

Agenda
Academic Senate Meeting
March 24, 2016
11:15 a.m., Founders Hall

2015-2016 Executive Board



Dan Smith
President ext. 5436

Jeff Archibald
Vice President ext. 5434

Martin Ramey
Secretary ext. 5433, 5189

Chisato Uyeki
Director ext. 4257

Tim Engle
Director ext. 5641

Scott Guth
Director ext. 3918

Beta Meyer
Director ext. 4149

Lina Soto
Director ext. 5948

Michelle Sampat
Curriculum Liaison/Legislative Liaison
ext. 6711

Luisa Howell
Senator at Large ext. 4968

Dana Miho
Senator at Large ext. 5248

Bao-Chi Nguyen
Senator at Large ext. 6358

Bruce Nixon
Senator at Large ext. 4917

Michael Sanetrick
Senator at Large ext. 3179

Eric Kaljumägi
F.A. President ext. 5751

Joan Sholars
F.A. V.P. ext. 5752

- I. Call to Order
- II. Consent Agenda
 - A. Approval of Minutes of March 10, 2016
 - B. Approval of C&I Minutes of March 10, 2016
 - C. Content Review Board Appointment: Jason Kordich
 - D. Educational Design Committee Appointment: Janet McMullin, Randy Wilson
 - E. Equivalency Committee Appointment: Michelle Sampat
 - F. Student Preparation and Success Council Appointment: Ana Silvia Turcios
 - G. AACC Pathways Appointments: Michelle Sampat, Jane Nazzal, Patricia Maestro, Emily Versace and Richard Myers
- III. Public Comment
- IV. Officer Reports
 - A. President
 - B. Vice President
- V. Legislative Liaison Report
- VI. Faculty Association Report
- VII. Associated Students Report
- VIII. Council Reports
 - A. Curriculum & Instruction Council Report
 - B. Student Preparation & Success Council Report
 - C. Professional Development Council Report
- IX. Action
 - A. Close nominations for 2016-17 Executive Board
 - B. Conduct elections for President, Vice President, Secretary and Directors (2)
 - C. Open nominations for 2016-17 Executive Board Senators at Large (2)

continued on next page

- D. SP&S: BP 5010 Admissions
- E. SP&S: AP 5010 Admissions
- F. Resolution 2016-01 In Support of Open Educational Resources
- G. Noncredit, Continuing Education, and Community Education Task Force Recommendations
- H. Creation of Social Justice/Ethnic Studies Degree/Curriculum Task Force
- I. Dissolution of Curriculum and Program Planning Committee
- X. Discussion
 - A. LGBTQ Task Force Recommendations (Contact Jeff Archibald X5434)
 - B. SP&S: AP 5040 Student Records, Directory Information, and Privacy (Contact Jeff Archibald X5434)
 - C. C&I: AP 4555: Athletic Special Events (Contact Michelle Sampat X6771)
 - D. C&I: AP 4500: Athletics (Contact Michelle Sampat X6771)
 - E. C&I: BP 4500: Athletics (Contact Michelle Sampat X6771)
- XI. Information/Announcements
- XII. Adjournment

Minutes (unapproved)

Academic Senate Meeting

March 10, 2016

Present: Jeffrey Archibald, Maria Betancourt, Chris Briggs, Matthew Burgos, Jared Burton, Holly Cannon, Kate Cannon, Kwun Hung Cheung, Scott Childress, Tim Engle, Sun Ezzell, Scott Guth, Tony Henry, Jennifer Hinostroza, Jaime Hooper, Luisa Howell, Tiffany Kuo, Rasool Masoomian, Charles Merward, Jean Metter, Beta Meyer, Dana Miho, Donna Necke, Bao-Chi Nguyen, Bruce Nixon, Julie Perez-Garcia, Robert Purcell, Martin Ramey, Eloise Reyes, Michelle Sampat, Hector Sanchez, Michael Sanetrick, Dan Smith, Lina Soto, Melody Summers, Chan Ton, Tyler Trull, Janet Truttmann, Chisato Uyeki, Rebecca Walker, Liz Ward, Shari Wasson, Dan Wheeler, Shelby White and Tina Ziolkowski

Absent: Barry Andrews, Robert Augustus, Daniel Cantrell, Joe Denny, Dan Garcia, Lance Heard, Eric Kaljumagi, Erica Ledezma, Jenny Leung, Charis Louie, Billie Lynes, Regina Martinez, Richard Myers, Amy Nakamura, Paul O'Brien, Bob Perkins and Joan Sholars

Guests: Alvarez Hansel, English; Matthew Retana, Associated Students; Soo Shiau, Paralegal Studies Program

- I. Call to Order: The meeting was called to order at 11:20 a.m. A motion was made to amend the agenda, to add the Dissolution of the Curriculum and Program Planning Committee as Discussion Item E. The motion was seconded and approved unanimously.

II. Consent Agenda:

- A. Approval of Minutes of January 25, 2016
- B. Web Advisory Group Appointment: Hong Guo
- C. OER Work Group Appointment: Hong Guo

A motion to approve the Consent Agenda was made, seconded and approved unanimously.

III. Public Comment:

Shari Wasson from the Art Department noted that the Mt. SAC Art Gallery has an upcoming show featuring the work of two abstract artists beginning March 17th.

Chisa Uyeki noted that the Library also has three new resources that may be of interest to faculty and students, including both campus and off-campus access to the Chronicle of Higher Education; access to Canopy, a streaming service that offers videos that are captioned for students; and an online subscription to Encyclopedia Britannica. The Library is also beginning to offer Sunday hours this week, from 1 p.m. to 9:30 p.m., thanks to Equity funding.

IV. Officer Reports

A. President:

- 1. Academic Mutual Agreement Council – The committee met on February 29 and discussed the following:
 - a) Spring Enrollment – Enrollment is down 1.4%. However, the college has elected to accept a lower fill rate for each class rather than cancel classes. It will be important to increase growth, which will be funded, due to the static operational state budget allocation.
 - b) Faculty Hiring – No decisions regarding additional hires have been made. Additional retirements are expected, but those that occur after April 1 may not be replaced.
 - c) Study Abroad – No classified help has been prioritized, but an additional \$5,000 in student employee help was added. The college has proposed using the money for the Study Abroad program to fund a single professor each year for the study abroad consortium based at Citrus College. This would allow one professor from Mt. SAC to teach abroad and fill each class with students from multiple colleges. However, the allocation of reassigned time must be negotiated with the Faculty Association.

- d) Teacher Preparation Institute – The college is also looking at possible changes to the TPI program. The college will follow up with the TPI Coordinator, Doug Hughey.
- e) Block Schedule – The college asked for more detail on how new blocks would benefit students and would not commit to re-opening the issue. In the meantime, the VPI will review the requests from faculty for changes and return with further questions.
- f) Pathways Conference follow-up – The need to recruit more faculty to the work group was discussed. The Senate announcement has yielded several volunteers so far, but a variety of disciplines are needed.
- g) Foreign Languages Department name change – The department requested a name change to World Languages, supported by a survey of other colleges and universities. The Senate agreed to the change.
- h) Resolution 15-05 CTE Liaison – The resolution was received as an informational item.
- i) Resolution 15-07 In Support of Department Chair Compensation – The resolution was received as an informational item.
- j) Creating New CTE Programs – Clarification was sought regarding the announcements of new CTE program creation. While there will be monies for new program creation, estimated at \$4M for Mt. SAC, the trailer bill language which would define how that money could be used is not finalized. The revision of the Educational Master Plan next year will provide direction, and additional funds for facilities might be a part of a new bond.
- k) Faculty Reassigned Time for Student Equity-funded initiatives – The process for confirming or appointing faculty for areas such as TLC, LGBT and STEM was discussed. It was agreed that faculty interest would be solicited jointly for these positions.
- l) Associated Students request for Ethnic Studies program – Since faculty must create curriculum, the possibility of creating a Senate task force to make recommendations was suggested. Discussion of how curriculum might fit into a TMC was also discussed.

The meetings set for February 8 and 22 were cancelled. The next meeting is scheduled for February 29.

- 2. Accreditation Steering Committee: The first meeting of the semester was March 4. Details of this meeting will appear in the next report.
- 3. Budget Committee: The first meeting of the semester was March 9. Details of this meeting will appear in the next report.
- 4. Equivalency Committee: The committee has not met since the last report. The first meeting of the semester will be March 28.
- 5. Institutional Effectiveness Committee: The first meeting of the semester was March 9. Details of this meeting will appear in the next report.
- 6. President's Advisory Council: The committee met on February 24 and discussed the following:
 - a) Review of Campus Committees list – the list of committees and councils was reviewed, correlating not only their listing in AP 3255 and the Senate constitution, but also their online categorization. At issue were the designations of Governance, Operational, Academic Senate and Other for each committee and council. Several revisions were made, and it was agreed that the item would be returned for final review at the next meeting.
 - b) AP 3255 Participation in Local Decision-Making – The AP was modified per the changes noted above, and will also be returned for final review and approval.
 - c) Review of Core Values – The direction from the Board of Trustees to include efficient use of college funds in the Core Values was reflected in a draft revision submitted by the President. The draft includes a "Effectiveness and Efficiency" item, which after discussion was modified to "Stewardship." The item will be returned for further discussion.

The next meeting was on March 9. Details of this meeting will appear in the next report.

7. Task Force Updates

- a) AP 7120 Revision – Has met four times. Will meet at least one more time before concluding its work.
- b) LGBTQ – Recommendations made.
- c) Reassigned Time - Has met several times. Should be ready to report soon.
- d) Workforce Report – Met several times. Should be ready to report soon.
- e) Noncredit, Continuing Education and Community Education – Recommendations made.
- f) Sustainability – Chair appointed.
- g) Learning Communities – Co-Chairs appointed.

8. Hiring Committees – Dan Smith is seeking volunteers to serve on search committees, including the Director of EEO Programs and the Special Projects Manager for Scheduled Maintenance. Anyone interested should contact Dan Smith at dsmith@mtsac.edu.

B. Vice President: No report.

V. Legislative Liaison Report: No report.

VI. Faculty Association Report: See written report. *Puttin' on the Hits* occurred this past weekend and was a great success. Money can still be donated to benefit the FA Scholarship Fund. Special thanks to all of the students and faculty who participated and did an incredible job. Finally, a recent update has been distributed to faculty concerning the status of negotiations.

VII. Associated Students Report: No report.

VIII. Council Reports:

A. Curriculum & Instruction Council Report:

- 1. Continuing Education Committee – Minutes: None
- 2. Distance Learning Committee – Minutes: Nov. 24, 2015
- 3. Educational Design Committee – Minutes: None
- 4. Education Design Sub-Committee for General Education and Transfer Issues – Minutes: None
- 5. Equivalencies Committee – Minutes: None
- 6. Outcomes Committee – Minutes: None

B. Student Preparation & Success Council: No report. Just met this past Monday – an update will be provided at the next meeting.

C. Professional Development Council Report:

- 1. Column Crossover: If you are interested in completing and applying for Column Crossover credits, please do so by June 30, 2016 as the contract is changing.
- 2. Conference and Travel: Please apply for C&T funding to attend conferences, as there is still money in the budget. If you plan to travel in June or later, there are some things that may need to be prepaid. Because of the change in the fiscal year, other reimbursements may be delayed.
- 3. If you have attended C&T previously, please submit your reimbursements as soon as possible to avoid losing those reimbursements, as encumbered expenses that are not reimbursed will be recaptured.

IX. Action:

A. Recall Elections Task Force

A motion to recall was made and seconded. This task force includes Eric Kaljumagi, Michael Sanetrick, Luisa Howell and Kate Cannon. Beta Meyer is also interested in joining the task force. A discussion occurred and the motion passed unanimously to recall the members and add Beta to the task force.

B. Open Nominations: 2016-17 Executive Board:

1. President
2. Vice-President
3. Secretary
4. Directors (2)

A motion was made to open nominations for the Executive Board, seconded and approved unanimously. Nominations were then taken, including: Jeff Archibald for President; Martin Ramey for Vice-President; Tim Engle and Bruce Nixon for Directors. No nominations were taken for Secretary. Nominations will remain open until March 24, when elections will occur. After that, nominations will open for two positions as Senator-at-Large.

C. Resolution 15-08 In Opposition to External or For-Profit Honors Programs

A motion to approve was made, seconded, and the motion passed unanimously.

D. Community College Survey of Student Engagement

A motion to approve was made and seconded. A discussion occurred and the motion passed unanimously.

E. Creation of Social Justice/Ethnic Studies Degree/Curriculum Task Force (Contact: Jeff Archibald x5434)

A motion to approve was made and seconded. A discussion occurred and there was a motion to postpone this until the next meeting, which was seconded and approved unanimously. This item will return as an Action Item on the March 24th agenda.

X. Discussion:

A. SP&S: BP 5010 Admissions (Contact: Jeff Archibald x5434): This item was discussed.

B. SP&S: AP 5010 Admissions (Contact: Jeff Archibald x5434): This item was discussed.

C. Resolution 2016-01 In Support of Open Educational Resources (Contact: Jeff Archibald x5434): This item was discussed.

D. Noncredit, Continuing Education, and Community Education Task Force Recommendations (Contact: Dana Miho x5248): This item was discussed.

E. Dissolution of the Curriculum and Program Planning Committee (Contact: Dan Smith x5436): This item was discussed.

XI. Information/Announcements: None.

XII. Adjournment: 12:25 p.m.



Curriculum and Instruction Council Report

Academic Senate

DATE: March 10, 2016

1. Committees

- a. Continuing Education - Minutes: None
- b. Distance Learning - Minutes: November 24, 2015
- c. Educational Design - Minutes: None
- d. Educational Design Sub-Committee for General Education and Transfer Issues – Minutes: None
- e. Equivalencies - Minutes: None
- f. Outcomes - Minutes: None

SUBMISSION DATES

SUBMISSION DATES

New courses and modifications to courses are due on 31 May, 2016 for the 2017-18 catalog.

New courses and modifications to courses submitted between June 1, 2015 and May 31, 2016 are guaranteed to be prescreened and receive an EDC review by the end of Fall 2016 as long as the prescreen requests are addressed.

Degrees and certificates are due by May 31, 2016 for the 2017-18 catalog. Degrees and certificates will not be reviewed by EDC if they include courses that are 6 or more years old (for T5 compliance). Degrees and certificates submitted between June 1, 2015 and May 31, 2016 are guaranteed to receive an EDC review by the end of Fall 2016.

Modifications include changes to:

Course ID	Prerequisites, corequisites, and advisories
Course Title	Certificate, degrees, and majors
Catalog Description	General Education Requirements/ GE Status
Units and hours	Articulation
Repeatability	Instructional Type (Lecture, Lab, Lecture and Lab Combination, or Activity)
SAM Code changes	Top Code Changes

WebCMS Stage Information

Website: <http://webcms.mtsac.edu/webcms/>

Stage 1: Course Author

Stage 2: Department Chair review

Stage 3: Division Dean/Associate Dean review

Stage 4: Not active in WebCMS

Stage 5: Prescreen/pre-EDC review - results in course being forwarded to the EDC agenda or returned to Stage 1

Stage 6: post-EDC review – results in approval, approval with minor edits, pending (course will be returned to EDC consent agenda), or HOLD (requires a second EDC review)

Stage 7: Course is ready for implementation (new courses and modifications require Senate approval, BOT approval, and Chancellor's Office approval before they may be implemented)

Curriculum Contacts

Joumana McGowan, Executive Dean of Instruction: jmcgowan@mtsac.edu (X5140)

Michelle S.K. Sampat, Curriculum Liaison: msampat@mtsac.edu (X6711)

Jean Metter, Assistant Curriculum Liaison: jmetter@mtsac.edu (X3301)

Jamaika Fowler, Articulation Officer: jfowler@mtsac.edu (X5682)

Irene Inouye, Curriculum Specialist: iinouye@mtsac.edu (X5412)



Create a campus culture where SLOs are understood and valued and where assessment functions as a resource leading to improved instruction, curricula, programs, and/or services. (2011)

TracDat v5

Arriving April 1, 2016

No fooling!

