



# College of the Canyons Academic Senate

October 1, 2020

3:00 p.m. to 4:50 p.m. Via Zoom

Meeting can be join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/97167184916>  
Or iPhone one-tap (US Toll): +1-669-900-6833 or +1-253-215-8782, Member ID: 97167184916#

## 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.*

**ADA statement:** 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 Senate Office at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) College of the Canyons

### A. Routine Matters

1. Call to order
2. Public Comment
3. *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. Public questions or comments can be submitted via email at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature*
4. Approval of the Agenda
5. Committee Appointments: (pg. 3-5)
6. Approval of the Consent Calendar

Academic Senate meeting, Sep. 17, 2020 Summary (pg. 6-13)	<a href="#">Curriculum Committee Summary Sept. 24, 2020</a>
Program Viability Committee Summary, Sep.10, 2020 (pg. 14-18 )	Senate Executive Committee Summary, Sept. 15, 2020 (pg. 19-21)
New! At-Large Senator, Ambika Silva	

### A. Action Items

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

1. Part-Time Faculty Minimum Qualifications & Equivalencies
  - Part-Time Faculty MQE for Fall 2020 (pg. 22-26)
  - Part-Time Faculty MQE for Summer 2020 (pg. 27-28)
  - ISA MQ list for Academic Senate Spring 2020 (pg. 29-30)
  - ISA MQ lit for Academic Senate Fall 2020 (pg. 31-32)
  - ISA MQ list for Academic Senate Summer 2020 (pg. 33)
2. Academic Calendar 2021-2022 (pg. 34)
3. Academic Senate Statement on Nomenclature Rationale & Interpretation for Course Nomenclature Standing Policy Winter and Spring 2021, David Andrus (pg. 35-36)
4. Academic Senate Standing Policy Online Instructor Certification for Winter and Spring 2021, David Andrus (pg. 37)

5. Academic Senate Statement on Online Certification Standards Policy Rationale for Winter and Spring 2021, David Andrus (pg. 38-39)

## **B. Discussion**

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

1. Time, Place & Manner Policy, Gary Collis
  - BP 3910: A “clean” version of the current proposal (pg. 40)
  - AP 3910: A “clean” version of the current proposal (pg. 41-43)
  - BP 808: The existing “Non-Student Speakers” policy (pg. 44-45)
  - BP 528: The existing “Student Rights to Expressive Activities” policy (pg. 46-49)
  - BP 804: The existing “Distribution of Publications and Other Duplicated Materials by Non-Students and Non-Student Groups” policy (pg. 50-51)

## **C. Reports** (7 minutes allocated for each report)

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

1. Faculty Professional Development (FPD) Committee report, Teresa Ciardi
2. Academic Senate Presidents Report, David Andrus

## **D. Unfinished Business**

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

## **E. 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. Announcements**

- Next Academic Senate Meetings Oct. 15, Oct. 29, Nov. 12, Dec. 3
- [ASCCC 2020 Academic Academy, Oct. 8 – Oct. 10, 2020, Virtual Event](#)
- [ASCCC 2020 Fall Plenary Session, Nov. 5 – Nov. 7, 2020, Virtual Event](#)

## **H. Adjournment**

## Committee Appointments

### Academic Senate Sub-Committees

#### **Academic Freedom Committee**

*Note: This is a newly formed committee that will be part of the Academic Senate Sub-Committee list.*

Faculty Appointments	
Chris Blakey, Chair	Humanities
Dan Portillo	AFT (Adjunct Faculty)
Jose Martin	Humanities
Karyl Kacenski	SBS
Nicole Faudree	COCF A President/Business
Tricia George	Humanities
Lauren Rome	SBS (Adjunct)

#### **Academic Staffing Committee**

*Note: Main list confirmed by Academic Senate on 9/3/2020*

Faculty Appointments	
Christina Chung	Business

#### **Faculty Professional Development Committee**

*Note: Main list confirmed by Academic Senate on 9/3/2020*

Faculty Appointments	
Victoria Leonard	SBS
Violeta Kovacev-Nikolic	MSHP
Bianca Philippi (Adjunct)	Business
Steven Chang (Adjunct)	MSHP
Kate Simpson (Adjunct)	Humanities
Brittany Huerta (Adjunct)	MSHP

#### **Minimum Qualifications and Equivalencies**

*Note: Main list confirmed by Academic Senate on 9/17/2020*

Faculty Appointments	
Robert Maxwell	Business

**Constitution & By-Laws Committee**

*Note: This is a newly formed committee that will be part of the Academic Senate Sub-Committee list.*

Faculty Appointments	
Carly Pearl (Adjunct)	MSHP
Michael Dermody	SBS
Michelle LaBrie	SBS
Rebecca Shepherd, Chair	SBS
Regina Blasberg	Applied Technology
Shane Ramey	MSHP
Siane Holland (adjunct)	SBS

**Academic Senate Liaison Positions**

*Note: Main list confirmed by Academic Senate on 9/3/2020*

Faculty Appointments	
Graciela Martinez (Full-Time Faculty)	ASCCC-Open Educational Resource (OER) Liaison (for COC)
Jennifer Paris (Full-Time Faculty)	ASCCC OERI Regional Lead
Nancy Ballesteros (Adjunct Faculty)	ASCCC OER Reviewer for OER text in Spanish

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**Collegial Consultation Committees:**

**Sabbatical Committee:**

Faculty Appointments	
Anh Nguyen	Student Services Counseling
Kelly Burke	MSHP
Lucia Pozo	Humanities

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Operational Committees:

*Note: List to be confirmed by Academic Senate on 10/1/2020*

<b>Bookstore</b>	
<b>Committee Chairs</b>	
VACANT	Faculty Co-Chair
<b>Faculty Members</b>	
Victor Jadaon	Business
Christopher Boltz	VAPA (Visual & Performing Arts)
Lucia Pozo	Humanities
A.J. Almeda	MSHP
Melanie Lipman	MSHP
Patti Haley	MSHP

**Transfer Advisory Committee**

Faculty Appointments	
Jesse Vera (Adjunct)	Counseling

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Taskforce Groups

**Canyons Connects Advisory Board**

Faculty Appointments	
Charlie Johnson	MSHP

## Academic Senate Summary for September 17, 2020

<b>Voting Members</b>					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	X	At Large Senator	VACANT	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSPH Senator	Shane Ramey	X	At Large Senator	Mary Corbett	X
VAPA Senator	David Brill	X	At Large Senator	<i>Rebecca Shepherd proxy for Benjamin Riveira</i>	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

<b>Non-voting Members</b>			
Omar Torres	X	Dr. Wilding	X
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative: David Gonzalez & Israel Avila	X

<b>Guest</b>							
Ambika Silva	X	Don Carlson	X	Joy Shoemate	X	Miriam Golbert	X
Ana Palmer	X	Dr. Diane Fiero	X	Julie Johnson	X	Omar Torres	X
Andy McCutcheon	X	Dr. Edel Alonso	X	Kaia Redfern	X	Patti Haley	X
Ann Hamilton	X	Dr. Jasmine Ruys	X	Kathy Kubo	X	Patty Robinson	X
Brent Riffle	X	Dr. Kathy Bakhit	X	Kelly Burke	X	Paul Wickline	X
Brittany Huerta	X	Dustin Silva	X	Kelly Cude	X	Rebecca Edwards	X
Carmen Oushana	X	James Glapa Grossklag	X	Leslie Carr	X	Robert Wonzer	X
Charles Johnson	X	Jennifer Smolos	X	Lori Marie Rios	X	Sab Matsumoto	X
Chloe McGinley	X	Jeremy Goodman	X	Lynn Huh	X	Sarah Dettman	X
Christina Chung	X	Jerry Danielson	X	Maral Markarian	X	Sebastian Cezares	X
Christine Vahramian	X	Jia-Yi Cheng-Levine	X	Mark Daybell	X	Shannon Doronio	X
Chuck Lyon	X	Joanna Kelly	X	Michael McCaffrey	X	Tim Honadel	X
Colette Gibson	X	Jonathan Amador	X	Michelle LaBrie	X	Wendy Brill	X
Dilek Sanver-Wang	X						

## A. Routine Matters

1. Call to order: 3:02pm
  - There was a reminder that the chat feature has been disabled per the Brown Act. There was a reminder to have all voting members to include the letters “AS” in front of the names on the participant’s window for the purposes of counting votes. Roll call will still be done verbally. Proxy votes will also be counted verbally.
2. Public Comment:
  - Thoughts of support and friendship are with the members of the campus community, including those of Academic Senate. There have been some people who have had their homes and their property threatened and others of the campus community who have lost their homes by the wild fires. Best wishes were extended to fellow colleagues. There has also been a strong degree of friendship and support with colleagues helping people evacuate. Special thanks was given to all those who have helped on behalf of Academic Senate.
3. Approval of the Agenda
  - **Motion to approve the agenda** by Peter Hepburn, seconded by Tammera Rice. Approved by votes using the Participants Window. One Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera. Unanimous. Approved.
4. Committee Appointments: *listed on the consent calendar*
5. Approval of the Consent Calendar
  - A correction will be made to the Academic Senate summary from Sept. 3<sup>rd</sup>, 2020. Senator Peter Hepburn was marked as not present but he was present at the meeting.
  - There was a clarification that the MQ&E Updated 5 year equivalency List that is listed on the consent calendar is not the same document listed under Action items. It was also clarified that on the column on the far right any equivalencies listed will have a “yes” or “no.” A “yes” means the equivalency is accepted. These list were vetted by both Aivee Ortega and Alicia Kaminsky who are part of the MQE Committee.
  - **Motion to approve the consent calendar** by Gary Collis, seconded by Lisa Hooper. Approved by votes using the Participants Window. One Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera. Unanimous. Approved.

