



College of the Canyons Academic Senate

October 24, 2019

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

AGENDA

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

A. Routine Matters

1. Call to order
2. Public Comment

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

3. Approval of the Agenda
4. Committee Appointments: (pg. 3-4)

- Ad-Hoc Committee Instructional & Student Support Facilities Planning
- Ad-hoc Accommodating Intercollegiate Student Representatives Committee
- Dreamer’s Together Taskforce

5. Approval of the Consent Calendar

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

B. Reports

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

1. Academic Senate Presidents Report
2. CASL/Program Review, Jeff Baker
3. Legislative Liaison Report, Wendy Brill

C. Action Items

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

1. Canyons Connects: Counseling Referral Message Language, Michelle Labrie (pg. 28)
2. [Adopt the “Monarch” butterfly as a symbol to show support for undocumented students](#)
3. Revised Discipline memo for Harriet Happel (pg. 29-30)
 - Note: Additional discipline assigned has been added.

D. Discussion

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

1. ADT’s Electives, Lisa Hooper
2. ASCCC Exemplary Award, Mary Corbett (pg. 31-35)
3. BP & AP 5410 DSP&S, David Andrus (pg. 36-40)

E. Unfinished Business

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

1. Senator Responsibilities and Communication, Rebecca Eikey
2. Accommodating Intercollegiate Student Representatives Form, Albert Loaiza & Phil Marcellin

F. New Future Business

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

G. In Committee

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

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

H. Announcements

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

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.

Committee Appointments

College Planning Team (CPT) Committee

First Name	Last Name	Full Time Faculty Or Adjunct
Christina	Chung	FTF, Business
Diana	Stanich	FTF, VAPA
Erika	Torgeson	FTF, Student Services/Counseling
Patty	Robinson	FTF, SBS
Tim	Baber	FTF, Applied Tech
Wendy	Brill	FTF, COCFA

Ad-hoc Instructional & Student Support Facilities Planning Committee

First Name	Last Name	Full Time Faculty Or Adjunct
Jason	Burgdorfer	Chair, FTF, MSHP
Alejandro	Lichtscheidl	Adjunct, MSHP
Amy	Foote	Adjunct, MSHP
Clayton	Anthony	Adjunct, Business
Patricia	Medina	Adjunct, MSHP
David	Michaels	FTF, MSHP
Dilek	Sanver-Wang	FTF, MSHP
Jeffery	Baker	FTF, VAPA
Kelly	Burke	FTF, MSHP
Larry	Alvarez	FTF, MSHP
Miriam	Golbert	FTF, MSHP
Shane	Ramey	FTF, MSHP
Tammera	Rice	FTF, SBS

Ad-hoc Accommodating Intercollegiate Student Representatives Committee

First Name	Last Name	Full Time Faculty Or Adjunct
Lisa	Hooper	FTF, Kinesiology
Robert	Maxwell	FTF, Business
Albert	Loaiza	FTF, Student Services
Phil	Gussin	FTF, SBS
Phil	Marcellin	FTF, Kinesiology

Dreamer's Together Taskforce

First Name	Last Name	Position
Alexis	Torres	Adjunct, MSHP
Alma	Juarez	Adjunct, VAPA
Amanda	Keating	Adjunct, SBS
Amy	Foote	Adjunct, Director MESA, MSHP
Angel	Valdivia	Adjunct, SBS
Angela	Kirwin	Adjunct, SBS
Anthony	Clayton	Adjunct, Business
Antoinette	Ricardo	Adjunct, SBS
April	Reardon	FTF, Student Services
Bernardo	Feldman	FTF, VAPA
Brent	Riffel	FTF, History
Carolina	Bonitatis	Adjunct, Student Services
Christine	Iskander	FTF, Humanities
Claudia	Acosta	FTF, Humanities
Conception	Perez	FTF, Student Services
Esther	Villegas-Sandoval	Adjunct, SBS
Fiorella	Chauca	Adjunct, Humanities
Gina	Lam	Adjunct, SBS
Hernan	Ramirez	FTF, SBS
Jeannie	Chari	FTF, MSHP
Jeffrey	Baker	FTF, VAPA
Jessica	Proctor	Adjunct, SBS
Katie	Coleman	FTF, SBS
Kelly	Cude	FTF, MSHP
Mark	Rafter	FTF/Retiree Emeritus status
Mary	Bates	FTF, MSHP
Necia	Gelker	FTF, VAPA
Patricia	Garcia	FTF, Student Services
Patty	Robinson	FTF, SBS
Pierre	Etienne	FTF, Humanities
Rebecca	Eikey	FTF, MSHP, Academic Senate President
Samir	Hamawe	Adjunct, Student Services
Tara	Williams	FTF, MSHP
Vincent	Devlahovich	FTF, MSHP
Warren	Heaton	Adjunct, SBS
Wendy	Brill	FTF, VAPA, COCFA President

Academic Senate Summary for October 10, 2019

Voting Members					
Senate President	Rebecca Eikey	A	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	Garrett Rieck	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	<i>Lisa Hooper proxy for Philip Marcellin</i>	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

Non-voting Members	
Joe Gerda	A
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
Annie Effinger (ASG Student Rep)	X	Albert Loaiza	X
Michelle LaBrie	X	Justin Hunt	X
Dr. Diane Fiero	X	Sharlene Coleal	X
Omar Torres	X	Kathy Bakhit	X
Edel Alonso (via Zoom)	X		

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment:
 - Students have not received an email about the upcoming earthquake drill scheduled for Thursday, October 17, 2019. Faculty have received the email. Rebecca Shepherd spoke with Dr. Dianne Fiero who will speak with Jim Temple regarding making sure an email is sent out soon to students. Faculty were instructed to speak with students regarding this drill however an email notification with links to videos would allow students to view the information for themselves. There are many students with anxiety related issues which may be triggered by a drill of this nature and may self-select out.

3. Approval of the Agenda

- On the Sept. 26th summary under the Vice President Report there was a request to correct the title of the faculty work group from “Facilities Restroom Improvements” to “Facilities Improvements” group to allow for more general facilities discussions.
- Motion to approve the agenda by Gary Collis, seconded by David Andrus. Unanimous. Approved.

4. Committee Appointments: (pg. 3)

- Elections Committee
- Canyons Connects Advisory Committee
- Constitution & By-Laws Committee
- Cultural Advancement Team Members

5. Approval of the Consent Calendar

- Motion to approve the consent calendar by Lisa Hooper, seconded by Sab Matsumoto. Unanimous. Approved.

