



College of the Canyons Academic Senate

April 22, 2021

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

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/91488707650?pwd=RncxcWZKaGFRT0tueWxVdkiSemY2Zz09>

Meeting ID: 914 8870 7650

Passcode: 972231

One tap mobile+1-669-900-9128, US (San Jose); +1-253-215-8782, US (Tacoma)

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 College of the Canyons

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
 - Hiring Committee
 - Connie Perez, Counseling
 - Garrett Hooper, Counseling
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, April 1, 2021 (pg. 4-22)	Curriculum Committee Summary, April 15, 2021
At-Large Senator Election Results (pg. 12)	Curriculum Committee Handbook , Lisa Hooper

B. Reports

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

1. [Civic Engagement Annual Committee Report](#), Patty Robinson
2. Academic Senate Presidents Report, David Andrus
 - [Senate Program Review/Budget](#), David Andrus

C. Action Items

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

1. AP 7120A Recruitment & Selection Academic Employees, Gary Collis & Dr. Diane Fiero (pg. 13-24)
2. Add Code Enrollment Procedures, David Andrus (pg. 25-26)
3. Add a meeting or the Emeriti Celebration, David Andrus

D. Discussion

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

1. BP/AP 4232 Digital Credentials, Gary Collis
 - a. BP 4232 (pg. 27)
 - b. AP 4232 (pg. 28-30)
2. BP/AP 5010 Dual/Concurrent Enrollment, Gary Collis
 - a. BP 5010 (pg. 31-34)
 - b. AP 5010 (pg. 35-40)
3. BP 7215 Academic Senate Participation in Collegial Consultation, Gary Collis (pg. 41-43)
4. BP & AP 7360 Discipline & Dismissal-Academic Employees, Gary Collis
 - a. BP 7360 (pg. 44)
 - b. AP 7360 (pg. 45-48)
5. 2021/22 Senate/Curriculum Meeting Schedule (pg. 49-52)
6. [Curriculum Committee Operating Procedures](#), Lisa Hooper

E. Unfinished Business

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

F. New Future Business

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

G. Announcements

- Next Academic Senate Meetings Spring 2021: May 6 & May 20
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [2021 Faculty Leadership Institute,-Virtual Event, June 17, 2021 to June 19, 2021](#)
- [2021 Curriculum Institute-Virtual Event, July 7, 2021 to July 9, 2021](#)

H. Adjournment

Spring 2021 Accreditation Committee Appointments

First Name	Last Name	FTF/Adjunct	Standard Group
Susan	Ling	FTF	II(A)

Academic Senate Summary for April 1, 2021

Voting Members					
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	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	<i>Gary Collis proxy for Jennifer Paris</i>	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	<i>Regina Blasberg proxy for Mary Corbett</i>	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	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			

Non-voting Members					
Dr. Omar Torres	X	Dr. Paul Wickline			X
Marilyn Jimenez	X	Nicole Faudree (COCCA President)			X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)			A

Guest							
Collette Gibson	X	Dr. Kathy Bakhit	X	Jennifer Smolos	X	Miriam Golbert	X
Desiree Goetting	X	James Glapa-Grossklag	X	Kelly Burke	X	Sara Breshears	X
Dr. Diane Fiero	X	Dr. Jasmine Ruys	X	Marla Markarian	X	Siane Holland	X
Dr. Kathy Bakhit	X	Jennifer Smolos	X	Michelle LaBrie	X		

A. Routine Matters

1. Call to order: 3:06 pm
2. Public Comment: none
3. Approval of the Agenda:

- Motion to approve the agenda by Erica Seubert, seconded by Shane Ramey. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett.* Votes collected using participant's window. Unanimous. Approved.
4. Committee Appointments:
 - Aivee Ortega, Hiring Committee
 - Accreditation Committees (pg. 3)
 - These committee appointments are in addition to those appointed last academic year.
 5. Sub-Committee Summaries: none
 6. Approval of the Consent Calendar
 - The Curriculum Committee Summary is from March 25, 2021 not 2020.
 - Motion to adopt the consent calendar by Tamera Rice, seconded by Ambika Silva. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett.* Votes collected using participant's window. Unanimous. Approved.

Academic Senate Summary, March. 18, 2021 (pg. 4-11)	Curriculum Committee Summary, March 25, 2020
Program Viability Committee Summary, March 4, 2021 (pg. 12-14)	

B. Reports

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

1. Honors Annual Committee Report, Miriam Golbert
 - TAP Certification: Every year the TAP Certification is met with UCLA. This year has been the largest group with 67 applicants. Acceptance information will be received soon. Most students stated they were accepted on their first major. Special thanks to Patricia Garcia who is the unofficial Honors Counselor who is helping with the TAP Certification process. Patricia has been meeting with every student and assists with the paper forms which are then uploaded online to the UCLA TAP website. This process is 100% online this year.
 - Honors Transfer Council of California: There have been 17 Honor students accepted to present at the Honors Transfer Council of California. This is a cohort of Community Colleges. This is to present at the Research Conference hosted by UCI. 9 students were presenters. Miriam attended the presentation with the students.
 - Virtual Honor Celebration: This event will be held either May 5th or May 8th. The May 8th date is a on a Saturday and there will be family member attending with the students. Transfer students and Phi Theta Kappa students will be honored and celebrated.
 - New Members Welcomed for the Honors Committee: The committee is open to new members. There was a reminder that the committee meets on the 3rd Wednesday of the month at 4:00pm.
2. Academic Senate Presidents Report, David Andrus
 - Academic Senate Survey: David sent an email regarding the Senate survey link with a deadline of April 2nd. If anyone wants to complete the survey during spring break, please let David know.
 - Special Celebration meeting: There are faculty who will be eligible for Emeriti and Tenure status by the end of the academic year. The Emeriti and tenure recognition has been done in the past at the Graduation ceremonies. When meetings are held in Bonelli Hall 330 there is usually someone from that retiring faculty member's department/school who typically nominates them and then shares some comments and

thoughts. Last year, then Academic Senate President, Rebecca Eikey made sure more time was allocated to honor emeriti and tenured faculty by hosting a special celebration meeting. After this current meeting there are 3 meetings remaining for spring 2021. Thus, there is a proposal to either honor retirees and tenured faculty at the last meeting of the semester or host a separate celebration meeting on the last Thursday of the semester in June. COCFA also honors retirees at the end of the semester at an event off campus. There are approximately 7 faculty members retiring at the end of the spring 2021. It may be best to host a separate meeting as allocating 15 minutes at the end of the last Senate meeting may not be sufficient time. A discussion or action item may return on the April 22nd meeting to discuss how best to honor these faculty.

- ASCCC Area C Meeting: David attended this meeting. ASCCC reviewed several resolutions. David will share the resolutions packets with the Academic Senate so everyone can be informed of what is taking place statewide.

C. Action Items

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

1. Curriculum Cultural Competency Checklist Implementation & Use, Katie Coleman, David Andrus & Lisa Hooper (pg. 15)
 - a. Most people were in support of the content at the last meeting.
 - b. Motion to adopt the Curriculum Cultural Competency Checklist Implementation & Use by Erica Seubert, seconded by Laurent Rome. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett*. Votes collected using participant's window. Unanimous. Approved.
2. BP 4060 Delineation of Functions Agreement, Gary Collis (pg. 16)
 - a. This policy has been in effect since 2008. This policy was brought forward by Dr. Omar Torres to the Policy Review Committee as part of the cyclical review. If a college decides to offer part of its non-credit course offerings via adult education through some sort of other external entity and there is a contractual arrangement in place this policy then allows for the development of a formal agreement. This is in concert with the BOT as the board need to authorize. Currently, this is not being exercised but this can be in the future and has been in the past. The document will be corrected as there is a typo. This policy was last approved 7 years ago.
 - b. Motion to adopt BP 4060 by Garrett Rieck, seconded by Carly Perl. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett*. Votes collected using participant's window. Unanimous. Approved.
3. Summer/Fall 2021 Online Instructor Certification Determination, David Andrus (pg. 17-18)
 - a. Background: The majority of this proposal was met with general acceptance; Therefore, David called together the same work group. There were many union issues and questions that this workgroup addressed. Special thanks to CETL and IOI instructors that helped guide the workgroup with ideas and proposals and for helping to develop a meaningful and not overly laborious proposal. These proposals were taken back to Ed Tech that accepted all 5 provisions. There was a request from Ed Tech to modify #5 within the policy as it previously suggested that everyone has to be specifically OnlineLIVE trained/certified by summer 2022, even if they are IOI certified. This was bumped back to fall 2022, beginning with the new academic year 2022-2023, for staffing purposes.
 - i. IOI Certified Instructors: Anyone who is currently IOI Certified to teach online can teach OnlineLIVE through the summer of 2022. Beginning fall 2022 IOI training alone will no longer allow faculty to teach OnlineLIVE classes. They will have to have received the newly established OnlineLIVE training/certification at that point.