TracDat has a new and improved interface. Stay tuned for information about forthcoming training sessions.

Read these important details!

The campus must halt the use of TracDat v4 on March 29. TracDat will be shut down on March 30 when the upgrade will occur. All outcomes data will be transferred from v4 to v5. The campus will be notified when TracDat v5 is ready for use.

Do you still have questions?

For more information about the TracDat upgrade, contact Emily Woolery, Faculty Outcomes Coordinator, at ewoolery@mtsac.edu or (909) 274-4264. For a hearty abundance of outcomes information, visit <http://outcomes.mtsac.edu>.

2nd Mt. San Antonio Campus –wide Undergraduate Research Competition

SOAR, Striving for Outstanding Achievement in Research, **welcomes submissions** for the second annual undergraduate research student competition. We invite the scholarly work of Mt. San Antonio College **students from the Humanities and Social Sciences, Business, and the Natural Sciences** to enter. We have all written research papers, why not pick from one of your best, that you were the most passionate about, and start drafting that abstract? That way you can make the most of the school work you've already done, gain experience and a bullet for your resume. **You will need to submit a 150-250 word abstract. The deadline to submit them is April 4, 2016.**

- Traditional papers (including original empirical research and theoretical explorations), posters, and creative works (including video and photography) are all welcome.
- The first and second place winners in each category will receive cash prizes in the amount of \$100, and \$50, respectively.
- The authors and their faculty mentors will be notified of their selection as finalists in the competition a week before the Research Showcase on April 19 and April 20.
- All submissions will be exhibited at the 6th Annual Research Showcase on April 19 and 20.

ABSTRACT COMPETITION GUIDELINES:

1. The author must be currently enrolled as an undergraduate student at Mt. San Antonio College.
2. The research must be completed and cannot have been published.
3. An abstract of 150-250 words must summarize the main aims, data (wherever applicable), findings (wherever applicable), and conclusions of the research.
4. The author's name **SHOULD NOT APPEAR** anywhere on the abstract.
5. A cover sheet that includes the author's name, title of research, mentor's name, and discipline should be submitted with the abstract.
6. After notification, finalists are expected to provide their paper or poster for judging.
7. Finalists will orally present their research at the Research Showcase.
6. Submissions must be received via email by **midnight on APRIL 4th**, for consideration.

Email submissions to: Dr. Rebecca Hatch
rhatch@mtsac.edu

Mt. San Antonio College's
Developmental Education Study Team
presents

Parachutes & Ladders XV
Inspired Teaching Conference

TEACHING UPSIDE DOWN

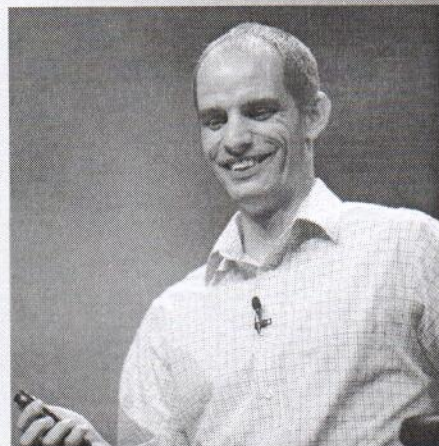
Friday, April 15, 2016

8:30am — 3:00pm

Feddersen Recital Hall

About the Conference

When we prepare to teach a class, we often spend a great deal of time deciding what we are going to teach, and sometimes how to teach it, but we spend less time contemplating why. Meanwhile, the most important question: *Who are our students and who do we want them to become* is often not considered at all. During this conference, Dr. Michael Wesch, will flip the questions and start with who, move into a contemplation of the big why, build new and more suitable hows, and rethink our whats.



Dr. Michael Wesch is a cultural anthropology professor from Kansas State University and recipient of the 2008 U.S. Professor of the Year Award from the Carnegie Foundation.

Register for the Conference

Register at <http://www.mtsac.edu/pod/>. Please send checks to Martha Hall in LAC. Make checks payable to "Mt. San Antonio College."

Registration fee (includes continental breakfast, lunch, and conference materials):

- \$35 for Mt. SAC employees (**Free** if you fill out the Conference & Travel Form by Friday, March 18th.)
- \$45 for off-campus registrants
- \$50 for anyone registering after Friday, April 7th
- Same day registration welcome

Reasonable accommodations can be provided upon request by contacting Disabled Student Programs and Services at (909)274-4290 by April 12th.

Questions?: Contact Dianne Rowley at (909)274-6223 or Martha Hall at (909)274-6381

*6 hours of Salary
Advancement Credit*





Create a campus culture where SLOs are understood and valued and where assessment functions as a resource leading to improved instruction, curricula, programs, and/or services. (2011)

To: Curriculum & Instruction Council
From: Emily Woolery, Faculty Outcomes Coordinator
CC: Mark Lowentrout, Associate Dean, Arts Division
Annel Medina, Educational Research Assessment Analyst
Date: 3/23/2016
Re: Update on Outcomes Mapping Project

On behalf of the Outcomes Committee, I would like to share an update on the status of the outcomes mapping project, which was started in May 2015. Mapping has been received for 217 of 324 degrees, certificates, and student and learning support areas (67%). A summary of outcomes mapping is provided for your review. Detailed information about outcomes mapping and other outcomes reports can be found on the Outcomes website at: <http://www.mtsac.edu/instruction/outcomes/reports/Reports.html>.

To meet ACCJC accreditation requirements, the College is expected to have outcomes mapping completed for 100% of programs (degrees and certificates) and student/learning support areas. We must have ALL outcomes maps received by the end of Spring Semester 2016 (June 11, 2016). Members of the Outcomes Committee are readily available to provide training and guidance to programs and departments. If you have questions about outcomes mapping, or need support, please contact Emily Woolery immediately at ewoolery@mtsac.edu or (909) 274-4264.

Programs and Student / Learning Support Areas	Outcomes Mapping received for Degrees, Certificates, Departments, and Units	ILO #1: Communication	ILO #2: Critical Thinking	ILO #3: Information & Technology Literacy	ILO #4: Personal, Social, Civic, & Environmental
Completion of Outcomes Mapping					
Arts	Mapping	21	21	21	18
	Deg/Cert				
		100%	100%	100%	86%
Business	Mapping	49	64	54	31
	Deg/Cert				
		75%	98%	83%	48%
Continuing Education	Mapping	32	40	30	23
	Deg/Cert				
		80%	100%	75%	58%
Humanities and Social Sciences	Mapping	8	8	6	6
	Deg/Cert				
		100%	100%	75%	75%
Kinesiology, Athletics, and Dance	Mapping	5	5	5	5
	Deg/Cert				
		71%	100%	100%	100%
Library and Learning Resources	Mapping	3	3	2	2
	Dept/Unit				
		100%	100%	67%	67%
Natural Sciences	Mapping	0	0	0	0
	Deg/Cert				
		28			
		0	0	0	0
Student Services	Mapping	10	12	5	14
	Dept/Unit				
		63%	75%	31%	88%
Technology and Health	Mapping	58	59	45	50
	Deg/Cert				
		98%	100%	76%	85%
		87%			
Summary of ILO Mapping	Mapping	173	197	161	133
Degrees, Certificates, Departments, and Units		<i>Alignment with ILOs (example: 173 of 217 maps (80%) show alignment with ILO #1)</i>			
		80%	91%	74%	61%



(<https://www.insidehighered.com>)



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California community colleges find new way to measure success of noncompleters

Submitted by Ashley A. Smith on March 4, 2016 - 3:00am

For years now, community colleges have bemoaned the fact that they don't get credit for the students who pass through their halls but leave without a certification or degree.

So California has spent the past two years examining just what happens to these students. Many of them don't drop out in the traditional sense. Instead, they take one or two career or technical education courses at the community colleges and then leave. Using employment and student data, California community colleges have been able to determine that after finishing just a few courses, these "noncompleters" receive promotions or increases in wages that allow them to move up in their careers and contribute even more to the state's economy.

"We've been frustrated for decades. Too often we've been forced into an accountability system that only recognizes success when a student gets a degree, certificate or transfers ... There are literally millions of students over the decades who have had tremendous success, but don't get counted," said Brice Harris, the chancellor of California's two-year college system. "These students come to us seeking to keep their skills current or move ahead in their careers, and after finishing a few courses reap significant rewards. We finally have a way to measure these successes and demonstrate the tremendous return on investment that these courses provide."

The state is calling this new cohort of students skills builders [1]. The group, which is defined as students who have completed less than a year of career technical education, but at least one course, will be added to the state's publicly available scorecard assessment of the performance of the 113 community colleges in the system. Using Employment Development Department wage data and student information, the system has been able to determine that this particular group of students saw a median wage gain of 13.6 percent, or \$4,300.

Statewide, total wage gains for these students in 2013-14 was \$498 million, according to the data. The chancellor's office also has been able to break down the wage gains from each program at each of the colleges [2]. For instance, skills builders in the police academy at Los Medanos Community College saw the largest increase. The median wage in that program increased from \$23,027 to \$84,898 for students who completed a few courses.

Skills builders tended to be found in child development education, justice, accounting, fire technology, business and commerce, and information technology programs.

"State after state has been focusing on understanding subbaccalaureate education, but very few, if

any, have jumped into evaluating the population of noncompleters in this way," said Jeff Strohl, director of research at the Georgetown University Center on Education and the Workforce, in a written statement. "The work on skills builders ... is forcing a pause and reset in how we think about college dropouts by revealing that many students have figured out how to effectively engage the postsecondary system at low cost with high returns."

California was able to determine that the skills builders tend to be older and already have earned degrees or awards, which was an indicator they were only at the colleges to take a few courses while already working, said Alice Van Ommeren, dean of research, analysis and accountability for the system.

Despite being labeled noncompleters by the colleges, there's another area where these students see success but aren't counted.

"One of the other things mentioned with skill builders is that these students are able to get third-party credentials, which is part of our goal, but we haven't been able to count them because of the lack of data," said Courtney Brown, director of organizational performance and evaluation for the Lumina Foundation. Lumina has set a nationwide goal of reaching 60 percent degree or high-quality credential attainment among adults by 2025. "They go to community colleges and learn what they need. Then they go back to their industry and get a certification. They are completers, but there's no data system to track them."

For the most part, only exit interviews and matching student-level records to wage records would reveal these students' paths, said Mary Alice McCarthy, a senior policy analyst at New America.

"It really complicates the picture around what is happening in community colleges," McCarthy said. "Some are actually pursuing a very purposeful strategy of building specific skills to give themselves a leg up in the labor market, and that's great news. But having data systems that help us identify those students and the combinations of courses that are working for them can be really valuable for building a better system around up-skilling."

That additional data also would help colleges be able to tell the differences between a student reaching their educational goals without receiving a degree or certification, and a student who leaves for other reasons.

"For nontraditional students, like others, it is difficult to tell the difference in the data between a true skills builder and a student who intended to finish a credential but left school before completing, perhaps because they did not get the supports they needed to complete," said Anna Cielinski, a senior policy analyst at the Center for Law and Social Policy's Center for Postsecondary and Economic Success.

Harris said the system looks at a number of student success benchmarks including whether students completed their courses.

"We're proud of the fact that we continue to compute successes for more of our students, but that doesn't alleviate the responsibility we have for students who leave prematurely," he said.

Community Colleges ^[3]

Source URL: <https://www.insidehighered.com/news/2016/03/04/california-community-colleges-find-new-way-measure-success-noncompleters?width=775&height=500&iframe=true>

Links:

- [1] https://www.insidehighered.com/sites/default/server_files/files/SkillsBulderFactSheet.doc
- [2] [https://www.insidehighered.com/sites/default/server_files/files/skillsbuilder_top_feb16 \(1\).xls](https://www.insidehighered.com/sites/default/server_files/files/skillsbuilder_top_feb16%20(1).xls)
- [3] https://www.insidehighered.com/news/focus/community_colleges

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**President's Report
to the Academic Senate
March 24, 2016**

Academic Mutual Agreement Council

The council met on March 14 and discussed the following:

- AP 7211 Minimum Qualifications and Equivalencies – Questions clarifying the role of the Senate president in screening candidates for MQs and equivalencies under AP 7211 were asked. It is not our current practice to have the committee consult with the Senate president on all candidates, but rather to have HR send a limited number whose MQs are not clearly defined to the Senate president. The department chair is consulted by the president in cases where the discipline faculty are needed to help resolve the issue.
- Block Schedule – The college feels that there is no need to change the block schedule. The Deans will make exceptions as needed.
- Resolution 15-08 In Opposition to For-Profit Honors Programs – The college accepted the resolution.
- Study Abroad – The college intends to develop a new model and review it with the Senate. This model would not include a Mt. SAC Study Abroad Coordinator, but would rely on the AFS consortium to recruit and process students. The college would fund a single Mt. SAC professor to participate in study abroad through the consortium. This plan would be subject to contract negotiations with the Faculty Association.
- Honors Coordinator – A new job description will be developed, after which a new faculty coordinator and the resulting reassigned time could be addressed.
- TPI Coordinator – The college wishes to address the visibility of the program, the number of transferable Education courses, and a second applicant for the coordinator position. The VP of Instruction will meet with the supervising dean and review the options available.
- Adjunct Committee Member Pay Guidelines – The language in the contract does not specify whether adjunct faculty can be paid for committee or Senator representation when they have been elected by their departments. Past practice has been to interpret the contract as allowing pay for positions elected or appointed by the full Senate. The question of whether to pay noncredit faculty for regular meetings was raised, given the small number of full-time faculty in this area. The college indicated that adjunct could not be paid for hiring committees or regular Senate work under the contract.
- Counseling Reporting Structure – Concerns regarding the current structure were raised. The need to comply with existing Title 5 and AP 3110 language by having a single department for those in the same discipline was cited. It was decided to revisit the issue when the VP Student Services can attend.
- Ethnic Studies – The call by students for an ethnic studies program was answered at the Board of Trustees meeting by definite plans from the administrators, despite the Senate's primacy on curricular issues. The Senate reviewed the task force proposal which will address the subject with student input. The college also wished to identify which faculty have Minimum Qualifications for Ethnic Studies, and noted the need for a new "Introduction to Ethnic Studies" course to serve as a prerequisite.

Accreditation Steering Committee

The committee met on March 4 and discussed the following.

- The Eligibility Requirements portion of the accreditation standards were reviewed as part of an exercise.
- The updated accreditation timeline was reviewed.
- The Institution-Set Standards were updated with Fall 2015 figures for (course completion) success, non-credit persistence, degrees and certificates.
- Student Outcomes Campaign – The script for the promotional video has been drafted, and should be ready by the end of spring. The video will be completed and the campaign launched in the fall.
- Newsletter (Pink Sheet) ideas – Ideas for the next newsletter were solicited. The goal is to have a theme, centered around what the campus should be doing to prepare for accreditation.