Academic Senate meeting, Sep. 3, 2020 Summary (pg. 3-9)	<a href="#">Curriculum Committee Summary Sept. 10, 2020</a>
<a href="#">Academic Senate Sub-Committees List</a>	<a href="#">Collegial Committee List</a>
<a href="#">Operational Committee List</a>	MQ&E Updated 5 year equivalency List (pg. )
Nicole Faudree (Faculty Peer Evaluator) replacement to the Tenure Committee for Shaunasey Lane	

## A. Action Items

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

1. Brown Act – Roll Call Votes in Participants Window (Update), David Andrus (pg. 24-25)
  - This item was previously listed as a discussion. There was a reminder that any items which are listed as “Action” can be discussed first. Favorable feedback was received at the last meeting regarding this standing policy. The changes to the documents are highlighted in bold, which include noting proxy votes through roll call vote as they cannot be indicated in the participant’s window. It was also clarified that anyone

can pull an item, by making a motion with a second, and request for a verbal roll call vote can be made in the same manner. The seconded motion will suffice to institute a verbal roll call vote for any particular item.

- **Motion to adopt Brown Act – Roll Call Votes in Participants Window (Update)** by Erica Seubert, seconded by Peter Hepburn. Approved by votes using the Participants Window. One Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera. Unanimous. Approved.
2. Part-Time Faculty Minimum Qualifications & Equivalencies
    - Adjunct Faculty MQ&E List for Winter 2020 (pg. 26-27)
    - ISA MQ list for Winter 2020 (pg. 28-29)
    - Adjunct Faculty MQ&E List for Spring 2020 (pg. 30-39)
    - Motion to adopt the MQ&E lists by Aaron Silverman, seconded by Carly Perl. Approved by votes using the Participants Window. One Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera. Unanimous. Approved.
  3. Fall 2020 Full-Time Evaluation Process (Pandemic Considerations), Garrett Hooper, David Andrus (pg. 40)
    - A workgroup that was formed, which included COCFA and Senate leadership, to come up with a best practices sheet.
    - As a result of not all faculty being fully certified to teach online it was recommended that the committee make the decision on the type of instrument to use. In particular on which form to use if they're teaching synchronously and asynchronously. The faculty member would need to also agree to the instrument.
      - Instructors who are teaching asynchronously and are 100% online certified, should be using the online hybrid visitation report.
      - Instructors teaching on ground should be using the classroom visitation report.
      - There will be variability for any synchronous courses that may be doing some combination of zoom or asynchronous instruction.
    - The current recommendations only applies for full-time faculty. A separate communication was sent out to department chairs regarding how adjunct evaluations will be followed. Department chairs are being asked to forward that email to faculty.
    - A correction will be made to the spacing on paragraph three. The documents will be finalized and uploaded to the Academic Senate website.
    - **Motion to adopt the fall 2020 Full-Time Evaluation Process (Pandemic Considerations)** by Gary Quire, seconded by Lauren Rome. One abstention from Aaron Silverman. Approved by votes using the Participants Window. One Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera.
  4. Academic Senate Standing Policy Course Modality Nomenclature Winter and Spring 2021, David Andrus & Lisa Hooper- (pg. 41-42)
    - **Background:** In regards to synchronous instruction some areas have gone well and others have not. Improvements need to be made for winter and spring. It is also necessary to make clear to students, which are online 100%, which are not and what should be expected of them. A uniform approach is needed for instructors so they understand what is expected of them in particular for synchronous instruction.



- **Academic Senate By-Laws and Senate Statements:** There was a reminder that the Academic Senate By-Laws allows for the ability to create senate statements which are different from resolutions. It is also important to have a paper trail for accreditation.
- **Asynchronous and Synchronous instruction:** Students are not understanding the difference between asynchronous and synchronous. There has also been a degree of looseness born out of the instructional crisis management environment. There is now time to plan and make improvements for winter and spring 2021.
- **Class Meeting Times:** Standards need to be adopted within the new norm that align with Title 5 and accreditation standards. It is also important that student expectations are met, especially from the point of registration. Students are currently not allowed to enroll in classes with synchronous overlapping meeting times through zoom. It is important to ensure standards for effective and regular student and instructor contact. For accreditation purposes, students need to be authenticated using CANVAS. This proposal is not meant to impact the way courses are being built.
- Fully online certified instructor will be allowed to teach online live and 100% online classes as there is an overlap. The concern is with instructors that are not fully online certified to teach a full 100% online class where there is not actual interaction (asynchronous).
- **Mockup of the Schedule of Classes:** A group met which included members from Instruction, Enrollment Management, Online Education, ASG, Senate and MIS to ensure that what is adopted is actionable. It was clarified that this policy is not intended to prevent any course from being delivered in the way it is currently being delivered. A mockup of the schedule of classes, under the new adopted nomenclature of course modality, was shared. There was a suggestion to include a department chair and a representative from the union as there are areas that can be a workload issues. Feedback was requested from students and ASG representatives regarding what has been working and what has not. Student discourage the use of the words synchronous and asynchronous.
- **Examples of courses:** Examples of classes scheduled from other institutions were collected to come up with different course delivery naming options. The course description examples were presented to the students.
  - **Hybrid instruction:** This definition is for courses being taught synchronously plus on ground. The word HYBRID listed under the course meeting time column will be deleted as this will limit student registration. These courses will not be referred to as Hybrid on the course scheduled of classes.
  - **ONLINE Instruction** – are distance education classes are 100% asynchronous. There will be no set class meeting times for this category of classes.
  - **ONLINElive instruction:** This course method will refer to courses with an online LIVE component. This was previously referred to as “synchronous”. The Online LIVE portion will be conducted via CANVAS/Confer Zoom during scheduled times. Instructors must be

available and hold class during the published days and times per the schedule of classes.

- InPerson instruction: This option will also be available as a method of instruction on the schedule of classes for the essential infrastructure classes only. This category of classes will meet in a physical location on campus.
- A standard template will be included regarding the language that will be consistent from section to section. If there are sections that need to be customized then those will be addressed. No information will be made live or finalized until the chairs and Deans have an opportunity to look over and make the necessary adjustments.
- **Consistency between the Scheduled of Classes & Orientation Letters**: It is important that orientation letters are consistent with the schedule of classes. Deans and their supportive staff should review the schedule of classes to check for consistency. There is concern that the use of the “ONLINELive” Distance Ed. description may still be confusing for students. There was a suggestion to add a link to the course delivery definitions on My Canyons so that students can reference this information when registering for classes. More text can be added to column three of the course description to ensure the course modality is clear for students.
- **Flexibility with synchronous and online live instruction**: If an instructor is fully online certified they have the tools to adapt the contact hours of their course outline in a way that would best deliver the content to the student. The DLA allows for disciplines to determine how they want to teach their course online. This would be the timeframe that an instructor is intending to be live with their students. There is concern that the language does not reflect the flexibility that is being described as there may be a need for optional synchronous and online live instruction being provided.
- There was a suggestion to bring back at the next meeting a Standing Best Practices/Procedures Statement sheet which addresses some of the implementation areas being discussed. The policy statement states that “Online Live classes are not voluntary for student and instructor and are not to be replaced with any asynchronous instruction.”
- There is concern in that the statement communicates that instructors have to teach online or 100% online synchronous online live. More clarification is needed in the policy statement to communicate that instructors have the flexibility to deliver their course meeting times. The meeting times will also need to be within the parameters and what is published in the course schedule of classes. However, there is also concern that adding more language to the statement will further confuse students.
- There is urgency with moving this document forward as the creation of the spring schedule of classes has been postponed. The office of Instruction and Enrollment Management need to not only create the schedule but also enter staffing textbook information. If this document is adopted more follow up will be needed to improve the language.
- **Motion to approve this document with the amended language** to specify that there may be optional synchronous and asynchronous instruction provided by

Rebecca Eikey, seconded by Erica Seubert. Voting Results using the Participants window: (21 eligible voters)

- 1 “No” Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera
- 1 Abstention from Garrett Rieck
- 11 No Votes
- 8 Yes Votes

- Motion did not pass.
- **Motion to approve the document as presented** by Regina Blasberg, seconded by Peter Hepburn. Results using the Participants window: (21 eligible voters)
  - 1 “Yes” Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera
  - 5 No Votes
  - 15 Yes Votes
- Motion passed.

5. Academic Senate Statement on Course Modality Nomenclature Policy Rationale Winter and Spring 2021, David Andrus & Lisa Hooper- (pg. 43)

- Motion to table this item and have it return with additional clarifying language and address the concerns of the STEM faculty by Jennifer Paris, seconded by Gary Collis. Results using the Participants window: (21 eligible voters)
  - 1 “Yes” Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera
  - 1 Abstention By Erica Seubert
  - 0 No Votes
  - 19 Yes Votes
- Motion tabled.