- ii. Provisionally Certified Instructors: Anyone who is provisionally certified will have their certifications permanently expire on December 31, 2021.
 - iii. There are approximately 90 adjuncts and 10 full-time instructors who are provisionally trained.
 - b. NEW! OnlineLIVE Instructor Certification Training: This training will be very focused with possible 5-9 hours of training. There has been a discussion for a refresher training requirement for OnlineLIVE for one additional hour of training so that the new certification is periodically updated and applied to all instructors. OnlineLIVE is not only zoom teaching. This is an integration of CANVAS and how it can work to support faculty in an OnlineLIVE Zoom environment. The idea is to use CANVAS in a very meaningful way to support synchronous instruction. This format will most likely live post pandemic and thus the reason for the new certification requirement. This training will be ready by summer or fall 2021, possibly sooner. It is recommended to have those who are provisionally certified only be trained first; However, this training is open to everyone. CETL will be developing this curriculum.
 - c. HyFLEX vs OnlineLIVE Instruction: There was a clarification that HyFLEX is not considered OnlineLIVE. There will not be a different certification required HyFLEX instruction.
 - i. HyFLEX Instruction: This format allows for students to be both in the classroom and remote. This format builds an interactive environment. This is different than having someone teach remotely using CANVAS. HyFLEX was developed to accommodate students who had schedules who prevented them from going to campus. This encouraged better participation. This is its own modality and should not be conflated with OnlineLIVE.
 - ii. OnlineLIVE: This format allows for an instructor to teach remotely from their computer. It was suggested that someone who is teaching HyFLEX could end up overlapping the instruction to the OnlineLIVE modality. This should not happen. HyFLEX is its own unique modality and requires its own tools and different skills. There are some disciplines that are finding that this format does have value and others feel it does not.
 - d. Ed Tech, IOI instructors, CETL, Senate colleagues and Administration are in support of entertaining a motion to adopt this policy.
 - e. Motion to adopt the Academic Senate Summer/Fall 2021 Online Instructor Certification Determination by Erica Seubert, seconded by Tamera Rice. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett*. Votes collected using participant's window. Unanimous. Approved.
- 4. BP/AP 4040 Library Services, Gary Collis
 - a. BP 4040 (pg. 19)
 - i. Dr. Torres asked the Policy Review Committee to consider reviewing this policy as it is up for cyclical review. The committee consulted with Peter Hepburn and both were in support of the current policy language and there are no new changes
 - ii. Motion to adopt BP 4040 by Peter Hepburn, seconded by Garrett Hooper. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett. One abstention from Rebecca Shepherd*. Votes collected using participant's window. Approved.
 - b. AP 4040 (pg. 20-21)
 - i. Motion to adopt BP 4040 by Peter Hepburn, seconded by Gary Quire. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett*. Votes collected using participant's window. Unanimous. Approved.
- 5. BP 4041 The Learning Center, Gary Collis (pg. 22)
 - a. Dr. Torres asked the Policy Review Committee to consider reviewing this policy as it is up for cyclical review. The committee is proposing no changes. However, the document will be corrected as there are

many words which have spacing issues. The document will be corrected. There was a suggestion regarding adding the OnlineLIVE learning format and if students will be able to access their remote OnlineLIVE at the TLC Center. There will be further discussion regarding how students can be serviced in the new modality. There was also a suggestion regarding information on Guided Learning Modalities and computer assisted tutorials as these are valuable resources for students. The Policy Review Committee did discuss different issues. The language on this policy is meant to be inclusive. The language is also broad as possible so that the institution does not have to revise the policy every time there is an operational change.

- b. Motion to adopt BP 4041 by Peter Hepburn, seconded by Lisa Hooper. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett.* Votes collected using participant's window. Unanimous. Approved.

D. Discussion

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

1. AP/BP 7210A Academic Employees, Gary Collis (pg. 23-34)
 - a. Background: Dr. Fiero began working with the Policy Review Committee in May of 2019. Dr. Fiero has also forwarded this policy to the Equity Minded Practitioners, EEO Advisory and Adjunct Faculty for review. Various constituency groups on campus have met to develop a procedure that is both lawful and also promotes diversity and equity within faculty ranks. The goal is to ensure that the colleges hiring practices with respect to faculty encourage diversity and that this benefits students and our community. This is based on self-education and consultation with people who have given a lot of thought to diversity. Various areas on this policy were reviewed closely such as the process for job announcements, committee composition and function and the ordering and timing. Another goal was to maintain a balance to the community and to applicants that the District values diversity, wants to hire diverse candidates and that the district is operating within the law.
 - b. There was a clarification that this policy is now renamed AP 7120A. Its language is being extracted from the current AP7120 to make it its own document specifically for faculty. When this item returns on the next agenda, the faculty portion of AP7120 will be repealed. The other hiring procedures for other types of employees will also be extracted and numbered as follows, 7120B, 7120C etc. over time.
 - c. There was a suggestion to add to Section C, sub-section V language regarding the new CTE toolkit as this is being discussed with both the MQE Committee and Rian Medline in HR. There are suggestions as to how would applicant amass that material, adding this information states that there's an applicable equivalency. There is a separate AP 8121 which is specific to the MQ's This policy could be referenced within AP 7120A as a way to address this concern. AP 7120A is more broadly applicable and applies to all positions. Language could also be added that could reference that the job announcement will have special information about equivalency.
 - d. Transfer Process: The new document includes a transfer process that came out of COCFA. This process allowed a faculty member's primary assignment to transfer from one discipline to another. This is intended to distinguish what a faculty member may be assigned to not which discipline they are eligible to teach in. For example, a Chemistry instructor who's qualified to teach in BIO is assigned to Chemistry. Furthermore, if a Chemistry faculty member wants to become officially assigned to Biology, they can teach their load primarily in BIO. Any faculty service area is at the purview of the Academic Senate.
 - e. Administrative Retreat Rights: There was a recent case of a tenure track faculty position opening up and an administrator retreating into this position. There was a question regarding if that right is absolute and if a department has some say. Subsequently, there was an [ASCCC Administrator Retreat Policies Resolution](#)

in fall 2020 which cited 2006 case law. This case law states that Administrative Retreat Rights are not a guarantee that the administrator gets to be a first year probationary faculty member.

- f. This case law makes it seem as though the right to retreat is not absolute and that the department discipline faculty can play a role. This is especially important given the desire to take on a student-centered approach and ensuring that people are being thoughtfully hired in these positions. There is a separate hiring criteria and processes in place for administrators. While someone may have a master's degree to have someone go into a position without any additional screening or interviewing is of concern. It is suggested to consider and to add perhaps a section in this policy that for example if there is more than one administrator who wants to retreat into a position. How would those two people be distinguished? What role would department faculty play? Who would go into a tenure track?
 - g. There is a separate AP policy which addresses administrative retreat rights. Since this is an administrator trying to move into a faculty position it is not part of the open hiring or transfer process for faculty. Dr. Fiero will bring the particular policy that addresses retreat rights forward to the Policy Review Committee for further review and will look to incorporate ASCCC recommendations. There is a suggestion to connect both documents as an administrator who is looking to retreat will be referring to the job description that this policy is outlining. However, since this is a very different process this can be referenced but will not be included in this policy. There have been a total of 2-3 administrators who have retreated in the last 16 years. If needed it is always possible to bring this document back.
 - h. Screening Committee Representative (SCR): This person will be a non-voting member who will be a separate independent person. The SCR needs to be a non-voting member in the event that there should be a discriminatory complaint regarding the recruitment. This person needs to be an objective party who did not vote but was just observing the process. This person also receives special training. If there is anyone who is interested in becoming an SCR please contact Dr. Diane Fiero. This person would be assigned in concert by HR and the Academic Senate President.
 - i. This item will return as an action item on the April 22nd meeting.
2. Add Code Enrollment Procedures, David Andrus (pg. 35-36)
- a. Background: There is a need to rethink parameters for student to self-enroll versus instructors having control over issues add codes. Under some circumstances students can be self-enrolling at the same time instructors are issuing add codes which can cause them to go over the enrollment cap. There is concern from faculty with allowing students to self-enroll, without an add code, as they might miss important instruction during the first week of the semester. This could set up students for failure. David communicated with both Dr. Ruys and Steve Erwin to develop a list of options. There will be differences with how this plays out with different departments. If the Senate adopts any changes at all, there needs to be a middle ground that will work for both students and faculty.
 - i. Option #2: This option states that open enrollment will end 24 hours after the first-class meeting or until a class reaches maximum enrollment. CTE Departments are in favor of not having full term courses not close prior to the start of the semester.
 - ii. Option #3: In this option the following, "Thursday of the first week of the term" encompasses all semesters. Full terms classes will be set up different than short term summer and winter terms. There could be two closing dates for full and short term.
 - iii. Option #4: Provides full control to instructors only. Some departments are in favor of this option as they need to have control. Is there a way that short term section have a stricter closing period?
 - iv. There could be one option applied to full term and another for short term.

- b. Add Codes: Add codes do not become activated until the 1st day of the term. Is there any way the codes could become activated the Thursday or Friday before the term starts? This heavily impacts online classes and students are unable to view the syllabus or access CANVAS until they are registered. This also impact students who are trying to register for short term classes. However, as per MIS, this is built into the system as being hard coded and cannot be changed. This is also connected to a start of the term. In order to do this the start of the term would need to be changed. The part of the code is delivered from Ellucian and cannot be changed. Many colleges have asked for this to be changed. There are some colleges who use a viewing only option for students who are waitlisted. While students may not be officially enrolled in a course, they are able to view the content but would be unable to take quizzes or submit assignments. There are others who are opposed to auto-enrolling students. Students should get an add code and communicate with their instructor so they understand what they need to do to catch up.
 - c. Waitlist: There are occasions when a class fills and closes. However, then a student dropped and in My Canyons is appears as though there is a spot but there is still a waitlist. Students will then email the instructors and request an add code but there are no available spots in the class. Students then feel they are being treated unfairly. There is a delay between the students receiving the add code and processing them. There can be more discussion regarding how to resolve this issue.
 - d. These options will be refined and this item will return as an “Action” item on the next agenda.
3. BP/AP 4232 Digital Credentials, Gary Collis
- a. BP 4232 (pg. 37)
 - b. AP 4232 (pg. 38-40)
 - i. Background: The Policy Review Committee has been reviewing this policy for some time. Garrett Rieck and Wendy Brill-Wynkoop are the faculty champions for these documents. Digital Credentials, or badges, carry an indication of achievement. These are growing in popularity. Leslie Carr has issued these to staff who have completed training. The college has a contract with the company who host these badges. There are increasingly more programs who are using these. A digital credential is the digital representation of skills earned. Originally the digital badges have been used for career skills program students. Student would earn a digital badge along with their certificate of completion. Most students from that student population are preferring their digital credential or badge over a paper certificate as they believe this tell employers much more of what a student has learned. On LinkedIn, for example, an employer could click on a digital badge and be able to see what courses someone took and it would highlight what skills they acquired.
 - ii. Garrett Rieck would like to use digital credentials in the Non-Credit program. These are also available for campus clubs. A policy will need to be in place before digital badges can be expanded into Non-Credit.
 - iii. Digital Credentials Policy: At this point there are no colleges that have a procedure or policy to govern digital credentials. This policy may need revisiting in the future. A policy is needed as digital credential expand. This would prevent anyone from creating an account and just begin issuing such credentials however they wanted. The policy document has been divided into categories.
 - 1. Transcribable badge: These correspond to a recognized degree, whether it be in credit or non-credit. There will be a set format for these with a COC logo. Most universities are already offering digital credentials.

2. Non-transcribable badge: Would-be non-indicative of an awarding of a degree/certificate. This is more so for skill attainment or participation. There will be limitations as to what can be included. These may not use the district logo.
- iv. Academic Freedom: There will need to be discussion as to how instructors can distribute these digital badges if they are authorized by a department chair or a supervisor. It is important to ensure there is not inequity in terms of how these will be distributed.
- v. This item will return as a discussion item. Once this policy is adopted, the Senate will have to adopt a statement as a follow up as this will need to be included in the Metadata.