Budget Committee

The committee met on March 9 and discussed the following.

- Governor's 2016-17 Budget Proposal, 2016-17 Budget Allocation, 2016-17 Budget Presentation – The local effect of the governor's proposed budget was explored. While there is \$3.3M in revenues above the projected 2015-16 budget, and \$1.3M not spent this year in new faculty hiring, this revenue is being used to cover current costs (such as the increased STRS contributions) and will not carry over to 2016-17. Even the 0.47% COLA may be reduced due to the lower gasoline tax revenues (due in turn to lower oil prices). Lastly, it was noted that although Prop 98 backfill will cover the first year of Prop 30 revenue cuts, the higher decrease in revenue the second year will not be covered.

Equivalency Committee

The committee has not met since the last report. The first meeting of the semester will be on March 28.

Institutional Effectiveness Committee

The committee met on March 9 and discussed the following.

- Institution-Set Standards Approval – Reviewed the ISS goals, and set both long and short term goals for Fund Balance (10.3%), successful Course Completion (67.89%, a .49% increase) and accreditation status (Full-Accredited, No Action needed). This item will be submitted for approval at PAC on March 23.
- Approval of PIE Form Revision – The new form was presented and approved by the committee. It will be distributed with last year's data pre-loaded.

President's Advisory Council

The committee met on March 9 and discussed the following.

- Reports were received from IEC, Accreditation, Professional Development and the IT Advisory Committee (ITAC). There were no action or discussion items.

Respectfully submitted,

Dan Smith, President, Academic Senate

Legislative Liaison's Report

March 24, 2016

- A. As of March 4, 2016, approximately 2000 bills have been introduced by the Legislature. Many are still "spot" bills which indicate a legislative intent to write a more complete bill. Here are some highlights of those that may impact CCCs in the future.
1. California Promise Bills
 - a. AB 1583 (Santiago) and AB 1741 (Rodriguez) seek to establish a "California Promise" program styled after President Obama's College Promise. The details are yet to be determined.
 - b. SB 1450 (Glazer) also seeks to establish a "California Promise" which would authorize CCCs to enter a pledge with students to support them in obtaining an associate degree within two years.
 2. Campus Safety Bills
 - a. AB 1653 (Weber) proposes requiring CCCs to publish a biennial report on the campus climate and safety starting in 2017-18. This report would have to be posted on the college's website and be shared with state bodies as specified.
 - b. AB 1654 (Santiago) requires the State Auditor to evaluate CCC compliance with state crime reporting law and the development and implementation of student safety policies.
 - c. AB 1778 (Quirk) seeks to require employee training in responding to and reporting sexual assault, domestic violence, dating violence and stalking.
 - d. SB 1439 (Block) in a spot bill which indicates intent to address sexual harassment on campus.
 3. Compensation for Course Materials
 - a. AB 1582 (Allen) proposes requiring employees to disclose items of value, royalties, or compensation received as a result of making or influencing a decision to adopt course materials.
 - b. AB 2214 (Harper) proposes requiring faculty to disclose all income received from a publisher, periodical, or online provider in the preceding year for any royalties, advances, consulting, or any purpose.
 - c. Compensation for Course Materials
 4. Student Health
 - a. AB 1594 (McCarty) seeks to ban smoking, the use of tobacco products, and the use of e-cigarettes on college campuses.
 - b. AB 2017 (McCarty) seeks use Prop 63 funds to establish a College Mental Health Services Trust Account which would match local funds on a grant-awarded basis to provide students with better access to campus mental health services.
 - c. AB 1995 (Williams) seeks to require CCCs with shower facilities to grant homeless students who are enrolled, have paid their fees, and are in good standing with access to those facilities.
 5. Part-time Faculty
 - a. AB 2069 (Medina) seeks to include paid part-time faculty office hours in the Student Success Scorecard
 - b. AB 1690 (Medina) proposes implementing seniority and due process rights for part-time faculty.



Strengthen, Increase, Promote and Advance

**Faculty Association Report
to the Academic Senate
25 March 2016**

1. FA Nominations

Nominations for the 2016-17 FA Executive Board are open through **5 April**. Available positions are Vice President (1 year term), Treasurer (2 year term), Secretary (1 year term), 3 FT Directors (2 year term), and one PT Director (2 year term). Also available will be 6 Adjunct Representatives at Large to the FA Rep. Council, 3 Service Center One Representatives, and 4 NEA delegates to the 2017 convention. These last three all have a term of 1 year.

2. 2016-17 Committee Vacancies

Although the Academic Senate appoints faculty to most College committees, the FA does have a few positions available this year. In addition, we have nine seats open on our internal FA committees. Faculty interested in volunteering for any of these positions should contact the FA President at kaljumagi@msac-fa.org by **31 March**. A list of the available positions is attached to this report.

3. Reopener Negotiations

Reopener negotiations are continuing with the District, but there has been very little to report as of late. More detailed information will be available at Representative Council meetings, so please be sure your department representative attends and reports to you.

4. Support of CSU Faculty Strike

The Faculty Association encourages you to join with CSU Faculty on their picket line at Cal Poly Pomona. They will be striking on 13 – 15 and 18 – 19 April, and I intend to join them on the morning of 13 April. Text "CFAINFO" to 71813 for more information on the strike.

5. Signatures Needed for Prop. 30 Extension

On behalf of CTA, the FA is collecting signatures to place a twelve-year continuation of the Prop. 30 income tax enhancement on the November ballot. This enhancement increases California income tax for individuals making over \$250,000 per year or couples making over \$500,000 per year. The money raised by the increased tax goes primarily to education and health care. Please sign this petition so that this measure can be considered by California's voters.

Respectfully submitted:
Eric Kaljumagi
Faculty Association President

College Committees with FA Appointments (2016-19)

Committee	Restrictions
Employee Wellness	Expertise in nutrition
Insurance	(none)
President's Advisory Council	(none)
Salary and Leaves (Contractual)	(none)

Faculty Association Committees

Committee	Restrictions
Budget (3 yr. term)	(none)
Calendar (3 yr. term)	(none)
Elections (3 yr. term)	(not Exec. Board)
Hospitality (3 yr. term)	(none) (none)
Political Action (1 yr. term)	(none) (none) (none)
Survey (3 yr. term)	(none)

Respectfully submitted:
Eric Kaljumagi
Faculty Association President

1. Committees
 - a. Continuing Education - Minutes: None
 - b. Distance Learning - Minutes: December 8, 2015
 - c. Educational Design - Minutes: None
 - d. Educational Design Sub-Committee for General Education and Transfer Issues – Minutes: None
 - e. Equivalencies - Minutes: None
 - f. Outcomes - Minutes: November 17, 2015
2. Information Items
 - a. List of Courses Due May 31, 2016
3. Action Items
 - a. AP 4555: Mt. SAC Relays
 - b. AP 4500: Athletics
 - c. BP 4500: Athletics

SUBMISSION DATES

SUBMISSION DATES

New courses and modifications to courses are due on 31 May, 2016 for the 2017-18 catalog.

New courses and modifications to courses submitted between June 1, 2015 and May 31, 2016 are guaranteed to be prescreened and receive an EDC review by the end of Fall 2016 as long as the prescreen requests are addressed.

Degrees and certificates are due by May 31, 2016 for the 2017-18 catalog. Degrees and certificates will not be reviewed by EDC if they include courses that are 6 or more years old (for T5 compliance). Degrees and certificates submitted between June 1, 2015 and May 31, 2016 are guaranteed to receive an EDC review by the end of Fall 2016.

Modifications include changes to:

Course ID	Prerequisites, corequisites, and advisories
Course Title	Certificate, degrees, and majors
Catalog Description	General Education Requirements/ GE Status
Units and hours	Articulation
Repeatability	Instructional Type (Lecture, Lab, Lecture and Lab Combination, or Activity)
SAM Code changes	Top Code Changes

WebCMS Stage Information

Website: <http://webcms.mtsac.edu/webcms/>

Stage 1: Course Author

Stage 2: Department Chair review

Stage 3: Division Dean/Associate Dean review

Stage 4: Not active in WebCMS

Stage 5: Prescreen/pre-EDC review - results in course being forwarded to the EDC agenda or returned to Stage 1

Stage 6: post-EDC review – results in approval, approval with minor edits, pending (course will be returned to EDC consent agenda), or HOLD (requires a second EDC review)

Stage 7: Course is ready for implementation (new courses and modifications require Senate approval, BOT approval, and Chancellor's Office approval before they may be implemented)

Curriculum Contacts

Joumana McGowan, Executive Dean of Instruction: jmcgowan@mtsac.edu (X5140)

Michelle S.K. Sampat, Curriculum Liaison: msampat@mtsac.edu (X6711)

Jean Metter, Assistant Curriculum Liaison: jmetter@mtsac.edu (X3301)

Jamaika Fowler, Articulation Officer: jfowler@mtsac.edu (X5682)

Irene Inouye, Curriculum Specialist: iinouye@mtsac.edu (X5412)

4-year Review List Due May 31, 2016

DIV	Course	Course Title	Eff. Start Date	DUE	STAGE
ART	ANIM 116	Character Development	6/25/2012	2016	
ART	ANIM 167	Visual Development	6/25/2012	2016	
ART	ARTC 165	Illustration	6/25/2012	2016	
ART	ARTC 167	Visual Development	6/25/2012	2016	
ART	ARTD 19A	Figure Painting	6/25/2012	2016	
ART	ARTD 20	Design: Two-Dimensional	6/25/2012	2016	
ART	ARTS 31	Ceramics: Advanced Studio	6/25/2012	2016	
ART	ASTR 99	Special Projects in Astronomy	6/25/2012	2016	
ART	MUS 17B	Intermediate Piano	6/25/2012	2016	
ART	MUS 18	Advanced Piano	6/25/2012	2016	
ART	MUS 2	Music Theory	6/25/2012	2016	
ART	MUS 22	Conducting	6/25/2012	2016	
ART	MUS 48	Men's Vocal Ensemble	6/25/2012	2016	
ART	MUS 7	Fundamentals of Music	6/25/2012	2016	
ART	PHOT 10	Basic Digital and Film Photography	6/25/2012	2016	
ART	PHOT 15	History of Photography	6/25/2012	2016	
ART	PHOT 20	Color Photography	6/25/2012	2016	
ART	PHOT 21	Exploring Color Photography	6/25/2012	2016	
ART	R-TV 09	Broadcast Sales and Promotion	6/25/2012	2016	
ART	R-TV 10	Radio Programming and Producer Techniques	6/25/2012	2016	
ART	R-TV 101	Work Experience in Broadcast Entertainment	6/25/2012	2016	
ART	R-TV 14	Media Aesthetics	6/25/2012	2016	
ART	R-TV 31	History of Radio DJs	6/25/2012	2016	
ART	R-TV 99	Radio/TV Special Projects	6/25/2012	2016	
ART	THTR 11	Principles of Acting I	6/25/2012	2016	
ART	THTR 19	Theatrical Costuming	6/25/2012	2016	
ART	THTR 60	Children's Theater	6/25/2012	2016	
ART	ANIM 108	Principles of Animation	7/1/2011	PD	
ART	ANIM 115	Storyboarding	7/1/2011	PD	
ART	GRAP 10	Photoshop Imagery	7/1/2011	PD	
ART	GRAP 12	Photoshop Imagery Extended	7/1/2011	PD	
ART	GRAP 15	InDesign Graphics	7/1/2011	PD	
ART	GRAP 16	Illustrator Graphics	7/1/2011	PD	
ART	GRAP 18	3D Graphics Imagery	7/1/2011	PD	
ART	GRAP 20	Multimedia Graphics	7/1/2011	PD	
ART	GRAP 30	Digital Productions	7/1/2011	PD	
ART	GRAP 40	Computer Graphics Special Topics	7/1/2011	PD	
ART	MUS 25A	Jazz Improvisation	7/1/2011	PD	
ART	MUS 25B	Advanced Jazz Improvisation	7/1/2011	PD	
ART	MUS 29	Choral Workshop	7/1/2011	PD	
ART	MUS 47	Jazz Ensemble	7/1/2011	PD	
ART	PHOT 25	Digital Capture Workflow	7/1/2011	PD	
ART	PHOT 98	Work Experience in Photography	7/1/2011	PD	1
ART	R-TV 100	Work Experience in Film and TV	7/1/2011	PD	
ART	R-TV 32	Radio - TV Internet Applications	7/1/2010	PD	2
ART	GRAP 8	Fundamentals of Digital Media	7/1/2010	RECOMMEND FOR IN,	
ART	MUS 13H	Introduction to Music Appreciation - Honors	5/21/2006	RECOMMEND FOR IN,	
BUS	BUSA 58	Federal Income Tax Law	6/25/2012	2016	
BUS	BUSA 76	Using Microcomputers in Managerial Accounting	6/25/2012	2016	
BUS	BUSA 8	Principles of Accounting - Managerial	6/25/2012	2016	
BUS	BUSR 52D	Real Estate Practice Work Experience	6/25/2012	2016	
BUS	BUSS 35	Professional Selling	6/25/2012	2016	
BUS	CISB 31	Microsoft Word	6/25/2012	2016	

4-year Review List Due May 31, 2016

DIV	Course	Course Title	Eff. Start Date	DUE	STAGE
BUS	CISP 52	Mobile Device Programming	6/25/2012	2016	
BUS	CISP 52L	Mobile Device Programming Laboratory	6/25/2012	2016	
BUS	PLGL 31A	Legal Analysis and Writing	6/25/2012	2016	
BUS	PLGL 31B	Advanced Legal Analysis and Writing	6/25/2012	2016	
BUS	PLGL 35B	Automated Law Office Procedures	6/25/2012	2016	
BUS	PLGL 37	Tort Law	6/25/2012	2016	
BUS	CHLD 85	Infants At Risk	7/1/2011	PD	2
BUS	FASH 30	Fashion Design and Product Development I	7/1/2011	PD	3
BUS	ID 36	Professional Practices for Interior Design	7/1/2011	PD	
HSS	AHIS 14	Rome: The Ancient City	6/25/2012	2016	
HSS	AHIS 15	Culture and Art of Pompeii	6/25/2012	2016	
HSS	AHIS 8	History of Medieval Art and Architecture	6/25/2012	2016	
HSS	AHIS 9	History of Asian Art and Architecture	6/25/2012	2016	
HSS	AMLA 21S	Accent Reduction	6/25/2012	2016	
HSS	AMLA 22S	American Language Interpersonal Communication	6/25/2012	2016	
HSS	AMLA 24	Idiomatic English	6/25/2012	2016	
HSS	ENGL 65	Grammar Review	6/25/2012	2016	
HSS	ENGL 66	Paragraph Writing	6/25/2012	2016	
HSS	ENGL 68	Preparation for College Writing	6/25/2012	2016	
HSS	ENGL 75	Vocabulary Building	6/25/2012	2016	
HSS	ENGL 8A	Creative Writing - Fiction	6/25/2012	2016	
HSS	ENGL 8C	Creative Writing - Novel	6/25/2012	2016	
HSS	ENGL 8E	Creative Writing - Memoir	6/25/2012	2016	
HSS	ENGL 8F	Creative Writing - Nonfiction	6/25/2012	2016	
HSS	GEOG 11	Intermediate Geographic Information Systems (GIS)	6/25/2012	2016	
HSS	GEOG 1H	Elements of Physical Geography - Honors	6/25/2012	2016	
HSS	GEOG 2	Human Geography	6/25/2012	2016	
HSS	GEOG 2H	Human Geography - Honors	6/25/2012	2016	
HSS	HIST 1	History of the United States	6/25/2012	2016	
HSS	HIST 10	History of Premodern Asia	6/25/2012	2016	
HSS	HIST 11	History of Modern Asia	6/25/2012	2016	
HSS	HIST 35	History of Africa	6/25/2012	2016	
HSS	HIST 7	History of the United States to 1877	6/25/2012	2016	
HSS	HIST 7H	History of the United States to 1877 - Honors	6/25/2012	2016	
HSS	HIST 8	History of the United States from 1865	6/25/2012	2016	
HSS	HIST 8H	History of the United States from 1865 - Honors	6/25/2012	2016	
HSS	LIT 1	Early American Literature	6/25/2012	2016	
HSS	LIT 20	African American Literature	6/25/2012	2016	
HSS	LIT 25	Contemporary Mexican American Literature	6/25/2012	2016	
HSS	LIT 36	Introduction to Mythology	6/25/2012	2016	
HSS	LIT 40	Children's Literature	6/25/2012	2016	
HSS	LIT 47	The Bible As Literature: New Testament	6/25/2012	2016	
HSS	POLI 1H	Political Science - Honors	6/25/2012	2016	
HSS	POLI 7	Political Theory II - Early Modern to Contemporary	6/25/2012	2016	
HSS	PSYC 14	Developmental Psychology	6/25/2012	2016	
HSS	PSYC 3	Introduction to Research Methods in Psychology	6/25/2012	2016	
HSS	SIGN 223	Principles of Interpreting	6/25/2012	2016	
HSS	SIGN 225	Ethical Decision Making for Interpreters	6/25/2012	2016	
HSS	SIGN 227	Cognitive Processing for Interpreters	6/25/2012	2016	
HSS	SIGN 231	Interpreting	6/25/2012	2016	
HSS	SPAN 1	Elementary Spanish	6/25/2012	2016	
HSS	SPCH 1B	Intermediate Public Speaking	6/25/2012	2016	
HSS	SPCH 20	Argumentation and Debate	6/25/2012	2016	