## B. Discussion

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

1. Academic Senate Standing Policy Online Instructor Certification for Winter and Spring 2021, David Andrus (pg. 44)
2. Academic Senate Statement on Online Certification Standards Policy Rationale for Winter and Spring 2021, David Andrus (pg. 45-46)
  - This item is important to discuss as there are questions about instructor certification. There may be a proposal to roll over restrictions. This can impact how people scheduled moving forward. In regards to those faculty are have been provisionally certified for:
  - Full-time faculty:
    - 12 faculty are provisionally certified
    - 187 faculty are full certified
  - Part-time faculty:
    - 97 part-time faculty are provisionally certified
    - 413 part-time faculty are full certified
  - If these two items are adopted there will be a huge amount of flexibility. These items were tabled due to not having enough time to discuss.
  - Motion to table Discussion items #1 and #2 and bring back at the next meeting as an “Action” item by Lisa Hooper, seconded by Aaron Silverman. Voting Results using the Participants window: (21 eligible voters)
    - 1 “Yes” Proxy Vote from Rebecca Shepherd on behalf of Benjamin Riviera
    - 0 Abstentions

- 1 No Votes
- 19 Yes Votes
- Motion carried, discussion items were tabled.

**C. Reports** (7 minutes allocated for each report)

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

1. Invitation to the International Forum on Youth (IFY) 2020, Sab Matsumoto
  - [https://www.canyons.edu/academics/isp/int\\_forum\\_youth.php](https://www.canyons.edu/academics/isp/int_forum_youth.php)
  - Sab introduced the main presenter for the International Youth Forum, Dr. Brent Riffle. Both Dr. Riffle and Sab Matsumoto are the coordinators for the internal forum on youth. This is the second year for this event that is being sponsored by ISP. Both have been working with Jia-Yi over the last 1 ½ year to put this event together. Last year’s event included scholars from around the world. There were several hundred students and staff in attendance. This year’s event will be virtual and will also have scholars from around the world, including Morocco and Japan. Both Sab and Kelly Cude along with others from COC will be giving a talk. This event is really about the challenges that young people face due to the environment that we are currently in as many of the challenges have been heightened. The event is scheduled via zoom for November 16, 2020. More information will be send out via coc-email. There will also be several events throughout the week. Last year’s theme was youth identity and this year’s theme is migration. Migration will be looked at not just across transnational borders but migration in a very broad context. People are asked to check out the website under ISP. Faculty are being asked to encourage their students to participate in particular in the student forum and other activities. There is going to be a former COC student presenting who is a photo journalist based in New York. Senate President invited both presenters to come back for the next meeting. There was a reminder that video reports can also be presented.
2. Academic Staffing Committee (ASC) Report, Miriam Golbert
  - The co-chair of the ASC is both Miriam Golbert and Dr. Omar Torres. The committee meets on the second Tuesday of each month at 4:00pm. The membership for this committee is composed of one representative from each school. There are some vacancies. The committee purpose is to serve as consultation body where recommendations are made to the chancellor regarding the hiring priority of full-time faculty. In addition the committee tracks vacancies, retirements, terminations and resignations. There are currently 14 faculty who will be retiring between June 2020 and June 2021. The SERP has been extended until June 2022. The deadline for those faculty to commit will be October 31<sup>st</sup>. It is expected that there may be additional faculty who will be retiring. According to the state the FON for 2019 was 219.7. The actual FON for the college was 220. For fall 2020 the required FON is 207.7. There are actually 219 with four positons that were declared to start effective fall 2021. These include positons in Chemistry, Nursing, and Computer Science & Political Science. By next fall 2021 the FON will be at 223. A call has been sent out for presentation and an email has been sent to department chairs as many will be presenting for replacements due to all the retirements. If any departments have any new positions which are “sun setting” which are on a 3 year cycle a notification has been sent to department chairs so they can determine if they want to present again to keep those positons on the list or not. These positions are outlined in red. The list of these positions are available on the Academic Senate website. Presentations have been scheduled for September 29<sup>th</sup>, October 13<sup>th</sup> and October 27<sup>th</sup>. There are some possible additions, depending on the

number of replacements for the retirements after the October 31<sup>st</sup> deadline. Miriam will be updating the replacement list and will send to the Academic Senate. The list of retirements should be coming from HR.

3. Academic Senate Presidents Report, David Andrus
  - This report was tabled to allow more time for reports #1 and #2 to present.

#### **D. Unfinished Business**

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

#### **E. 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. Announcements**

- Next Academic Senate Meetings Oct. 1, Oct. 15, Oct. 29, Nov. 12, Dec. 3
- [ASCCC 2020 Academic Academy, Oct. 8 – Oct. 10, 2020, Virtual Event](#)
- [ASCCC 2020 Fall Plenary Session, Nov. 5 – Nov. 7, 2020, Virtual Event](#)
  - [First deadline is October 5<sup>th</sup> for any faculty who are interested in attending this virtual event. For early registration the prices is \\$275. David asked that anyone interested send him the email.](#)
- [Upcoming At-Large Senator Election to be held, Sept. 17<sup>th</sup> to Sept. 23<sup>rd</sup>](#)

#### **H. Adjournment:** 5:02 pm

# Program Viability Committee Summary

September 10, 2020, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCA Rep), Albert Loaiza (Student Services, Counselor), Omar Torres (VPAA), Jason Burgdorfer (MSHP), Erik Altenberg (SBS)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Justin Wallace (Administrator, Technical Assistance Provider (TAP) Grant), Lee Hilliard (Applied Technologies), Larry Alvarez (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor), Regina Blasberg (Applied Tech.)

*Note: Chair recognized new committee members who have joined, Erik Altenberg (Transfer Representative), Nicole Faudree (COCA President) will be replacing Wendy Brill, Albert Loaiza (filling in for Julie Hovden who is on maternity leave) and Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor).*

## I. Routine Matters

1. Call to order: 10:05 am
2. Approval of the Agenda:
  - Motion to approve the agenda by Nicole Faudree, seconded by Chris Boltz. Approved by roll call vote. Unanimous.

## II. Year One Status Reports: There was a reminder that when a new program is approved through Program Viability they are required to come back once a year for three years until the program earns permanent status. The main focus for the current academic term is to go over reports and review documents.

1. Law Enforcement Technology - Larry Alvarez and Garrett Rieck
  - **Background:** The Law Enforcement Technology program is a new associate's degree that is being introduced and which is similar to the cybersecurity program. This program focuses on how to use technology for law enforcement. The idea is to create an accredited degree and fill in the gap that is missing in law enforcement. The program also is focusing on the emergency technology trends and how technology helps to support law enforcement investigators.
  - The program is currently hold as it is going through the Curriculum Committee process. The courses for this program are at stage 5 and there was a request made to Patrick Backes to bump them back to stage 1 so that formatting improvements can be made to the Curriculum language.
  - **Textbooks:** There are also plans to do an open Ed Resource or Zero Cost Textbook (ZCT) as there are not many textbooks for this program. Funding is being sought out to develop these textbooks. It was also suggested to connect with both Chloe and Joy in the Online Education Office to determine if there is already existing material for this program.
  - **Funding:** Advocating is being done with the State Chancellors office for additional funding; however, due to the current COVID-19 crisis additional funding is on hold. There is a suggestion to work with James Glapa-Grossklag on the possibility of securing some grants. Request for additional funding was also put through Program Review under different costs. There is also other funding available, with Harriet Happel, through Strong Workforce Funding (SWF).
  - **Motion to approve the year one status report for the Law Enforcement Technology program** by Chris Boltz, seconded by Lisa Hooper. Approved by roll call vote. One Abstention from Erik Altenberg.
2. Crime & Intelligence Analysis - Larry Alvarez and Garrett Rieck
  - **Background:** A non-credit certificate is already in existence for this program. The standard for this program is mirroring what is already happening across the state. This program addresses many equity

gaps. Those who complete this program would be working in a non-sworn civilian position. This is different from a sworn in officer positions as they carry guns, badges and take an oath.

- For students completing this program they do not need to enroll in a police academy and do the physical demands. This program trains students on how to do an intelligence analysis, data mining, linking crimes together and coordinating with different agencies which requires a lot of computer work. This position has always existed at the state and federal level but it is now growing within the local level.
- Many regional taskforces are trying to utilize these positions within departments. The CA Department of Justice is currently reimbursing local agencies for three years of salary for every position that is put in place. The idea is to add these positions as part of long term budgeting plans. These positions are being offered in Riverside and Fullerton.
- **Internships:** This program is in partnership with both LA Sheriff's Department and LAPD for the development of internships and to allow student to complete practical hours.
- Larry will follow up regarding the development of the non-credit certificate. The agreement with the district and the practice hour locations will need to be secured prior to offering the courses. In regards to internships those can be developed with the Cooperative Work Experience department.
- **Motion to approve the year one status report for the Crime & Intelligence Analysis department** by Lisa Hooper, seconded by Nicole Faudree. Approved by roll call vote. One abstention from Erik Altenberg.

### III. Year Two Status Reports

#### 1. Noncredit Land Surveying (GNSS) - Regina Blasberg

- This program has been doing very well. The first class was offered in spring 2020 and there were over 40 students enrolled. Student are interested in enrolling in the next course.
- **Online Certification for Non-Credit Faculty:** Regina and Garrett are working to ensure non-credit faculty are certified to teach online for the next courses. Out of 8 courses there are a total of 4 instructors who each teach two of courses. There is one last instructor who will be teaching the last two courses. It has been challenging to get faculty online certified. Many of the faculty run their own companies and work full-time. It is also still not clear what the training requirements will be for faculty for spring 2021.
- It is anticipated that the next courses, number 5 and 8, will be offered in late September or early to mid-October. More information will be available after meeting with the office of Instruction.
- **Computer & Software Equipment:** There is a lab component and there is a need for equipment and software. The hope is to have computers by the end of the spring semester 2021 and at the very least by summer 2021. If all computers are available the goal is to restart the entire sequence of courses by fall 2021 and offer courses frequently so student do not have to wait a whole year to enroll. It was clarified that for the first 4 course there was no equipment needed but for the last two there is.
- **Challenges with purchasing equipment & software:** Due to the equipment being very expensive to purchase it will be leased instead. The equipment will be leased one day at a time. The software provider is willing to provide the software for free. A determination needs to be made regarding which classrooms can have the software installed. There are also challenges in that students cannot access the software remotely through the server system. Students would need to have the software installed on their home computer and the vendor will not allow it. The company does not want to give a copy of the software to private individual instead of a college. An estimate will be determined regarding the cost to purchase the software once there is an idea of how many students are enrolled. For example, if it's three students to a group and there are over 40 then 12 to 15 setups will be needed. Rental fees run anywhere from \$100 to \$400 per set up. The equipment also requires a lot of maintenance and upkeep. There was a suggestion to perhaps go to one of the agencies and have students use that equipment at their site. A follow up meeting will take place with Harriet Happel and Don Carlson to

further discuss securing funding.

