

## ACADEMIC SENATE MINUTES

### APRIL 23, 2024

Nicole DeRose	President	2023-2025	P
Elizabeth “Liz” Encarnacion	Vice President	2023-2024	P
Robin Witt	Secretary/Treasurer	2023-2024	P
Angela Burk – Herrick	Curriculum Chair	2023-2025	P
Jonathan Polidano	Business & Applied Technology	2023-2025	P
Jay Scott	Business & Applied Technology	2022-2024	P
Robert Nazar	Chino Campus	2023-2025	P
Jinny Lee	Chino Campus	2022-2024	A
Anthony Guaracha	Fontana Campus	2023-2025	P
Vacant	Fontana Campus	2022-2024	
Omar Estrada	Health Sciences	2023-2025	P
Terzah DePonte	Health Sciences	2022-2024	P
Tara Johnson	HFIC	2023-2025	P
Vacant	HFIC	2023-2025	
Christina Holdiness	Instructional Support	2023-2025	P
Terezita Reyes Overduin	Instructional Support	2022-2024	P
Annette Henry	Kinesiology, Nutrition & Athletics	2023-2025	P
Candice Hines-Tinsley	Kinesiology, Nutrition & Athletics	2022-2024	P
Phatana Ith	Language Arts	2023-2025	P
Elizabeth “Liz” Encarnacion	Language Arts	2022-2024	P
Robin Witt	Mathematics & Science	2023-2025	P
Mark Gutierrez	Mathematics & Science	2022-2024	P
Patricia Gomez	Social & Behavioral Sciences	2023-2025	P
Vacant	Social & Behavioral Sciences	2022-2024	
Michelle Martinez	Student Services	2023-2025	A
Jackie Boboye	Student Services	2022-2024	P
Leta Ming	Visual & Performing Arts	2023-2025	P
Sheila Malone	Visual & Performing Arts	2022-2024	A
Tamari Jenkins	Senator-At-Large	2023-2026	A
Jackson Tropp	Senator-At-Large	2022-2025	A
Sarah Chamberlain	Senator-At-Large	2021-2024	P
Tina Kuo	Adjunct Senator-At-Large	2023-2025	P
Shelly R. Jackson	Adjunct Senator-At-Large	2022-2024	P
<b>Alternates</b>			
Vacant	Business & Applied Technology	2023-2025	
Manar Hijaz	Chino Campus	2023-2025	A
Greg Creel	Fontana Campus	2023-2025	A
Lisa Doget	Health Sciences	2023-2025	A
Vacant	HFIC	2022-2024	
Shelley Marcus	Instructional Support	2023-2025	P
Robert Hadaway	Kinesiology, Nutrition, & Athletics	2023-2025	A
Leona Fisher	Language Arts	2022-2024	A
Diana Cosand	Mathematics & Science	2023-2025	A
Vacant	Social & Behavioral Sciences	2022-2024	
Fabiola Espitia	Student Services	2023-2025	A
Susanna Galvez	Student Services	2022-2024	A
Vacant	Visual & Performing Arts	2023-2025	
Vacant	Adjunct Alternate Senator	2023-2025	
Sarah Schmidt	Classified Senate Liaison	2023-2025	A
Ryan Thomas	Chaffey College Student Liaison	2023-2024	A

**Guests:**

Andrew Long, Dean of Instructional Support

Danny Keener, English Coordinator and Faculty member, ACD

Jon Ausubel, CCFA President and English Faculty member, ACD

Misty Burrue, Interim Associate Superintendent of Instruction and Institutional Effectiveness

**1. P.E. (12:30 P.M.)**

**2. CALL TO ORDER (12:45 P.M.)**

**2.1 Land Acknowledgement**

*With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.*

**2.2 Attendee Identification** (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)

**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)

- Senator Nazar reported that students will need to pay for parking beginning this summer.

**4. ADOPTION OF AGENDA**

- April 23, 2024
- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to adopt the agenda for 4.23.24. Senator Gomez seconded the motion. The motion was approved. 4.23.24, 22Y/0N/0A.