Academic Senate Summary, September 26, 2019 (pg. 4-11)	Curriculum Committee Summary, October 3, 2019 (pg. 12-23)
Program Viability Committee Summary, September 19, 2019 (pg. 24-26)	Executive Senate Committee Summary, October 1, 2019 (pg. 27-28)

B. Reports

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

1. Annual Curriculum Committee, Lisa Hooper (20 minute allocated time)

- Lisa shared the [Annual Curriculum Committee Report to Senate slide presentation](#), [Curriculum Revision Checklist Credit Courses](#) and acknowledge all committee members. The committee did a lot of work relating to new courses, new degree & certification programs, expanding noncredit offerings, re-packing curriculum and stackable certificates. Some highlights included the Annual Committee Training that is held during FLEX week and changes with AB-705 (such as English moving to a 4 unit 101 model and Math creating math lab support, Liberal Arts Math 100 courses). Pre-requisites in Math and English require some guidance and potentially new language. The committees solution was that if the pre-requisites were lower than the college level the course, the course was left in but a note was added stating “or higher placement” to help communicate to students that is there is some level of competency for Math and English that is required. The pre-requisites were not taken off as they are required as part of the articulation agreements.
- Multiple Measures Assessment: The office of Institutional Research will need to track what the student elected to take and how the student finished in that course. The committee has two years to collect data. Currently, there are high failure rates in math due to many students being unable to do arithmetic and attempting to take trigonometry and college algebra. Other disciplines are also being looked at to determine how math is impacting the students.
- New distance learning addendums: included work from the committee on how to address parking concerns. If a courses is not substantially changed and a faculty members wants to deliver it in hybrid and it is consistent with the teaching style of the

faculty member there is no need for a full review the course. If for example there is a public speaking course which requires a live audience the faculty member will need to present to the committee what technology will be used to facilitate a live audience.

- 5 year revision list is very large. Courses need to go through the audit trail by the end of the semester. CID's descriptors are evaluated on a 5 year cycle and are a part of the ADT's which allows our programs to count at the transfer level. Auditors include MQ&E's, articulations and SLO's.
 - Curriculum Academy: will include three workshops which are designed to provide a foundational and practical knowledge.
 - A Curriculum Revision Checklist Credit Course handout was shared. A checklist for non-credit will be available in the future.
 - The slide presentation shared will be on the Curriculum Committee website available as a resource guide.
2. Guided Pathways Liaisons Reports, Tara Williams & Erika Torgeson (7 minute allocated time)
- Data Labs are still open and available for people to join. E12 Committee is re-grouping and trying to identify what are some of the goals to work on in the next couple of years and re-examine which work groups will be re-established. Counseling will be working with different schools to identify specific drop in times to determine what are the needs of the schools and if there is a specific area for a counselor drop in. One of the challenges with drop in's is the shortage of counselors. It has not been determine how special population counselors will be linked to the success teams or to drop in's. Days and drop in's for schools will be communicated soon. In regards to the Mentoring Programs/A2MEND there is work being done with the Alliance Groups. There are posters around campus. There is an organization chart regarding how communication should take place in terms of Guided Pathways. The chart is going through its 6th revision and may come through Senate soon. The full Canyons Completes Updates from Sept. 2019 Steeling Committee is available on (pg. 11-13)

C. Action Items

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

1. AA 19-35 Annual Curriculum Approval Certification, Lisa Hooper
 - Annual Curriculum Approval Certification (pg. 29-32)
 - It was clarified that what will approved is the signature for last year's budget.
 - Noncredit Course Approval and Certification Guidance Table (pg. 33-38)
 - There was a clarification that non-credit course approval will be included going forward.
 - Periodic Curriculum Review (pg. 39-40)
 - Motion to approve the AA 19-35 Annual Curriculum Approval Certification by David Andrus, seconded by Aaron Silverman. Unanimous. Approved.
2. Academic Mapping, Erika Torgeson
 - Guiding Principles
 - This item is in regards to the website that was created and which allows faculty to begin the process. The website includes documents that can be downloaded.

- Approval Form
 - There was a change proposed regarding re-wording “associates general education” as “canyons general education.” However, this change would prompt changes on multiple forms and links. The Counseling Department choose to leave the language as is.
- Templates
 - For the “Stand Alone Local Associates Degrees” this will be relabeled from “Canyons General Education” to “Associates General Education.”
- Motion to approve this item by Erica Seubert, seconded by Carly Perl. 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. Accommodating Intercollegiate Student Representatives, Albert Loaiza & Phil Marcellin
 - It needs to be determined what faculty want the form to look like.
 - Senators took the sample forms and shared with their schools and reported back to senate. Feedback was collected from the following schools:
 - School of VAPA: Faculty are supportive of a form but feel it shouldn’t just apply to athletics and that it should include any school sanctioned events.
 - School of Humanities: There was concern regarding what is expected of the instructor. Is the instructor supposed to not deduct points for missing class or count as an excused absence? Faculty want more specifics on the forms such as date and reason for missing class.
 - School of Social & Behavioral Science: Faculty are in favor of a form and feel student athletes should not have priority over other school functions. Faculty felt it is important to make the policy language clear.
 - School of Kinesiology: It was clarified that student athletes are only allowed to register during certain time blocks to avoid overlap over athletics and other classes. Language needs to be included regarding an unforeseen conflict and have the coach contact the instructor of the impacted course. The form should be signed by the coach to confirm the time the student will be absent.
 - School of Applied Technologies: There are not too many student athletes in this school. Accommodation is a standard in AT for student success. These types of policies are not enforced in the syllabus.
 - School of Business: Faculty are in favor of a form. There is a request for more communication. In regards to policy language, is there a limit of absences?
 - School of MSHP:
 1. Department of HPPS: There are no student athletes in this department and students cannot make up clinical times due to contracts. School is very accommodating so attrition rates stay low. Faculty are supportive of a form but concerned with the additional workload.
 2. Department of MSE: Questions regarding what faculty have to do. Faculty are ok with the form due to the policies not changing. Faculty felt that if one group of students are accommodated then other groups should be too. Concern that students may take advantage of the form.
 - Student Services: Counselors are supportive of the form. There was a request to have a contact email or phone number of the person sponsoring the event in

case there are questions or concerns from the faculty member. A flyer should be attached indicating the change of event date/time.