- **Motion to approve the Non-credit Land Surveying Program to move from year 2 to year 3 status** by Chris Boltz, seconded by Nicole Faudree. Approved by Roll call vote. One abstention from Erik Altenberg.

## 2. Noncredit Green Gardener - Regina Blasberg

- **Background:** Regina requested to make some changes to the Green Gardener report.
- SCV Water stated that there was an advisory board member who was very interested in partnering with COC. However, SCV Water has gone through tremendous change, they are now five smaller agencies that merged into a single water district. As a result of this merge many people's jobs were promoted or moved and other have left the organization. There was a request to remove this course from the COC catalog.
- **Request to cancel this program:** The courses have also never been offered. There were efforts made last year to add this program to the pamphlet however after the COVID-19 pandemic hit the courses were cancelled. Typically only credit programs are cancelled before reaching year three status. There is not a big impact to discontinue this program in non-credit. SCV Water had also been in touch with 8 to 10 larger employers in the valley who were interested in having their employees participate in this program. SCV Water reached out to these employers and there was no response.
- **LMI Data:** The LMI data demonstrated initially that there was a demand for this program. There is a possibility that this program could stand alone without an industry partner. However, there is a lab component to this program and the original idea was to use the gardens at the SCV Water location.
- **Possible Solutions:** It may be possible to use a garden location on campus to run the labs, such as the wine and community garden. Students would be learning how to prune, install sprinkler systems and irrigation and turf.
- There was a suggestion to reach out Jeannie Chari as she does a lot of work with student groups. Omar and Nicole have worked with Chari on creating a class on Supporting Environmental Science, organism, the biology of plants and cultivating the ecosystem across both campuses. There could be a potential cross disciplinary perspective. However, this program was designed towards Water Conservation and Landscaping.
- **Personal Enrichment Gardening Course (non-credit)** - There are some students who are interested in program as a personal enrichment courses. The course curriculum for these courses may need to be revisited. In non-credit both the lecture and the lab are included in one course.
- There was also a suggestion to connect with the Metropolitan Water District (MWD) as they have several programs relating to water conservation. There is an individual from MWD who sits on the advisory board. There is concern that in going outside the area that these programs may need to be turned over to local schools in those areas. It is also possible to obtain an agreement with the district of an outside area if there is no impact to their respective programs. There is also concern in that SCV Water offers gardening courses internally and in offering similar courses at COC that could be competing with their courses.
- The courses are listed as MCWATR and are located toward the back of the catalog. There was also a suggestion to rename the courses so they could be more enticing for students. If there is a change toward a personal enrollment course then additional LMI data will need to be pulled as this would no longer be considered vocational training.
- There is a possibility that this program could be discontinued. The committee decided to hold off on voting on a two year approval to move into year three. This program will be tabled and will return on a future agenda.



### 3. Year Two Status Report: Career Skills – Garrett Rieck

- **Background:** The Career Skills program is moving into its second year. There are several certificates of completion in non-credit. All of the courses are eight hours long. This program teaches soft skills but the program is being referred to as Career Skills. This program also targets programs that are needed in the workplace that are not covered in an AA or CT degree. This is also the first collaboration with the South Central Coast regional consortium and SBC. Some of the curriculum was borrowed from SBC's Career Skills Institute. This program began in spring or fall of 2016. The program was first launched in non-credit in the fall of 2018.
- The program began with eight courses and there were three certificates associated with the courses. Later courses 9 and 11 were launched and are currently being taught by career counselors which also has its Career Strategist Certificate. There are now a total of 20 courses with 9 certificates.
  1. Course #14: This course in Public Speaking in the Workplace and is at stage 5 in the curriculum development process. This course was added as a way to fill in a gap and to match up with Digital Fluency. It was stated that the Public Speaking course could stand alone. It was suggested that perhaps a course in health adaptability or empathy may be more in alignment with the cognitive, emotional and social aspects of the workforce. Further discussion will take place regarding changing the course numbering. The Public speaking course will be added into an existing certificate.
  2. Course # 22: There is work being done to develop a 22<sup>nd</sup> course in International Business.
- **Challenges:** One of the challenges has been with scheduling these classes as they are eight hours long. Should the courses be offered in hybrid, 100% online with a synchronous option or on ground? The courses have been offered at business off site and in the classroom. Currently, do the pandemic, all courses are being offered online.
- **Success:** There has been a big increase in enrollment. Gina Bogna became the new dean and has done an amazing job with outreach. Another reason for the increase in enrollment is the fact that many people are currently unemployed and looking to upscale their skills to boost their resume and all courses are being offered online. A total of 361 students petitioned to earn a certificate. Courses have also been offered at different hour ranges. New partnerships have been developed, such as with the LA Sheriff's Departments & LAPD, where they are sending their employees to enroll in the courses. These courses, covering empathy and adaptability could really be meeting the critical need due to what is happening socially both locally and across the nation.
- The idea is also to offer courses #1 - #8 with two sections online for fall and spring and one section for winter and summer.
- **Non-Credit Off Site Location:** An announcement was made to the committee regarding to the Non-credit off site location. This location has not worked out as it was intended. A letter has been drafted to end the contract. All furniture, equipment and resources that belong to the district will be moved back to the Valencia campus. This will also the ability to put more focus into building great CANVAS shells for asynchronous courses.
- **21<sup>st</sup> Century Career Skills Courses:** There has been some contact with organizations in the community that serve individuals with disabilities and helping them get into the workforce. Many of these organizations use the soft skills programs as part of their training. There will be someone within their organization teaching resilience, empathy, time management and communication. Organizations are also seeking these courses as it offers their students an opportunity for a college experience in a low risk environment. If a student does not pass a non-credit course it is not seen as a big deal. This process has taken over a year as many were not supportive of the idea of creating these classes as they were seeking courses that were more of an inclusive environment that is similar to the workforce. The program has been formatted into two courses each running for two hours. The courses are called 21<sup>st</sup> Century Career Skills. These courses are at stage 5 of the curriculum committee process. These course will be on an upcoming agenda.

- **Digital Badges Background:** Digital Badges are basically a digital representation of the certificate which demonstrates the skills that are being learned within a certificate program. Currently the Career Skills and the Non-credit program are the only ones that are using the digital badges to accompany the normal paper certificates. If a student earns a digital badge it can be shared on their LinkedIn profile. An employer can then click on the badge and see what courses the student took. The original plan was to use digital badges across both non-credit and credit courses however that hasn't happened.
- **Digital Badging Policy:** Garrett, Wendy Brill and Gary Collis have been working on drafting a Digital Badging Policy. The draft has been submitted to Gary Collis in the Policy Committee and it will be reviewed this semester. Depending on what happens with this policy will determine if digital badges can continue to be used for the Career Skills Program or if they can be expanded to look at different platforms.
- **Digital Badging Contract:** One of the platforms being looked at is ParaDigm which is the same which takes care of diplomas, certificates and digital badges all in one place. There has been some discussion regarding the contract with the Digital Badging Platform and whether to continue using them for fall 2021. There are currently two separate companies administering diplomas and certificates and the other processing digital badges the idea is to converge into one. This contract is costing \$10,000 a year and the return on investment has not been seen. A decision will need to be made regarding whether or not to renew this contract.
- **Non-credit program update:** The program started with 20 courses and there are now more than 100 courses. There are several more courses that will be going through the approval process. There are several certificates. There has also been a growth in instructors from just 2 to 15 total. With courses being online there are now 6 instructors across 20 courses. Instructors have been assigned courses based on their specialization. There are some courses which will be assigned to adjunct faculty due to them losing their courses.
- **Motion to approve the Career Skills Program to move from year two status to year three** by Nicole Faudree, seconded by Chris Boltz. Approved by roll call vote. Erik Altenberg abstained.

Note: Garrett made introduction to welcome new members of the Program Viability Committee.