**5. CONSENT AGENDA**

**5.1** April 9, 2024 Meeting Minutes. See attachment titled, "Academic Senate Minutes DRAFT"

**5.2 Faculty representatives that have been requested to serve on these selection/hiring committees:**  
see ["AP 7120 Committee Compositions"](#)

**5.2.1** Director, Technical Services

Sarah Chamberlain, Biology, STEM

**5.2.2** Facility Maintenance Attendant (Chino)

Jay Scott, Automotive Technology, BTH

**5.2.3** Facilities Specialist/Buyer

Charles Williams, English, ACD

Nicole Barbari, Psychology, PSC  
Monica Carter, Political Science, PSC  
Sheila Malone, Theatre, ACD

### 5.3 Faculty representatives that have been requested to serve on these campus committees:

#### 5.3.1 CalGETC Taskforce

Angela Burk-Herrick, Committee Chair, Curriculum,  
Julie Law, Articulation Officer, Curriculum  
Nicole DeRose, President, Academic Senate  
Candice Hines-Tinsley, Kinesiology & Nutrition, Educational Service Coordinator, HW  
Steve Shelton, Communication Studies, Educational Service Coordinator, ACD  
Nicole Farrand, Visual & Performing Arts, Educational Service Coordinator, ACD  
Angela Sadowski, Psychology, Educational Service Coordinator, PCS  
Dave Nimri, Business, Educational Service Coordinator, BTH  
Kirk Collins, Counselor, Educational Service Coordinator, ACC  
Tara Johnson, Fashion and Merchandising, ACD

- **Motion for Approval** - Senator Jackson moved to approve the 4.23.24 Consent Agenda. Curriculum Chair Burk-Herrick seconded the motion. The motion was approved. 4.23.24, 22Y/0N/0A.
- Senator Holdiness would like to add a faculty member from Instructional Support (IS) to the CalGETC Task Force since IS supports curriculum across campus.

## 6. REPORT

### 6.1 President

- Faculty Lecture of the Year
  - Congratulations to Tara for a well-delivered lecture! Thank you to Lissa Napoli for making it all happen.
- ASCCC Spring 2024 Plenary and Resolutions Results
  - The resolutions will be reported at another meeting.
- Sabbatical Leave Updates
  - Angela Cardinale was originally approved for a one-semester sabbatical for the 2024-25 academic year. Angela will no longer be going on sabbatical. This created an opportunity for the next sabbatical applicant, Ava Nguyen, to be eligible. Ava applied for a one-semester sabbatical, which can be accommodated. The leave is pending Governing Board approval and will go to the May board meeting.
  - Jackie Boboye was approved for a one-year sabbatical leave for the 2024-25 academic year. Jackie withdrew her application and has this message for Academic Senate “I would like to take this opportunity to thank the Senate, my sabbatical proposal committee, Chaffey College administrators, staff, and faculty. Special thank you to my Dean, and colleagues that wrote my letters of support. I have decided to withdraw my sabbatical proposal for 2024-25. I would like the opportunity to reapply using the same proposal for 2025/26. Kindly please include my gratitude and decision to complete the DEIA Coach Training in the minutes if possible. I want to thank you and the leadership team for your support, and I look forward to the Senate meeting in May.”

- Jackie's withdrawal has created the opportunity for the next applicant, Brent Bracamontes, to go on sabbatical leave for one full year. As is the case with Ava's leave, Brent's leave is pending Governing Board approval and will go to the May board meeting.

## 6.2 Vice President- no report

## 6.3 Secretary/Treasurer - no report

## 6.4 Curriculum

- Baccalaureate Programs recommended by the Curriculum Committee - see attachments
- **Motion for Approval** - VP Encarnacion moved to endorse the Curriculum Committee's recommendation for Baccalaureate Programs. Senator Johnson seconded the motion. The motion was approved. 4.23.24, 23Y/0N/0A.