- Policy Committee: The Policy Committee is not handling the form. What is determined in policy will determine what the value of the form will be. The current policy states that an excused absence is defined as “extenuating.” However, when it starts to count towards 10% absences that an instructor can drop a student for there are no distinguishing characteristics between “excused” and “unexcused” absences. Policy changes will be presented to senate soon. There needs to be a process created that if the policy is not adhered to then there is a violation.
 - The form will be created and sent to faculty for review. The form will come back as an action item.
2. Canyons Connects, Counseling referral messaging language, Michelle LaBrie (pg. 41-43)
- The messaging prompts that would go to the students if a counseling referral is made were discussed. The prompts were written by the counseling faculty. There would be three referrals, Academic, Career and Life Skills. Life Skills would not be referring to behavioral intervention. Within 1-2 days a counselor would retrieve the referral and see all the flags from other faculty and then reach out to the student. The counselor could also refer additional referrals. There will be built in layers for students of special populations such as Veterans, EOPS or DSPS. There is concern that the term “Referral” can communicate to the student that they may be in trouble. Could there be a different word use? However, it was clarified that this is the language built into the system. There was a request to add after the word “transfer” after the word “educational planning” to encompass all students. There was a request to change the term “life skills” and change to “Practical Skills.” The other option is to remove “life” and just leave as “skills.”
3. 2019 Climate Survey Results, Wendy Brill
- [2019 Climate Survey \(Faculty-Staff link\)](#)
 - [2019 Climate Survey \(Admin link\)](#)
 - Three surveys have been conducted, one by Academic Senate in 2008, second by Institutional Research in 2016 and a last one by COCFA in 2019. All three surveys show a consistent concern with campus climate. Major themes include a lack of transparency in terms of decision making regarding the budget. Committee work for faculty and staff input is solicited but ignored. Adjuncts feel they do not have enough time or compensation for effective participation in shared governance, too many meetings, speaking out puts you on a list, lack of respect from faculty expertise from the state, concern with safety not being addressed and issues with communication. The response to the survey was to create a committee on committees to collapse the near 100 committees and to create a Shared Governance Council. One idea proposed is to come up with actionable solutions attached to a timeline to be accountable for those actions. A Governance council may facilitate communication. For example what is happening in Program Viability is connected with a decision in Facilities.
 - Several suggestions were shared such as, have the results of the survey emailed out to everyone. Develop a healthy 360 evaluation process (similar to the faculty evaluation process). Ensure faculty representation on administrator hiring committees. Have a say in technician performance evaluations, such as lab techs. Request to harness the technology to improve efficiency, in particular regarding emails. An idea was proposed

to have a webpage where all campus announcements could be posted to eliminate the many coc-all emails. The title of the survey could be more specific as many felt the Climate Survey title was referring to climate change. There is going to be a PRT team that will help focus on improving communication. There may be a need to have Senate put in a recommendation to have an outside professional organization conduct a survey to help close the gap.

E. Unfinished Business

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

1. Senator Responsibilities and Communication

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

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BP & AP 5410 DSP&S
BP 4240 Academic Renewal
Academic Senate Constitution and Bylaws Revisions
AP 7120 Recruitment
BP & AP 4030 Academic Freedom (Back in Committee per CPC)
Camera Policy
BP/AP Covering Substitute Teachers
Student Conduct (Phase 2 - BPs 5529, 5530 & 5531)
BP & AP 4233 Digital Badging
Freedom of Speech, Harassment
BP & AP – Civic Center and Other Facility Use
Administrative Retreat Rights

H. Announcements

- Next Academic Senate Meetings Oct. 24th, Nov. 7th & Nov. 21st 2019
- [2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019](#), Newport Beach
- [Resolutions for Discussion at Area Meetings October 11-12, 2019](#)
 - Please contact [Rebecca Eikey](#) with any questions or concerns

II. Adjournment: 4:59pm



Canyons Completes Updates from Sept. 2019 Steering Comm.

Notes provided by Jasmine Ruys, Daylene Meuscke, Paul Wickline, John Makevich, Preeta Saxena, Erika Torgeson, Micah Young, and Harriet Happel

Data Coaches/Data Literacy Training

- Training rolled out in August to support the Academic Program Review and Planning process.
- Set up Canvas shell to support communication and training for data coaches
- Collaborating with **Center for Excellence in Teaching and Learning** to provide faculty-driven professional development emphasizing data informed instruction.
- Data labs still open for people to join – Zoom is available
 - Lab #4 – Friday, Oct. 11th 1pm-3:15pm (Bonelli Hall, 106)
 - Open Lab – Friday, Oct. 18th 11am-12pm (Bonelli Hall, 106)
 - Lab #5 – Friday, Oct. 25th (not sure on time and room)

Canyons Connects Powered by Starfish



Engage. Connect. Succeed.

- More info will be presented today at Senate!
- Hired new faculty coordinators (stipend) to replace Julie (CETL coordinator) and Collette (AB 705/Math Consortium).
- Michelle LaBrie (Psychology) and Rebecca Laff (ECE) are the new coordinators. Michelle is presenting later on
- Formed **Canyons Connects Advisory Group** in Fall 2019.
- **Implementation Team** Meetings with Hobson’s will resume in October.
- **Soft-launch began** in Fall 2019 with select departments and faculty.
- Counseling completing final set-up to start testing/receiving/processing referrals sent to them for academic, career, and life skills help.
 - Justin Hunt assisting with this
- **Scale up to a Full-launch** in Spring 2020

Success Teams

- Discussions happening...?
- Counseling working on School specific drop-ins that can work with Success Teams or independently, based on the evolution of Success Teams:

- Garrett finished up School presentations for needs/feedback/suggestions on how Schools would like to see this rolled out –
- Due to shortage of counselors (only have 6 full-time, general available to dedicate time to drop-in counseling), may not have one specific counselor per School, but a rotation of counselors each week to help launch this service
 - Not sure how special pop counselors will be linked at this time
 - Not sure days/times/locations for School drop-ins - TBD

Mapping/Program Maps/Program Mapper

- Updated Program Mapping Status (9/24/19)
 - Next Steps
 - **September 26:** Present templates for Program Maps (AA, CSU, UC), Program Map Approval Form (Associate and Certificate), and Program Map Principles and Guidelines (website template) through Academic Senate for First Read/Action Item.
 - Hope to finalize **all three items** through Senate by **Oct. 10th ...?**
 - **October 11:** Based on Senate approval, start formal approval and tech review process (through Curriculum) for finalized maps
 - **Nov 1:** Goal is to have **85% of maps** in final review stage and/or in confirm/upload stage for Program Mapper.
 - **Fall 2019 – Spring 2020:** Review/update/create certificate program maps with April 1st completion (pending progress of Associate Program Maps) - this timeframe is fluid as of 9/2019

Mentoring Program/A2MEND

- Launching the mentoring program in partnership with Alliances on campus (i.e. Latinx Alliance, Black Student Alliance). Information session meetings for Alliances on September 27th.
- A2MEND Student Charter application accepted, sent 1 faculty, 1 administrator and 1 student to the Summer training. A2MEND will plan and schedule a campus visit. A2MEND will be a resource and network base for moving the mentoring program forward.