IV. **Adjournment:** 11:35 am



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**September 15, 2020**  
11:00 a.m. to 12:00 p.m. via Zoom

**SUMMARY**

Attendees: Dustin Silva, Gary Quire, Julie Johnson, Lisa Hooper, Alisha Kaminsky, Teresa Ciardi, Gary Collis, Miriam Golbert, David Andrus, Nicole Faudree, Marilyn Jimenez, Jason Burgdorfer, Garrett Rieck, Robert Wonser, Claudia Acosta, Patty Robinson

**A. Routine Matters**

1. Call to order: 11:02 pm
2. Public Comment:
  - Nicole Faudree asked if the items scheduled for the 09/17/2020 Academic Senate agenda would be discussed at this 09/15/2020 meeting of the Ex. Comm. Since it was not listed on the agenda, it was not discussed. But, David Andrus reported out briefly as to what the intent of the item in question was. The issue Nicole asked about was the Course Nomenclature Policy proposal for the winter and spring 2021 semesters.
3. Approval of the Agenda: Motion to approve the agenda by Miriam Golbert, seconded by Gary Quire,

**B. Reports:**

1. Brown Act Standing Policy (pg. 2-3)
  - The **Brown Act – Virtual/Online Roll Call Votes** Academic Senate Statement Policy was discussed in detail. There was a reminder that roll call voting can be very time consuming in particular for Academic Senate due to the large number of members. An idea is being proposed to use the participants zoom window feature to go tally roll call votes. The participants zoom window has a built in feature which allows for participants to cast in their votes using the “yes” or “no” buttons. The Chancellor’s Office has confirmed that there needs to be a traditional recording of voting results in the minutes or summary. It was also clarified that proxy votes need to be verbally confirmed. Also, any voting member present that does not submit a Yes or No vote in the participants window will be recorded as an abstention. This is because the participants window does not have an abstention vote function. The proposed Senate policy outlining best practices for virtual votes will be included on the upcoming Sept. 17<sup>th</sup> agenda as an action item. It was previously discussed.

**C. Action:**

1. Adoption of August 19, 2020 Ex. Comm. Summary (pg. 4-8)
  - Motion to approve the Senate Executive Committee Summary by Lisa Hooper, seconded by Gary

Collis. Approved by roll call vote. Unanimous.

## D. Discussion

### 1. Establishment of meeting regularity. Dates/Times?

- A doodle poll was sent to all current chairs/members of the Senate Executive Committee. Based on the results of the doodle poll the following dates, **October 29, 2020** and **November 12, 2020** were selected as future meeting dates. The meeting invitation along with the zoom link will be forwarded to all chairs.

### 2. Senate Report Template and Options (pg. 9)

- There have been some challenges for committee chairs when formatting committee annual reports. There was a question as to whether reports should be presented yearly or monthly depending on the committee. Should committees have to forward their minutes/summaries to the Academic Senate for approval via the consent calendar? David will follow up with the Statewide Academic Senate on what exactly sub-committees should be reporting to Academic Senate.
- Video Report Option: Chairs will now have the option to present a report in video, written or verbal format. If reports are presented in video format they will need to be 508 compliant. There was an idea proposed convert video reports in MP4 format and submit those report to both David and Marilyn to store for record keeping purposes. Should report be housed on the Academic Senate website or on a CANVAS shell?
- Reporting Template: The reporting template was created as a guiding principle and not as a fillable form. David will make some adjustments to the form. The form will return as an action item on the next agenda.

### 3. Revisiting the Purpose of the Executive Committee

- Suggested Additions to Ex. Comm Voting Membership?  
(CETL, Scholarly Presentation, MQE and all Committee Co-Chairs)
  - There is a need for a place for Academic Senate sub-committees to talk and meet. There is a need to maintain communication from various Committees as many can collaborate together. For example, it would be beneficial for the CETL and Professional Development Committees to work together.
- Removing Resolutions from Ex. Comm Purview?
  - As part of the discussion regarding the purpose of the Executive Committee should the approval of Academic Senate resolutions be removed from this committee? How best can this group be formed? Most of the committee chairs who serve on the Senate Executive Committee do not sit on Academic Senate. One of the main purposes of the Senate Executive Committee is to support the Academic Senate and have the Senate leadership also support it's subcommittees. It has a reciprocal function.
- Bylaws Language?
  - David brought the committees attention to Article 6, Section B. Membership of the By-laws. The Bylaws need to be revisited to update and clarify the language regarding the Senate Executive composition. More language needs to be added to Bylaws to help redefine its purpose and mission. There is a proposal to remove the language indicating the Senate Executive Resolution process.

#### 4. Committee Membership Confirmation Process

- There was a reminder that every fall semester the Academic Senate needs to confirm committee appointments for all Academic Senate sub-committee, Collegial and Operational committees in the fall semester. The process for confirming committee appointments can be long and time consuming. David requested that all committee chairs work on confirming their own committee memberships during the spring for the fall semesters. As committee chairs are the ones most in contact with their committee members it would be helpful to the Academic Senate if these confirmations can be sent to the Academic Senate to be included on the agenda for the fall semester. David will confirm all committee chair appointments. It was stated that it is also not appropriate to call or appoint someone else as a proxy, regarding a temporary appointment, for someone who is out. David made a request that for any chair resignations to please send a memo to Academic Senate. There is also concern with having committee representative serving on some committees who are a 1 person per department. There is a suggestion to have committees review their committee procedures to regarding faculty who are a 1 person per department member as it will more difficulty to this individual to attend committee meetings.

#### 5. Committee Procedures – Review for discriminatory barriers

- This item was tabled and return on the next agenda.

#### 6. Future Business?

- The Curriculum Committee will not be filling additional adjunct positions. The office of Instruction is not able to fund for two additional adjunct Curriculum Committee members at this time. The positions require extensive training which is much more challenging due to a remote environment. Therefore, the Curriculum Committee will not be expanding its membership.

**E. Adjournment:** 12:05 pm.

**Adjunct Faculty Fall 2020**

Name	Position Title	Discipline Assignment	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
Barboza, Javier	Adjunct - Animation	Broadcasting Technology (Film making/video, media production, radio/TV)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to Animation or the <a href="#">equivalent</a> ; <b>OR</b> Any associate degree and six (6) years of professional experience directly related to Animation or the <a href="#">equivalent</a> .	BFA Character Animation, California Institute of the Arts, 17.16 years of experience directly related to the discipline
Washington, Joan	Adjunct – Business	Business	Master's degree in business, business management, accountancy, finance, marketing, or business education OR Any bachelor's degree in either of the above AND master's degree in economics, personnel management, public administration, or J.D. or LL.B. degree. OR Any bachelor's degree in economics with a business emphasis AND master's degree in personnel management, public administration, or J.D. or LL.B. degree.	MBA, University of Phoenix
Hunt, Justin	Adjunct – Computer Networking	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to Animation or the <a href="#">equivalent</a> ; <b>OR</b> Any associate degree and six (6) years of professional experience directly related to Animation or the <a href="#">equivalent</a> .	AS Computer Networking, College of the Canyons, 12.09 years of experience directly related to the discipline

Velarde, Christopher	Adjunct – Computer Networking	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to Animation or the <a href="#">equivalent</a> ; <b>OR</b> Any associate degree and six (6) years of professional experience directly related to Animation or the <a href="#">equivalent</a> .	AS Computer Networking, College of the Canyons, 14.83 years of experience directly related to the discipline
Vannatta, Jessica	Adjunct – Environmental Sciences	Interdisciplinary Studies	Master’s in the interdisciplinary area OR Master’s in one of the disciplines included in the interdisciplinary area AND upper division or graduate course work in at least one other constituent discipline. <i>(NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master’s List.)</i> 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.	MA Biology, Middle Tennessee State University and PhD Environmental Science, Tennessee Technological University

Khoury, Margaret	Adjunct – English as a Second Language	English as a Second Language (ESL)	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 Education, Teaching English as a Second Language, University of Southern California
Fields, Charlene	Adjunct – Health Sciences	Health	Master’s degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition or public health. OR Bachelor’s degree in any of the above AND master’s degree in any biological science OR Equivalency: An official transcript documenting successful completion of any Master’s degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MA of Public Health, Walden University
Ruiz, Otmaro	Adjunct - Music	Music	Master’s degree in music OR bachelor’s degree in music AND master’s	MFA, School of Music, Jazz



			degree in Humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	Keyboard, California Institute of the Arts
Terranova, Emilio	Adjunct - Music	Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MFA, School of Music, Jazz Bass, California Institute of the Arts
Striepe, Karl	Adjunct – Political Science	Political Science	Master's in political science, government, or international relations OR Bachelor's in either of the above AND Master's in economics, history, public administration, social science, sociology, any ethnic studies, J.D., or LL.B.	MA, Social and Political Thought with Distinction, University of Sussex, Academic Credentials Evaluation Institute, Inc. Evaluation Report.
Anderson, Heather	Adjunct – Sociology	Sociology	Master's in Sociology OR - Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or	MA Sociology, California State University, Northridge

			<p>psychology  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>	
Satalich, Jay	Noncredit – Vocational Short Term/Surveying	Vocational (Short-term) Noncredit	<p>Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.</p>	<p>BA Political Science, Loyola Marymount University, 10.83 years of occupational experience related to the subject.</p>

### Adjunct Faculty Summer 2020

Name	Position Title	Discipline Assignment	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
Justice, Joel	Adjunct – Administration of Justice	Administration of Justice	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the <a href="#">equivalent</a> ; <b>OR</b> Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the <a href="#">equivalent</a> .	BA Business Management, University of Phoenix, MA Security Studies, Naval Postgraduate School, 34 years of professional experience related to the teaching assignment.
Shroyer, Zachary	Adjunct – Administration of Justice	Administration of Justice	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the <a href="#">equivalent</a> ; <b>OR</b> Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the <a href="#">equivalent</a> .	BA General Studies, University of Kansas, 22.17 years of professional experience related to the teaching assignment.
Ali, Hind	Adjunct - Chemistry	Chemistry	Master's degree in chemistry OR Any bachelor’s degree in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR Equivalency: An official transcript documenting successful completion of any Master’s degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MS Chemistry, University of Baghdad, US Evaluation from Academic Credentials Evaluation Institute, Inc.
Peattie, Catherine	Noncredit – Education Vocational (Short-Term)	Vocational (Short-term) Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR Any associate degree and six (6) years of	BA Psychology, Sonoma State University, 10.92 years of occupational