## 6.5 Classified Senate Liaison, President, Sarah Schmidt - no report

## 6.6 CCSG Liaison, Director of Finance, Ryan Thomas - no report

## 6.7 Additional Reports

**6.7.1 ZTC/OER Committee:** Course Materials (ZTC/LCT/TM) Best Practices document. See attachment titled "Course Materials (ZTC/LCT/TM) Best Practices."

- Senator Gomez suggested changing "optional" textbooks to "supplemental" textbooks.

**6.7.2 Representation Workgroup Coordinator Survey Request-** Senators Polidano, Henry, Doget, and Holdiness. See attachment titled, "Representation Workgroup Survey Request."

- The workgroup would like Coordinators and Senators to collaborate on facilitating department meetings so further discussion can inform responses to the survey questions. President DeRose will assist this workgroup in creating a plan for next steps.

## 7. GUEST(S)/PRESENTATION(S)\*15 minutes max - Dual Enrollment/Instructional Service Agreements (ISAs) from the Workgroup as described in [CBA 18.11.3.2](#) - Alternate Senator Fisher and CCFA President Jon Ausubel. See attachment titled "Instructional Service Agreement (Course Agreement)."

- The English Dual Enrollment Pilot is going well and plans to grow. See attached PowerPoint for more details.
- Senators are asked to provide feedback on the proposed Instructional Service Agreement (Course Agreement).

## 8. UNFINISHED BUSINESS \*10 minutes max - ran out of time

**8.1 Discussion/Action Item:** Meritorious Service Award nominations and recipient selection. See each attachment for nominations titled "Donna Colondres, John Machado, Eva Rose and Sherm Taylor"

**8.2 Discussion Item/Possible Action Item:** Draft DEIAA definitions for endorsement. See attachment titled, “DRAFT: Academic Senate endorsed DEIAA definitions, for review April 23, 2024”

**9. NEW BUSINESS** \*10 minutes max per item - None.

**10. FLOOR ITEMS** \*10 minutes max (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

## **11. ANNOUNCEMENTS**

### **11.1 Chaffey College Academic Senate**

### **11.2 Academic Senate for California Community Colleges (ASCCC) Information**

**11.2.1** Check out Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](http://asccc.org)

**12. ADJOURNMENT (1:50 P.M.)**

**The Next Academic Senate is Scheduled for Tuesday, April 30, 2024**

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**Lissa A. Napoli, Recording Secretary**

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**Robin Witt, Treasurer / Secretary**

## Baccalaureate Degree Program Development

Following exploration of the CCCC Baccalaureate Degree Program (BDP) application policies and procedures, the Curriculum Committee and Academic Senate recommend the following to the Governing Board.

I. Assemble a workgroup of key stakeholders to conduct a feasibility assessment of the **general costs** associated with transforming Chaffey into a Baccalaureate granting institution. *This evaluation should include:*

- Research on other CA community college's transformations to Baccalaureate granting institutions.
- Estimated costs associated with:
  - Updating systems for upper division records and reporting
  - Updating financial aid policies.
  - Any additional fees for library subscriptions at Baccalaureate granting institutions
- Models for developing/offering upper division general education requirements (and associated costs).
- Plans for providing instructional support (success center, library, advising, career) for students in Baccalaureate Degree Program (and associated costs).
- Identifying which existing associate degree areas might better meet the need of students and industry partners in our region if we offered a bachelor's degree.
- Confirmation that all district financial and audit reports have been timely submitted and the district maintains 2 months general fund reserves

Workgroup should present their feasibility assessment and recommendations at College Planning Council (CPC) and Academic Senate for discussion and feedback.

II. If it is determined through participatory governance processes that Chaffey is ready to pursue becoming a Baccalaureate granting institution, the following actions should be taken:

- Update AP 4023 to accommodate BDP proposals:
  - Add Success Center and Library representatives on the Educational Program Proposal Committee (to provide information on any additional costs of supporting students in a specific subject/area).
  - Include bachelor's degree option
  - For BDP proposals, in lieu of local proposal form, require submission of CCCC templates: **Proposed BDP Description Template, Non-Duplication Analysis Template, Workforce Need and Evidence of Sufficient Demand Template, Program Quality and Curriculum Design Template.**
  - Add requirement of student outcome data for current associate degree program (to justify need for the proposed program)
- Assemble small taskforces to complete Bachelor's degree program initiation requirements in the agreed upon areas of need.