4-year Review List Due May 31, 2016

DIV	Course	Course Title	Eff. Start Date	DUE	STAGE
HSS	SPCH 99	Special Projects in Speech	6/25/2012	2016	
HSS	ENGL 1A	Freshman Composition	7/1/2011	PD	3
HSS	ENGL 1AH	Freshman Composition - Honors	7/1/2011	PD	3
HSS	ENGL 9B	Expanding the Personal Journal	7/1/2011	PD	
HSS	HIST 3	World History: Prehistoric to Early Modern	7/1/2011	PD	2
HSS	HIST 36	Women in American History	7/1/2011	PD	2
HSS	HIST 3H	World History: Prehistoric to Early Modern - Honors	7/1/2011	PD	2
HSS	HIST 4	World History: Early Modern to the Present	7/1/2011	PD	2
HSS	HIST 4H	World History: Early Modern to the Present - Honors	7/1/2011	PD	2
HSS	LIT 14	Introduction to Modern Poetry	7/1/2011	PD	3
HSS	PSYC 10	Statistics for the Behavioral Sciences	7/1/2011	PD	2
HSS	SOC 36	Asian American Communities	7/1/2010	PD	
HSS	SOC 7	Sociology of Religion	7/1/2010	PD	
HSS	SOC 91	Service Learning for Sociology	7/1/2011	PD	
HSS	SOC 91L	Service Learning for Sociology Lab	7/1/2011	PD	
KIN	DNCE 1	Ballet Fundamentals	6/25/2012	2016	
KIN	DNCE 11A	Social Dance Forms I	6/25/2012	2016	
KIN	DNCE 11B	Social Dance Forms II	6/25/2012	2016	
KIN	DNCE 12A	Modern I	6/25/2012	2016	
KIN	DNCE 12B	Modern II	6/25/2012	2016	
KIN	DNCE 13	Modern Performance	6/25/2012	2016	
KIN	DNCE 14A	Jazz I	6/25/2012	2016	
KIN	DNCE 14B	Jazz II	6/25/2012	2016	
KIN	DNCE 17	Jazz Fundamentals	6/25/2012	2016	
KIN	DNCE 18A	Tap I	6/25/2012	2016	
KIN	DNCE 18B	Tap II	6/25/2012	2016	
KIN	DNCE 19	Tap Performance	6/25/2012	2016	
KIN	DNCE 2A	Ballet I	6/25/2012	2016	
KIN	DNCE 2B	Ballet II	6/25/2012	2016	
KIN	DNCE 30	Contemporary Dance	6/25/2012	2016	
KIN	DNCE 33	Improvisation	6/25/2012	2016	
KIN	DNCE 39A	Alignment and Correctives I	6/25/2012	2016	
KIN	DNCE 39B	Alignment and Correctives II	6/25/2012	2016	
KIN	DNCE 40	Conditioning Through Dance	6/25/2012	2016	
KIN	KINF 34	Cardiorespiratory Training	6/25/2012	2016	
KIN	KINF 4	Cardiovascular Conditioning	6/25/2012	2016	
KIN	KINI 18A	Golf - Beginning	6/25/2012	2016	
KIN	KINI 37A	Tai Chi Chuan - Beginning	6/25/2012	2016	
KIN	KINI 37C	Tai Chi Chuan - Advanced	6/25/2012	2016	
KIN	KINI 48	Wrestling	6/25/2012	2016	
KIN	KINI 4A	Badminton - Beginning	6/25/2012	2016	
KIN	KINI 4B	Badminton - Intermediate	6/25/2012	2016	
KIN	KINI 4C	Badminton - Advanced	6/25/2012	2016	
KIN	KINS 10	Soccer	6/25/2012	2016	
KIN	KINS 24A	Volleyball - Beginning	6/25/2012	2016	
KIN	KINS 24B	Volleyball - Intermediate	6/25/2012	2016	
KIN	KINS 24C	Volleyball - Advanced	6/25/2012	2016	
KIN	KINX 6	Baseball - Men	7/1/2011	PD	
KIN	KIN 19	Introduction to Care/Prevention of Activity/Sports -Related Injuries	5/21/2006	RECOMMEND FOR IN.	
KIN	KINI 33	Kickboxing	7/1/2010	RECOMMEND FOR IN.	
LR	LIBR 1	Information Resources and Research Methods	6/25/2012	2016	
LR	LIBR 1A	Introduction to Library Research	6/25/2012	2016	
NS	AGAG 1	Food Production, Land Use and Politics - A Global Perspective	6/25/2012	2016	

4-year Review List Due May 31, 2016

DIV	Course	Course Title	Eff. Start Date	DUE	STAGE
NS	AGAG 99	Special Projects in Agriculture	6/25/2012	2016	
NS	AGAN 94	Animal Breeding	6/25/2012	2016	
NS	AGOR 14	Advanced Landscape Design	6/25/2012	2016	
NS	AGOR 2	Plant Propagation/Greenhouse Management	6/25/2012	2016	
NS	AGOR 32	Landscaping and Nursery Management	6/25/2012	2016	
NS	AGOR 39	Turf Grass Production and Management	6/25/2012	2016	
NS	AGOR 40	Sports Turf Management	6/25/2012	2016	
NS	AGOR 54	Small Engine Repair II	6/25/2012	2016	
NS	AGOR 91	Work Experience in Nursery Operations	6/25/2012	2016	
NS	AGPE 71	Canine Management	6/25/2012	2016	
NS	AGPE 74	Reptile Management	6/25/2012	2016	
NS	ANTH 99	Special Projects in Anthropology	6/25/2012	2016	
NS	BIOL 4	Biology for Majors	6/25/2012	2016	
NS	BIOL 4H	Biology for Majors - Honors	6/25/2012	2016	
NS	BTNY 3	Plant Structures, Functions, and Diversity	6/25/2012	2016	
NS	CHEM 99	Special Projects in Chemistry	6/25/2012	2016	
NS	GEOL 99	Special Projects in Geology	6/25/2012	2016	
NS	ENGR 99	Special Projects in Engineering	7/1/2011	PD	1
NS	GEOL 24	Geologic Field Studies: Central California	7/1/2011	PD	
NS	GEOL 25	Geologic Field Studies: Southern California	7/1/2011	PD	
NS	GEOL 29	Special Topics in Field Geology	7/1/2011	PD	
NS	MATH 115	Statway II	7/1/2011	PD	
NS	MATH 55	Statway I	7/1/2011	PD	
SS	DSPS 32	Technology for Students with Learning Disabilities	6/25/2012	2016	
SS	DSPS 20	Improving Spelling and Reading of Words	7/1/2011	PD	
TECH	AD 11	Techniques of Intervention and Referral	6/25/2012	2016	
TECH	AD 4	Issues in Domestic Violence	6/25/2012	2016	
TECH	AD 8	Group Process and Leadership	6/25/2012	2016	
TECH	AD 9	Family Counseling	6/25/2012	2016	
TECH	AIRC 10	Technical Mathematics in Air Conditioning and Refrigeration	6/25/2012	2016	
TECH	AIRC 12	Air Conditioning Codes and Standards	6/25/2012	2016	
TECH	AIRC 32A	Air Properties and Measurement	6/25/2012	2016	
TECH	AIRM 90B	Airframe Maintenance Technology	6/25/2012	2016	
TECH	AIRM 91A	Airframe Maintenance Technology	6/25/2012	2016	
TECH	AIRM 91B	Airframe Maintenance Technology	6/25/2012	2016	
TECH	CNET 50	PC Servicing	6/25/2012	2016	
TECH	ELEC 54A	Industrial Electronics	6/25/2012	2016	
TECH	ELEC 81	Laboratory Studies in Electronics Technology	6/25/2012	2016	
TECH	ELEC 91	Work Experience in Electronics	6/25/2012	2016	
TECH	EMS 1	Paramedic Fundamentals and Selection	6/25/2012	2016	
TECH	FIRE 96	Work Experience Fire Science	6/25/2012	2016	
TECH	IDE 110	Design Foundation-Visual Literacy	6/25/2012	2016	
TECH	IDE 120	Introduction to CAD	6/25/2012	2016	
TECH	IDE 130	Shop Processes	6/25/2012	2016	
TECH	IDE 150	Design Foundations	6/25/2012	2016	
TECH	IDE 160	Intermediate CAD	6/25/2012	2016	
TECH	IDE 170	Introduction to Prototyping	6/25/2012	2016	
TECH	IDE 210	Advanced Media	6/25/2012	2016	
TECH	IDE 220	Advanced CAD	6/25/2012	2016	
TECH	IDE 230	Introduction to Mechanical Principles	6/25/2012	2016	
TECH	IDE 250	Product Design and Viability	6/25/2012	2016	
TECH	IDE 270	Manufacturing Processes and Materials	6/25/2012	2016	
TECH	NURS 4	Maternity Nursing	6/25/2012	2016	

4-year Review List Due May 31, 2016

DIV	Course	Course Title	Eff. Start Date	DUE	STAGE
TECH	RESD 51A	Respiratory Therapy Science	6/25/2012	2016	
TECH	RESD 57B	Special Procedures for Respiratory Care	6/25/2012	2016	
TECH	WELD 30	Metal Sculpture	6/25/2012	2016	
TECH	WELD 91	Automotive Welding, Cutting and Modification	6/25/2012	2016	
TECH	WELD 91L	Automotive Welding, Cutting and Modification Lab	6/25/2012	2016	
TECH	AIRC 63	Building Control Networks	7/1/2010	PD	
TECH	MFG 10	Mathematics & Blueprint Reading for Manufacturing	7/1/2010	PD	
TECH	MFG 11	Manufacturing Processes I	7/1/2010	PD	
TECH	MFG 38B	MasterCAM II	7/1/2010	PD	



Curriculum and Instruction Council Report Academic Senate

DATE: March 24, 2016: Addendum

1. Consent Agenda: Modified Courses

a. ENGL 68 Preparation for College Writing: Removal of Degree Applicable status

SUBMISSION DATES

SUBMISSION DATES

New courses and modifications to courses are due on 31 May, 2016 for the 2017-18 catalog.

New courses and modifications to courses submitted between June 1, 2015 and May 31, 2016 are guaranteed to be prescreened and receive an EDC review by the end of Fall 2016 as long as the prescreen requests are addressed.

Degrees and certificates are due by May 31, 2016 for the 2017-18 catalog. Degrees and certificates will not be reviewed by EDC if they include courses that are 6 or more years old (for T5 compliance). Degrees and certificates submitted between June 1, 2015 and May 31, 2016 are guaranteed to receive an EDC review by the end of Fall 2016.

Modifications include changes to:

Course ID	Prerequisites, corequisites, and advisories
Course Title	Certificate, degrees, and majors
Catalog Description	General Education Requirements/ GE Status
Units and hours	Articulation
Repeatability	Instructional Type (Lecture, Lab, Lecture and Lab Combination, or Activity)
SAM Code changes	Top Code Changes

WebCMS Stage Information

Website: <http://webcms.mtsac.edu/webcms/>

Stage 1: Course Author

Stage 2: Department Chair review

Stage 3: Division Dean/Associate Dean review

Stage 4: Not active in WebCMS

Stage 5: Prescreen/pre-EDC review - results in course being forwarded to the EDC agenda or returned to Stage 1

Stage 6: post-EDC review – results in approval, approval with minor edits, pending (course will be returned to EDC consent agenda), or HOLD (requires a second EDC review)

Stage 7: Course is ready for implementation (new courses and modifications require Senate approval, BOT approval, and Chancellor's Office approval before they may be implemented)

Curriculum Contacts

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Michelle S.K. Sampat, Curriculum Liaison: msampat@mtsac.edu (X6711)

Jean Metter, Assistant Curriculum Liaison: jmetter@mtsac.edu (X3301)

Jamaika Fowler, Articulation Officer: jfowler@mtsac.edu (X5682)

Irene Inouye, Curriculum Specialist: iinouye@mtsac.edu (X5412)

Student Preparation & Success Council Report

March 24, 2016

The Council met on March 7 and discussed the following items:

ACTION:

1. AP 5040: Student Records, Directory Information, and Privacy – This AP was revised to correct redundancy and terminology. Additional revisions were necessary to conform the AP to Education Code as well as add a section on the use of social security numbers to be consistent with Civil Code 1798.85.

CONSENT: None.

INFORMATION:

1. Student Equity Committee – minutes of November 23 were accepted.
2. SSSP Advisory Committee – minutes of October 14 and October 28 were accepted. Jim Ocampo mentioned that the College will need to create a Common Assessment Implementation Team and recruit faculty to assist in the process.
3. Basic Skills Coordinating Committee – Michelle Dougherty (Faculty Basic Skills Coordinator) attended the meeting to provide an in-person update. Michelle shared the committee's efforts to align the Basic Skills initiative to our campus strategic plan and other goals, including equity. Michelle also shared the initial discussions about acceleration occurring in the English department. She shared an article on acceleration and explained how these conversations may be part of an application for a one-time Basic Skills Transformation Grant.
4. AP 5075 Course Adds and Drops – The Council reviewed proposed revisions to this AP. The revisions accomplish several things: 1) conform separate conditions for 16-week and short-term course adds/drops into a single percentage standard (20% for drop without W, 21-60% for a W) that is consistent with our practice for the past three years; 2) remove redundant language regarding instructor drops; 3) update the references to include relevant sections of Title 5 and remove deleted sections of Title 5.
5. AP 5071 Student Leave of Absence – The Council reviewed proposed revisions to this AP. After discussion, however, it was questioned whether the AP was necessary at all, given that the AP was originally designed to permit students who missed a semester due to extraordinary circumstances to retain catalog rights and registration priority. The Dean of Enrollment Management noted that students would not lose either after a semester, and that the AP 4027 Catalog Rights allows a student to retain catalog rights for one year while AP 5055 Enrollment Priorities allows for an appeals process if a student changes from "continuing" to "returning" status. The Council agreed to research the genesis of the policy further and find out if there was a compelling reason to keep it.