E. Unfinished Business

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

1. BP/AP 5010 Dual/Concurrent Enrollment

F. New Future Business

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

1. Police Reform Resolution

G. Announcements

- Next Academic Senate Meetings Spring 2021: April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

H. Adjournment: 4:59 pm

Summary of Spring 2021 At-Large Senator Election

The Elections Committee conducted a Call for Nominations for six At-Large Senators as per the Constitution. The call for nominations provided seven nominees which prompted the move to solicit candidate statements in preparation for an election of six At-Large Senator vacancies. After initially reaching out to the candidates, two of the seven nominees withdrew their nominations mistakenly believing there were enough nominations to fill the 6 vacancies without the need for an election. The remaining five candidates thus secured their seats on the Senate which left one open seat. Neither of the two withdrawing nominees wanted to proceed with their nominations if it would result in the need for an election. Upon learning that one of the six seats would be left vacant, one of the withdrawing nominees rescinded their withdrawal with the other confirming their wish to withdraw. This concluded the filling of the six At-Large Senator positions for the next term serving from 7/1/21 - 6/30/23.

The newly elected At-Large Senators are:

Erica Seubert

Ambika Silva

Benjamin Riveira

Jennifer Paris

Rebecca Shepherd

Mike Harutunian



AP 7120A Hiring Procedures – Contract Faculty (Tenure-Track)

Reference:

Education Code Sections 87100 et seq., 87400, and 88003;
ACCJC Accreditation Standard III.A.1

Overview

It is the intent of the Board of Trustees and the District that policies and procedures ensure the hiring of college faculty who are expert in their subject areas, skilled in teaching, serve the needs of a diverse student population, are willing to foster overall college effectiveness, and are representative of the diversity of the district.

Faculty members and administrators participate in all appropriate phases of the hiring process. All faculty hiring processes shall be characterized by strict confidentiality.

These hiring procedures are subject to review and revision at the request of the Academic Senate, the Administration, or the Board of Trustees. Such revised procedures shall be developed and approved before replacing the previous hiring procedures.

Importance of Diversity in the Hiring Process

1. The Santa Clarita Community College District is committed to employing qualified employees who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide consideration for all qualified candidates. The District does not discriminate in providing educational or employment opportunities to any person on the basis of race, color, religion, religious creed (including religious dress and grooming practices), national origin, ancestry, citizenship, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), gender, gender identity, gender expression, age (40 years and over), sexual orientation, veteran and/or military status, protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by state or federal law or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

2. Determination of Vacancy

- a. The Chief Instructional Officer (CIO) will work through the campus Budget and planning process to determine the appropriate number of faculty positions for the coming year.
- b. The CEO and the Academic Senate will mutually agree to the procedures and processes used by the Academic Staffing Committee. These procedures will include the process for soliciting, reviewing, and prioritizing requests for both new as well as replacement positions. The Academic Staffing Committee will make recommendations for new and replacement positions to the CEO and post these recommendations on the committee website.
- c. Positions cannot be created by consolidating adjunct teaching loads to establish a new full-time position. This would be against the spirit and intent of the Academic Staffing Committee's recommendations on new and replacement positions.
- d. At the appropriate time, the CEO will seek Board of Trustees (BOT) approval for authorizing faculty positions.

3. Job Announcements

- a. Job announcements are developed with the participation of the appropriate Dean, Department and/or Screening Committee Chair, the CIO/CSSO and the Chief Human Resources Officer (CHRO) or CHRO's designee. The HR Director and Director, Diversity and Inclusion will review the announcement language to ensure it is broad, clear, and inclusive and provide recommendations for revisions, if warranted.
- b. The Academic Senate, CIO/CSSO, and CHRO will mutually agree on a general "template" to be used for all faculty position announcements. This template will include:
- c. Position Specific Information:
 - i. Position description;
 - ii. General duties and qualifications expected of all faculty members;
 - iii. A detailed summary of the specific job duties;
 - iv. The appropriate State minimum qualifications, including credential and applicable equivalency information;
 - v. Desirable Qualifications (to be used as screening criteria, see section I):
 - a. specific experience,
 - b. education,
 - c. knowledge,
 - d. skills,
 - e. abilities,
 - f. willingness/openness to learn (i.e., online teaching), and
 - g. Demonstrated experience working with the diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of community college students.
 - vi. Desirable qualifications shall not be used to discourage qualified applicants.

- d. General Information:
 - i. An equal opportunity policy statement and accommodations information;
 - ii. Instructions for completing the application;
 - iii. A Background and About the College section;
 - iv. An indication that new employees will be required to show proof of legal ability to work in the United States;
 - v. A brief overview of compensation and benefits;
 - vi. Any other items mandated by the Education Code, Title 5, or other legal requirements;
 - vii. Conditions of Employment - Covers salary schedule placement, starting dates, work hours, physical demands, and other specific conditions that make this position unique that should be brought to the attention of the prospective candidates;
 - viii. Materials required to apply, including any supplemental questions and a Philosophy of Diversity Statement.
 - a. The purpose of the Philosophy of Diversity statement is to demonstrate that the applicant has commitments and capacities to contribute to the district's commitment to inclusion and equity via their work, including scholarship, teaching, service, mentoring, and counseling. The document is an opportunity for applicants to highlight their understanding of the barriers faced by under-represented or marginalized students, as well as their own experiences meeting the needs of a diverse population of students, staff, and peers.
 - ix. District diversity statement that says the Santa Clarita Community College District is an Equal Opportunity Employer that seeks to employ a diverse workforce who will contribute to an inclusive and welcoming educational and employment environment.
 - x. Expectations related to application/interview process – such as teaching demonstration is expected, may include writing sample, etc.; and
 - xi. Proposed interview timeline.
- e. Final wording on each specific announcement will be determined by mutual agreement with the Screening Committee Chair and CIO/CSSO.

4. Transfer Process

- a. Existing tenured full-time faculty must meet the following criteria to request a transfer:
 - i. Possess the discipline minimum qualifications for the board approved vacancy and;
 - ii. Teaching experience required in the discipline or counseling experience if counseling faculty, and;

- iii. Received an evaluation of "satisfactory" during their most recent evaluation.
- b. Transfers are only available for full time positions that are the result of retirements, resignations, or for new positions recommended through the academic staffing process, see A.3, that have been approved by the Board of Trustees.
- c. If there are unit members who meet the minimum qualifications for the position discipline authorized by the Board of Trustees, a five (5) day notice will be distributed to the qualifying unit member(s). Human Resources will verify with the Academic Senate, if any faculty members possess MQs in the discipline. If none exist, no transfer notice will be distributed.
- d. Interested transfer applicant(s) must submit a letter of interest, including requested information in the transfer notice, to Human Resources by the stated deadline. Per section F below, a screening committee will be convened and the applicant(s) will be interviewed and provide a teaching demonstration.
- e. If the committee decides not to forward a candidate's name to the CIO/CSSO and Chancellor, the position will be opened for normal recruitment and the candidate may apply through the normal hiring process.
- f. If the majority of the screening voting committee members endorse a candidate, their name will be submitted to the CEO and CIO/CSSO with the recommendation to transfer departments. If two transfer candidates are recommended to the CEO, the CEO shall interview both candidates. The CEO will determine whether or not to forward a candidate to the Board of Trustees for approval. If the CEO determines not to forward a transfer candidate for Board approval, the CEO will meet with the committee to explain their objection.

5. Application Instruments

- a. Application instruments for Academic positions include, but are not limited to:
 - i. District Academic position application form;
 - ii. Confidential recruitment source form (optional);
 - iii. Cover letter addressing how the applicant meets the desirable qualifications of the position;
 - iv. Resume or Curriculum vitae;
 - v. List of Professional references, including former supervisors and colleagues; and
 - vi. Unofficial copies of college transcripts. Official copies will be required at the time of employment.
 - vii. Supplemental Questions
 - viii. Philosophy of Diversity Statement
- b. At the time of application, the candidate will indicate that they meet the minimum qualifications for the position or that they are submitting their application under the equivalency provision as indicated

on the job announcement. District forms are subject to ongoing revisions.

6. Recruitment Expectations and Methods

- a. In an effort to expand applicant pools, faculty members in the hiring department will assume an active role in the recruiting process. In order to obtain a large and balanced pool of applicants, the advertising period should be of sufficient length to allow for wide distribution and response. If the pool does not have a sufficient number of qualified and diverse applicants, the department chair and/or first-line administrator shall consult with the CIO/CSSO, CHRO, and CEO to determine whether the closing date should be extended.
- b. In addition to using traditional means of recruitment, including the CCC Registry, The Chronicle of Higher Education, diversity publications and websites (i.e. Journal of Blacks in Higher Education, Hispanic Association of Colleges and Universities), professional associations, listservs, social media, and all organizations listed in the District's EEO plan, the District will continue to expand recruiting tools (i.e., professional networks, COC, University, and conference job fairs) to reach the broadest range of qualified candidates as possible. The screening committee will be encouraged to provide options for additional recruitment efforts. All recruitment efforts must be coordinated and approved by the CHRO or designee.
- c. Once a position has been advertised, screening committee members may not seek out or encourage any candidates to apply for that position. If a candidate contacts them, they can provide general information (e.g., general, public facts about the college or the department), but must refer the candidate to the CHRO or designee for any additional or position-specific information.

7. Screening Committee Composition and Orientation

- a. It is the philosophy of the District that the screening committee have a majority of the committee members be in the same classification of the position being filled.
- b. The Academic Senate President consults with the department chair, program faculty and dean when appointing full-time faculty and the screening committee chair. The Academic Senate President will also work with the CHRO or designee in reviewing the composition of the screening committee to ensure diversity, as stated in AP3420, the District EEO Plan, as much as is practicable. Screening Committee composition should include discipline experience as well as diversity. The Academic Senate President and the CHRO or designee may wish to supplement discipline faculty with additional faculty representation who can provide greater diversity and differing perspectives.
- c. The screening committee usually consists of:
 - i. 5 to 7 full-time faculty members, one of whom should be from outside the academic division
 - ii. The School Dean
 - iii. A Screening Committee Representative (The SCR will monitor the process for compliance with EEO regulations, serve as timekeeper for this process and be a **non-voting** member of the screening committee.)