# Course Materials (ZTC/LCT/TM) Best Practices

The [California Community Colleges Chancellor's Office](#) and [recent legislation](#) have emphasized the importance of making course material choices transparent to students.

When finalizing the textbook adoptions for your course sections, it is important to clearly designate whether the materials are optional or required, as well as the [type of materials](#) being used.

The Chaffey College Academic Senate endorses the following best practices for professional and instructional use of course materials:

- [Understand Course Materials Definitions](#)
- [Observe Professional Obligations & Recommendations](#)
- [Include a Syllabus Statement](#)

## I. Understand Course Materials Definitions

### “Optional” Course Materials Definition

- These are texts that the instructor provides as additional or supplemental resources.
- Their use is left to the discretion of the student based on their interest or need for additional perspective or clarification.
- Students can choose to use these materials for further understanding or enrichment, but they are not required or central to the course curriculum.
- Assignments, exams, and other evaluations do not require direct content from optional textbooks.
- These materials must be **truly optional**.

### “Required” Course Materials Definition

- These are primary texts that the instructor uses to fulfill the COR requirements and curricular needs of the course.
- Instructors consider these books essential for understanding the course material. They contain the core information, theories, or principles that will be covered in lectures, discussions, and assessments.
- Students are expected to purchase or access these texts as they will be used extensively throughout the course.
- Assignments, exams, and other forms of evaluation rely on content from these required texts.

*Please Note:* “Course materials” indicate all intellectual or textual materials used in a course. This should not be confused with “course supplies,” which indicate any non-textual materials required for a course (including such items as calculators, paintbrushes, lab kits, etc.).

## II. Observe Professional Obligations & Recommendations

Chaffey faculty have professional obligations when reporting instructional materials. Here are some recommendations for faculty to learn more about reporting instructional materials:

- Faculty are required under [XB-12](#) to report instructional material costs for each course section.
- Faculty are individually responsible for understanding the [copyright licenses](#) of the material they are utilizing in class.
- Faculty are encouraged to take [Chaffey's ZTC/OER Training](#) offered through Canvas.
- Faculty should stay informed by participating in [Canvas “TTP” Hubs](#) through Canvas Commons, and workshops, webinars, and conferences focused on zero and low cost resources to stay up-to-date on new developments and best practices.
- Departments should work on their own standards for using textbook materials, including but not limited to creating a statement of commitment to Zero Cost Textbooks (ZTC).
  - Faculty are required to uphold the department's statements of commitment as well as the textbooks delineated in the COR for each respective course.

## III. Include a statement in your syllabus indicating the status of the course

*Students often have trouble understanding exactly what ZTC, OER, or “Low-Cost” means for them. Including a statement can help clarify your course to students and explain how they should access course materials. Below are examples of statements that can be used.*

### A. ZTC (Zero Cost Textbook) Example Syllabus Statement:

As your instructor for this course, I am committed to providing you with high-quality educational materials at no additional cost. That's why I have chosen to use Zero Cost Textbook (ZTC) resources throughout this class.

#### What are Zero Cost Textbooks?

Zero Cost Textbooks are open-source, freely available educational materials that have been carefully curated and aligned with the learning objectives of this course. They include textbooks, articles, videos, and other multimedia resources that you can access online or download at no charge.

#### How to Access ZTC Materials

All of the required ZTC materials for this course are available through Canvas. You can find links, downloads, and instructions on how to access the resources within the course



modules.

### How to Get Printed Versions of Our Course ZTC Materials

ZTC full textbooks can be printed at the request of each student at the Chaffey Campus Store for a small fee. Printing costs vary depending on color or black-and-white printing, the style of binding requested, and other additional factors. Students can receive individualized quotes on costs by contacting the Chaffey Campus Store. Additionally, currently enrolled students can submit documents for free printing at all campuses via the [CCSJ request form](#).