			<p>occupational experience related to the subject of the course taught or the <a href="#">equivalent</a>; OR Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.</p>	<p>experience related to the subject.</p>
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### ISAs for Academic Senate – Spring 2020

Name	Position Title	Discipline Assignment	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
Arroyo, Timothy	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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 Kinesiology/Exercise Science, California State University, Northridge, 12 years of experience as a Police Officer
Mooangprang, Sarenas	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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 Business Administration, US Riverside, 12 years of experience as a Deputy Sheriff
Romero, Henry	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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	BA Psychology, University of California, Los Angeles, 27 years of experience as a Police Officer

			experience directly related to the faculty member's teaching assignment or the equivalent.	
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**ISAs for Academic Senate – Fall 2020**

Name	Position Title	Discipline Assignment	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
Connell, Christopher	Los Angeles Sheriff Department	Administration of Justice (Police science, corrections, law enforcement)	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 Political Science, California Lutheran University, 20 years of experience as a County Sheriff
Geeter, Michael	Los Angeles Sheriff Department	Administration of Justice (Police science, corrections, law enforcement)	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 equivalent, 79.60 semester units earned at College of the Canyons, 8 years of experience as a County Sheriff
Rodriguez, Caroline	Los Angeles Sheriff Department	Administration of Justice (Police science, corrections, law enforcement)	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	BS Criminal Justice, San Diego State University, 20 years of experience as a Deputy Sheriff

			experience directly related to the faculty member's teaching assignment or the equivalent.	
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ISAs for Academic Senate – Summer 2020

Name	Position Title	Discipline Assignment	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
Navarro, Pamela	Los Angeles Sheriff Department	Administration of Justice (Police science, corrections, law enforcement)	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 Sociology, California State University, East Bay, 14 years of experience as a Deputy Sheriff

**College of the Canyons**  
**Academic Calendar – 2021/22**  
**PROPOSED Calendar B (no fall break)**

<b>Fall 2021</b>		
<b>Month</b>	<b>Event</b>	<b>Date</b>
<b>August</b>	Professional Development Week (FLEX, Employees Only)	August 13-19 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 20 (Friday)
	First Day of Fall 2021	August 23 (Monday)
<b>September</b>	Labor Day Holiday	September 6 (Monday)
<b>November</b>	Veterans Day Holiday	November 11 (Thursday)
	Thanksgiving Day Holidays	November 25-28 (Thursday – Sunday)
<b>December</b>	Last Day of Fall Semester	December 11 (Saturday)
	Campus Closed	TBD
<b>Winter Intersession 2022</b>		
<b>Month</b>	<b>Event</b>	<b>Date</b>
<b>January</b>	New Year's Holiday	January 1, 2021 (Saturday)
	First Day of Winter Term	January 3, 2021 (Monday)
	Martin Luther King Holiday	January 17 (Monday)
<b>February</b>	Professional Development Week (FLEX, Employees Only)	January 31 - February 4 (Monday to Friday)
	Last Day of Winter Term	February 5 (Saturday - 5 weeks)
<b>Spring 2022</b>		
<b>Month</b>	<b>Event</b>	<b>Date</b>
<b>February</b>	First Day of Spring Semester	February 7 (Monday)
	Lincoln/Washington Holidays	February 12-14 (Friday to Monday)
<b>April</b>	Spring Break	April 4-10 (Monday – Sunday)
<b>May</b>	Memorial Day	May 30 (Monday)
<b>June</b>	Last Day of Spring Semester	June 2 (Thursday)
	Graduation	June 3 (Friday)
<b>Summer 2022</b>		
<b>Month</b>	<b>Event</b>	<b>Date</b>
<b>June</b>	Start of Summer session	June 6 (Monday)
<b>July</b>	Independence Day	July 4 (Monday)
<b>August</b>	Last possible day of Summer Session	August 20

JR 10/01/19

**Notes:**

[For more information regarding this item please see the Academic Senate Summary from March 5, 2020.](#)  
[Results from Academic Calendar Survey from the Fall 2019 can be found here.](#)



## **Academic Senate for College of the Canyons**

### **STATEMENT of Rationale and Interpretation for Course Nomenclature Standing Policy Winter & Spring 2021**

On September 17, 2020 the Academic Senate adopted a Standing Policy on Course Nomenclature. That policy was adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld. The College needs to honor its obligation made to our students as is presented in the schedule of classes, and specifically to teach to all the learning objectives of the course, provide instruction for the contact hours listed in the course outline of record as well as to authenticate students, per Title 5 and ACCJC requirements.

The state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency resulted in College of the Canyons moving its instruction to a predominantly distance education/online format. Such instructional changes necessitated new, temporary defined nomenclature to improve understanding and clarity of the different modes of distance education for the winter and spring 2021 semesters. The content of the resulting Senate standing policy was informed by a collaborative work group of relevant Faculty and Administrators, to include members of the Academic Senate and the Offices of Instruction, its Office of Online Education, as well as Enrollment Management and Associated Student Government. Members of this group were privy to specific areas in need of improvement as delivery of almost all College instruction via distance education continues into the 2021 calendar year. The group reflected on and considered potential best practices for the betterment of students, faculty and the College as a whole.

Such areas of improvement were the result of the emergency circumstance imposed on and experienced by all colleges of the California Community College. Local experience with the spring, 2020 emergency transition to distance education, coupled with lessons learned from the summer and fall 2020 semesters, revealed the need to create an adopted uniform set of instructional categories for all subsequent classes offered in the winter and spring 2021 semesters. Campus officials received numerous reports of inconsistent instructional delivery for fall 2020 sections advertised as “synchronous” classes. Furthermore, the use of the terms “synchronous” and “asynchronous” was not uniformly understood by registering students. There were also reports of inconsistencies between what was advertised in the schedule of classes and content found in faculty orientation letters. It is important to ensure clarity for students at the point of registration by the use of clear language and for all forms of communication to be consistently aligned.

For said reasons, the Academic Senate adopted its standing policy establishing temporary nomenclature and definitions for classes being offered during the ongoing COVID-19 public health crisis. The Offices of Student Services and Instruction have collaborated to make changes in our internal data systems to

ensure the newly defined terms are properly listed and explained in the 2021 schedules of classes. The existing Provisional DLA will be used as a reference for the use of Canvas authentication and the use of ConferZoom which is integrated into Canvas.

The standing policy ensures courses are validated not only for professional and instructional integrity but to guarantee and legitimize proper apportionment money, grades and student transcripts.

### **POLICY INTERPRETATION**

- a. "ONLINE" – instruction denoted as "online" is considered 100% asynchronous instruction.
- b. "OnlineLIVE" – instruction denoted as "OnlineLIVE" is considered synchronous instruction through ConferZoom on the days and times listed in the class schedule. Such days and times are intended to replace face-to-face class meetings for lecture, small group discussion, and other activities normally associated with on-ground class session and are not voluntary for the student or instructor, **nor to be replaced with any asynchronous instruction.**

***Interpretation - "...nor to be replaced with any asynchronous instruction" shall be interpreted to mean that no class meetings in their entirety as listed in the schedule of classes shall be wholly replaced with asynchronous instruction. Asynchronous instruction is allowed as a component of a synchronous class session, provided that the instructor is synchronously available to students during the entire class meeting time.***

- c. "InPERSON" – instruction denoted as "InPERSON" is considered instruction to be delivered in a physical location on campus.
- d. "Hybrid" – instruction denoted as "Hybrid" is considered instruction that has an InPerson component as well as an ONLINE (asynchronous) lecture component. No OnlineLIVE (synchronous) component should constitute any portion of a Hybrid class.
  - i. The use of the term "Hybrid" is temporarily suspended except for essential infrastructure programs having been approved by the Office of Instruction and District Administrators overseeing COVID-19 return to work criteria as established according to guidelines established by the Los Angeles County Office of Public Health.



**Academic Senate for College of the Canyons**  
**STANDING POLICY**  
**Online Instructor Certification Requirements**  
**Winter & Spring 2021**

Section 55208(b) of Title 5 of the California Code of Regulations (CCR) holds “Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” Accreditation Standard 3.A.11 of the Accrediting Commission for Community and Junior Colleges (ACCJC) states and requires, “The institution establishes, publishes, and adheres to written personnel policies and procedures.”

At College of the Canyons the Academic Senate establishes distance education (Online) instructor certification standards. In so doing, the Academic Senate regularly collaborates with the Office of Instruction and its Office of Online Education. The state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency resulted in ongoing declared emergency orders by the Chancellor of the Office of California Community Colleges. Therefore, and in recognition of such circumstances, the Academic Senate establishes the following distance education/online instructor certification requirements to be in effect for the winter and spring, 2021 semesters:

1. All provisional online certifications originally set to expire on December 31, 2020, as outlined in the adopted standards per Academic Senate action on May 7, 2020, will be honored and extended to June 6, 2021 after which time they will expire.
2. Instructors possessing only provisional online instructor certification should not be assigned nor allowed to teach 100%, asynchronous ONLINE classes during the 2021 winter and spring semesters.
3. The Academic Senate will revisit these adopted standards in anticipation of the 2021 summer and fall semesters in order to extend or amend this policy consistent with evolving state and local circumstances.

CCR Title 5 Section 55204(a) establishes the requirement of regular and effective contact between instructors and students and designates such standard to be an academic and professional matter within the purview of the Academic Senate per Title 5, Section 53200, *et seq.*

This policy is adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld.