- iv. A classified or confidential employee (optional, screening committee chair determination)
 - v. A student representative (if available)
- d. The Academic Senate President and the Chief Human Resources Officer (CHRO) will address any challenges to a screening committee member's ability to function in an impartial manner prior to appointment to the screening committee.
 - e. Screening committee members are expected to serve for the entire screening process, and may be removed if they are unable to complete any part of the screening process.
 - f. The CHRO will appoint a Screening Committee Representative (SCR).
 - g. Changes to the screening committee structure, including the invitation of outside experts, are permitted with the mutual agreement of the screening committee chair, Academic Senate President, and the CIO/CSSO.
 - h. When specific expertise is required, former faculty or external experts, including a faculty member from another college or university, an industry representative or community member may be appointed. External experts who participate will be voting members. Faculty members will be confirmed by the Academic Senate and external experts will be confirmed by Human Resources.
 - i. Financial compensation for external experts is not available. Any exception to this is at the sole discretion of the CIO/CSSO and the CHRO.

8. Equal Employment Opportunity (EEO) Training and Orientation for Screening Committees

- a. Per AP 3420, the District EEO Plan, any individual who is acting on behalf of the District with regard to recruitment and screening of employees, whether or not an employee of the District, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan. Such an individual shall receive appropriate training prior to their participation on a screening committee on the following topics:
 - i. The requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.),
 - ii. The requirements of federal and state nondiscrimination laws,
 - iii. The requirements of the District's Equal Employment Opportunity Plan,
 - iv. The District's policies on nondiscrimination, recruitment, and hiring,
 - v. The educational benefits of workforce diversity,
 - vi. The elimination of bias in hiring decisions; and
 - vii. Best practices in serving on a screening committee.
- b. Persons serving in the above capacities will receive EEO training within the 12 months prior to service. Individuals who have not received this training will not be allowed to serve on screening committees. The District's Equal Employment Opportunity Officer ensures that the required training is provided.
- c. All screening committee members must attend the orientation meeting to:

- i. Review the responsibilities of committee members.
 - ii. Sign the mandatory confidentiality agreement. Violations of confidentiality of the hiring process, may lead to removal from the committee by the EEO Officer.
 - iii. Determine if they will accept additional materials brought to the interview, i.e., resumes, portfolios, handouts, etc.
 - iv. Determine screening criteria and weighting of criteria from the job announcement.
 - v. Provide input into interview questions,
 - vi. Determine the duration, subject matter, format, and weight of the teaching demonstration, recommended to be 30-40% of the total score.
 - vii. Discuss the importance of rating with internal consistency and following policies.
 - viii. Discuss the importance of removing bias from the hiring process and increasing diversity. Demographic data of faculty and students at the college, by division and by discipline will be distributed to faculty annually.
 - ix. Discuss what makes a strong candidate:
 - a. Areas of emphasis from the job description
 - b. Norming of interview question response expectations and essential elements of the teaching demonstration by content experts,
 - c. Determine Diversity question(s) and high-quality response(s), and
 - d. Coordinate interview schedules.
- d. If a committee member misses the orientation or a committee member needs to be replaced after the orientation meeting has been held, every effort will be made to provide an individual orientation for that committee member.
- e. The District's Equal Employment Officer (CHRO) serves as a resource regarding district and state guidelines while monitoring the district's equal employment opportunity procedures, including review of job announcements, composition and procedures of screening committees, and adequacy of the applicant pool.

9. Evaluating the Applicant Pool

- a. After the application deadline has passed, the Human Resources Office reviews completed and timely applications to assess which candidates clearly satisfy the minimum qualifications set forth in the job announcement.
- b. When applicants indicate they meet the minimum qualifications through equivalency process or there are questions about their qualifications, Human Resources will confer with the screening committee chair and the equivalencies committee chair. The equivalencies committee chair and the screening committee chair will make the final determination.
- c. If there is a question on the breadth and depth of the applicant pool, the CIO/CSSO, Screening Committee Chair, Academic Senate President and the CHRO will determine if the process should continue.
- d. If it is determined that the pool lacks breadth and depth, the District may:

- i. Extend the deadline and pursue focused recruitment to increase the number of qualified applicants; or
- ii. Postpone the filling of the position and the CHRO will contact the Academic Staffing Committee Chair.

10. Screening of Qualified Applications

- a. With mutual agreement, the Academic Senate, CIO/CSSO, and Chief Human Resources Officer will develop a standard screening process.
- b. With mutual agreement between the Academic Senate President, the CIO/CSSO, the screening committee chair, and the CHRO, a modified screening process may be used for specific positions. However, any such modifications must be agreed to prior to the job announcement being finalized.
- c. Screening criteria comes directly from the job announcement, referenced above in section D. Screening criteria is determined and the weight of such criteria is determined by the screening committee during the screening committee orientation.
- d. After the position review date occurs and applications have been deemed to meet minimum qualifications or meet equivalencies; members of the screening committee then review all qualified applications and select applicants for an interview who best meet the screening criteria. The screening committee shall evaluate the applicant's materials using a rating system to evaluate information submitted according to the agreed-upon criteria. This shall include evaluating the candidates' experience working with and understanding of diversity based on the applicants Philosophy of Diversity Statement.
- e. If a screening committee member identifies false information in the application packet, or later during an interview, they are to alert the Human Resources Director or CHRO.
- f. Screening committee members will not discount the potential of a candidate and only look for past experience doing the same job.
- g. The screening committee will meet to deliberate on scores and determine which candidates to invite for an interview.
- h. The screening committee is encouraged to be inclusive and interview a large number of candidates at the first level.
- i. The Human Resources Office will call those applicants selected for an interview and will notify the candidates not forwarded for interview.

11. Interview and Evaluation of Candidates

- a. With mutual agreement, the Academic Senate, CIO/CSSO, and Chief Human Resources Officer will develop a standard interview process.
- b. With mutual agreement between the Senate, the CIO/CSSO, and the CHRO, a modified interview process may be used for specific positions. However, any such modifications must be agreed to prior to the closing of that specific position.
- c. The screening committee shall create a welcoming environment for all candidates and treat all candidates uniformly, giving each equal time to answer the interview questions.
- d. A full set of applications for those candidates being interviewed will be provided to the screening committee chair.
- e. The SCR shall provide consistent, written instructions to the applicant encouraging them to read the

entire question carefully and to give clear and complete answers.

- f. The screening committee shall evaluate candidates interviewed using a rating system to evaluate responses according to the agreed-upon criteria. This shall include evaluating a question about diversity.
- g. Questions, by any committee member, are encouraged when the candidate provides a vague answer that makes scoring difficult. Reminders should be given by the SCR to candidates who omit part of a multi-part question.
- h. In all cases, all academic positions will require the candidate to provide the screening committee with some form of demonstration, such as a classroom lesson or problem-solving scenario. The teaching demonstration should account for 30-40% of the overall total score for each candidate, as determined by the screening committee during the orientation.
- i. Individual screening committee members must be present for all interviews in order to participate in the evaluation of candidates.

12. Screening Committee Deliberations

- a. The HR generalist assigned to the recruitment will compile the scores for the committee to review as part of the deliberations meeting.
- b. The screening committee chair shall facilitate the committee deliberation discussion regarding compiled scores, strengths and weaknesses of the candidates in relation to discipline competency and departmental needs. Committee members may raise or lower their scores in light of insights gained through discussion and will make their best effort to maintain internal consistency in scoring. The screening committee will determine natural breaks and cutoff points in the scoring of candidates. The screening committee's recommendation of final interview candidates is based on this deliberation.
- c. The Screening Committee will advance top candidates, usually three to five, but no less than two, for final interviews.
- d. In most cases, if the screening committee can only recommend one candidate, the pool lacks breadth and depth and the process should be terminated. In very unusual cases (and only with the mutual agreement among the CIO/CSSO, CHRO, and the Academic Senate President), the screening committee may recommend a single candidate to the CEO. However, the CEO reserves the right to reject the single candidate.
- e. If the screening committee determines they do not wish to forward any candidates to final interviews, the process will be deemed a failed search and the position will either be re-advertised or postponed.
- f. Those candidates not selected will be contacted timely by Human Resources.

13. Final Interview Process

- a. The final interview committee is usually composed of the CEO or their designee, the selection committee chair or designee, the CIO/CSSO or their designee, and is confirmed by the CEO.
- b. The CEO will work with Human Resources to create the final interview questions.
- c. To ensure consistency in the process, all efforts should be exhausted to have the final interview committee membership remain the same for all final interviews.
- d. If a finalist cannot attend the interview due to illness, every effort will be made to reschedule the interview if it does not disrupt the hiring process.

- e. Each candidate will be given clear instructions about expectations for the final interview.
- f. Once final interviews conclude, the CEO or their designee will lead the deliberation discussion with the final interview committee. Top finalists will have references called as noted below.
- g. With the recommendation of the Academic Staffing Committee and approval of the CEO, and if the job announcement included appropriate pool language, additional candidates may be hired from the same applicant pool for the same exact position for up to one year.
- h. Once final interviews conclude, if the CEO is not satisfied with any of the finalists recommended by the screening committee, the CEO may request the screening committee to reassemble and review those candidates who were and were not interviewed at the final level previously.
 - i. After further review, the screening committee may decide to forward additional candidates for final interviews. If the screening committee finds that there are no additional candidates to send forward for a final interview, the hiring process ends.
 - ii. The position may be re-advertised or the hiring process may be postponed.

14. Reference Checking Process

- a. Prior supervisory references for selected finalists will be contacted by the CIO/CSSO or designee. Reference questions will be provided by Human Resources. Results of these references will be recorded in writing and submitted to Human Resources.
- b. Human Resources will conduct past employment verification reference checks. Results of these references will be recorded in writing and retained by Human Resources.
- c. Additionally, any reference information listed on the employment application may be contacted by Human Resources or the CIO/CSSO or designee.
- d. All above steps must be completed before an offer of employment can be made.

15. Conditional Offers of Employment and Notification to Finalists

- a. The CEO will make the final hiring decision and recommendation to the Board of Trustees. If the CEO delegates this responsibility to the CIO or CSSO, whomever chairs the final hiring committee, makes the final hiring decision.
- b. After the reference checking process above is completed, The CEO, CIO/CSSO or designee will confirm salary placement with Human Resources and will notify the selected candidate of their conditional offer of employment pending a criminal background check, physical exam, and TB test. After the candidate has accepted the job offer, the CIO will notify the CHRO.
- c. In most cases the CIO/CSSO will telephone unsuccessful finalists to report the decision. The Human Resources Office will contact all other candidates by letter in a timely manner.
- d. Prior to the announcement of the selected candidate, the CIO/CSSO or designee shall notify the screening committee chair, the department chair, and the Academic Senate president regarding the decision. Final hiring decisions are made whenever possible during the regular academic year. If the decision is made outside the academic year, the information will be communicated to the committee members via email.
- e. The CHRO or designee is authorized to make or rescind conditional offers of employment, make formal employment offers and discuss compensation, benefits, conditions of employment, etc.