FUTURE TOPICS:

1. AP 5071 Student Leave of Absence
2. AP 5075 Course Adds and Drops

Respectfully submitted by
Jeff Archibald
Vice President, Academic Senate

Professional Development Report to the Academic Senate 3/24/16

PDC, CPDC (Classified), MPDC (management) and FPDC (faculty) are working on a two year professional development plan.

Professional Development Council has not met; next meeting is 4/7/16.

Faculty Professional Development Committee:

1. Allocated remaining Faculty Professional Development budget funds to the following categories:
 - a. Approved funding Lynda.com from June 2016 to May 31, 2017. (\$15,000)
 - b. Additional food cost for Parachutes and Ladders: Inspired teaching conference (\$1000, for a total cost of \$14,000)
 - c. Author visit (Dr. Barry Posner) for 5/23/16 to capstone the Book Club for Spring 2016 (\$2500)
 - d. Books to give to book club members (10; \$150)
 - e. Funded a Chemistry department request for food for regular department wide training for Chemistry faculty (\$200)
 - f. Food for Barry Posner's visit (Exact cost to be determined)
2. FIG (Faculty Inquiry Group) funds and projects were reviewed; FIG funds are allocated to be spent by the end of June 2016. There is a FIG presentation day to hear about the FIG work set for the first Friday in June.

Salary Schedule Credit reminders:

- A. You need to complete applications for column crossover by the June deadline this year.
- B. If you have district paid workshops (Parachutes and Ladders) or off campus training paid by the district, you may NOT also receive salary schedule credit.

Report submitted by Faculty Professional Development Coordinator,
Dr. Beta (Elizabeth) Meyer

2016-17 ACADEMIC SENATE EXECUTIVE BOARD OFFICER BALLOT

(Please place an X in the box next to the name, then fold in half)

President-**SELECT ONE**

☐ Jeff Archibald

☐ _____

Vice President (1 yr. term)-**SELECT ONE**

☐ Martin Ramey

☐ _____

Secretary (1 yr. term)-**SELECT ONE**

☐ _____

☐ _____

Director (2 yr. term)-**SELECT TWO**

☐ Tim Engle*

☐ Bruce Nixon*

☐ _____

☐ _____

*Candidate has opted to run for Senator-at-large if not elected. The election for Senators-at-large is separate and will begin on April 22nd.

Tim Engle, Academic Senate Director

Thank you for considering my nomination as a Director on the Executive Board. I believe support the valuable work of the senate and believe that the senate plays a crucial role in the shared governance structure of the college.

I have been a counselor in Disabled Student Programs and Services for nearly a decade and am also a licensed psychologist and with a small private practice in the community. Highlights of my involvement at Mt. SAC includes:

- Academic Senate Director, Senator at Large, and DSPS Department Senator**
- DSPS Department Chair**
- Educational Design Committee Member**
- Behavior and Wellness Team Member**
- Academic Senate Behavior and Wellness Taskforce Chair**
- Health and Safety Committee Member**
- Hiring Committee Member for Student Health Center Director and
Mental Health Clinician**
- Regular attendee at CCA state conferences**
- Regular attendee at conferences on education, disability, and mental health**

Hello Colleagues,

I am running for the position of Director on the Academic Senate Executive Board. I am currently serving as Senator at Large, to which I was elected earlier this year. I am also currently serving as a faculty representative on the Student Preparation and Success Council, as well as a Technology and Health Division representative on the Educational Design Committee.

I began my career at Mt. San Antonio College as a student in fall 1989, when I enrolled in the Psychiatric Technician Program. Once completing the program I had a successful career with the State of California Department of Developmental Disabilities, being honored with the Individual Sustained Superior Accomplishment Award on two separate occasions. I returned to Mt. SAC as an adjunct instructor in 1997, was given a temporary one-year position in 1998, and was hired as a tenure track faculty in 1999. I have served as program director for the psychiatric technician program since July 2011, and as department chair since July 2014.

I have also been recognized by the Board of Vocational Nurses and Psychiatric Technicians as a Subject Matter Expert in my licensed profession, and have served on multiple panels and participated in workshops on subjects ranging from occupational analysis to best practice and just about any area affecting the profession for the past 20 years.

I am also currently serving as secretary for the California Association of Psychiatric Technician Educators, the state educators' group.

There are many of you who have served the College and your professions to an even larger degree than I have done. I merely want to point out that I truly believe in always giving 100% (I won't say 110% out of respect for the Math Faculty!), and that I approach each day hoping to be a part of the solution (and I didn't use "" out of respect for the English faculty!). I firmly believe in placing purpose above personalities and in doing so I have built some incredibly strong collaborative partnerships in every capacity in which I have served.

I believe that I have grown professionally in my position as Senator at Large, and am ready and willing to utilize the knowledge and skills I have gained to tackle the responsibilities of Director.

Thank you for your support.

Bruce Nixon

Chapter 5 – Student Services

BP 5010 Admissions

References: Education Code Sections 76000, 76001, 76002; Labor Code Section 3077; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Part 668.16(p)

The College shall admit any person possessing a high school diploma or its equivalent.

The College may provisionally admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Persons who are over the age of 18, but who are not currently enrolled in a K-12 district;
- Persons who are apprentices as defined in Section 3077 of the Labor Code;
- Highly gifted persons whose age or class level is equal to grades K-12, but who wish to attend advanced scholastic or vocational courses on a part-time basis; or
- Other persons, who in the judgment of the College President/CEO or his/her designee, are capable of profiting from the instruction offered.

The District may deny or place conditions on a student's enrollment upon finding that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

Students who are admitted provisionally shall thereafter be required to comply with the District's rules, regulations, and standards for provisional students as a condition of being readmitted in any succeeding term.

Special Admission of Highly Gifted Students - The College President/CEO shall approve procedures generated via the College's shared governance process regarding the evaluation of requests for the special admission of a student who is identified as highly gifted. If the College denies a request by such a student, the Board will record its findings and the reason for denying the request in writing within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that occurs at least 30 days after the pupil submits the request to the District.

Claims for State Apportionment for Concurrent Enrollment – Claims for State apportionment submitted by the District based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The College President/CEO shall approve procedures generated via the College's shared governance process regarding compliance with statutory and regulatory criteria for concurrent enrollment.

Admission to Specialized Programs - In addition to meeting the academic standards for admission to the College, students wishing to enroll in a specialized course of study, especially those governed by outside licensing agencies, must satisfy additional admissions requirements. Specific criteria for admission to these programs shall be approved by the College President/CEO and included in the Administrative Regulations and Procedures.

Adopted: June 23, 2004

Revised: September 23, 2009

Revised: June 10, 2013

Reviewed: June 25, 2013

Revised: January 8, 2014

Reviewed: November 26, 2013

Reviewed: June 9, 2015

ACTION ITEM

Chapter 5 - Student Services

AP 5010 Admissions

References:

Education Code Sections 76000, 76001, 76002; Labor Code Section 3077; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Part 668.16(p)

Admissions Eligibility Authority to Admit:

The authority to oversee the admissions of eligible students is delegated to the ~~Director of Admissions and Records~~ **Dean of Enrollment Management** under the direction of the Vice President, Student Services. ~~Students eligible for admission to the College must be 18 years of age or older and possess a high school diploma, GED, certificate of proficiency, or the equivalent. In addition, any apprentice, as defined in Section 3077 of the Labor Code, or any other person who is over 18 years of age who, in the judgment of the Director of Admissions and Records, is capable of profiting from the instruction offered at the College may be admitted.~~

~~Students who are 18 without a high school diploma must meet the College's ability to benefit criteria through a passing score on the numerical, reading, and writing exam. A passing score depends on which exam is taken.~~

Admission Residency Status

Each person applying for admission or enrollment in a California Community College is ~~classified as a 'resident' or 'non-resident'~~ **assigned a residency status. The most common statuses are resident, non-resident and international. The various statuses assigned can impact the tuition and fee rates assigned to students.**

Resident – a ~~'resident'~~ is a person who is eligible **able** to establish California residency for tuition purposes or who **has** resided within California for at least one year and who has established a legal residence in California prior to the residency determination date.

Non-Resident – a ~~'non-resident'~~ student is one who has not resided in the State **of California** for more than one year prior to the residency determination date and who has not established legal residence or who is not eligible to establish California residency for tuition purposes.

International –one who is or will be applying for an F-1 student visa.

All students must submit a Mt. SAC Application for Admissions

Admission of Non-Resident Students:

~~The College accepts applications from students holding or attempting to obtain the F-1 Student Visa. The following items are required from international applicants:~~

- ~~• Mt. SAC Application for Admissions~~
- ~~• International (F-1 Student Visa) Student application~~
- ~~• Application processing fee of \$50.00 (U.S.)~~
- ~~• Confidential Financial support documents~~
- ~~• A passing score on the TOEFL examination. (450 paper based, 133 computer based and 45 Intranet based)~~
- ~~• Transcripts from high school and/or college~~
- ~~• TB (Tuberculosis) test~~

~~The following items are required for current F-1 Visa Students transferring into the College:~~

- ~~• Copy of I-20~~
- ~~• Copy of I-94~~
- ~~• Transfer Form~~

~~The TOEFL, admissions application, and all supporting materials must be received on or before the published application deadlines for the intended semester. Students will be required to take the Assessment of Written English (AWE) when they arrive at Mt. SAC.~~

~~Admissions procedures will be clearly delineated in the College Catalog, the schedule of classes, and the College web site.~~

~~The Mt. San Antonio College Catalog contains the most recent information regarding admissions. This document is updated annually for currency and correctness.~~

Regularly Admitted California Residents

The College shall regularly admit any person possessing a high school diploma or its equivalent and who are capable of profiting from the instruction offered.

Provisional Student Admits

The College may provisionally admit students who meet one of the following requirements:

- The student is over the age of 18 and is not currently enrolled in a K-12 district**
- The student is an apprentice as defined in section 3077 of the labor code.**
- Students who are, in the judgment of the college, capable of profiting from the instruction offered.**

Students who are admitted provisionally shall thereafter be required to comply with the District's rules and regulations regarding scholastic achievement and other standards as a condition of being readmitted in any succeeding term.

Admission to Specialized Programs

In addition to meeting the academic standards to be regularly or provisionally admitted to the College, students wishing to enroll in a specialized course of study, especially those governed by outside licensing agencies, may need to satisfy additional program-specific requirements. Interested students should contact the appropriate program for the most current information.

Special Admissions

High School and Other Young Students – the requirements and guidelines for these students are contained in AP 5011 'Admission and Concurrent Enrollment of High School and Other Young Students.'

International Student Admissions

The College accepts applications from students holding or attempting to obtain the F-1 Student Visa. The following items are required from international applicants:

- Mt. SAC Application for Admissions
- International (F-1 Student Visa) Student application
- All application fees
- Confidential Financial support documents
- A passing score on the TOEFL examination. (450 paper based, 133 computer based and 45 Internet based); or IELTS (overall band score of 4.5 or higher); or AWE (placement into credit course-excluding ESL)
- Transcripts from high school and/or college
- TB (Tuberculosis) test

The following items are required for current F-1 Visa Students transferring into the College:

- Copy of I-20
- Copy of I-94
- Status Verification Form

The admissions application and all supporting materials must be received on or before the published application deadlines for the intended term.

Prior Expulsion Assessment:

Students who have been expelled from another community college or are presently undergoing expulsion from another community college will be

subject to additional approval prior to admission. Reference AP 5520 Student Discipline Procedures.

Proposed revisions received from CCLC: September 2011

Revised SP&S: May 2013

Revised: September 2013

Revised SP&S: May 2015

Reviewed: June 9, 2015

**In Support of Open Educational Resources
Resolution 2016 – 01**

Whereas, the Academic Senate is the organization whose primary function is to make recommendations with respect to academic and professional matters (Title 5, 53200), and is primarily relied upon for curriculum, degree and certificate requirements, education program development, and policies related to grading, student preparation and success, and faculty professional development (Board Policy 3255); and,

Whereas, AB 798 (Bonilla), the College Textbook Affordability Act, provides funding for faculty and staff professional development, open educational resource curation activities, curriculum modification, or technology support for faculty, staff, and students and requires local academic senates to “adopt a local campus resolution to increase student access to high-quality open educational resources”; and

Whereas, in Resolution 06.05 “Support College Textbook Affordability Act,” adopted at the Spring 2015 plenary session, the Academic Senate for California Community Colleges formally endorsed the intent of AB 798; and

Whereas, on September 16, 2010, the Mt. San Antonio College Academic Senate adopted the recommendations of the Textbook Task Force, which included, “encourage the use of free or low-cost open source digital textbooks and learning resources,” and on May 26, 2011 approved the Textbook Adoption Guidelines, which included, “consider all available options...including using softbound and freely distributable materials”;

Resolved, the Academic Senate reaffirms its support of the reduction of textbook costs through the investigation and adoption of high-quality open educational resources; and

Resolved, the Academic Senate supports the development of a campus plan, in collaboration with students and the College administration and to be reviewed by the Senate, to seek funding through the Open Educational Resources grant for the adoption of open educational resources at Mt. San Antonio College.

Submitted by:

Jeff Archibald and Michelle Sampat, OER Workgroup Faculty Representatives

First reading:

Second reading:

Approved:

Approved by AMAC:

Noncredit, Continuing Education, and Community Education Task Force Final Report February 2016

Task Force Purpose Statement

The Noncredit, Continuing Education, and Community Education Task Force convened to make recommendations regarding Senate oversight of and role in decisions regarding noncredit, continuing education, and community education.

Membership

Dana Miho, Co-Chair (English as a Second Language)
Donna Necke, Co-Chair (Adult Basic Education)
John Pellitteri (English as a Second Language)
Michael Sanetrick (English as a Second Language)
Mary Ann Gomez-Angel (Adult Basic Education - Adult Secondary Education)
Marilyn McNall (Adult Basic Education - Short Term Vocational Programs)
Shelby White (Education for Older Adults)

Methods of Consultation

The task force held three campus meetings on January 20, January 27, and February 10, 2016. Review of the final report was conducted during the February 10 meeting and via email.

Informational Findings from Task Force Process

Forming of this task force is one of the strategic objectives for Senate Goal 2 of the Academic Senate Goals and Strategic Objective Plan for 2015-16. Senate Goal 2 is to “sustain the quality and currency of courses, degrees, certificates and academic programs.” Hence, the task force reviewed the current practice of the Continuing Education Division (CED) regarding the quality and currency of its programs.

1. Curriculum Approval Process

CED proposes new courses, programs, and certificates through channels parallel to credit, which includes movement through the Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). The process is faculty driven and includes discussion at department meetings. One difference between credit and noncredit is that proposed curriculum is submitted to its program directors, not a department chair, for Stage 2 of the approval process as no department chairs exist in noncredit. Courses are then submitted to the Division Dean and to the aforementioned bodies.

Changes in equivalencies are brought to the Academic Senate through C&I, and course offerings are likewise brought as information items to C&I - particularly in regard to evaluating potential conflicts with other college offerings. Noncredit faculty collaborate

with other departments, including credit departments, to ensure course proposals are not a duplicate of existing courses offered and that courses are meeting student needs.