I'm excited to provide you with these Zero Cost Textbook materials and look forward to a productive and engaging learning experience together. If you have any questions or need assistance accessing the resources, please don't hesitate to reach out.

### B. LCT (Low-Cost Textbook) Example Syllabus Statement:

As your instructor, I am committed to providing you with high-quality educational resources that are also affordable. That's why I have chosen to use low-cost textbooks that are priced under \$50 for this course.

#### My Commitment to Low-Cost Textbooks

I have carefully selected the textbooks for this course to ensure that they are both high-quality and affordable. I will continue to explore and adopt low-cost textbook options in the future as part of my ongoing commitment to providing you with the best possible educational experience at a reasonable cost. If you have any questions or concerns about the textbooks used in this course, please don't hesitate to reach out to me. I'm here to support your academic success and ensure that you have access to the resources you need to thrive.

## Representation Workgroup Survey Request

Jonathan Polidano <Jonathan.Polidano@chaffey.edu>

Thu 4/4/2024 1:01 PM

To:Lissa Napoli <Lissa.Napoli@chaffey.edu>;Nicole L. DeRose <nicole.derose@chaffey.edu>;Elizabeth Encarnacion <Elizabeth.Encarnacion@chaffey.edu>;Robin Witt <Robin.Witt@chaffey.edu>  
Cc:Christina Holdiness <Christina.Holdiness@chaffey.edu>;Annette Henry <Annette.Henry@chaffey.edu>;Lisa Doget <Lisa.Doget@chaffey.edu>

Hello Academic Senate leadership team,

The representation workgroup has a request of the leadership team...

We'd like to have a survey request/opportunity sent out to the program coordinators and are hoping that Nikki can send it as a request from AS. The intent is to collect more info from the coordinators that we can use to address concerns preemptively that may not have been communicated to us yet. This would help further "flesh out" the Pro's/Con's list as well as create discussion points for future discussions/townhalls with faculty addressing their concerns. We came up with the following 4 questions to pose to coordinators in the survey:

- What specific benefits do you perceive (or have faculty communicated to you) in the current academic senate representation format?
- What areas for improvement do you perceive (or have faculty communicated to you) in the current academic senate representation format?
- What specific benefits do you perceive (or have faculty communicated to you) in the proposed alternative academic senate representation format?
- What areas for improvement do you perceive (or have faculty communicated to you) in the proposed alternative academic senate representation format?

What are your thoughts on this? If everyone is in agreement about moving forward with this, we'd like to get a survey generated and out to coordinators as soon as possible. If there is a preferred survey system then I can defer that task to someone with access to the system indicated. Or I can generate a survey using Google Forms (or similar).

Looking forward to your feedback,

### Jonathan Polidano

Faculty - Automotive Technology

Coordinator - AMT, IET, HVACR, ENGTECH, DRAFT, and AUTO TECH

School of Business and Applied Technologies



[Jonathan.Polidano@chaffey.edu](mailto:Jonathan.Polidano@chaffey.edu)

(909) 652-6857

Kiersey Temperment: Artisan Performer - ESFP

Clifton Strengths – Achiever, Relator, Empathy, Maximizer, Adaptability

# English Dual Enrollment Pilot Update

The short version: It's going really well.

April 23, 2024  
Academic Senate

## Things going well:

Twenty-seven sections of English 1A on all eight of our CJUHSD partner campuses.

- Students love it and are so grateful for it. Their parents also love it.
- Faculty mostly love it but have some concerns.
- Early survey data from faculty and students has been positive.
- Equity: many of the students taking these classes come from disproportionately impacted groups. This is Dual Enrollment for ALL students, not just the privileged.
- Success data should be available in June

# 95%

70% of pilot program students said they felt more positive about college and/or more prepared for college. (Another 25% said their already overall positive view/sense of being prepared has remained intact.) Many shared how impactful it has been to take the class in person during their school day.