16. Process Finalization

- a. The screening committee chairperson is responsible for the completion and submission of all forms and paperwork related to the screening and interview process.

The Human Resources Office will maintain file information on each hiring process and respond to all complaints regarding Approved 05/14/08

DISCUSSION ITEM TOPIC:

Add Codes and Open Enrollment

ISSUE BACKGROUND:

There is concern on the part of some Faculty members that the manner in which course enrollment add codes are utilized in conjunction with open self-enrollment for students via MyCanyons registration is creating confusion. Specifically, the confusion is in terms of roster size as well as instructional concerns regarding self-enrolling students within the extended period of time prior to each term's Census date, but after the start of the term or class section.

Currently, prior to the first day of a term, when a class section reaches maximum enrollment, it is closed to further enrollment by Admissions & Records. In this scenario, a course may be closed, but the waitlist is still active up until the Friday before the term. Enrollment may still occur as students drop and the auto-waitlist function operates. Currently, instructors may begin issuing add codes on the first day of the term, and no sooner. And of course, those add codes only then work until the add deadline.

However, if the class section has not reached maximum enrollment by the first day of class, students can continue to add themselves during the period between the first day of the term and the conclusion of the first week of the term (or until the class reaches maximum enrollment – whichever comes first.) At the same time students are permitted to enroll themselves via MyCanyons, instructors may also be simultaneously distributing add codes to waitlisted or crashing students all the while unaware of students enrolling through MyCanyons.

The concern is not only inadvertently exceeding the section enrollment capacity, but more so, having students enroll into sections after the term has started, but without enabling instructors to make their own determination about student enrollment as related to course curriculum. Many faculty believe that having students add themselves after having missed one or two weeks of instruction not only undermines instructor control of the learning environment but sets students up for detrimental learning outcomes if critical class information and meeting time has already been missed.

There are also concerns that halting self-enrollment past the start date of a class section or term would be detrimental to students in other ways.

ISSUE TO BE DETERMINED:

Should the Academic Senate formally request the Office of Student Services and Enrollment Management to halt the practice of allowing student self-enrollment past the start date of a class section, thereby giving total control of enrollment through the issuance of add codes by instructors only.

ACADEMIC SENATE DISCUSSION ITEM

ACTION ITEM TOPIC:

Add Codes and Open Enrollment

ISSUE BACKGROUND:

There is concern on the part of some Faculty members that the manner in which course enrollment add codes are utilized in conjunction with open self-enrollment for students via MyCanyons registration is creating confusion. Specifically, the confusion is in terms of roster size as well as instructional concerns regarding self-enrolling students within the extended period of time prior to each term's Census date, but after the start of the term or class section.

Currently when a class section reaches maximum enrollment it is closed and a waitlist is started for the course. In this scenario, a course may be closed, but the waitlist is still active up until the Friday before the term. Enrollment may still occur as students drop and the auto-waitlist function operates. Currently, instructors add codes cannot be used prior to the first day of the course. And of course, those add codes only then work until the add deadline.

For a full semester length course, if the class section has not reached maximum enrollment by the first day of class, students can continue to add themselves during the period between the first day of the term and the second Monday of the term (or until the class reaches maximum enrollment – whichever comes first.) At the same time students are permitted to enroll themselves via MyCanyons.

For short term classes, if the class section has not reached maximum enrollment, students will be able to add themselves into the class until the add deadline or until the course reaches the maximum number of students.

The concern is not only inadvertently exceeding the section enrollment capacity, but more so, having students enroll into sections after the term has started, but without enabling instructors to make their own determination about student enrollment as related to course curriculum. Many faculty believe that having students add themselves after having missed one or two weeks of instruction not only undermines instructor control of the learning environment but sets students up for detrimental learning outcomes if critical class information and meeting time has already been missed. There are also concerns that halting self-enrollment past the start date of a class section or term would be detrimental to students in other ways.

At the March 4, 2021 meeting of the Academic Senate this issue was first presented for discussion. The result of that discussion was a request to return the matter for further consideration. There was a request to have specific options presented to the Senate for consideration of adoption. The options are found below.

ISSUE TO BE DETERMINED:

Which, of the following options, should the Academic Senate adopt as an add code enrollment policy?
To restate:

Option #1 – make no changes to the current add code enrollment policy and process. To restate:

Currently when a class section reaches maximum enrollment it is closed and a waitlist is started for the course. In this scenario, a course may be closed, but the waitlist is still active up until the Friday before the term. Enrollment may still occur as students drop and the auto-waitlist function operates. Currently, instructors add codes cannot be used prior to the first day of the course. And of course, those add codes only then work until the add deadline.

For full semester length course, if the class section has not reached maximum enrollment by the first day of class, students can continue to add themselves during the period between the first day of the term and the second Monday of the term (or until the class reaches maximum enrollment – whichever comes first.) At the same time students are permitted to enroll themselves via MyCanyons.

For short term classes, if the class section has not reached maximum enrollment, students will also be able to add themselves into the class until the add deadline or until the course reaches the maximum number of students.

Option #2 – maintain the current policy and process as outlined in Option #1 for full length 16 week terms only. However, 5 and 8 week terms should halt the practice of allowing student self-enrollment from the class start date to the conclusion of the first week of the term, thereby giving total control of enrollment through the issuance of add codes by instructors only from the start date of the class and thereafter.

Option #3 – Halt the practice of allowing student self-enrollment from the class start date to the conclusion of the first week of the term for all terms formats to include 5, 8 and 16 week terms, thereby giving total control of enrollment through the issuance of add codes by instructors only from the start date of the class and thereafter.

BP 4232 DIGITAL CREDENTIALS

The CEO shall establish procedures for the creation and issuance of Digital Credentials.

The District shall rely primarily on the recommendations of the Academic Senate regarding the creation and issuance of Transcriptable Digital Credentials.

AP 4232 DIGITAL CREDENTIALS

4232.1 DEFINITIONS

Digital Credentials – Digitally-created symbols or icons that serve to visually represent, identify, or highlight degree or certificate completion, competencies, skills, or other achievements.

Transcriptable Digital Credentials – Digital Credentials issued as secondary, validated representations of the District’s officially conferred degrees and certificates, in both credit and noncredit programs, and hosted on the District Digital Credential Platform.

Non-Transcriptable Digital Credentials – Digital Credentials issued for the recognition of a competency, skill, completion of a specific activity or event, participation, or other achievement or accomplishment other than those represented by a Transcriptable Digital Credential and hosted on the District Digital Credential Platform.

Metadata – Coded or uncoded content that digitally accompanies each Digital Credential to substantiate the degree, certificate, skill, experience, award, certification, or achievement that the Digital Credential represents.

District – The Santa Clarita Community College District.

District Digital Credential Platform – A software program, hosted in-house or by an outside vendor, which provides the computerized structure upon which the District will establish and administer the Transcriptable Digital Credentials or Non-Transcriptable Digital Credentials authorized by BP 4232.

Create (Creation) – The act of substantively developing categories of Digital Credentials and specific Digital Credentials.

Issue (Issuance) – The act of awarding a Digital Credential to a recipient.

Issuer - A District-affiliated individual (i.e., faculty member), department, organization, or program that Issues a Digital Credential.

Disbursement – The administrative act of ensuring an officially issued digital credential is digitally delivered to the student in the manner set forth by these or other procedures or rules.

4232.2 DIGITAL CREDENTIAL PLATFORM

The District shall establish, or otherwise secure access to, at least one District Digital Credential Platform which provides recipients of Digital Credentials web-based access to them on the District Digital Credential Platform for at least five years following Issuance and allows for use of those Digital Credentials on the Open Badge platform. As much as possible and to enhance the practical value of the Digital Credentials, Digital Credentials should be compatible with the District’s various portals, networks, and systems.

4232.3 TRANSCRIPTABLE DIGITAL CREDENTIALS

A. Transcriptable Digital Credential Design – Working with the District Public Information Office, the Vice President of Student Services or designee shall be responsible for the design of all Transcriptable Digital Credentials, which must incorporate the District’s name, logo, trademark, or other indicia of relationship to the District.

B. Digital Credential Disbursement – Only the District may act as Issuer of Transcriptable Digital Credentials. The District shall Issue a Transcriptable Digital Credential to each student to whom the District has awarded a certificate or degree beginning the fall semester following the adoption of this administrative procedure.

C. Metadata - The Academic Senate shall adopt a statement to be incorporated into the Metadata that clearly states that all Transcriptable Digital Credentials are representative of a District-issued certificate or degree. The Transcriptable Digital Credentials Metadata must identify the District as the Issuer and recite the applicable program’s description and requirements as approved by the Curriculum Committee.

D. Examples of Transcriptable Digital Credentials

- a. District awarded Associate of Arts or Science Degree
- b. District awarded Certificate of Specialization
- c. District awarded Certificate of Achievement
- d. District awarded Certificate of Competency (noncredit)
- e. District awarded Certificate of Completion (noncredit)

4232.4 NON-TRANSCRIPTABLE DIGITAL CREDENTIALS

A. Scope and Authority – The District shall not directly Issue Non-Transcriptable Digital Credentials and neither the credential design nor Metadata may indicate any equivalency to a District-issued certificate or degree nor official endorsement by the District. Non-Transcriptable Digital Credentials shall not display the District’s name or official logo in the credential design. The design may, however, utilize College of the Canyon’s name and logo when permitted by Board Policy 1100 and any other applicable policy and/or procedure.

B. Administration of Digital Credential Disbursement - An Issuer may Issue Non-Transcriptable Digital Credentials upon approval by the department chair, dean, or executive cabinet member having responsibility for, or supervisory authority over, the Issuer. However, a Non-Transcriptable Digital Credential may only be Issued in recognition of activities undertaken or completed, or work performed in, a specific class or campus organization with the advance consent of both the recipient’s faculty/advisor for the specific class or campus organization and, when applicable, the corresponding department chair. The academic freedom of academic departments and/or individual faculty members, as reasonably applicable, regarding questions regarding the issuance of Non-Transcriptable Digital Credentials shall be respected.