All noncredit courses and programs are approved by the Chancellor's Office. Furthermore, all noncredit faculty members possess at least the minimum qualifications as put forward by the Chancellor's Office.

2. Planning for Institutional Effectiveness (PIE)

The PIE process for noncredit faculty begins with the creation of SLOs and AUOs, ongoing outcomes-based assessments, and use of results at the course level. The data collected is evaluated and discussed at faculty meetings; changes are made based on outcomes and uploaded into TracDat. This feeds into the unit level, where leadership teams meet to discuss how this work relates to unit-level goals, and how they fit into the College's objectives. Requests for resources are tied to unit-level goals that are supported by the data. The CED Advisory Group meets semiannually to review team and division goals, evaluates and aligns the division's goals with the College's, and flows into the manager's summary and division PIE.

3. Student Learning Outcomes (SLOs)

As part of the overall College goal of advancing academic excellence, CED participates in the ongoing utilization of SLOs. All Continuing Education courses have at least two SLOs that have been established by faculty. Each course SLO is assessed on its three-year assessment cycle developed by the faculty in each program in the Division. Faculty meetings are regularly held to discuss assessment, data collection and summary, and use of results. Faculty working in conjunction with administrators use the data obtained from the SLO assessments to modify curriculum if needed, review method of delivery, and request more resources. These recommendations are included in the "Use of Results" section of the SLOs in TracDat.

Recommendations

Based on the aforementioned findings, the Noncredit, Continuing Education, and Community Education Task Force submits the following recommendations for review by the Academic Senate.

1. Continued Participation by Noncredit Faculty in Senate Committees

The task force recognizes that CED currently follows the guidelines set by the Academic Senate and the College in order to sustain the quality and currency of its programs. Furthermore, the following Senate committees currently have noncredit faculty representations: Curriculum & Instruction Council, Educational Design Committee, Student Success & Support Program Advisory Committee, Outcomes Committee, Basic Skills Coordinating Committee, Faculty Professional Development Committee, and Equivalency Committee. The task force recommends continued participation by noncredit faculty in these committees for Senate oversight of noncredit programs.

2. Creation of a Local Noncredit Liaison Position

One of the issues this task force was tasked with was looking into whether the Academic Senate should create a local noncredit liaison position as called for by the State Academic Senate at the Spring 2015 plenary session. As stated at the plenary the “ASCCC urges local academic senates to identify a noncredit faculty member to act as a liaison to facilitate communication among local noncredit faculty, the local academic senate, and the Academic Senate for California Community Colleges.” Given the recent statewide mandated changes to noncredit programs which include, but are not limited to, equalized funding for credit and noncredit FTEs, the creation of separate funding for a noncredit SSSP plan, and the state’s emphasis on Career Development and College Preparation (CDCP) and subsequent requirement that noncredit programs show how successful they are in promoting their students’ success in CDCP programs. The task force recommends the Academic Senate adopt a resolution to create a noncredit liaison position similar to Resolution 2015-05, which created a CTE liaison position.

3. Dedicated Noncredit Representation on the Student Preparation and Success Council

The task force feels that the new and continuing state funded noncredit SSSP plan requires that noncredit faculty be more involved in the creation and implementation of this plan. Because the SP&S council is primarily responsible for overseeing student success at Mt. SAC, the task force recommends that the SP&S council have a dedicated noncredit faculty member added to its membership.

Concluding Remarks

The Continuing Education Division is currently going through a major restructuring. Following WASC accreditation, SSSP mandates and AEBG, CED required a reorganization to better serve students. This includes the addition of three new academic manager positions: Associate Dean, Career Education and Workforce Development; Associate Dean, Continuing Education Programs and Services; and Interim Director, Education for Older Adults Programs and Adults with Disabilities Programs. With this restructuring, two management positions are currently left vacant: Director, ABE and Director, ESL. The recruitment is in progress to fill these positions. Additionally six new counselor positions to support the noncredit SSSP plan and the AEBG grant as well as two new coordinator positions for the Vocational ESL and Short Term Vocational Courses programs will be added this year. Three new administrative assistants and two part-time professional experts are also part of the CED restructuring plan. In regard to Senate oversight of and role in decisions regarding noncredit, continuing education, and community education, the above recommendations submitted by the task force address increased communication between credit and noncredit programs.

Noncredit, Continuing Education, and Community Education Task Force

Final Report

February 2016

Task Force Purpose Statement

The Noncredit, Continuing Education, and Community Education Task Force convened to make recommendations regarding Senate oversight of and role in decisions regarding noncredit, continuing education, and community education.

Membership

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Methods of Consultation

The task force held three campus meetings on January 20, January 27, and February 10, 2016. Review of the final report was conducted during the February 10 meeting and via email.

Informational Findings from Task Force Process

Forming of this task force is one of the strategic objectives for Senate Goal 2 of the Academic Senate Goals and Strategic Objective Plan for 2015-16. Senate Goal 2 is to “sustain the quality and currency of courses, degrees, certificates and academic programs.” Hence, the task force reviewed the current practice of the Continuing Education Division (CED) regarding the quality and currency of its programs.

1. Curriculum Approval Process

CED proposes new courses, programs, and certificates through channels parallel to credit, which includes movement through the Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). The process is faculty driven and includes discussion at department meetings. One difference between credit and noncredit is that proposed curriculum is submitted to its program directors, not a department chair, for Stage 2 of the approval process as no department chairs exist in noncredit. Courses are then submitted to the Division Dean and to the aforementioned bodies.

Changes in equivalencies are brought to the Academic Senate through C&I, and course offerings are likewise brought as information items to C&I - particularly in regard to evaluating potential conflicts with other college offerings. Noncredit faculty collaborate

with other departments, including credit departments, to ensure course proposals are not a duplicate of existing courses offered and that courses are meeting student needs.

All noncredit courses and programs are approved by the Chancellor's Office. Furthermore, all noncredit faculty members possess at least the minimum qualifications as put forward by the Chancellor's Office.

2. Planning for Institutional Effectiveness (PIE)

The PIE process for noncredit faculty begins with the creation of SLOs and AUOs, ongoing outcomes-based assessments, and use of results at the course level. The data collected is evaluated and discussed at faculty meetings; changes are made based on outcomes and uploaded into TracDat. This feeds into the unit level, where leadership teams meet to discuss how this work relates to unit-level goals, and how they fit into the College's objectives. Requests for resources are tied to unit-level goals that are supported by the data. The CED Advisory Group meets semiannually to review team and division goals, evaluates and aligns the division's goals with the College's, and flows into the manager's summary and division PIE.

3. Student Learning Outcomes (SLOs)

As part of the overall College goal of advancing academic excellence, CED participates in the ongoing utilization of SLOs. All Continuing Education courses have at least two SLOs that have been established by faculty. Each course SLO is assessed on its three-year assessment cycle developed by the faculty in each program in the Division. Faculty meetings are regularly held to discuss assessment, data collection and summary, and use of results. Faculty working in conjunction with administrators use the data obtained from the SLO assessments to modify curriculum if needed, review method of delivery, and request more resources. These recommendations are included in the "Use of Results" section of the SLOs in TracDat.

Recommendations

Based on the aforementioned findings, the Noncredit, Continuing Education, and Community Education Task Force submits the following recommendations for review by the Academic Senate.

1. Continued Participation by Noncredit Faculty in Senate Committees

The task force recognizes that CED currently follows the guidelines set by the Academic Senate and the College in order to sustain the quality and currency of its programs. Furthermore, the following Senate committees currently have noncredit faculty representations: Curriculum & Instruction Council, Educational Design Committee, Student Success & Support Program Advisory Committee, Outcomes Committee, Basic Skills Coordinating Committee, Faculty Professional Development Committee, and Equivalency Committee. The task force recommends continued participation by noncredit faculty in these committees for Senate oversight of noncredit programs.

2. Creation of a Local Noncredit Liaison Position

One of the issues this task force was tasked with was looking into whether the Academic Senate should create a local noncredit liaison position as called for by the State Academic Senate at the Spring 2015 plenary session. As stated at the plenary the “ASCCC urges local academic senates to identify a noncredit faculty member to act as a liaison to facilitate communication among local noncredit faculty, the local academic senate, and the Academic Senate for California Community Colleges.” Given the recent statewide mandated changes to noncredit programs which include, but are not limited to, equalized funding for credit and noncredit FTEs, the creation of separate funding for a noncredit SSSP plan, and the state’s emphasis on Career Development and College Preparation (CDCP) and subsequent requirement that noncredit programs show how successful they are in promoting their students’ success in CDCP programs. The task force recommends the Academic Senate adopt a resolution to create a noncredit liaison position similar to Resolution 2015-05, which created a CTE liaison position.

Concluding Remarks

The Continuing Education Division is currently going through a major restructuring. Following WASC accreditation, SSSP mandates and AEBG, CED required a reorganization to better serve students. This includes the addition of three new academic manager positions: Associate Dean, Career Education and Workforce Development; Associate Dean, Continuing Education Programs and Services; and Interim Director, Education for Older Adults Programs and Adults with Disabilities Programs. With this restructuring, two management positions are currently left vacant: Director, Adult Education and Director, English Language Learners. The recruitment is in progress to fill these positions. Additionally six new counselor positions to support the noncredit SSSP plan and the AEBG grant as well as two new coordinator positions for the Vocational ESL and Short Term Vocational Courses programs will be added this year. Three new administrative assistants and two part-time professional experts are also part of the CED restructuring plan. In regard to Senate oversight of and role in decisions regarding noncredit, continuing education, and community education, the above recommendations submitted by the task force address increased communication between credit and noncredit programs.

CURRICULUM AND PROGRAM PLANNING COMMITTEE

(Academic Senate Committee, reports to Curriculum and Instruction)

Purpose:

To review and make recommendations regarding campus-wide educational planning in order to ensure the effective use of curriculum and scheduling activities.

(Recommend that committee reassign its purpose and function to existing bodies)

Function:

1. To monitor and recommend amendments to the Educational Master Plan and the Institutional Enrollment Management Plan. **(Reassign to Expanded PAC)**
2. To review and disseminate student progress and success data relative to accountability reporting. **(Overlaps existing functions of SP&S, IEC, and PAC)**
3. To arbitrate course and curricular overlap issues. **(Ask EDC to explicitly address overlap as part of its function #2, or have C&I address not only emerging but existing overlap)**
4. To recommend processes for planning between academic programs and departments. **(Develop and approve Feasibility Rubric for use by C&I. Ask Instruction Team Deans to address concerns, at the request of any single party)**

Membership: (9) (This committee will have a faculty co-chair.)

- | | |
|---|------------------------------------|
| 1. Academic Senate President (Co-Chair) | Dan Smith (ongoing) |
| 2. Vice President, Instruction (Co-Chair) | Irene Malmgren (ongoing) |
| 3. Four faculty appointed by the Academic Senate | VACANT (2014-17) |
| (at least one from a non-credit area) | VACANT (2014-17) |
| (at least one from a CTE area) | James Hutchinson (2015-18) |
| | Christine Tunstall (2015-18) |
| 4. One manager appointed by the Vice President, Instruction | Jemma Blake-Judd (2014-17) |
| 5. One manager appointed by the Vice President, Student Services | George Bradshaw (2014-16) |
| 6. One representative from Research and Institutional Effectiveness | Barbara McNeice-Stallard (2014-16) |

Meeting time: fourth Monday of each month from 2:00-3:30pm

Proposed 9/28/15

Person responsible to maintain committee website:

Dan Smith
dsmith@mtsac.edu, ext. 5436

DISCUSSION ITEM

LGBTQ+ Task Force Recommendations

Purpose: Identify salient issues regarding the climate for lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ+) students, faculty, and staff on campus. Make recommendations regarding steps to improve the climate and follow-up on the Fall Flex Day LGBTQ World Café session.

Membership: Jeff Archibald (chair); Roxan Arntson; Stacy Bacigalupi; Kim Earhart; Sun Ezzell; Cheryl Gilbert; Donna Necke; Meagan Nolan-Marion; Liesel Reinhart; Daniel Staylor; Chisa Uyeki; Randy Wilson

Meetings: October 27, November 20, January 29 (1/2 day retreat) and email correspondence on recommendations

Background:

The task force identified several reasons that the LGBTQ+ climate must be addressed:

- Our mission states we will support *all* students in achieving their educational goals.
- Our college value of diversity states, “We respect and welcome all differences, and we foster equal opportunity to succeed throughout the campus community.”
- The campus climate is not fully welcoming or inclusive.
- The lack of safety experienced by some students may be stigmatizing and discouraging to achieving their educational goals.
- There is some lack of support for students in this population on campus.
- There is also a lack of awareness on how to support the students in this population.

Informational Findings:

The task force conducted a survey** of students at the pride festival held in early November as well as at a Lambda club meeting regarding their perceptions of the campus LGBT climate and suggestions for improvement. 90 students*** completed the survey with a small minority (18 respondents) indicating they had experienced negative effects of being LGBT on Mt. SAC's campus (responses further separated into effects such as bullying, safety issues, mental health concerns, etc.). Respondents were asked which services they thought would improve the LGBT climate on campus. The highest responses were: LGBT Center (69), LGBT speakers/events (65), gender neutral restrooms (57), and ally training for faculty/staff (55).

Respondents were asked whether they agreed or disagreed with the following statements (1-5 Likert scale):

- I feel safe on the Mt. SAC campus (70% agree or strongly agree)
- Mt. SAC is welcoming to LGBTQ students (70% agree or strongly agree)
- Mt. SAC is a supportive place for LGBTQ students (65% agree or strongly agree)
- Mt. SAC needs a center or safe zone for LGBTQ students (80% agree or strongly agree)
- Mt. SAC needs to have gender neutral restrooms (72% agree or strongly agree)
- Mt. SAC faculty and staff should receive ally training (82% agree or strongly agree)

***Respondents included students identifying as gay, lesbian, bisexual, trans*, queer, asexual, pansexual, straight allies, and "other/not listed"

**Full survey and results available by request from the task force chair.

Resources Consulted by Task Force:

The task force conducted research into campus services and offerings in: professional development, curriculum and programs, health services, psychological and personal counseling, facilities, student life, services for at-risk students. The task force also explored the availability of campus services to noncredit students. The task force read and discussed the article, "LGBT Campus Climate Survey – An Eye-Opening Experience" published in the ASCCC Rostrum (September 2015). Finally, the task force consulted websites and information regarding LGBTQ centers, safe spaces, and services offered on other campuses.

Recommendations:

1. Formally endorse Mt. SAC's participation in the Campus Pride climate survey.

Mt. SAC needs to assess its campus climate regarding LGBTQ+ issues to identify areas of greatest need for LGBTQ+ initiatives. The Campus Pride climate survey is one of the most widely respected and publicized climate surveys available. Campus Pride maintains an index of schools who have taken the survey with the "grade" received. Currently, very few community college and only a handful of California Community Colleges have taken the survey. Mt. SAC would be a leader by taking the survey. Senate endorsement of the survey is important, since it must be chaired by a campus leader. In this case that would likely be a faculty member who could use formal faculty support needed to conduct research/investigation required by the survey.

2. Recommend to President's Advisory Council the creation of a standing committee to address and monitor LGBTQ+ issues on campus or an advisory group to the LGBTQ+ Center.