- Professional Development Committee is reviewing proposal for FLEX credit for faculty mentors.
- September meetings: Discussed Tracking tool for time spent on mentoring and received training on “responsible Employee” and Title XI reporting regulations
- Mentors have attended first meetings of African American/Black and Latinx Alliances, few students have attended. Continuing to promote – signs posted around campus
- Faculty and staff can still get involved – contact Preeta Saxena and Micah Young

Leading from the Middle (LFM)

- Project #2: Organizational Chart, Process Mapping, and Decision- Making Guide
- Working on 6th revision of Reorganization Chart – Preeta and team
 - Will bring forward to Academic Senate – not sure when?
 - Final LFM conference (Oct. 24-26)

Mark Perna – Competitive Advantage

- Strategic Enrollment Funnel
- Career Trees and Program Points
 - Alisha Kaminsky (Career Counselor) and Gary Quire (Business Faculty) are assisting with this project

School of Personal and Professional Learning (continuing ed)

- Next committee meeting scheduled for November 13 from 3pm to 4pm.
- Working with Hart District and GatewaySCV to define pathway maps to transition adult learners to COC credit programs.
- Launching new programs in human resource management, personal training, green gardening, college skills, and additional career skills courses.
- Re-launching Emeritus Institute courses with classes planned at various local community centers, as well as Bella Vida and Oakmont.

Guided Pathways Institute 6: September 5-7 in Sacramento

- The institute focused on Ensuring Equity through Guided Pathways.
- Joe Gerda, Paul Wickline, Jasmine Ruys, Erika Torgeson, Tara Williams, Robert Wonser, Micah Young, Daylene Meuschke attended
- Short-Term Action Plan was due last Friday, 10/4/19

CURRICULUM COMMITTEE SUMMARY

October 17, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

Members Present: Larry Alvarez – Ad Hoc Member; Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill -Visual and Performing Arts; Tricia George – Humanities; Holly Hitt-Zuniga - Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Saburo Matsumoto – At large member; Anne Marengo – Social and Behavioral Sciences; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Omar Torres – Administrative Co-Chair

Members Absent: Steve Erwin – Admissions and Records; Cindy Stephens – At large member Physical Education & Athletics – Vacant

NEW COURSE PROPOSALS – DISCUSSION OF NEED

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

Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
MUSIC-162	Guitar Ensemble	New course to be added as part of a more comprehensive Guitar Program. Possible match for C-ID MUS 180. <i>See attached document for demonstrated need.</i>	B. McPherson B. Feldman	TBD

-Motion to adopt the need for and conduct a full review of MUSIC-162; Motion by Jeremy Patrich, second by Anne Marengo. All in favor: Unanimous.

NEW COURSE PROPOSALS – FINAL READ

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

Subject & Number	Title	Description of Action	Author	Effective
NC.EDUC-003	Instructional Aide Training: Roles and Responsibilities	0 units (noncredit), 8 – 16 hours lecture. New SLO.	G. Rieck	TBD

NEW COURSE PROPOSALS – FINAL READ

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

NC.EDUC-004	Instructional Aide Training: Effective Practices	0 units (noncredit), 12 – 21 hours lecture. New SLO.	G. Rieck	TBD
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-Motion to approve NC.EDUC-003 & 004; Motion by Anne Marengo, second by Erin Barnthouse. All in favor: Unanimous.

NEW PROGRAM PROPOSALS – FINAL READ

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

Program	Degree/Certificate	Description of Action	Author	Effective
Instructional Aide Training	Certificate of Completion	2 required courses (NC.EDUC-003 & 004), new program SLO.	G. Rieck	Spring 2020

-Motion to approve the Instructional Aide Training Certificate of Completion; Motion by Jeremy Patrich, second by Erin Barnthouse. All in favor: Unanimous.

MODIFIED PROGRAMS – DISCUSSION

Program	Degree/Certificate	Description of Action	Author	Effective
Communications Studies	A.A.-T Degree	Removing MEA-100 from “Plus six units from the following” section of the degree. Removing ANTHO-103/103H, PSYCH-101/101H, and SOCI-101/101H from “Plus three units from the following” section. Adding COMS-256 to “Plus three units from the following” section. No change in total major units required.	T. Stokes-Rice	TBD

-The Curriculum Committee discussed the proposed revision to the Communications Studies A.A.-T Degree and would like to confer with the Academic Senate before bringing this proposed modification back on the agenda for a vote.

DELETED COURSES– CONSENT CALENDAR

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

Subject & Number	Title	Description of Action	Author	Effective
MATH-059	Algebra Preparation – Computer-Assisted	Course will no longer be offered	C. Johnson	Fall 2020

TECHNICAL CHANGES (COURSES) – CONSENT CALENDAR

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

Subject & Number	Title	Description of Action	Author	Effective
GEOGRPH-100	Physical Geography	Changing prefix and number (formerly GEOG-101). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOGRPH-100H	Physical Geography - Honors	Changing prefix and number (formerly GEOG-101H). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOGRPH-101	Physical Geography with Lab	Changing prefix and number (formerly GEOG-109). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOGRPH-101L	Physical Geography Lab	Changing prefix (formerly GEOG-101L). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOGRPH-102	Human Geography	Changing prefix (formerly GEOG-102). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOGRPH-103	Weather and Climate	Changing prefix (formerly GEOG-103). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOGRPH-104	World Regional Geography	Changing prefix (formerly GEOG-104). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOGRPH-105	California Geography	Changing prefix (formerly GEOG-105). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-100	Physical Geology	Changing prefix and number (formerly GEOL-101). No change to curriculum.	J. Burgdorfer	Fall 2020