C. Metadata - The Academic Senate shall adopt a statement to be included in the Metadata that clearly indicates that Non-Transcriptable Digital Credentials are not equivalent to a District-issued certificate or degree. The Metadata of Non-Transcriptable Digital Credentials shall contain the name of the Issuer.

D. Examples of Individual Non-Transcriptable Digital Credentials:

- a. Recognition of skills or skill attainment
- b. Record of experience (participation)
- c. Industry certifications
- d. Student Club Participation or award

4232.5 INTELLECTUAL PROPERTY

Nothing in this procedure shall be construed as altering the District's intellectual property rights and interests. This procedure will only apply to Digital Credentials first Issued after the procedure's initial adoption.



BP 5010 Admissions and Concurrent Enrollment

Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;
Labor Code Section 3077

Definitions

- A. Advanced scholastic or vocational work is identified as College of the Canyons degree applicable coursework.
- B. Special admission part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.
- C. Special admission full-time student is identified as a concurrent high school student that has been released by the high school to attend college full-time and enroll in 12.0 units or more.
- D. Highly gifted student would be a student in K- 10 who has a score of 150 or higher on the most current version of the WISC intelligence test.
- E. Dual enrollment is identified-defined as a high school student enrolled in college courses during the high school day on the high school campus.
- F. Concurrent enrollment is defined as a special admission student taking college courses.
- E. College Now is defined as the college courses offered on the high school campus after the high school day.
- G.

1. 5010.1—Any person applying for admission to the college may be accepted to the college if the person is:

- A. A graduate of high school, passed the California High School Proficiency Test, have a GED, or have a Certificate of Completion from high school; or
- B. 18 years of age or over and be capable of profiting from the instruction offered; or

- C. A special admission student pursuant to Sections 48800, 48800.5, 48802, 76001, 76002, and 76004 of the California Education Code.
1. Pursuant to California Education Code Section 48800 (a) students must be approved by their high school principal or designee for “advanced scholastic or vocational work,” and identified as a special admission part-time or full-time student.
 2. Pursuant to California Education Code Section 48800 (b), a student maybe admitted from K- 10 if identified as “highly gifted”.
 3. Pursuant to California Education Code Section 76002 (a) and (b)(3), a special admission student is defined as:
 - a) A student enrolled in a class open to the general public, and
 - b) The student is currently enrolled in grades 11 – 12. Exceptions may be made for some special programs and course work, as defined in the AP 5010, and
 - c) The student has demonstrated eligibility for instruction by completing orientation.
 4. Pursuant to California Education Code Section 76004, a class section would be deemed a dual enrollment course if the class section is:
 - a) ~~The class section is~~ Offered on the high school campus; and
 - b) ~~The class section is~~ Offered during the high school day; and
 - c) ~~The class section is~~ Closed to the public; and
 - d) ~~The class section is~~ Only available to the high school student; and,
 - e) ~~Is Offered by the Santa Clarita Community College District pursuant to a College and Career Access Pathways Partnership Agreement (“CCAP Agreement”) with part of the agreement between the high school district following approval by College faculty in the manner outlined in AP 5010, and the Santa Clarita Community College District.~~

~~5010.2~~ Students enrolled in grades 11-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admission form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary. Home school programs for grades 11–12 must

meet state guidelines for special admission students to apply for admission.

2.

- A. Pursuant to California Education Code Section 76001 (d), specially admission part- time students may not enroll in more than 11.0 units per semester.
- B. Pursuant to California Education Code Section 76004, dual enrollment students may not enroll in more than 15.0 units per semester.
- C. If a special admission part time student also takes a dual enrollment course, the total units may not exceed 11.0 units per semester.
- D. Pursuant to California Education Code Section 76300 (f) specially admission part- time students enrolled under Section 5010.3 above may be exempt from payment of the enrollment fees, and if appropriate, nonresident tuition, per special action of the Board. All other appropriate fees shall be assessed.
- E. Special Admission students released from their high school to attend College of the Canyons, full-time, must pay the enrollment fee and all other appropriate fees as assessed.
- F. The College may restrict a specially admission student's admission in some courses and programs.

F.

3. 5010.3 Students enrolled in grades 9-10 in a public or private school district may apply for admission to the College upon submitting an approved Special Admission form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary.

A. Students enrolled in grades 9-12 are eligible for dual enrollment courses once approved by their high school principal.

B. Students enrolled in grades 9-10 are not eligible to take concurrent enrollment courses unless they meet the standards of "highly gifted" or are part of the exemptions outlined in AP 5010.

4. Claims for state apportionment submitted by the district based on enrollment of specially admitted part time students enrolled shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

See Administrative Procedures AP 5010

Board Approved: February 13, 2019

Next Review Date: Spring, 2025



AP 5010 Admissions and Concurrent Enrollment

Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;
Labor Code Section 3077

1. After meeting the admission criteria in Board Policy 5010.2(A) and (B), prospective students, 18 years of age or older, must apply submit an application for admission prior to the semester/term for which they wish to enroll in classes.
2. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-apply submit an application for admission to meet California residency requirements.
3. In order to best support the visa status of international students and their academic success, all prospective students lacking USA residency and seeking admission to College of the Canyons as permitted by on any kind of study visa and do not have USA residency shall apply to the College through the International Services & Programs office.
4. To be admitted to the college for concurrent enrollment purposes pursuant to meet criteria in Board Policy 5010.2(C) part-time and full-time special admission high school students must (a) apply for admission prior to the registration deadline for each semester/term for which the student intends to enroll in classes, (b) complete an orientation prior to the first semester/term of enrollment, and satisfy one of the following categories: complete the following procedures to be admitted to College of the Canyons, for concurrent enrollment purposes.
 - a. Be currently enrolled in grades 11- 12 at a public or private high school in California.
 - b. Be a "highly gifted student" enrolled in grades K-10 who meets all of the After meeting all requirements that apply to students enrolled in grades 11-12 and who has submitted , students applying for admission from grades K-10 must also submit a score of 150 or higher on the current version of the WISC intelligence test to qualify as "highly gifted" and be admitted.
 - c. Be currently enrolled in grades 11 or 12 in a Home school programs that must meets state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of

education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.

~~d. All prospective high school students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.~~

~~e. Prior to the first semester/term of enrollment, all prospective students must complete an orientation.~~

5. To be admitted to the college for dual enrollment purposes pursuant to meet criteria in Board Policy 5010, part-time and full-time special admission high school students seeking admission must complete the following procedures to be admitted to College of the Canyons for dual enrollment purposes must satisfy all of the following conditions:-

a. Be currently enrolled in grades 9- 12 at a public or private high school in California.

b. Apply ~~ll~~ prospective high school students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.

c. ~~Prior to the first semester/term of enrollment, all prospective students must~~ Complete an orientation prior to the first semester/term of enrollment.

5.6. Admissions personnel will determine which students will be eligible for admission to College of the Canyons.

6.7. Once approved for admission, all eligible specially ~~admission~~ admission ~~tted~~ students must be recommended for each class they plan to enroll by the appropriate high school principal or designee. This information-Evidence of approval must be presented at the time of registration.

~~7.~~ Each potential student must submit a complete concurrent enrollment or dual enrollment form with appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or designees.

~~8.~~

~~8.~~

9. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.

~~9.~~

10. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the

designee.

~~10.~~

~~11.~~ Students currently in grades 11-12, attending concurrent enrollment courses, will register using a priority system, which is published each semester.

~~11.~~

~~12.~~ Students attending a dual enrollment course will be enrolled in the course by the Admissions and Records staff.

~~f.13.~~ Specially admitted Special Admission high school students are restricted from taking the following courses:

~~i.a.~~ HRMGT 226 - Food and Wine;

~~ii.b.~~ HLHSCI 151 - Emergency Medical Technician 1;

~~iii.c.~~ Physical Education and Recreation courses (except AOC students, Castaic high school students, and high school students registering for on- or off- season Intercollegiate Athletics courses);

~~iv.d.~~ Any course requiring the filing of a contract and/or waiver of liability also requires departmental consent for specially admissiontted students to enroll.

~~12.14.~~ Students, in any grade level, participating in the Symphony of the Canyons program must follow the same requirements as other specially admissiontted students, except the district waives the grade level requirement for students taking the music classes in this program.

~~13.15.~~ Students participating in the Academy of the Canyons or Castaic High School programs will attend an orientation conducted COC. AOC students will take the assessment tests prior to their junior year of high school. Academy of the Canyons and Castaic High School students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.

~~a.~~ Students enrolled in Academy of the Canyons or Castaic High School may enroll in special admissiont courses while in the 9-12 grades.

~~b.~~

~~a.~~

~~5010.14~~ — The Academic Senate will approve future program and/or course restrictions and exceptions.

~~16.~~

~~2.~~ Specially admitted Special admission part-time high school students may not be enrolled in more than 11.0

~~14.~~ units per semester/term.

17. The District shall not commit to offer any section of any course for any semester/term pursuant to a College and Career Access Pathways Partnership Agreement (“CCAP Agreement”) with a high school district without the consent of District faculty. The process for securing consent is as follows:

- a. For each section of each course that the District proposes to offer pursuant to a CCAP Agreement, the District shall notify the chair of the department responsible for that course of its proposal (including course name and proposed number of sections).
- b. The District shall notify the department chair of its proposal sufficiently in advance of any statutory, contractual, or other deadline for confirming the course offerings to allow the department chair meaningful consideration of the proposal, and in no event less than **2114** calendar days.
- c. The notified department chair shall undertake reasonable efforts under the circumstances to consult with full-time department faculty regarding the District’s proposal, particularly the course/curriculum coordinator, if applicable, and faculty who are reasonably anticipated to be those offered the opportunity to teach the courses within the proposal and those faculty who have regularly taught the course historically and are reasonably anticipated to do so in the future, in an effort to secure the consensus of the departmental faculty regarding the appropriateness of offering the courses and sections to dual enrollment high school students. Regardless of the scope or outcome of this consultation process, the department chair possesses final authority to accept or reject the District’s proposal.
- d. The department chair shall respond to the District’s proposal as promptly as reasonably possible under the circumstances by expressing agreement to or rejection of the District’s proposal. A department chair’s response may provide partial consent by agreeing to fewer course sections of a particular course than the District has proposed. The District will not commit to offer any section of any course for any semester/term prior to receipt of the department chair’s affirmative consent.
- e. A department chair’s consent to a District proposal to offer a course for a particular semester/term pursuant to a CCAP Agreement will not constitute consent to offer that course for any subsequent semester/term. Rather, the District must utilize the procedure outlined herein to secure faculty consent to offer courses pursuant to a CCAP Agreement for each semester/term.
- f. **The District will provide faculty teaching dual enrollment with appropriate professional development, before they commence with their teaching assignment, that includes mandated reporting and best practices for working with high school students.**

18.

