, Ismail	Adjunct – Physics	Master’s in physics, astronomy, or astrophysics OR- Bachelor’s in physics or astronomy AND master’s degree in engineering, mathematics, meteorology, or geophysics	MS Physics and Astronomy, University of Nebraska - Lincoln
Nusierat, Ola	Adjunct – Physics	Master’s in physics, astronomy, or astrophysics OR- Bachelor’s in physics or astronomy AND	PhD Physics, University of Mississippi, MS Mathematics, University of Alabama at Birmingham

		master's degree in engineering, mathematics, meteorology, or geophysics	
Regier, Maud	Adjunct – Physics	Master's in physics, astronomy, or astrophysics OR- Bachelor's in physics or astronomy AND master's degree in engineering, mathematics, meteorology, or geophysics	MS Physics, Nantes University, degree evaluated by International Education Research Foundation, Inc.
Tripathi, Om	Adjunct – Physics	Master's in physics, astronomy, or astrophysics OR- Bachelor's in physics or astronomy AND master's degree in engineering, mathematics, meteorology, or geophysics	MS Physics, University of Allahabad, degree evaluated by International Education Research Foundation
Atkinson, Kimberly	Adjunct - Theatre	Master's degree or Master of Fine Arts in drama/theatre arts/performance OR Bachelor's degree or Bachelors of Fine Arts in drama/theater arts/performance AND Master's degree in comparative literature, English, communication studies, speech, literature, or humanities or the equivalent.	MFA Drama/Acting, University of Washington
Bye, Ryan	Adjunct – Water (Environmental Technology)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;	BA Organizational Management, The Master's College and 11.4 years of professional experience in the discipline

		OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Margheritis, Luis	Adjunct – Water (Environmental Technology)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA, Water Systems Technology, College of the Canyons and 8.6 years of professional experience in the discipline
McQueen, Crystal	Adjunct – English as a Second Language	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading,	MA in TESOL, University of Southern California

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



Moore, Cofley	Noncredit – Basic Skills Mathematics	Bachelor’s degree in mathematics.	BA in Mathematics, California State University, Los Angeles
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**Adjunct Faculty Summer 2018**

Vannix, Cecil Robert	Adjunct – Automotive Technology	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	BS Industrial Studies, Loma Linda University and 11.25 years of experience in the discipline
Klaasmeyer, Katrina	Adjunct – Art	Master’s degree in fine arts, art, or art history OR- Bachelor’s degree in any of the above AND master’s degree in humanities OR- Equivalency: An official transcript documenting successful completion of any Master’s degree from an accredited institution of higher education AND official transcripts documenting	MA Art History, University of Oregon

		successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Chien, Jason	Adjunct – Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science OR the equivalent	PhD, Biological Sciences, UC Berkley; BS Cell and Molecular Biology, University of California, Los Angeles
Gasparyan, Hovik	Adjunct – Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science OR the equivalent	PhD, Cell & Molecular Biology, UC Riverside; BS Microbiology Immunology and Molecular Genetics, University of California, Los Angeles
Keller, Carson	Adjunct – Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science OR the equivalent	MS Biology, California State University, Northridge
Sanei, Maryam	Adjunct – Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science OR the equivalent	PhD Biological Science, Martin Luther University, Germany, degree evaluated by Foreign Academic Credential Services; MS, Plant Breeding, Mazandaran University, Sari, degree evaluated by Foreign Academic Credential Services
Haiges, Ralf	Adjunct – Chemistry	Master’s in chemistry OR	PhD and MS Chemistry, University of

		Bachelor's in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR-equivalent	Wuppertal/Germandegrees evaluated by International Education Research Foundation, Inc.
Junius, Jermaine	Adjunct Communication Studies	<p>Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication.</p> <p>OR- Bachelor's degree in any of the above AND master's degree in drama/ theater arts, mass communication, or English.</p> <p>OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division AND graduate level, a minimum of which must be 12 graduate level semester units.</p>	BA in Social Work, California State University, Los Angeles, PhD Mass Communication and Media Studies, Howard University, 39 graduate level in the Communication/Mass Communication
Lohse, Jenna	Adjunct Communication Studies	Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech	MA Communication Studies, California State University, Northridge

		<p>communication, or organizational communication.</p> <p>OR- Bachelor's degree in any of the above AND master's degree in drama/ theater arts, mass communication, or English.</p> <p>OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division AND graduate level, a minimum of which must be 12 graduate level semester units.</p>	
Sikkema, Dwight	Adjunct – Computer Science	<p>Master's in computer science or computer engineering OR- Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR- Bachelor's in engineering AND master's degree in cybernetics, engineering, mathematics, or business administration OR- Bachelor's in</p>	MS Computer Science, Clemson University