# 4.05/5

**Faculty rating of their experience in the early weeks of the pilot.**

# Expect Dual Enrollment to grow.

Policies at the local and state level are incentivizing districts and students to pursue Dual Enrollment.

- Dual Enrollment courses, under many circumstances, will now be weighted like AP courses at the CJUHSD high schools.
- The majority (75%) of the students who did not opt-in to the pilot program indicated that in hindsight they could have succeeded in English 1A. Students are realizing this is doable, and demand is increasing.

# Things that will have to evolve

It's definitely a pilot.

- Opt-in and mixed sections. The college and CJUHSD are committed to making the program opt-out. Will result in more students, no "mixed" sections, and better equity outcomes.
- Scale: There appears to be student demand to grow this program.
- The team-teaching model
  - Faculty from both institutions have had challenges.
  - Fiscal sustainability, logistics
  - Fixes here are more complicated.

## Team-Teaching (Continued)

- Logistically difficult for our faculty: three days a week, not always the same days or even the same amount of time per day
- Loss of autonomy
- Staffing is difficult, both finding people who can do it and making schedules work
- Fiscal realities (paying two teachers' salaries for one course is problematic)
- High burden on classified professionals
- While most faculty have made it work with their partners, it represents an incredible time and labor commitment—transitioning away or using it only for high school faculty who cannot meet MQs would be preferable.

## Proposed solutions (ISAs)

The unanimous consensus at our last department meeting was that the English Department supports allowing high school faculty who meet our MQs to teach English courses as the instructor of record, provided the following are true:

- High school faculty (and pilot personnel on our side) will attend training conducted by the college English department
- High school faculty will be paired with an experienced and appropriately compensated college faculty mentor to support their teaching; we recommend allowing both experienced adjuncts and full-timers to serve in this role
- There is a mechanism for the department/college to review the classes for compliance to the COR\*
- Equivalency will be considered following [the standard procedures already in place](#) (driven by faculty, granted at the department and dean level upon review of applicants' materials)

This hiring process should mirror, as much as possible, what we already do. We cannot and should not apply different hiring standards to a particular class of people.

## Other challenges...

- What works in English and has been working in the pilot may not transfer to other disciplines.
- There are legitimate concerns about labor impacts. However, working closely with the high school faculty, I can tell you they are thoughtful, capable professionals uniquely positioned to reach students and help them succeed. The us/them dichotomy, when a faculty member meets our MQs or equivalency is a false one. In the English Department, due to the mentor model and the net effects of Dual Enrollment sending students to us, overall impact on labor may well be positive.
- Frustration over the lack of consultation with all stakeholders—we saw some of this in the beginning of the pilot. In the English Department, we were told what to do and had to make it work instead of being consulted up front.

Questions?

## Instructional Service Agreement (“Course Agreement”)

In \_\_\_\_\_, Chaffey Community College District (“CCCD”) and \_\_\_\_\_ (“DISTRICT”) entered into Memorandum of Understanding (“MOU”) regarding Dual Enrollment. Each respective Governing Board approved the MOU at a regular board meeting. This Course Agreement is made pursuant to the MOU entered into between CCCD and DISTRICT, which is incorporated by reference as if fully set forth herein.