## **Academic Senate for College of the Canyons**

### **STATEMENT**

## **Rationale for Online Instructor Certification Requirements Standing Policy**

### **Winter & Spring 2021**

On October 1, 2020 the Academic Senate adopted a Standing Policy on Online Instructor Certification Requirements for the winter and spring 2021 semesters. That policy was adopted toward the betterment of student learning and to ensure, among other things, regulatory and professional standards are upheld. Section 55208(b) of Title 5 of the California Code of Regulations holds “Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” Accreditation Standard 3.A.11 of the Accrediting Commission for Community and Junior Colleges (ACCJC) states and requires, “The institution establishes, publishes, and adheres to written personnel policies and procedures.”

On May 7, 2020 the Academic Senate adopted Provisional Online Instruction Certification Standards. The adoption of this temporary measure was in response to the state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency. In response, College of the Canyons moved its instruction to a predominantly distance education/online format. At that time, colleges throughout the state were thrown into an environment of instructional crisis management.

In preparing for the continuation of a predominantly distance education/online instructional campus extending into the 2021 calendar year, the Academic Senate collaborated with the Office of Instruction and its Office of Online Education to consider the best possible online instructor certification policy for the winter and spring 2021 semesters. This collaboration contemplated best practices for the betterment of students, faculty and the College as a whole. Members of this collaborative group were privy to specific areas in need of improvement in anticipation of the 2021 calendar year. Campus officials received numerous reports of inconsistent instructional delivery for fall 2020 sections advertised as “synchronous” classes. There were also reports of inconsistencies between what was advertised in the schedule of classes and content found in faculty orientation letters.

Asynchronous instruction (100% ONLINE) requires more detailed pedagogical training than provided in the May 7, 2020 adopted provisional certification standards. This is reflected in the Academic Senate’s adopted Introduction to Online Instruction (IOI) 36 hour pedagogical course required to be a permanent 100% online certified instructor. Because there are no scheduled LIVE class meetings in asynchronous classes, the ability to uphold and meet the requirements found in a course outline of record requires more comprehensive training to ensure replication of face-to-face instruction delivered through traditional synchronous instruction.

The nuance of educational programs, disciplines and courses is well understood by the collective members of the Academic Senate. However, there is a difference between impossible and impractical. Given the provisional

training that has been already been achieved, there is now time for those faculty to adequately prepare to either teach their traditional face-to-face classes via virtual synchronous platforms, or to gain full permanent certification. The Academic Senate and the Office of Instruction and its Office of Online Education are committed to providing relevant training and resources for either circumstance.

It is with the foregoing information in mind that the Academic Senate adopted its Standing Policy on Online Instructor Certification Requirements for the winter and spring, 2021 semesters. That policy extended the provisional certifications of faculty into the winter and spring 2021 semesters. Doing so was meant to honor the time and dedication put forth by individual faculty that achieved provisional certification status. But, restricting such faculty from asynchronous instruction was intended to guarantee instructional quality for students and to ensure the College sensibly upholds regulatory and accreditation standards as well as our own local standards of academic professionalism

**BP 3910      Speech: Time, Place, and Manner**

**References:**

Education Code Sections 66301 and 76120

**Introduction:**

*The Santa Clarita Community College District values the free exchange of ideas and expressive activity on college premises, and wishes to foster and protect the rights of all persons to exercise their constitutional rights protected under the First Amendment of the United States Constitution and Article I, Section 2 of the California Constitution. The District reserves the right to enact regulations setting forth areas that may be used for speech and expressive activity and any reasonable regulations related thereto, limit the use of its facilities for the exercise of free speech and free expression, and to accommodate such speech and expression in facilities maintained and/or owned by the District.*

1. Students, employees, and the public may freely express themselves on District property, subject to the requirements of this policy and its corresponding administrative procedure.
2. The District designates all outdoor space on its campuses, other than roadways, parking lots, loading docks, and work spaces that are regularly used by District students or employees to perform District-related activities (including, but not limited to, athletic spaces), as open for speech and expressive activities by its students, employees, and members of the public (“Designated Public Forums”). The District recognizes that other space on its property may qualify as a public forum under applicable state and federal law and nothing in this policy shall be construed as undermining its treatment as such.
3. The CEO shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the Designated Public Forums in a manner consistent with the letter and spirit of this policy. The District will apply all limits on speech and expression permitted by this policy and the corresponding administrative procedures equitably, fairly, and in a content neutral manner.
4. Speech and expression that the law has deemed to be outside the protection of the United States Constitution or the California Constitution is not protected by this policy or its corresponding administrative procedures.
5. Nothing in this policy shall prohibit the regulation of hate violence directed at students, staff, or visitors in a manner that denies their full participation in the educational process (Education Code Section 66301 subdivision (e)), so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students and staff may be disciplined for harassment, threats, or intimidation, as those terms are defined and use by District policy or procedure, unless such speech is constitutionally protected.



## **AP 3910      Speech: Time, Place, and Manner**

### References:

Education Code Sections 66301 and 76120

The students and employees of the District and members of the public shall be permitted to express themselves subject to the limitations contained in BP 3910 Speech: Time, Place, and Manner and this procedure.

### 3910.1 Expressive Activities

#### Time

- Expressive activities in the Designated Public Forums shall be limited to the hours and days that classes are in session or at any time that the District allows the public onto its campus.
- Persons who are not District students or staff may not use a particular Designated Public Forum at a time when that Designated Public Forum is being used by District students or staff. At such a time, persons who are not District students or staff may use other Designated Public Forums on the District's campuses subject to any other applicable limitations in Board Policy 3910 and this procedure.

#### Place

- The Designated Public Forums are defined in Board Policy 3910.
- Persons or organizations, other than the District's students or staff, wishing to distribute materials to the public or use any form of mechanical sound amplification such as speakers or bullhorns in Designated Public Forums must notify personnel within the Office of Campus Life and Student Engagement, if that office is open and staffed, prior to engaging in the activities. This notification requirement is for information purposes only and does not empower the Office of Campus Life and Student Engagement to approve or disapprove of the speech or expressive activity.

#### Manner

- No person or group may generate noise, by use of mechanically-amplified sound, voices, instruments, or otherwise, in a Designated Public Forum, that exceeds 60 db if doing so materially disrupts the District's instruction of students or administrative operations. No person or group shall intentionally initiate physical contact with any passerby in or near a Designated Public Forum, including by means of a tangible item such as a button or a flyer, without the passerby's consent. This prohibition does not restrict a person or group from merely offering a passerby a tangible item such as a button or a flyer, without physical contact, so long as the distribution does not violate any other District policy or procedure.
- No person or group utilizing a Designated Public Forum may impede access to, or use of, a sidewalk, hallway, road, doorway, or common footpath.

- For purposes of the District’s information and convenience, students, staff, outside organizations, and others are encouraged to reserve Designated Public Forums in advance with the Office of Campus Life and Student Engagement. The Office of Campus Life and Student Engagement must accept such reservations on a content-neutral basis. It may decline approval only when another person or group had previously reserved the Designated Public Forum or the District itself, including its students or staff, had existing plans to use the space for a District function.
- Designated Public Forums may not be used in a manner that actually and materially disrupts the District’s instruction of students or administrative operations.
- Nothing in Board Policy 3910 or this procedure shall be construed as allowing for unlawful behavior or conduct that violates any other policy or procedure of the District.
- Designated Public Forums may not be used for for sleeping, camping, or laying down of bedding.

#### Buttons, Badges, and Other Insignia or Symbolic Expression

- Students and staff shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions in this policy and procedure.

#### 3910.2 Distribution and Display of Printed Materials:

All persons or groups using a Designated Public Forum are allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter (“Printed Material”) inside the Designated Public Forum. For purposes of this procedure, “distribute” means to personally convey or transmit from a person to another.

In addition, groups or persons who are not District students or staff may post Printed Material for public display on District-provided bulletin boards that are specifically made available by the District for such use at various locations on its campuses (“Public Boards”). This allowance does not apply to other bulletin boards throughout the District’s campuses that are specifically allocated for use by District staff or students only.

#### Time

- Persons or groups may distribute Printed Materials only during the time that the Designated Public Forum is open and available for speech or expression as described in this procedure.
- Persons or groups who display Printed Materials on Public Boards must remove the Printed Material within 10 calendar days of its posting. The District may cause Printed Material that remain posted on Public Boards for more than 10 calendar day limit to be removed and discarded without notice to the group or person that posted it.

#### Place

- Groups or persons may distribute Printed Materials only from within a Designated Public Forum. Groups or persons may display Printed Materials only on Public Boards. District staff and students will also have access to different bulletin boards (“College Boards”) for posting of District-related material.

#### Manner

- Persons or groups distributing Printed Material must make reasonable efforts to retrieve, remove or properly discard (including in a trash can) all Printed Material that has the person, group, or any recipient of the Printed Material has discarded, dropped, or left behind (including on the ground) before departing the Designated Public Forum. The District may charge persons or groups violating this procedure’s requirement that Printed Material be removed from the Designated Public Forum upon the person’s or groups’ departure a reasonable fee for clean-up and disposal
- All Printed Material to be posted on Public or Campus Boards shall be date-stamped by the Office of Campus Life and Student Engagement prior to posting and posted on the same date. The Office of Campus Life and Student Engagement shall retain a copy of the Printed Material in its files for a period of [REDACTED] on file in Campus Life and Student Engagement.
- All Printed Material displayed on Public Board or a Campus Board must clearly indicate the person or group who posted it and display the date-stamp affixed by the the Office of Campus Life and Student Engagement
- Persons or groups distributing Printed Material may not use unreasonably aggressive or coercive tactics to induce anyone to receive it or to sign a petition.
- Funds or donations may not be collected for the Printed Material , except as permitted by Board Policy.
- Persons or groups must remove all Printed Material intended for distribution upon departure from District property and may not leave such Printed Material, regardless of quantity, on District property unattended. The District may treat unattended Printed Materials brought onto District property as abandoned and dispose of it without notice to any person or group.
- All Printed Material distributed by any group or person who is not a District student or employee must clearly identify the name of the person or group engaged in the distribution.