TECHNICAL CHANGES (COURSES) – CONSENT CALENDAR

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

GEOLOGY-101	Physical Geology with Lab	Changing prefix and number (formerly GEOL-111). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-101L	Physical Geology Lab	Changing prefix (formerly GEOL-101L). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-102	Historical Geology	Changing prefix (formerly GEOL-102). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-103	Dinosaurs	Changing prefix (formerly GEOL-103). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-104	Environmental Geology	Changing prefix (formerly GEOL-104). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-105	Geology of California	Changing prefix (formerly GEOL-105). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-109	Earth Science	Changing prefix (formerly GEOL-109). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-109L	Earth Science Lab	Changing title, prefix, and number (formerly GEOL-109L “Earth Science Laboratory”). No change to curriculum.	J. Burgdorfer	Fall 2020
GEOLOGY-110	Earth Science with Lab	Changing prefix and number (formerly GEOL-108). No change to curriculum.	J. Burgdorfer	Fall 2020
MATH-102	Trigonometry	Units increased to 4 (formerly 3) to match contact hours of 72 lecture hours. No changes made to curriculum.	C. Johnson	Fall 2020
MATH-103	College Algebra	Units increased to 5 (formerly 4) to match contact hours of 72 lecture hours. No changes made to curriculum.	C. Johnson	Fall 2020
MATH-111	Finite Math	Units increased to 5 (formerly 4) to match contact hours of 72 lecture hours. No changes made to curriculum.	C. Johnson	Fall 2020
MATH-140	Introductory Statistics	Changing hours to 63 lecture hours (3.5 lecture units) and 27 lab hours (0.5 lab units) – (Formerly 90 lecture hours) to	C. Johnson	Fall 20`20

TECHNICAL CHANGES (COURSES) – CONSENT CALENDAR

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

		match 4 unit course. No changes made to curriculum.		
MATH-140H	Introductory Statistics – Honors	Changing hours to 63 lecture hours (3.5 lecture units) and 27 lab hours (0.5 lab units) – (Formerly 90 lecture hours) to match 4 unit course. No changes made to curriculum.	C. Johnson	Fall 2020
MATH-215	Differential Equations	Units increased to 4 (formerly 3) to match contact hours of 72 lecture hours. No changes made to curriculum.	C. Johnson	Fall 2020

MODIFIED COURSES – CONSENT CALENDAR

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

Subject & Number	Title	Description of Action	Author	Effective
CMPSCI-111	Introduction to Algorithms & Programming/Java	Revised objectives and content, updated textbooks.	B. Riveira C. Ferguson	Fall 2020
CMPSCI-111L	Introduction to Algorithms & Programming/Java Lab	Revised objectives and content, updated textbooks.	B. Riveira C. Ferguson	Fall 2020
CPMSCI-122	Computer Architecture and Assembly Language	Revised objectives and content, updated textbooks.	B. Riveira	Fall 2020
CPMSCI-190	Web Programming: Javascript	Revised objectives and content, updated textbooks.	B. Riveira C. Ferguson	Fall 2020
CMPSCI-222	Computer Organization	Revised objectives and content, updated textbooks.	B. Riveira C. Ferguson	Fall 2020
CPMSCI-256	Discrete Structures	Revised objectives and content, updated textbooks. Changed prerequisite from CMPSCI-111 to CMPSCI-182.	B. Riveira C. Ferguson	Fall 2020
CMPSCI-282	Advanced Data Structures	Revised objectives and content, updated textbooks. Changed prerequisite from CMPSCI-111 to CMPSCI-182.	B. Riveira C. Ferguson	Fall 2020
ENGL-104	Technical Reading and Writing	Revised objectives and content, updated textbooks.	L. Burnett	Fall 2020
ENGL-204	Technical Report Writing	Revised objectives and content, updated textbooks.	L. Burnett	Fall 2020
MATH-058	Algebra Preparation	Revised objectives and content, updated textbooks.	C. Johnson	Fall 2020
MATH-214	Linear Algebra	Units increased to 4 (formerly 3) to match contact hours of 72 lecture hours. Revised objectives and content, updated textbooks.	C. Johnson	Fall 2020
PSYCH-103	Introduction to Behavioral Research Methods	Revised objectives and content, updated textbooks.	D. Riviera	Fall 2020

PSYCH-109	Social Psychology	Revised objectives and content, updated textbooks.	M. LaBrie	Fall 2020
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NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

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

Subject & Number	Title	Suggested Enrollment Limitation	Author	Effective
CPMSCI-256	Discrete Structures	Changed prerequisite from CMPSCI-111 to CMPSCI-182.	B. Riveira C. Ferguson	Fall 2020
CPMSCI-282	Advanced Data Structures	Changed prerequisite from CMPSCI-111 to CMPSCI-182.	B. Riveira C. Ferguson	Fall 2020

-Motion to approve the 10/17/2019 Consent Calendar as presented above; Motion by Anne Marengo, second Lori Young. All in favor: Unanimous.

Discussion Items:

- The Families of Courses documents were reviewed. The committee will reach out to the department who have families of courses to make sure they are all up to date.
- Chair Report – Lisa Hooper
-A copy of the Curriculum Committee Annual Report to the Academic Senate, that was presented to the Academic Senate at the October 10th meeting, was made available for the curriculum committee.
- Articulation/Curriculum Report – Patrick Backes
-UC TCA (Transfer Course Agreement). Submissions have all been reviewed and approved. BIOSCI-107H was initially denied as the reviewer said the honors content was clearly labeled. The course was resubmitted during the appeals cycle with the honors level assignments listed clearly and it has been approved.

-ADT Websites. Two websites that list all of our approved ADT's (A Degree with a Guarantee & CSU Apply) are missing 4 of our approved degrees. When asked about this issue. we were told they know of the issue and the CCC State Chancellors Office and CSU Chancellor's Office are working in collaboration to get it fixedx.

-UC Transfer Pathways Degrees. Still many questions to be answered, seems to be some confusion of a few items. We are still hoping to move forward with the development of our Chemistry and Physics UC Transfer Pathways AS Degrees, but will clarification on these items before approving them.

Item	UCOP Webinar 8-28-19	CCC Memorandum AA-19-27
Minimum GPA for Admission Guarantee	Follow existing TAG (transfer admission guarantee) program policy, TAG GPA set by each UC campus by major (note, there are no GPAs within TAG program higher than 3.4 this year)	3.5 or higher
Campus Admission	Only to the six UC campuses the currently participate in TAG	All 9 UCs participating.
Gen Ed	Students to follow 7-course UC GE pattern	Follow IGETC pattern

New Credit Courses	-0-	Modified Noncredit Courses	-0-	Modified Prerequisites	-2-
New Noncredit Courses	-2-	New DLA's	-0-	Deleted Courses	-2-
New Programs	-1-	New SLO's	3	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	15
Modified Credit Courses	37	New Prerequisites	-0-	Proposals Returned from Technical Review Session	-0-

NEW COURSE DOCUMENTATION

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

COURSE NUMBER: MUSIC-162

COURSE TITLE: Guitar Ensemble

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

This course will give a unique opportunity to our music students whose principle instrument is guitar. Our other ensembles have wither limited of no space for guitar. This ensemble can accommodate from 4-40 guitarists and 1-3 bassists. The student will be exposed to classical, rock, jazz, and Celtic/folk repertoire. The student prepare, rehearses and performs selected musical works for guitar ensemble, focusing on rhythm, intonation, articulation, expression, blend and balance, following the conductor, appropriate performance practice, and professional standards of conduct.