The task force, while productive, clearly felt that this was only a starting point to address LGBTQ+ issues on Mt. SAC's campus. There is considerable work still to be done to improve the LGBTQ+ climate. Additionally, the task force only included faculty as formal members. Our meetings always included student and staff guests, but it was clear that there is significant interest among students, classified staff, and managers in participating in efforts to improve the campus climate. A formal committee or an advisory group for center (included in the Student Equity Plan) would allow diverse campus voices to continue the work begun by the task force.

3. Create a task force to research and/or create degrees/courses on LGBTQ+ issues.

The task force's research indicated that only a handful of courses at Mt. SAC address issues of sexuality and gender identity. There is interest from both faculty and students (surveyed informally) in boosting curricular offerings on LGBTQ+ issues. Additionally, the feasibility of a Queer/LGBT Studies major could be investigated. Since these courses could be interdisciplinary in nature or have overlap among disciplines, it is recommended that a task force explore what lower division offerings could be curated for students. There is a growing interest in creating Ethnic and Gender/Women's Studies courses and programs on campus. The task force recommends that if a group is studying those courses and programs, the Academic Senate add Queer/LGBT Studies courses and programs to the group's charge.

4. Direct the New Faculty Seminar Coordinator to include LGBTQ+ awareness training for all new, full-time faculty in the NFS.

As "owners" of the New Faculty Seminar Coordinator position, the Senate may provide direction regarding the content of the seminar. The task force felt strongly that training awareness training for all new faculty would be important, particularly as our number of hires for 2016-17 will be significant. Nearly 10% of the faculty could be reached if all new faculty received awareness training. The task force also believes it will show a strong commitment to both the improvement of our campus climate and professional development in this area if all new faculty are required to receive training.

5. Direct the Faculty Professional Development Committee to prioritize and implement formal LGBTQ+ awareness training, best practices training, and an ally training program as well as to include LGBTQ+ issues in the College's Flex Plan.

The task force felt strongly that a robust professional development program will be necessary to improve the campus climate. It was noted, however, that not all members of the campus community may wish to be allies, and "forcing" faculty to be allies would be counterproductive. The task force recommends, therefore, that a tiered system of training be developed which would include basic awareness of LGBTQ+ terminology, issues, etc., mid-level training in best practices for sensitivity to LGBTQ+ community members, and ally training for those who wish to

actively identify as campus allies of our LGBTQ+ students. Finally, the College Flex Plan was identified by the task force as a key place to include LGBTQ+ themed professional development offerings, since it has the potential to reach more faculty members.

6. Request that the Student Preparation and Success Council investigate adding LGBTQ+ information to the New Student Orientation and the feasibility of including “preferred name” on faculty rosters.

The task force determined that getting information about LGBTQ+ services to new students was critically important so that new students will feel that the campus is welcoming and can provide them with services if needed. Therefore, adding some kind of information to the New Student Orientation would be the ideal way to reach students with this message.

Secondly, the task force identified that students who are trans* (transgender, genderqueer, genderfluid, etc.) face an immediate barrier with class rosters, which contain their legal names rather than preferred names. This forces trans* students to “out” themselves on the first day when a professor calls roll. The task force would like students to be able to indicate a preferred name in their portal which could be added to faculty rosters. This would have an additional benefit for international students who may prefer an Americanized name to their given name.

7. Direct Senate leaders to request that the Faculty Association study the campus climate and working conditions for LGBTQ+ faculty members.

The task force focused primarily on improving the campus climate for students. The group did discuss, however, whether or not the campus is a supportive workplace for LGBTQ+ faculty, staff, and managers. Given the Senate’s close relationship with the Faculty Association, the task force recommends that our Senate leaders carry the message to the Faculty Association leaders that further study of the workplace climate for LGBTQ+ faculty members would be beneficial.

8. Direct Senate leaders to work with campus groups (Faculty Association, Associated Students, etc.) to draft a joint resolution advocating for family restrooms (gender neutral, changing station, access to outlet/power, etc.).

The task force’s research indicated that only two (2) gender neutral restrooms exist on campus – one in Founders’ Hall and one in the Child Development Center. These restrooms are not accessible during all hours that the College is open (especially at night). They are also in inconvenient locations for trans* students who may not feel comfortable using a male/female designated restroom. Additionally, there are numerous restrooms on campus (particularly the faculty restrooms in Building 26) that have unisex signage but locked doors which lead to gender-assigned restrooms. This fosters the perception (noted in the World Café session) that

the campus has gender neutral restrooms, but they are not accessible to students. This issue was identified as a priority in the survey conducted by the task force. The task force noted, however, that this issue may transcend trans* students and also affect new mothers who need a secure, private location for breast pumping or parents who need a restroom for diaper changing, etc. Since the Senate does not have direct purview over facilities on campus, and the Director of Facilities has indicated that the State Architect's Office does not "count" the square footage of family restrooms towards building requirements, the task force recommends that the Senate work with other campus bodies to create campus-wide momentum on this issue to present to the College's administration.

- 9. Direct Senate leaders to discuss in the Academic Mutual Agreement Council (AMAC) what strategies would be appropriate to ensure that noncredit LGBTQ+ students have access to the same services as credit students.**

The task force discussed that the noncredit area also has LGBTQ+ students who still need to feel welcome and supported on campus and may need access to information and services. Because they are physically isolated on campus and do not pay fees, however, these students do not always have access to the same services as credit students and cannot participate in student activities that support LGBTQ+ students such as Lambda Club. Senate leaders can raise the issue in AMAC to start a conversation about how these services could be provided to *all* students.

- 10. Endorse and publish a list of best practices for being supportive of LGBTQ+ students and request that the list be updated/maintained by the faculty LGBTQ+ Center coordinator.**

The task force investigated some already developed and published effective practices to provide faculty with a starting point to improve the campus climate for LGBTQ+ individuals. This list, however, should be a living document that is frequently updated and adapted to Mt. SAC. (see attached document)

Suggested Effective Practices for Creating an Inclusive, Supportive Learning Environment for LGBTQIA (Lesbian, Gay, Bisexual, Trans*, Queer, Questioning, Intersex, Asexual) Students

Although most people don't realize it, the societal assumption that all people are heterosexual reveals itself in our communication and interpersonal interactions all the time. These guidelines provide some suggestions for creating a learning environment that is more open, comfortable, respectful, and welcoming for people who are lesbian, gay, bisexual, transgender, questioning, and intersex.

- Treat the topic of sexual orientation as you would any other human difference.
- Use inclusive, non-gender specific language that does not assume heterosexuality in coworkers, colleagues, or students. For example, consider as appropriate: Using inclusive terms such as partner, spouse, or date, instead of wife, husband, boyfriend, or girlfriend.
- Using inclusive terms such as committed relationship instead of only using the term marriage.
- Using pronouns that are neutral and do not assume the sex of someone's partner, such as person, someone, anyone.
- Ask individuals what terminology they prefer when you are referring to them or talking with them. Be sensitive about words to use and not use based on individual preferences.
- Avoid making assumptions about people's sexual orientation based on their appearance or behavior.
- Don't assume all unmarried people are single or have opposite sex relationships. Don't assume all mothers and fathers are heterosexual, or that all children live in families consisting of a male-female couple.
- Learn the definitions of words associated with the LGBTQI community. Don't use slang in a pejorative or derogatory manner to describe someone's sexual orientation.
- Discourage others from telling jokes about people who are LGBTQI, and refrain from telling them yourself. Do not joke or tease someone for nontraditional gender behavior. Refuse to tolerate derogatory or anti-LGBTQI remarks, actions, jokes, or name-calling. Refrain from using judgmental language that will create barriers.
- When someone shares information with you about their sexual orientation, clarify with them whether or not this information should be kept confidential. Do not disclose a person's sexual orientation to others; let them decide with whom they wish to share details about their life.

- Don't assume that the sexual orientation is the most important aspect of that person, or the only topic they will want to talk about. Remember that everyone is a multi-faceted human being.
- Value everyone's perspectives and opinions in your classrooms and committees.
- Don't tokenize LGBTQI individuals.
- Assure everyone's safety.
- Attend LGBTQI events once in a while.
- Help non-LGBTQI students understand that LGBTQI individuals are a presence on campus and in society whether they like it or not. Non-LGBTQI students do not have to accept LGBTQI students, but they must learn to live peaceably with them.
- Support LGBTQI students because they add to the vibrancy of thought, activity, and life on your campus; not because it's politically correct.
- Take the time to examine your own personal feelings about LGBTQI individuals.
- Include information in lecture and discussions about LGBTQI people who made significant contributions in the past.
- When discussing current events, include LGBTQI issues.
- Use examples of LGBTQI individuals in lectures and discussions so they are not marginalized.
- Be clear with your students that homophobic and heterosexist comments and actions are not acceptable and will be addressed in an educational, informative, and non-threatening manner.

(adapted from Cerritos College's "Being an Ally" website:
<http://cms.cerritos.edu/safezone/being-an-ally.htm>)

DISCUSSION ITEM

Chapter 5 - Student Services

AP 5040 Student Records, and Directory Information, and Privacy

References:

Education Code Sections 71091 and 76200 et seq.; Title 5 Sections 54600 et seq.;
Civil Code Section 1798.85; U.S. Code Section 1232g(i) (U.S. Patriot Act)

Student Family Educational Rights and Privacy Act

The following is a summary of the Mt. San Antonio College policy related to the Family Educational Rights and Privacy Act of 1974, O.L. 93-380, and Chapter 1297, Statutes of 1976, State of California:

Students are notified annually of their rights under the Act in the College Catalog. Detailed information is available through the Director of Admissions and Records **Dean, Enrollment Management** including : 1) type of information and materials contained within the student's educational record; 2) the official responsible for the maintenance of each type of record; 3) the procedure for student review and inspection of the educational record; 4) the procedure for challenging the contents of the educational record; 5) the charges of the student for reproducing copies of the record if requested, 6) the categories of information which the College as designated as Directory Information and to whom this information will be released unless the student objects; and 7) the rights of a student to file a complaint with the United States Department of Education concerning alleged failure of the College to comply with the provisions of the Act.

1) type of information and materials contained within the student's educational record;

2) the official responsible for the maintenance of each type of record;

3) the location of the log or record required to be maintained pursuant to Education Code Section 76222;

4) the criteria used by the College in defining "officials and employees" and in determining "legitimate educational interest"

5) the policies of the College for reviewing and expunging those records;

6) the right of the student to have access to his or her records;

7) the procedures for challenging the contents of the student records;

8) the cost that will be charged for reproducing copies of the records if requested;

9) the categories of information that the College has designated as Directory Information and to whom this information will be released unless the student objects; and

10) the rights of a student to file a complaint with the United States Department of Education concerning alleged failure of the College to comply with the provisions of the Act.

Student Rights and Privacy Act

The following is a summary of the Mt. San Antonio College policy related to the Family Educational Rights and Privacy Act of 1974, O.L. 93 380, and Chapter 1297, Statutes of 1976, State of California:

Definitions

Student record is defined as any item of information directly related to an identifiable student, other than directory information, which is maintained by the College or required to be maintained by any employee in the performance of his or her duties.

The following items are not included in student records:

1. Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that these letters or statements are not used for purposes other than those for which they were specifically intended;
2. Information provided by a student's parents relating to applications for financial aid or scholarships;
3. Information related to a student compiled by a College officer or employee that remains in the sole possession of the maker and is not accessible or revealed to any other person except a substitute;
4. Information related to a student created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity, or assisting in that capacity, that is created, maintained, or used only in the provision of treatment to the student and is not available to anyone other than persons providing that treatment. However, that record may be personally reviewed by a physician or other appropriate professional of the student's choice.
5. Information maintained by the College's Public Safety Department, if the personnel of the Department do not have access to student records pursuant to the exemptions below, the information maintained by the Department is kept apart from information maintained in other student records, the information is maintained solely for law enforcement purposes, and the information is not made available to persons other than law enforcement officials of the same jurisdiction; and
6. Information maintained by employees of Mt. San Antonio College in the normal course of business, if the information relates exclusively to the person in that person's capacity as an employee, and is not available for use for any other purpose.

Directory Information is defined as a student's name, community of residence, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

Access is defined as a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record, and a request to release a copy of any record.

Access to Educational Records

All former and present current and former students have the right to review and inspect their educational student records in the Admissions and Records Office. ~~provided they make a written request fifteen (15) days in advance.~~ A request to review student records must be submitted in writing, and access to student records will be granted no later than 15

working days following the date of the request. Such a review will be under the direct supervision of a classified or certificated employee in the Admissions and Records Office. Expressly exempted from the right of review and inspection are the following materials:

- ~~1. Financial records of the parents of the student(s);~~
- ~~2. Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that such letters or statements are not used for purposes other than those for which they were specifically intended;~~
- ~~3. Records of instructional, supervisory, counseling, and administrative personnel which are in the sole possession of such personnel and are not accessible or revealed to any other person except a substitute;~~
- ~~4. Records of employees of Mt. San Antonio College, made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee, are not available for use for any other purpose, and~~
- ~~5. Records of students made and maintained by the Student Health Services, the College nurse, the College physician, and the College therapist, which are used in the treatment of students and are not available to anyone other than persons providing such treatment. However, such a record may be personally reviewed by a physician or other appropriate professional of the student's choice.~~

Release of Educational Student Records Information

1. Any release of a student's educational records, with the exceptions listed below, must be made with the student's written consent.
2. The College may permit access to student records release copies of or otherwise divulge material in the student's educational records only to the official agencies, groups, officials, or individuals specifically mentioned below:
 - a. College staff members; Officials and employees of the College, provided that such employees have a legitimate educational interest to inspect such a record;
 - b. Authorized Representatives of the Comptroller General of the United States, the Secretary of Health, Education, and Welfare, and administrative head of an educational agency, State education officials, and the United States Office of Civil Rights, where such that information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law. When the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements;
 - c. Accrediting organizations in order to carry out their functions;
 - d. Organizations conducting studies on behalf of the institution;
 - e. Officials of other public or private schools or school systems, including local, county, or state correctional facilities where educational programs are provided, where in which the student seeks or intends to enroll subject to the rights of students provided in Education Code Section 76225;

- f. Agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of students may be disclosed only as may be necessary for those purposes as to determine the eligibility of the student for financial aid, to determine the amount of the financial aid, to determine the conditions that will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid;
- g. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, and administering predictive tests, administering student aid programs, and improving instruction, if ~~such~~ those studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of ~~such~~ those organizations and ~~such~~ the information will be destroyed when no longer needed for the purpose for which it is ~~compiled~~ conducted;
- h. Appropriate persons in connection with an emergency if the knowledge of ~~such~~ that information is necessary to protect the health and safety of the student or other persons; and
- i. Courts or other agencies in compliance with a lawfully issued subpoena or judicial order. The College will make a A reasonable effort ~~will be made~~ to notify the student in advance of the compliance by the College.

The Dean, Enrollment Management is responsible for providing this information.

3. Directory Information:

- ~~a. "Directory Information" means a student's name, community of residence, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.~~
- ~~ab.~~ Any student desiring to withhold "Directory Information" may file a written request with the Director, Admissions and Records Dean, Enrollment Management, within ~~fifteen (15)~~ five (5) days of the opening day of each semester or session that the student does not want such information released.
- ~~bc.~~ The College reserves the right to limit or deny the release of specific categories of directory information based upon a determination of the best interests of the student(s).

Transfer of Information to Third Parties

Educational records or personal information transferred to other institutions or agencies will not be transferred to a third party without the written consent of the student.