- a. ~~Specially admission~~tted full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school releasing them to attend College of the Canyons full-time instead of

attending their respective high school.

a.

~~b.~~ Dual Enrollment students may not enroll in more than 15.0 units per semester.

b.

~~a.~~ Special ~~admitted-admission~~ part time high school students who enroll in dual enrollment courses cannot take more than 11.0 units per semester.

c.

~~15.~~ Once registered in classes, specially admitted part-time students are waived from nonresident and enrollment fees. Specially admitted part-time and dual enrollment students must pay all other appropriate fees each semester/term.

19.

~~16.~~ Pursuant to AB 2364 and effective January 1, 2017, a district must exempt all qualifying nonresident special part-time students from the nonresident tuition fee.

20.

~~17.~~ The District is able to report special ~~admission~~ nonresident attendance as resident FTES for apportionment purposes.

21.

~~18.~~ Nonresident fees may be waived for specially admitted part-time students who would qualify for the AB 540, nonresident tuition exemption, at the time of graduation from high school.

22.

~~19.~~ The District cannot claim apportionment for students who have their nonresident tuition waived under this section of Board Policy.

23.

~~b-24.~~ Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including

the enrollment fee and nonresident fee, if appropriate.

Last Board Review: February 13, 2019

BP 7215 Academic Senate Participation in Collegial Consultation

Reference: Education Code § 70901; Title 5, § 53200, et seq.

A. Definition

"Academic Senate" shall refer to the organization formed at the District, as provided for in Title 5, §§ 53201-53202, whose primary function, as the representative of the faculty, is to make recommendations to the administration of the District and to the governing board with respect to academic and professional matters. For the purpose of this policy The Academic Faculty Senate (herein "Senate") includes full and adjunct part-time faculty members.

B. Level of Involvement

Through the Senate, Faculty and the District shall be provided with opportunities to participate consult collegially in the formulation and development of District and College policies and procedures in those areas as designated as "Academic and Professional Matters" in Title 5, § 53200, subd. (c), specified by Title V (Subsection 53200.c.) and designated as "Academic and Professional Matters." With regard to Academic and Professional Matters, the District shall either rely primarily upon the Senate's advice and judgement or, alternatively, the District and the Senate shall reach mutual agreement, as set forth below.

1. "Rely Primarily On"

Those ~~areas~~ Academic and Professional Matters on which the Board of Trustees will "rely primarily on" the advice and judgment of the ~~Faculty~~ Senate include:

- a. The development of curriculum, including the establishment of prerequisites and placing of courses within disciplines~~planning of course disciplines~~;
- b. The determination of degree and certificate requirements;
- c. The establishment and review of grading policies;
- d. The establishment of standards and policies regarding student preparation and success;
- e. The appointment of faculty members to District and College committees;
- f. The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development);
- g. The development of processes for program review.

In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances ~~or~~ for compelling reasons will the recommendations not be accepted.

When the Board of Trustees does not wish to accept the advice of the Senate on these matters, the Board, (or designee) will send a written communication ~~(or designee)~~ to request that the Senate reconsider the recommendation(s) taking into consideration the consensus and issues raised by the Board of Trustees.

If, upon reconsideration, the Senate does not change its initial recommendation and, if it is the opinion of the Board that the exceptional circumstance/compelling reason(s) still exist, the Board may reject the advice of the Senate. In cases such as this, existing policies and practices will remain in place. This being the case, the final determination with rationale will be communicated to the Senate in writing.

2. "By Mutual Consent."

Those Academic and Professional Matters on which Areas specified by Title V (Subsection 53200 c.) as "Academic and Professional Matters" where the Board of Trustees and the Senate obligate themselves (or their Trustees and the Senate obligate themselves (or their designee(s))) to reach mutual agreement, resulting in written resolution, regulations or policy include:

- a. The development of new educational programs;
- b. District governance processes (except 1. e. above);
- c. The delineation of faculty roles and involvement in accreditation processes, (including the development of the self-study and strategic plan updates (annual reports);
- d. Financial policies of faculty professional development activities;
- e. The determination of processes to be utilized in institutional planning and budgeting; and
- f. Other "Academic and Professional Matters" as mutually agreed upon between the Board of Trustees and the Faculty Senate.

In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted.

When the Board of Trustees does not wish to accept the advice of the Senate on these matters, the Board (or designee) will send a written communication (or designee) to request that the Senate reconsider the recommendation(s) taking into consideration the consensus and issues raised by the Board of Trustees.

If, upon reconsideration, the Senate does not change its initial recommendation and, it is the opinion of the Board that the exceptional circumstance/compelling reason(s) still exist, the Board may reject the advice of the Senate. In cases such as this, existing policies and practices will remain in place. This being the case, the final determination with rationale will be communicated to the Senate in writing.

3. Committee Structure

- ~~a. The Master Committee document will be revised annually. It will include a description of all committees including their purpose, tenure of members, scope of responsibility, membership of each committee and frequency of meetings.~~
- ~~b. The person assigned the responsibility to be the liaison between the committee or the College Council and the Cabinet will communicate these recommendations to the Cabinet or College Council as appropriate. When a recommendation is to be considered by Cabinet, if the committee chair is not a Cabinet member, the committee chair will be include at Cabinet to present and participate in a discussion of the issue and/or committee recommendation.~~
- ~~c. Decisions made in College Council will not be forwarded to Cabinet for review but rather will be shared with Cabinet.~~
- ~~d. Decisions of individual committees that have implications for the larger college community (vs. a specific department or area) will be forwarded to College Council. If they have budgeting implications (require additional dollars outside of budgeted amounts), they will proceed to PAC-B. All committee minutes will be posted in designated locations as specified in the Master Committee document.~~

4.3. Scope of Regulations

In developing and carrying out policies and procedures pursuant to these regulations, the governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. Procedures for staff participation shall not intrude on matters within the scope

of representation under Section 3543.2 of the Government Code. In addition, the Governing Board shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to infringe upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or maybe delegated to staff pursuant to these regulations.

Approved 05/14/08

BP 7360 Discipline and Dismissal, ~~Academic~~ Employees

Reference:

Education Code Section 8766~~96~~ et seq. and: 87732, ~~87736~~

A contract or regular employee may be dismissed or penalized for one or more of the grounds set forth in Education Code section 87732. If the employee is to be penalized, the Board shall determine the nature of the penalties. If the Board decides to dismiss or penalize a contract or regular employee, it shall assure that each of the following has been satisfied:

- The employee has been evaluated in accordance with standards and procedures established in accordance with the provisions of Education Code Sections 87660 et seq., and any administrative procedure for evaluation contained in a collective bargaining agreement;
- The Board has received all statements of evaluation which considers the events for which dismissal ~~{or penalties}~~ may be imposed;
- The Board has received a recommendation from the CEO;
- The Board has considered the statements of evaluation and the recommendations in a lawful meeting.

If the Board decides it intends to dismiss ~~{or penalize}~~ a contract or regular employee, it shall take the actions required by the Education Code, and the CEO or designee shall thereafter assure that the employee is afforded the full post-termination due process required by the Education Code Sections 87666 ~~through 87681, and 87740.~~

The CEO shall ensure all procedures that define the conditions and processes for dismissal, discipline, and due process, ~~pursuant to the education code~~ are available to employees.

~~Whenever any academic employee is charged with the commission of any sex offense or any narcotics offense by complaint, information, or indictment filed in a Court of competent jurisdiction, the governing board shall act in accordance with EC 87736.~~

See Administrative Procedure 7360

Approved 05/14/08



AP 7360 Discipline and Dismissal, ~~Academic Employees~~

Reference:

Education Code Section 87623, 87669, and 87732

1. Causes for Discipline

A regular employee or academic employee may be dismissed or penalized for one or more of the following causes:

- a. Immoral or unprofessional conduct.
- b. Dishonesty.
- c. Unsatisfactory performance.
- d. Evident unfitness for service.
- e. Physical or mental condition that makes him, ~~or her,~~ or they unfit to instruct or associate with students.
- f. Persistent violation of, or refusal to obey, the school laws of the state or reasonable regulations prescribed for the government of the community colleges by the Board of gGovernors or by the Governing Board of the dDistrict.
- g. Conviction of a felony or of any crime involving moral turpitude.
- h. Conduct specified in Section 1028 of the Government Code. (i.e., knowing membership in the Communist Party or of any organization which advocates the overthrow of the government of the United States or of any state by force or violence.)

7360.32. Placement on Involuntary Paid Administrative Leave Pending Investigation of Misconduct

- a. "Paid Administrative Leave" shall mean temporary leave from a job assignment, with pay and benefits intact.
- b. An academic employee who is placed on involuntary paid administrative leave and is subject to accusations of misconduct is entitled to be provided with the general nature of the accusations made against him/her/them at least two business days before the employee is placed on involuntary Paid Administrative Leave. At least two business days before he/she/they is placed on involuntary Paid

Administrative Leave, the employee shall be notified in writing of the general nature of the allegation or allegations of misconduct upon which the decision to place the employee on involuntary Paid Administrative Leave is based.

c. The two business day advance notice requirement does not apply in the event of a serious risk of physical danger or other necessity arising from the specific allegations, and the employee may immediately be placed on involuntary Paid Administrative Leave. The employee shall be provided with, at minimum, the general nature of the accusations made against him/her/them within five business days of the employee being placed on involuntary Paid Administrative Leave.

d. Within 90 days of placing an academic employee on involuntary Paid Administrative Leave, the District should complete its investigation of the accused misconduct and initiate disciplinary proceedings against, or reinstate, the employee.

3. Background Checks During An Investigation

a. Background checks may be conducted as part of disciplinary or harassment investigations. (Civil Code Section 1786, et seq. (Investigative Consumer Reporting Agencies Act); 15 U.S. Code Sections 1681 et seq. (Fair Credit Reporting Act).)