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

School/Department Minutes

Program Review

Advisory Board Minutes

Labor Market Data

COC IR Data

Student/Employer Survey

CURRICULAR CONSIDERATIONS

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

Music AA-T Degree

Music: Guitar Performance AA Degree

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

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

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

Is there a C-ID descriptor for this course? If so, please provide (C-ID): C-ID MUS 180 "Major Ensemble".
Which local CSU's accept this course, and do they accept it for content credit or units? (Assist): -CSU Long Beach and Dominguez Hills accept C-ID MUS 180. -CSU Bakersfield, Channel Islands, Dominguez Hills, Fresno, and Monterey Bay offer a Guitar Ensemble Course 0 which could potentially be articulated with our new course proposal.
How many CCCs have approved this course (CCCCurriculumInventory): 28 other California Community Colleges have an approved Guitar Ensemble course(s), 55 total courses - some of these 28 colleges have multiple levels of Guitar Ensemble.

(B) FOR CAREER EDUCATION COURSES (CE):

Provide information on C-ID descriptors and transfer/articulation from (A) <i>if applicable</i> :
Borrowed curriculum (previously approved by Chancellor's office from another district) CCC CurriculumInventory):
Labor Market Data Summary (data should be attached, but summarize here):

(C) FOR NON-CREDIT COURSES:

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

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

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

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

PROGRAM TITLE: Music AA-T Degree & Music - Guitar Performance AA Degree

PSLO(S):

Music AA-T: Apply theoretical music concepts and performance-based skills to produce and create original music

Music - Guitar Performance AA: play guitar music of various styles both as a soloist and in conjunction with other musicians.

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

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

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

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

Critical Thinking

Effective Communication

Collaboration

Creative & Innovative

Thinking

Information Literacy

Quantitative Literacy

Community Engagement & Global Responsibility

CASL/Program Review Committee Minutes

September 25, 2019

BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Jeff Baker (CASL-Co Chari), Gary Quire (SB) Erica Torgesson (Counseling); Rebecca Eikey (MSPH) Howard Fisher (K&PE); Alexa Dimakos (Humanities); Brittany Applen (Humanities); Ron Karlin (Learning Resources) Tara Williams; Anne Marengo;(SCS) Tony Law (Counseling); Erin Delany (Humanities) Kelly Burke (MSPH)
Other Attendees	Andy McCutcheon (Dean, Humanities), Daylene Meuschke (Dean, IE); Don Carlson (SB); Jenifer Smolos (Dean, VAPA)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Consent Item</u>: Minutes for 09.25.19 Meeting 		Ron Karlin motioned for the minutes to be approved Tara Williams seconded	Approved with no changes
2.PR: 2019-20 PR process and schedule	<p>Access to staffing forms and Perkin’s forms will be in two years, in time for Year 1.</p> <p>Ways to address the access changes for update in Year 2 include:</p> <ul style="list-style-type: none"> Make all the tabs available while clarifying which sections are required for Year 2 and 3 and which sections are not. Within the existing text-boxes parenthetically indicate to which year update they belong: for example “Year 1 update”. <p>The PR prompt for indicating Facilities and Technology modernization needs, requires modification where the list for current and future needs references corresponding Program (TOP) codes and WESCH lists. A text box for a narrative about the needs will be included. This is done so that access to available to funding for both includes CE and GE.</p> <p>Tech changes will be brought to Norris, with IT, in the form of a summary statement to insure that proposed changes are implemented.</p>		

	<p>Capturing the needs for shared and/or flexible classroom spaces is done in PR with purposes of:</p> <ul style="list-style-type: none"> • Identifying the need for flexible spaces for a given program • Connecting the Programs with others that use the flexible space • Recording the issues with already dedicated shared spaces <p>Beyond the individual programs' PRs, other ways to record the needs for shared spaces would be:</p> <ul style="list-style-type: none"> • Capturing the need for the flexible classroom space and the issues of shared spaces in the Administrative Program Review at the School level • Changing the model so every classroom is fitted to be a flexible classroom • Identifying and implementing successful Facilities Master Plan practices from other colleges • Ensuring that when facilities requests are fulfilled there is real, meaningful connection, communication between people who are using the space, and people who are designing the space • Ensuring that the faculty input for identified needs is followed through, and that the process of implementing the faculty input is visible 	<p>Daylene Meuschke will ensure that all the changes to the PR format will be indicated in a summary table.</p>	
<p>3. PR: When does PR get a PR review</p>	<p>Practice shows that when a program asks for a Program Review they get a Program Review. Programs that are emerging or going through program viability go through program review.</p> <p>Jeff Baker and Jason Burgdorfer will report out on how the different programs that are within the programs, approach the aspects of the program review such as: staffing, equipment requests, facilities' needs, goals, objectives.</p> <p>Daylene Meuschke will provide a form that Business Services has provided to administrative programs that have split or merged, to see if there is value in using it for academic programs.</p>		

<p>4. CASL-Membership-Applied Tech and K&PE</p>	<p>Applied Tech recruitment K&PE reported that the timing of the CASL-PR meetings overlaps with most class or training start time.</p> <p>Applied Tech has faculty have expressed the desire to participate but are already involved in other committees work.</p>		
<p>5. Website/CASL-PR</p>	<p>The committee members paired up to consider each tab of the former website www2.canyons.edu and its corresponding tab in the new website www.canyons.edu/casl</p> <p>Each group submitted written suggestions to the SLO Coordinators.</p>		
<p>6. CASL – disaggregation of modality via eLumen</p>	<p>Tabled to October 9, 2019 meeting.</p>		
<p>7. CASL – Non-department class in degree impact on PSLO assessment (Ex. Business ADT).</p>	<p>Tabled to October 9, 2019 meeting.</p>		

Canyons Connects: Counseling Referrals Message Language

Canyons Connects: Counseling Referrals-REVISED LANGUAGE

Email to Student

Subject line: Counseling Support - [Course Name]

Hi _____,

The Counseling Department has been asked to contact you to support your success at College of the Canyons.

Whether your goal is to earn a certificate, associate's degree, transfer, or enhance job skills, our counselors are here to help you with educational planning to reach your academic goals.

Are you still searching for a major or career path? Through focused career exploration, assessment, and instruction, counselors are ready to help you identify a career that aligns with your interests, values, and abilities. Or, are you looking for industry-specific skills to help you advance in your current career? We can help!

Counselors also help students build a solid foundation of resilience and self-regulation. Having difficulty with stress or time management? Need help with setting and achieving goals, or creating a growth mindset? Counselors can also help students build these critical success strategies.