College personnel shall refer law enforcement requests for student information to the Admissions and Records Office or the Student Life Office. ~~Requests for student Public Directory Information may be supplied unless the student has a written statement on file in Admissions and Records that information is not to be released (Education Code Section 76240).~~

Law enforcement personnel seeking to arrest or talk with a student are to be referred to the Department of Public Safety, who will consult with the Office of Student Life Office ~~and to the Office of Student Learning~~ Instruction, and to Campus Safety personnel when classes are

~~not in session.~~ The student will not be identified nor located for the officer without written consent of the student or a judicial order (~~warrant~~), except in case of emergencies to protect the health and welfare of students, other persons, or property (Education Code Section 76243).

- ~~• Student records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.~~
- ~~• Student records may be released to authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, State education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a State or federally supported educational program or pursuant to federal or State law. Exceptions are that when the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements. The Director of Admissions and Records is responsible for providing this information.~~
- ~~• Student records may be released to officials of other public or private schools or school systems, including local, county or State correctional facilities where education programs are provided, where the student seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Ed Code Section 76225. The Director of Admissions and Records is responsible for providing this information.~~
- ~~• Student records may be released to agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of those students may be disclosed only as may be necessary for those purposes as to financial aid, to determine the amount of the financial aid, or conditions that will be imposed regarding financial aid, or to enforce the terms or conditions of financial aid. The Director of Admissions and Records is responsible for providing this information.~~
- ~~• Student records may be released to organizations conducting studies for, or on behalf of, accrediting organizations, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering financial aid programs, and improving instruction, if those studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted. The Director of Admissions and Records is responsible for providing this information.~~
- ~~• Student records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, subject to applicable federal or State law. The Director of Admissions and Records is responsible for providing this information.~~

The following information shall be released to the federal military recruiters for the purposes of federal military recruitment: student names, addresses, telephone listings,

dates and places of birth, levels of education, degrees received, prior military experience, and/or the most recent previous educational institutions enrolled in by the students.

Maintenance of Student Records

A log or record shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefor. The listing does not need to include the following:

- Students to whom access is granted pursuant to Education Code Section 76230
- Parties to whom directory information is released
- Parties for whom written consent has been executed by the student pursuant to Education Code Section 76242
- Officials or employees having a legitimate educational interest pursuant to subsection (a) of Education Code Section 76243.

The log or record shall be open to inspection only by the student and the Dean, Enrollment Management or designee, and to the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency as defined in Public Law 93-380, and state educational authorities as a means of auditing the operation of the system.

Correction or Removal of Information from Student Records:

Any student may file a written request with the Vice President, Student Services or designee to correct or remove information recorded in his or her student records which the student alleges to be: 1) inaccurate; 2) an unsubstantiated personal conclusion or inference; 3) a conclusion or inference outside of the observer's area of competence; or 4) not based on the personal observation of a named person with the time and place of the observation noted.

Within 30 days of receipt of the request, the Vice President, Student Services or designee shall meet with the student and the employee who recorded the information in question, if any, if the employee in question is presently employed by the College. The Vice President, Student Services or designee shall then sustain or deny the allegations. If the Vice President, Student Services or designee sustains any or all of the allegations, he or she shall order the correction or removal and destruction of the information. If the Vice President, Student Services or designee denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal, may appeal the decision in writing to the Board of Trustees.

Within 30 days of receipt of an appeal, the Board of Trustees shall, in closed session with the student and employee who recorded the information in question, if any, and if that employee is presently employed by the College, determine whether to sustain or deny the allegations. If the Board of Trustees sustains any or all of the allegations, it shall order the Vice President, Student Services or designee to immediately correct or remove and destroy the information. The decision of the Board of Trustees shall be

final. Records of these proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the Board of Trustees unless the student initiates legal proceedings relative to the disputed information within the prescribed period.

If the final decision of the Board of Trustees is unfavorable to the student or if the student accepts an unfavorable decision by the Vice President, Student Services or designee, the student shall have the right to submit a written statement of his or her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

Charge for Transcripts or Verifications of Student Records:

A student/former student shall be entitled to two free copies of the transcript of his/her record and ~~or to~~ two free verifications of various student records. Additional copies shall be made available to the student, or to an addressee designated by him/her, at the rate of \$25.00 per copy.

The Mt. San Antonio College Catalog contains the most recent information regarding student rights and privacy. This document is updated annually for currency and correctness.

Use of Social Security Numbers

The College may not do any of the following:

1. Publicly post or publicly display in any manner an individual's social security number;
2. Print an individual's social security number on a card required to access products or services;
3. Require an individual to transmit his or her social security number over the Internet, unless the connection is secure or the social security number is encrypted;
4. Require an individual to use his or her social security number to access an Internet web site, unless a password or unique personal identification number or other authentication device is also required to access the Internet web site;
5. Print an individual's social security number on any materials that are mailed to the individual, unless state or federal law requires that the social security number to be on the document to be mailed. However, social security numbers may be included:
 - in applications and forms sent by mail, including documents sent as part of an application or enrollment process, or
 - to establish, amend, or terminate an account, contract, or policy, or
 - to confirm the accuracy of the social security number.

A social security number that is permitted to be mailed under this section may not be printed, in whole or in part, on a postcard or other mailer not requiring an envelope, or visible on the envelope or without the envelope having been opened.

Reviewed: May 6, 2014

Revised: March 7, 2016

Chapter 4 – Academic Affairs

AP 4555 ~~Mt. SAC Relays~~ Athletic Special Events

~~The world renown, Mt. SAC Relays is the nation's largest track and field competition. Each April, over 14,000 athletes compete at Hilmer Lodge Stadium on the campus of Mt. San Antonio College. Premier athletes from throughout the world annually attend this event to compete on the finest track facilities in the world, "where the world's best athletes compete".~~

~~The Mt. SAC Relays has played host to numerous Olympic legends and track and field stars including gold medalists: Carl Lewis, Edwin Moses, Evelyn Ashford, Maurice Green, Marion Jones, Bob Seagren, Arnie Robinson, Al Oerter, Mac Wilkins, Hal Connolly, Ralph Boston, Lee Evans, Tim Mack, Nick Hysong, Stacy Dragila, Rex Cawley, Randy Matson, Ria Stalman, Dan Quarrie, Bill Toomey, Tommie Smith, Dan O'Brien, Mike Marsh, Allen Johnson, and many more.~~

Mt. SAC is committed to hosting local, national, and international athletic events such as the Mt. SAC Relays, the Cross Country Invitational, and the LA84 Youth Days.

General Organization Mt. SAC Relays

- A. The organization shall be called the Mt. San Antonio College Relays, hereafter referred to as the "Relays."
- B. The Relays shall be scheduled annually in April, in accordance with the College's facility policy **located in AP 6700.**
- C. The Relays shall be operated within the rules and regulations of the College under the supervision of the Dean **of Kinesiology, Athletics and Dance.** It is intended to promote the following:

- ~~1. Mt. San Antonio College~~
- ~~2. Positive relations between the local communities and the College~~
- ~~3. Amateur Athletic Competition~~
- ~~4. The U.S. Olympic movement~~
- ~~5. The sport of track and field~~

- **Mt. San Antonio College**
- **Positive relations between the local communities and the College**
- **Amateur Athletic Competition**
- **The U.S. Olympic movement**
- **The sport of track and field**

D. ~~The Relays shall be a Mt. SAC self-supported Division Program. Any funds accumulated in excess of operating expenses will be placed in a reserve.~~ **Operations of the Relays will be overseen by the Relays Executive Board. The function of the Relays Executive Board is to formulate policy, prepare an annual budget, recommend contracts to the Executive Director (appointed by the College President/CEO), approve fundraising activities, and in general, oversee the operation of the Relays held under the auspices of Mt. San Antonio College. The Relays Executive Board may recommend**

changes regarding Relays operative procedures. The membership of the Relays Executive Board will be appointed and maintained by the Dean of Kinesiology, Athletics and Dance or designee.

~~E. Any reserve funds may be used for Relays' related projects upon approval of the Dean.~~

~~F. Funds will be deposited into a College account.~~

The Special Events Executive Team

Operations of special events such as the Cross Country Invitational or LA84 will be overseen by ~~The function of the Special Events Executive Team.~~ **The function of the Special Events Executive Team** is to formulate policy, prepare an annual budget, recommend contracts to the Executive Director (appointed by the College President/CEO), approve fundraising activities, and in general, oversee the operation of all Athletic Special Events held under the auspices of Mt. San Antonio College. ~~The Special Events Executive Team is comprised of the following individuals:~~ **The membership of the Special Events Executive Team will be appointed and maintained by the Dean of Kinesiology, Athletics and Dance or designee.**

Funding

A. Any funds accumulated in excess of operating expenses will be placed in a reserve.

B. Any reserve funds may be used for the Relays or other special events projects upon approval of the Dean of Kinesiology, Athletics and Dance or designee.

C. Funds will be deposited into a District account.

Special Events Executive Team Membership

1. ~~Executive Director (Athletics Director/Dean of Kinesiology, Athletics & Dance)~~
2. ~~Director of Special Events~~
3. ~~Men's Head Track and Field Coach~~
4. ~~Women's Head Track and Field Coach~~
5. ~~Cross Country Invitational Coordinator~~
6. ~~Youth Days Coordinator~~
7. ~~Appointed Position (Appointed by the Executive Director)~~
8. ~~Appointed Position (Appointed by the Executive Director)~~

The Relays Executive Board

~~The function of the Relays Executive Board is to oversee the operation of the Relays.~~
~~All~~

Relays Executive Board Membership

1. ~~Executive Director~~
2. ~~Director of Special Events~~
3. ~~Associate Athletics Director~~
4. ~~Fiscal Services Liason~~
5. ~~Facilities/Grounds Coordinator~~
6. ~~Relays Games Committee Chairperson~~
7. ~~Public Relations/Media Coordinator~~
8. ~~Special Projects Coordinator~~
9. ~~Event Services Director~~
10. ~~City of Walnut Liaison~~
11. ~~High School Division Director~~
12. ~~Invitational/Open Division Director~~
13. ~~Community College Division Director~~
14. ~~LA84 Youth Days Director~~

Changes in Procedure

~~The Relays Executive Board may recommend changes regarding Relays operating procedure to the Executive Director (Athletics Director/Dean of Kinesiology, Athletics & Dance).~~

DISCUSSION ITEM

Chapter 4 – Academic Affairs

AP 4500 Athletics

References:

Title IX, Education Amendments of 1972, Education Code Sections 66271.6, and 66271.8, and 78223

~~Mt. San Antonio College's strong commitment to Physical Education, Athletics, and Dance is exhibited by the College's dedication to the health and well being of the students as well as community members. Comprehensive class offerings, certificate programs, Fire and Law Testing (PAT)/Conditioning Program, dance productions, athletic programs, and athletic special events demonstrate this commitment.~~

~~Mt. SAC is home to one the nation's largest and most successful athletic programs for men and women. The Athletic Program offers 22 individual sports and is an integral part of the College's overall educational offerings. Mt. SAC student/athletes excel on the field and in the classroom. The "WIN" academic support program provides testing, tutoring, and counseling services for student/athletes and serves as the "model" academic support program for all community colleges.~~

~~Mt. SAC's five "world famous" annual athletic special events: the Mt. SAC Relays, Mt. SAC Cross Country Invitational, Footlocker Western Regional Cross Country Championship, AAF Youth Days Program and the International Pole Vault Camp reach over 100,000 participants, coaches, and spectators and bring millions of dollars into the local economy.~~

The District complies with the California Community College Athletic Association (CCCAA) Constitution and Championship Handbooks and appropriate Conference Constitutions regarding student athlete participation.

The Kinesiology, Athletics and Dance Division is committed to promoting and tracking student-athlete academic success and provides services such as testing, tutoring, and counseling for students as part of an academic support program.

The District is committed to nondiscrimination and providing equitable opportunities, benefits, and resources to all students. This commitment promotes an atmosphere that is free from sexual harassment or discrimination in its programs on the basis of race, color, national origin, sex, gender, religion, age, disability, political beliefs, and marital or familial status.

DISCUSSION ITEM

Chapter 4 – Academic Affairs

BP 4500 Athletics

References:

Title IX, Education Amendments of 1972, Education Code Section 78223, 66271.6, 66271.8

If the College maintains an organized program for men and women in intercollegiate athletics, the program shall not discriminate on the basis of gender in the availability of athletic opportunities.

The College President/CEO shall assure that the athletics program complies with the California Community Colleges ~~Commission on~~ Athletics **Association** Constitution and ~~Sports Guides~~ **Championship Handbooks**, and appropriate Conference Constitutions regarding student athlete participation.

Adopted May 26, 2004

Committee and Council Openings – Fall 2016

Terms are for three years (2016-2019) unless otherwise noted.

<u>Committee/Council</u>	<u>Positions Available</u>	<u>Meeting Schedule</u>	<u>Meeting Time</u>
ACUPCC Implementation	2 vacancies	NA	NA
Basic Skills Coordinating	5 vacancies (1 must be from LERN, 1 from Math, 1 from Noncredit at-large, 1 from Noncredit ESL, 1 from General Ed at large)	2 nd & 4 th Thursdays	2:30-4:00pm
Board of Appeals	1 vacancy	1 st and 3 rd Tuesdays	1:00-2:30 p.m.
Budget Committee	2 vacancies	1 st and 3 rd Wednesday	3:00-4:30 p.m.
Campus Equity and Diversity	2 vacancies	1 st Monday	8:00-9:30 a.m.
Content Review	1 vacancy (must be from Math)	Fall: 3 rd Wednesday Spring 1 st and 3 rd Wednesday	3:00-4:30 p.m.
Curriculum and Instruction Council	1 vacancy (must be from Noncredit)	2 nd and 4 th Tuesday	3:30-5:00 p.m.
Distance Learning	1 vacancy (must be from Counseling)	2 nd and 4 th Tuesday	1:05-2:35 p.m.
Educational Design	4 vacancies (1 must be from Humanities, 1 from Business, 1 from Library and Learning Resources, and 1 from Tech & Health)	1 st , 2 nd and 4 th Tuesday	1:30-3:00pm
Equivalency	2 vacancies (1 must be from Noncredit)	4 th Monday	3:30-5:00pm
Faculty Professional Development	3 vacancies (1 recommended by the Basic Skills Committee)	3 rd Thursday	2:30-4:00 p.m.
Facilities Advisory	1 vacancy	2 nd Monday	10:30-12:00p.m.
Information Technology Advisory	4 vacancies (1 must be from Non-Credit)	1 st Monday	2:30-4:00pm
International Students Advisory	1 vacancy	1 st and 3 rd Thursdays	3:00-4:30 p.m.
Outcomes	2 vacancies (1 must be from Natural Sciences, 1 from Library and Learning Resources)	1 st and 3 rd Tue	2:45-4:15pm
President's Advisory Council	2 vacancies	2 nd and 4 th Wednesdays	3:00-4:30 p.m.
Scholarship	8 vacancies	As needed, usually in spring	NA
Students of Distinction	1 vacancy	Wednesdays (Mostly in Spring)	2:00-3:00 p.m.
Student Preparation and Success Council	2 vacancies	1 st and 3 rd Mon	2:00-4:00pm
Student Success and Support Program (formerly Assessment and Matriculation)	3 vacancies (1 must be from English, 1 from Math, 1 from Noncredit at-large)	2 nd & 4 th Wednesdays	2:45-4:15 p.m.
Voices	1 vacancy	Monthly - TBD	TBD