		<p>mathematics AND master's degree in cybernetics, engineering, mathematics, or business administration OR- Bachelor's in any of the above AND master's degree in information science, computer information systems, or information systems or the equivalent</p>	
Adams, Lauren	Adjunct – Counseling	<p>Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)</p>	MS Educational Counseling, University of La Verne
Srapyan, Gohar	Adjunct – Counseling	<p>Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling,</p>	MS Counseling, University of La Verne

		educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	
Zamudio, Sandra	Adjunct – Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MS Educational Counseling, University of LaVerne
Acosta, Rebecca	Adjunct – Economics	Master's in economics OR- Bachelor's in economics AND Master's in business, business	MA in Economics & PhD in Economics, University of California, Los Angeles

		administration, business management, business education, finance, or political science	
Wright, Jerome	Adjunct – Kinesiology/Physical Education	Master’s degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor’s degree in any of the above AND Master’s degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent.	MS Physical Education, Azusa Pacific University
Hernandez, Maria G.	Adjunct – Modern Languages (Spanish) (Foreign Languages)	Master’s degree in Spanish; OR- Bachelor’s degree in Spanish AND Master’s degree in another language or linguistics; OR- Equivalency: An official transcript documenting successful completion of any Master’s degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the	MA Spanish, California State University, Northridge

		upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Flestado, Sharlene	Adjunct – English as a Second Language	Master’s in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR- Bachelor’s in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master’s in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language	MA in Teaching English to Speakers of Other Languages, Azusa Pacific University



**ISA's for Academic Senate – Spring/Summer 2018**

Acosta, Maria Mauro	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Sociology (Criminology), California State University Northridge and at least 2 years of experience in law enforcement
Atteberry, Kevin	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Social Sciences from Washington State University and at least 2 Years of experience in fire technology
Born, Dora	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the	AA General Studies from Reedley College and at least 6 years of experience in law enforcement

		faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Brawer, Stan	Los Angeles County Fire Department		
Bruce, Gregory	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Liberal Arts, Regents College and at least 2 years of experience in law enforcement.
Cleon, Joseph	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. Equivalency to AA: Option #1: Successful completion of a	Meets equivalency to AA option #1: 60 Semester units of college coursework with at least 15 semester units in general education coursework and 18 semester units of discipline specific coursework and at least 6 years of experience in law enforcement

		<p>minimum of 60 semester units of college coursework at an accredited institution of higher learning including a minimum of 15 general education course units AND 18 discipline-specific semester units in courses for any one discipline-specific major.</p> <p>Option #2: Successful completion of a minimum of 40 semester units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units, as described below and required for the Associate degree and documented AND verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline.</p>	
Cross, Dennis	Los Angeles County Fire Department		
Ferguson, Howard	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's	AA Fire Technology from Allan Hancock College and at least 6 years of experience in fire technology

		teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Goulet, Glenn	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA Liberal Arts and Sciences from Moorpark College and at least 6 years of experience in fire technology
Haskett, Kenichi	Los Angeles County Fire Department – Lifeguard Division	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA Philosophy from Cal Poly San Luis Obispo and at least 2 years of experience as a Lifeguard
Kim, Danny	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the	BA Communications from Cal State San Bernardino and at least 2 years of experience in law enforcement

		faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Kim, Yun Son	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS Nursing, Azusa Pacific University and at least 2 years of experience in fire technology
Lebel, Jonathan	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. Equivalency to AA: Option #1: Successful completion of a minimum of 60 semester units of	Meets equivalency to AA option #2: 121.5 semester units of college coursework including a minimum of 18 semester units of general education and at least 320 hours of law enforcement training

		<p>college coursework at an accredited institution of higher learning including a minimum of 15 general education course units AND 18 discipline-specific semester units in courses for any one discipline-specific major.</p> <p>Option #2: successful completion of a minimum of 40 semester units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units, as described below and required for the Associate degree and documented AND verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline.</p>	
Leverich, Edward	Los Angeles Police Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6)	BS Microbiology, UCLA and at least 2 years of experience in law enforcement

		years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Nuesca, Jason	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA History, UCLA and at least 2 years of experience in fire technology
Tombar, Monica	Los Angeles Police Department	5/10/18 - 5/9/21	AA Administration of Justice, East Los Angeles College plus at least 6 years of experience in law enforcement
Wogau, Ilse	Los Angeles County Fire Department	7/12/18 - 7/11/21	AA Nursing, Pasadena City College plus at least 6 years of experience in fire technology