We would love to talk to you further about your path at College of the Canyons. A Counselor will reach out to you by phone and COC email within 2-3 business days to set up an in person or online appointment.

If you have questions or would like to speak to us further, please don't hesitate to contact us:

Counseling Department - Valencia Campus
Canyons Hall, Second Floor
661-362-3288

Counseling Department - Canyon Country Campus
Building 1A
661-362-3811

We look forward to speaking with you,
College of the Canyons Counseling Department

HUMAN RESOURCES OFFICE

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

Name: Harriet Happel

Position: Dean, Career Technical Education

Discipline Assignment: Educational Administrator

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

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

Harriet Happel meets minimum qualifications with:

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

Discipline Assignment: Manufacturing Technology

The minimum qualifications for the discipline of Manufacturing Technology:

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

Harriet Happel meets minimum qualifications with:

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

Discipline Assignment: Business

The minimum qualifications for the discipline of Business:

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

Harriet Happel meets minimum qualifications with:

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

Discipline Assignment: Noncredit Career Skills (Short Term Vocational)

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

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

Harriet Happel meets minimum qualifications with:

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

Exemplary Program Award: 2019-20



The Exemplary Program Award Application

Each response is limited to 200 words per prompt (including supplemental support or evidence)

<p>Describe the indicators of overall program success (limit 200 words)</p>	
<p><i>Supplemental Support or Evidence (optional—included in the 200 word limit):</i></p>	
<p>Describe the identified need for the program and the innovative solution that was implemented (limit 200 words)</p>	

Supplemental Support or Evidence (optional—included in the 200 word limit):

Explain how the program collaborates with other programs on campus or within the community (limit 200 words)

Supplemental Support or Evidence (optional—included in the 200 word limit):

Describe how the program supports the principles of your college's mission statement (limit 200 words)

Supplemental Support or Evidence (optional—included in the 200 word limit):

Explain how this program can be a model for other community colleges addressing such issues as costs and replication (limit 200 words)

Supplemental Support or Evidence (optional—included in the 200 word limit):

Exemplary Program Award – Rubric (19-20) Name of College and Program _____

	0	1	2	3	4
a. Indicators of Overall Program Success	Not present	Cites positive program attributes but lacks supporting detail Too vague	Indicators of program success cursorily cited Quality and/or quantity of data is insufficient	Sufficient number of indicators of program success cited Quantitative OR qualitative data is present but ambiguous	Significant indicators of program success cited. Detailed and substantive quantitative AND qualitative evidence
b. Evidence Showing Need and Innovation	Not present	Cites program uniqueness but lacks supporting detail Too vague	Evidence of innovation cursorily cited	Evidence of innovation clearly cited Evidence shows that program is innovative in addressing a recognized need	Evidence of innovation clearly cited Evidence shows that program researched need, planned an innovative intervention, and successfully implemented it
c. Demonstrated Collaboration	Not present	Cites program collaboration but lacks supporting detail Too vague	Evidence of collaboration cursorily cited	Evidence shows collaboration is expanding within existing working relationships at the college or with community partners	Evidence shows new collaboration formed within the college or with community partners where none existed before the program
d. Evidence of Program Supporting Your College's Mission Statement	Not present	Cites evidence supporting mission statement but lacks supporting detail Too vague	Evidence supporting mission statement cursorily cited	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area of the statement	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area AND being included in college planning (such as program review, master plan, accreditation, etc.)
e. How This Program Could Be a Model For Other CCs	Not present	Cites positive program attributes but lacks supporting detail Too vague	Discussion of how this program could be a CC model is cursorily addressed Too costly or boutique to replicate	Discussion of how this program could be a CC model is addressed accurately Moderate cost or challenge to replicate	Detailed discussion of how to replicate this program at other colleges. Moderate to no cost

THE EXEMPLARY PROGRAM AWARD

Sponsored by the Academic Senate for California Community Colleges and
the Foundation for California Community Colleges

Theme: Student Support Services

Submission Requirements:

- College can only submit one application.
- Submit original application of the entire application to the Academic Senate Office no later than **November 4, 2019**. Late submissions or other exceptions will not be accepted under any circumstances.
- Send snail mail application to: Academic Senate for California Community Colleges, One Capitol Mall, Suite 230, Sacramento, CA 95814.
- Send scanned applications with the appropriate signatures via email to awards@asccc.org.
- Do not fax applications.

Note: A minimum of three nominations statewide must be received for the selection process to proceed.

Application Packet and Evidence Checklist:

- Complete the attached application, which addresses the overall success of the program and provide both quantitative and qualitative evidence to support the application. Applications with evidenced-based practices will score higher on the rubric (see attached). Demonstrating the program's impact on the college as well as the potential to replicate the program at other colleges is integral. There is a maximum of 200 words per question which includes supplemental support or evidence.
- One letter of support from the college Academic Senate President **OR** College President that verify the overall impact of the program and the college's commitment to its ongoing support. (Joint letters are accepted.) **Please do not include more than one letter.**

Failure to include the required letter of support and signatures will disqualify the application.

Required Signatures:

College Academic Senate President

Name _____ Phone _____
Signature _____

College President

Name _____ Phone _____
Signature _____

BP 5140 Disabled Students Programs and Services

References: Title 5 Sections 56000 et seq.

American with Disabilities Act

**Section 504, Rehabilitation Act, 34 C.F.R., Part 104
California Education Code 67310 and 84850**

Pursuant to federal and state requirements, students with disabilities shall be reasonably accommodated in order to create an educational environment where they have access to instruction without fundamentally altering any course, educational program, or degree.

Although a student is not required to participate in the Disabled Students Programs & Services, DSPS shall be the primary provider for support services that facilitate educational opportunities for students with disabilities who can profit from instruction as required by federal and state laws.

Determination of Eligibility:

In order to be eligible for services through DSPS a student must have a verified disability, which limits one or more major life activities, resulting in an educational limitation.

Student Rights and Responsibilities

Receiving support services in the DSPS program shall not preclude a student from also participating in any other District course, program or activity offered by the College. All disability and academic adjustment records maintained by DSPS personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other District requirements for handling of student records. Students with disabilities shall meet the academic standards established by the College, comply with the College Student Code of Conduct, and adhere to written procedures for provision of programs and services.

Availability of Services:

DSPS services shall be available to students with verified disabilities and current functional limitations in the educational setting. The reasonable academic adjustments that may be provided are, but not limited to: priority registration, sign language interpreters, accessible facilities, disability and academic counseling, test-taking accommodations, alternate media, assistive technology, and instructional support. The District shall respond in a timely manner to academic adjustment requests from students and the academic adjustment requests will be reviewed individually, allowing for interim decisions pending final resolution. DSPS will not duplicate services or instruction available to all students.