~~b. Prior to conducting a background check as part of a discipline/harassment investigation, the District Advanced notice of discipline/harassment investigations [shall/shall not] be~~ The District shall notify the subject of the investigation of its intent to conduct a background check in connection with a discipline/harassment investigation before conducting the check. ~~provided to those under investigation.~~ If the investigation results in action that adversely affects the employee, the District shall provide the employee ~~that is the subject of the investigation~~ shall receive oral, written, ~~and~~ or electronic notice (delivered via District provided email) of:

- the adverse action;
- the name, address, and telephone number of the third party agency that furnished the report;
- the employee's right to obtain a free copy of the report; and
- the employee's right to dispute the accuracy or completeness of any of the information in the report.

7360.5-4. Notice of Unprofessional Conduct and Unsatisfactory Performance and Appeal

The District shall not act upon any charges of unprofessional conduct or unsatisfactory performance, and only those two charges, unless during the preceding term or half college year prior to the date of the filing of the charge, and at least 90 days prior to

the date of the filing, the employee against whom the charge is filed has been given written notice of the unprofessional conduct or unsatisfactory performance, specifying the nature of the conduct with specific instances of behavior and with particularity to permit the employee an opportunity to correct his/~~her~~/~~their~~ or ~~her~~ faults and overcome the grounds for the charge. The written notice shall include the most recent evaluation of the employee.

7360.5 Notice and Opportunity to Cure

~~If the basis for discipline or dismissal alleges unprofessional conduct or unsatisfactory performance from the Causes for Discipline above, the District shall not act upon any charges regarding these two causes unless during the preceding term or half college year prior to the date of the filing of the charge, and at least 90 days prior to the date of the filing, the employee against whom the charge is filed has been given written notice of the unprofessional conduct or unsatisfactory performance, specifying the nature of the conduct with specific instances of behavior and with particularity to permit the employee an opportunity to correct his/~~her~~/~~their~~ faults and overcome the grounds for the charge. The written notice shall include the most recent evaluation of the employee.~~

7360.65. Notice and Appeal

- a. If the Board decides it intends to dismiss or penalize a contract or regular employee, a written statement, signed and verified, shall be delivered to the employee setting forth the complete and precise decision of the Board and the reasons for the decision.
- b. The written statement shall be delivered by serving it personally on the employee or by mailing it by United States registered mail to the employee at his/~~or her~~/~~their~~ ~~residential~~ address last known to the District.
- c. If the employee objects to the decision on any ground, the employee shall give written notice of the objection to the Board and the CEO of his/~~or her~~/~~their~~ objection within 30 days of the date of the service of the notice.
- d. Within 30 days of receipt of the employee's demand for a hearing, the employee and the CHRO, or his/her/their designee shall attempt to agree upon an arbitrator to hear the matter. When there is agreement as to the arbitrator, the CHRO shall enter into the records of the governing Board written confirmation of the agreement signed by the employee and an authorized representative of the district. Upon entry of such confirmation, the arbitrator shall assume complete and sole jurisdiction over the matter.
- e. If within 30 days of the receipt of the employee's demand for hearing, no written agreement has been reached between the employee and the District regarding appointment of an arbitrator the District will certify the matter to the California State Office of Administrative Hearings and request the appointment of an administrative law judge.

- f.** Upon appointment, the arbitrator or the Administrative Law Judge shall conduct the proceedings in accordance with the California Administrative Procedures Act, except that the right of discovery shall not be limited to those matters set forth in Government Code Section 11507.6 ~~of the California Government Code~~ but shall include the rights and duties of any party in a civil action brought in a superior court. In all cases, discovery shall be completed prior to one week before the date set for hearing.
- g.** The arbitrator or Administrative Law Judge shall determine whether there is cause to dismiss or penalize the employee. If the arbitrator finds cause, the arbitrator shall determine whether the employee shall be dismissed, the precise penalty to be imposed, and whether the decision should be imposed immediately or be postponed.
- h.** No witness shall be permitted to testify at the hearing except upon oath or affirmation. No testimony shall be given or evidence introduced relating to matters that occurred more than four years prior to the date of the filing of the notice. Evidence of records regularly kept by the ~~d~~District concerning the employee may be introduced, but no decision relating to the dismissal or suspension of any employee shall be made based on charges or evidence of any nature relating to matters occurring more than four years prior to the filing of the notice.
- i.** The decision of the arbitrator or Administrative Law Judge will be made in writing and provided to all parties.

Revised 05/14/08; ~~2/1/~~ 3/2020

2021/2022 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Meetings 2021/2022 – OPTION #1					
Fall 2021			Spring 2022		
<i>Meetings occur on Thursdays in BONH 330 (3:00 pm to 4:50 pm)</i> <i>Hold Senate Retreat during FLEX week of Fall 2021 semester.</i> <i>The Chancellors office recommends a Thursday or Friday to honor Veteran's Day</i>					
Month	Meeting	Date	Month	Meeting	Date
FLEX Week	Senate Retreat	Aug. 19	FLEX Week	No Meetings	Feb. 03
August	Curriculum 1	Aug. 26	February	Senate 7	Feb. 10
September	Senate 1	Sept. 02		Curriculum 8	Feb. 17
	Curriculum 2	Sept. 09		Senate 8	Feb. 24
	Senate 2	Sept. 16	March	Curriculum 9	March 03
Curriculum 3	Sept. 23	Senate 9		March 10	
Senate 3	Sept. 30	Curriculum 10		March 17	
October	Curriculum 4	Oct. 07	Senate 10	March 24	
	Senate 4	Oct. 14	Curriculum 11	March 31	
	Curriculum 5	Oct. 21	April	No Meeting Spring Break	April 07
Senate 5	Oct. 28	Senate 11		April 14	
November	Curriculum 6	Nov. 04		Curriculum 12	April 21
	No Meeting - Veteran's Day	Nov. 11	Senate 12	April 28	
	Curriculum 7	Nov. 18	May	Curriculum 13	May 05
No Meeting – Thanksgiving	Nov. 25	Senate 13		May 12	
December	Senate 6	Dec. 02		Curriculum 14	May 19
	No Meeting – Finals Week	Dec. 09	Senate 14	May 26	

2021/2022 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2021/2022 – OPTION #2					
Fall 2021			Spring 2022		
<p><i>Meetings occur on Thursdays in BONH 330 (3:00 pm to 4:50 pm)</i> <i>Hold Senate Retreat during FLEX week of Fall 2021 semester.</i> <i>The Chancellors office recommends a Thursday or Friday to honor Veteran's Day</i></p>					
Month	Meeting	Date	Month	Meeting	Date
FLEX Week	Senate Retreat	Aug. 19	FLEX Week	No Meetings	Feb. 03
August	Curriculum 1	Aug. 26	February	Senate 8	Feb. 10
September	Senate 1	Sept. 02		Curriculum 8	Feb. 17
	Curriculum 2	Sept. 09		Senate 9	Feb. 24
	Senate 2	Sept. 16		Curriculum 9	March 03
	Curriculum 3	Sept. 23	Senate 10	March 10	
October	Senate 3	Sept. 30	March	Curriculum 10	March 17
	Curriculum 4	Oct. 07		Senate 11	March 24
	Senate 4	Oct. 14		Curriculum 11	March 31
	Curriculum 5	Oct. 21		No Meeting Spring Break	April 07
November	Senate 5	Oct. 28	April	Senate 12	April 14
	Curriculum 6	Nov. 04		Curriculum 12	April 21
	No Meeting - Veteran's Day	Nov. 11		Senate 13	April 28
December	Senate 6	Nov. 18	May	Curriculum 13	May 05
	No Meeting – Thanksgiving	Nov. 25		Senate 14	May 12
	Curriculum 7	Dec. 02			Curriculum 14
	Senate 7	Dec. 09		Senate 15	May 26

2021/2022 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2021/2022 – OPTION #3					
Fall 2021			Spring 2022		
<p><i>Meetings occur on Thursdays in BONH 330 (3:00 pm to 4:50 pm)</i> <i>Hold Senate Retreat during FLEX week of Fall 2021 semester.</i> <i>The Chancellors office recommends a Thursday or Friday to honor Veteran's Day</i></p>					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat	Aug. 26	February	Senate 8	Feb. 10
September	Curriculum 1	Sept. 02		Curriculum 7	Feb. 17
	Senate 1	Sept. 09		Senate 9	Feb. 24
	Curriculum 2	Sept. 16		March	Curriculum 8
	Senate 2	Sept. 23	Senate 10		March 10
	Curriculum 3	Sept. 30	Curriculum 9		March 17
October	Senate 3	Oct. 07	Senate 11		March 24
	Curriculum 4	Oct. 14	Curriculum 10		March 31
	Senate 4	Oct. 21	No Meeting - Spring Break	April 07	
	Curriculum 5	Oct. 28	Senate 12	April 14	
November	Senate 5	Nov. 04	April	Curriculum 11	April 21
	No Meeting - Veteran's Day	Nov. 11		Senate 13	April 28
	Senate 6	Nov. 18		Curriculum 12	May 05
	No Meeting - Thanksgiving	Nov. 25		Senate 14	May 12
December	Curriculum 6	Dec. 02	May	Curriculum 13	May 19
	Senate 7	Dec. 09		Senate 15	May 26

2021/2022 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2021/2022 – OPTION #4					
Fall 2021			Spring 2022		
<i>Meetings occur on Thursdays in BONH 330 (3:00 pm to 4:50 pm) Hold Senate Retreat during FLEX week of Fall 2021 semester. The Chancellors office recommends a Thursday or Friday to honor Veteran's Day</i>					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat	Aug. 26	February	Senate 7	Feb. 10
September	Curriculum 1	Sept. 02		Curriculum 7	Feb. 17
	Senate 1	Sept. 09		Senate 8	Feb. 24
	Curriculum 2	Sept. 16		Curriculum 8	March 03
	Senate 2	Sept. 23	Senate 9	March 10	
October	Curriculum 3	Sept. 30	March	Curriculum 9	March 17
	Senate 3	Oct. 07		Senate 10	March 24
	Curriculum 4	Oct. 14		Curriculum 10	March 31
	Senate 4	Oct. 21		No Meeting - Spring Break	April 07
November	Curriculum 5	Oct. 28	April	Senate 11	April 14
	Senate 5	Nov. 04		Curriculum 11	April 21
	No Meeting - Veteran's Day	Nov. 11		Senate 12	April 28
	Curriculum 6	Nov. 18		Curriculum 12	May 05
December	No Meeting - Thanksgiving	Nov. 25	May	Senate 13	May 12
	Senate 6	Dec. 02		Curriculum 13	May 19
	No Meeting – Finals Week	Dec. 09		Senate 14	May 26