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808 NON-STUDENT SPEAKERS

808.1 Speech and Expressive Activities

The Santa Clarita Community College District values the free exchange of ideas and expressive activity on college premises, and wishes to foster and protect the rights of all persons to exercise their constitutional rights protected under the First Amendment of the United States Constitution and Article I, Section 2 of the California Constitution. Nevertheless, the District historically has not converted, and by adoption of this Policy does not intend to convert, all facilities maintained and/or owned by the District into a public forum or limited public forum. The District reserves the right to enact regulations setting forth areas that may be used for speech and expressive activity and any reasonable regulations related thereto, limit the use of its facilities for the exercise of free speech and free expression, and to accommodate such speech and expression in facilities maintained and/or owned by the District. The right to free expression on college premises, as described above, extends only to speech and expressive conduct protected by the federal or state constitution.

Non-students and non-student groups shall be allowed to engage in speech and expressive activity subject to the following limitations.

(1) Time

The time shall be limited to the hours and days that classes are in session.

(2) Place

Expressive activities shall not:

- (a) Take place in college buildings;
- (b) Interfere with the normal flow of foot or vehicular traffic; or
- (c) Impede entrance to or exit from college facilities.

(3) Manner

The use of amplification by persons or groups on College premises shall not reach a sound level that creates a material disruption, **defined as exceeding 60 dB**, to the normal functioning of classroom instruction nor administrative operations of the College.

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**808.2 Unlawful Speech or Expressive Conduct**

Speech or expressive conduct which is obscene, libelous or slanderous according to current legal standards, or which so incites students to create a clear and present danger of the commission of unlawful acts on the College premises, or the violation of lawful community college regulations, or the substantial disruption of the orderly operation of the College, is prohibited. This prohibition, however, extends only to speech or expression which falls outside of the bounds of protection of the First Amendment.

This Policy and all implementing regulations regarding speech or other expressive activity shall be applied equitably and fairly. This Policy is intended to be content neutral. No restrictions shall be placed on subject matter or viewpoints expressed by any person except as described above.

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<b>528 STUDENT RIGHTS TO EXPRESSIVE ACTIVITIES</b>	<b>DATE ADOPTED</b>	

528 STUDENT RIGHTS TO EXPRESSIVE ACTIVITIES

528.1

The process of educating students for responsible citizenship in a democratic society requires reasonable opportunity for students to exercise the rights of freedom of speech and expression in the context of the community college environment.

The purpose of this policy is to insure the exercise of these rights with due respect to the rights of others and the need for reasonable regulations in the operation of the College.

In order to provide this experience for students within the framework of Education Code Section 76120, the Board establishes the following policies, to be supplemented by administrative rules and regulations as reasonably required. Official college-sponsored materials are not covered by this policy.

528.2

College of the Canyons' students have the right to exercise free expression including, but not limited to, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, the use of non-classroom bulletin boards, and speech and expressive activity.

A. Circulation of Petitions, and Other Printed Material.

Students shall be allowed to distribute petitions and other printed material subject to the following parameters:

(1) Time

The time of distribution shall be limited to the hours and days that classes are in session. Distribution shall not be allowed during special events, such as dances, banquets, commencement, etc.

(2) Place

Distribution shall not:

- (a) Take place in college buildings;
- (b) Interfere with the normal flow of traffic, or
- (c) Impede entrance to or exit from college facilities.

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(3) Manner

(a) Coercion is not to be used to induce students to accept the printed matter or to sign petitions.

(b) Funds or donations may not be collected for the material distributed, except as permitted by other sections of Board Policy.

(c) Copies of leaflets and printed materials to be distributed or posted shall be date-stamped through the Office of Student Development. A copy of each piece of printed material shall be kept on file in the Office of Student Development.

(d) Materials may not be left unattended on College premises.

(e) All copies of handout materials must clearly indicate the name of the sponsoring student or on-campus group making distribution.

(f) Persons responsible for distribution of materials will also be responsible for appropriate cleanup activities.

**B. Buttons, Badges, and Other Insignia or Symbolic Expression**

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the hereinafter-mentioned prohibitions.

**C. Non-Classroom Bulletin Boards**

In keeping with administrative rules and regulations, students shall be provided with bulletin boards for use in posting student materials on campus locations convenient to student use.

**D. Speech and Expressive Activity**

The Santa Clarita Community College District values the free exchange of ideas and expressive activity on college premises, and wishes to foster and protect the rights of all persons to exercise their constitutional rights protected under the First Amendment of the United States Constitution and Article I, Section 2 of the California Constitution. Nevertheless, the District historically has not converted, and by adoption of this Policy does not intend to convert, all facilities maintained and/or owned by the District into a public forum or limited public forum. The District reserves the right to enact regulations

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setting forth areas that may be used for speech and expressive activity and any reasonable regulations related thereto, limit the use of its facilities for the exercise of free speech and free expression, and to accommodate such speech and expression in facilities maintained and/or owned by the District. The right to free expression on college premises, as described above, extends only to speech and expressive conduct protected by the federal or state constitution.

Students shall be allowed to engage in speech and expressive activity subject to the following limitations.

(3) Time

The time shall be limited to the hours and days that classes are in session.

(4) Place

Expressive activities shall not:

- (a) Take place in college buildings;
- (b) Interfere with the normal flow of foot or vehicular traffic; or
- (c) Impede entrance to or exit from college facilities.

(3) Manner

The use of amplification by persons or groups on College premises shall not reach a sound level that creates a material disruption, **defined as exceeding 60 dB**, to the normal functioning of classroom instruction nor administrative operations of the College.

528.3

In the exercise of the student rights described above, and in accordance with the guidelines established in Ed. Code Section 76120, no student shall distribute materials, wear buttons or other displays, post notices or other materials, or engage in expressive activity that:

A. Is obscene, libelous or slanderous according to current legal definitions.

B. Incite students so as to create a clear and present danger of imminent commission of unlawful acts on College premises, or of the violation of lawful



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college regulations or of the substantial disruption of the orderly operation of the college.

C. Violate this Policy, including, but not limited to, the time, place and manner parameters outlined within, or the Administrative Regulations used to enforce this Policy.

*528.4*

*This Policy and all implementing regulations regarding speech or other expressive activity shall be applied equitably and fairly. This Policy is intended to be content neutral. No restriction shall be placed on subject matter or viewpoints expressed by any persons except as described above.*

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<b>804 DISTRIBUTION OF PUBLICATIONS AND OTHER DUPLICATED MATERIAL BY NON-STUDENTS AND NON-STUDENT GROUPS</b>	<b>DATE ADOPTED</b>	

**804 DISTRIBUTION OF PUBLICATIONS AND OTHER DUPLICATED MATERIALS BY NON-STUDENTS AND NON-STUDENT GROUPS**

**804.1**

Non-students and non-student groups may distribute publications and other printed material on college premises in such a way that does not impede students' access to classrooms or college buildings. Distribution of publications and materials may not be conducted inside classrooms or college buildings. Persons and groups wishing to distribute materials may not leave stacks of material unattended on college premises nor should they coerce students to accept or take materials. Persons and groups wishing to distribute materials on college premises shall first check in at the Office of Student Development.

**804.2**

Non-students and non-student groups shall be allowed to distribute petitions and other printed material subject to the following parameters:

**A. Time**

The time of distribution shall be limited to the hours and days that classes are in session. Distribution shall not be allowed during special events, such as dances, banquets, commencement, etc.

**B. Place**

Distribution shall not:

- (1) Take place in college buildings;
- (2) Interfere with the normal flow of traffic, or
- (3) Impede entrance to or exit from college facilities.

**C. Manner**

- (1) Coercion is not to be used to induce students to accept the printed matter or to sign petitions.
- (2) Funds or donations may not be collected for the material distributed, except as permitted by other sections of Board Policy.
- (3) Copies of leaflets and printed materials to be distributed or posted shall be date-stamped through the Office of Student Development. A copy of each piece of printed material shall be kept on file in the Office of Student Development.

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- (4) Materials may not be left unattended on College premises.
- (5) All copies of handout materials must clearly indicate the name of the sponsoring non-student individual or group making distribution.
- (6) Persons responsible for distribution of materials will also be responsible for appropriate cleanup activities.

**804.3**

Materials that contain written expression deemed as obscene, libelous or slanderous according to current legal standards, or which so incites students to create a clear and present danger of the commission of unlawful acts on the College premises, or the violation of lawful college regulations, or the substantial disruption of the orderly operation of the College, are prohibited. This prohibition, however, extends only to written expression that falls outside of the bounds of protection of the First Amendment of the United States Constitution and Article I, Section 2 of the California Constitution.

**804.4**

This Policy and all implementing regulations regarding speech or other expressive activity shall be applied equitably and fairly. This Policy is intended to be content neutral. No restrictions shall be placed on subject matter or viewpoints expressed by any person except as described above.

**804.5**

Persons violating this Policy by littering the College premises with materials or leaving unattended stacks of material may be charged a fee for clean-up and disposal.