The CEO or designee shall assure that DSPS conforms to all requirements established by relevant laws and regulations.

AP 5140 Disabled Students Programs and Services

References: Title 5 Regulations, Section 56000 et seq.

**California Educational Code,
Section 67310 American with
Disabilities Act**

Section 504, Rehabilitation Act, 34, Part 104

The District maintains a plan for the provision of programs and services for students with disabilities, which is designed to provide equal access to District courses and programs. The Office of Disabled Students Programs and Services (DSPS) is the primary provider of academic adjustments for students with disabilities.

5140.1 Accessing DSPS Services

Students who wish to receive DSPS services must contact the Office of DSPS and make an appointment to discuss issues that may impede their learning or success in a college environment. To be eligible for academic adjustments/accommodations a student must have a disability, which is verified, and results in an educational limitation. The existence of a disability will be verified using procedures by one of the following means:

- A) observation by certificated DSPS staff;
- B) assessment by certificated DSPS staff; or
- C) review of documentation by certificated staff provided by appropriate and qualified agency as customarily determined by the Office of DSPS.

The verification/documentation of a student's disability is placed in the student's file in the Office of DSPS. If the student chooses to share information with a parent or another person, a release of information form must be signed by the student and will be maintained in the student's file in the Office of DSPS. Once the Office of DSPS verifies and approves a student's disability is verified and approved by DSPS the student may proceed with completing the appropriate paperwork in order to receive services through the Office of DSPS.

5140.2 Student Rights

- A. Participation by students with disabilities in DSPS services shall be voluntary.
- B. Receiving academic adjustments/accommodations, auxiliary aids, or services shall not preclude a student from participating in any course, program, or activity offered by the college.
- C. All DSPS records pertaining to students with disabilities shall be maintained by DSPS personnel, protected from disclosure, and subject to all other requirements for handling of student records.

5140.3 Student Responsibilities

Students receiving academic adjustments/accommodations, auxiliary aids, services and/or instruction must comply with all guidelines, provisions and rules established by the Office of DSPS as well as all college policies and procedures. A student must fulfill the requirements for participation in the DSPS program and understand that failing to meet one or more of the requirements may lead to termination or suspension of DSPS services. The Office of DSPS will provide a copy of the students' rights and responsibilities when a student enrolls as a participant in the DSPS program. Students receiving academic adjustments/accommodations, auxiliary aids, or services shall:

- A. Comply with the Student Code of Conduct.
- B. Sign the Annual Academic Progress Update (AAP) annually.
- C. Be responsible in the use of DSPS services and adhere to DSPS's written policies.
- D. Meet academic standards established by the college, as applied to all students.

5140.4 Academic Adjustments/Accommodations for Students with Disabilities

Students with disabilities are provided equal access to programs and courses under federal and state laws. Equal access for an individual with a disability means allowing the opportunity to obtain the same result, gain the same benefit or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs. Academic adjustments/accommodations are provided to create equal access to instructional material. In postsecondary settings, academic adjustments or accommodations may not fundamentally alter the essential requirements of the course, program, certificate, or degree. (Section 504 of the Rehabilitation Act of 1973, Part 104). A student with a disability must have an impairment which is verified and which results in an educational limitation, pursuant to Title V section 56006. The verifiable disability and current educational limitations will be reviewed by the DSPS director, or counselor/specialist in the Office of DSPS. DSPS personnel and the student will determine and document whether the request is reasonable in the particular setting. If the request is reasonable, DSPS personnel will develop accommodations through an interactive process with the student and assure delivery of reasonable academic adjustments in a timely manner.

5140.5 Program Provisions

The DSPS director maintains appropriate information, including, but not limited to, the following program provisions, which are available in The Office of DSPS:

- Mission, philosophy, and purpose
- Long term goals and objectives
- Program Review
- Definition of disability, educational limitations and eligibility for DSPS services
- Availability of support services and instruction
- Suspension of services
- Academic Accommodation Plan (AAP)

- Requests for auxiliary aides, including accessible technology
- Staffing within DSPS
- Student rights and responsibilities
- Annual Advisory committee meetings
- Student Educational Plan (SEP)
- Appropriate DSPS forms

5140.6 Due Process

Students have the opportunity to file an informal or formal grievance through the Office of DSPS or to resolve allegations of discrimination based on disability. Any student who believes he or she has been discriminated against based on disability or failed to receive academic accommodations may file a grievance as set forth below.

Informal Grievance Procedures

- Each grievant should make a reasonable effort to resolve the matter on an informal basis with the person(s) with whom the person has the grievance, or that person's immediate supervisor.
- If the matter is not resolved in a reasonable time period, the grievant should contact The Office of DSPS and discuss their concern(s) with the DSPS Director, DSPS Counselor or LD Specialist at 661 362-3341.
- DSPS personnel will attempt to resolve the conflict, using the deliberative process between the grievant and the person(s) with whom the person has the grievance within a reasonable time period.
- If an informal resolution is not reached, the student will be informed that they may file a formal grievance by contacting the Associate Vice President of Students at 661 362-3261.

Formal Grievance Procedures

- If an informal resolution regarding accommodations is not agreed upon within a reasonable time period the student may file a formal grievance by following Board Policy 5532, General Student Grievances.

- B. The grievant may also contact the California Office of Civil Rights at:

San Francisco Office Office of Civil Rights
U.S. Department of Education 50 United Nations Plaza
Mail Box 1200, Room 1545 San Francisco, CA 94102
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800 877-8339
Email: ocr.sanfrancisco@ed.gov

5140.7 Course Substitutions

If DSPS personnel, a student and an academic department mutually agree upon a course substitution, and the proposed course substitution meets the requirement of comparable concept mastery, the course substitution may be granted by the Chief Instructional Officer. Not all courses are eligible for substitution. To begin a course substitution process the following steps must be completed:

- A. The student must file a written, formal request for course substitution with The Office of DSPS. This student must submit this request prior to enrolling in the student's final semester to avoid last semester negotiations. A student must be in good standing with the college and demonstrate significant progress toward satisfaction of all other graduation requirements for the AA degree or other academic goal.
- B. A preliminary review of the student's disability-related need for a course substitution will consider the unique needs of each student. This review must be conducted by a team of appropriate DSPS professionals. Sufficient, acceptable written documentation that a student meets all disability criteria established by Title 5 and the Chancellor's Office relevant to the student's disability must be provided to the Office of DSPS to proceed with a formal request.