1. The name of the dual enrollment course to be taught is: \_\_\_\_\_ (“Course”).
2. Course shall commence on or about \_\_\_\_\_ and shall continue until the conclusion of the Course on or about \_\_\_\_\_. Course meeting days and times will be as follows: \_\_\_\_\_.
3. The approved curriculum and course outline of record are incorporated herein as **Attachment A** to this Course Agreement.
4. The name of the instructor for the Course is: \_\_\_\_\_ (“Instructor”). Instructor is an employee of the DISTRICT.
5. While teaching the Course, Instructor is and will continue to be an employee of the DISTRICT and will not be an employee of CCCD.
6. CCCD has determined that Instructor meets or exceeds the state minimum qualifications to teach the Course, including but not limited to the qualification requirements of Title 5 CCR 53410.
7. If permissible under and consistent with DISTRICT collective bargaining agreement, CCCD will evaluate Instructor.
8. Instructor understands that:
  - Students enrolled in a College Course pursuant of this MOU shall be assessed using the same methods and standards as utilized on the CCCD campus. All lectures will conform to CCCD approved curriculum and course outlines and recommendations of experienced CCCD faculty. All Courses must follow CCCD’s required hours of instruction and meet CCCD’s minimum enrollment requirements.
  - DISTRICT is responsible for overseeing and implementing any formal disciplinary action, other than academic integrity matters, against a student that arises in connection with the student taking College Courses pursuant to this Course Agreement. However, CCCD is responsible for overseeing and implementing any disciplinary action involving academic integrity against a student that arises in connection with the student taking College Courses pursuant to this Course Agreement. Instructor shall refer all academic integrity matters to CCCD for review and handling. CCCD is responsible for overseeing any grade disputes or grade grievances that arise in connection with the student taking College Courses pursuant to this Course Agreement. Instructor shall refer all grade dispute matters to CCCD for review and handling.
  - Students with disabilities can self-identify to CCCD Disability Programs and Services Office (“DPS”) as individuals with disabilities using the CCCD’s DPS offices online application tool and provide documentation of their diagnoses. If approved for DPS services the student will then meet with the CCCD’s DPS for an intake appointment.

During the intake appropriate accommodations will be determined and the student will receive an accommodation letter. DISTRICT agrees to collaborate and help facilitate reasonable accommodation outlined in the student's accommodation letter if needed.

- Instructor understands that while teaching the Course, a CCCD faculty member will provide peer support, which may include onsite classroom visits. CCCD faculty member will also support the instructor to ensure the Course is being delivered in a manner consistent with CCCD standards and the Course outline of record.

**[Enter High School District]**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructor**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Chaffey Community College District**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

DRAFT

## 2024-2025 Meritorious Service Award Nomination: **Dr. Donna Colondres**

The Chaffey Umoja Program and Umoja Advisory Committee enthusiastically nominate Dr. Donna Colondres for the 2024-2025 Meritorious Service Award. Dr. Colondres was not only a 32-year Chaffey Counselor, but was one of the original founding members of the Umoja Community Education Foundation.

As a counselor and faculty coordinator of the Chaffey Umoja program (formerly AMAN/AWOMAN), “Mama Donna” as she was affectionately known, mentored and counseled thousands of students over her 32 years of service. She went above and beyond to ensure that her students were fully supported and was known to do “walking counseling,” which meant that if students did not make it to their counseling appointments in her office, she would find them on campus and walk with them to counsel them and check in with them to see how they were doing. She pioneered Chaffey’s Umoja Program, which she built to further support students who identify as Black or African/American and all students with specialized counseling, cultural activities, and leadership opportunities.

Dr. Colondres emphasized a holistic approach to student support, recognizing that the “whole” student was crucial to success and retention. Throughout the numerous Faculty Success Center and FLEX workshops she facilitated, she highlighted the importance of supporting students in mind, body, and spirit, and compelled faculty and staff to tap into the “ethic of love,” with a willingness to share ourselves, our stories, our lives, and our experiences in order to humanize the classroom.

In addition to her work at Chaffey, Dr. Colondres served as a founding member of the original governing body that crafted the statewide model, organizing principles and original mission statement of what we know today as the Umoja Community Education Foundation. Dr. Colondres saw a need and felt a burning commitment to do more to affect positive outcomes and support the success of African American students attending California Community Colleges. In 2007, Umoja, as a grassroots organization, built a coalition and began the critical work of launching new Umoja programs in community colleges up and down the state. In 2008, the Umoja Community was officially recognized by the California Community College Board of Governors (CCCBOG) as a legitimate statewide student success program. Dr. Colondres and other founders continued to fight passionately and strategically over the next 15 years to secure funding to solidify Umoja’s presence in the California Community College system and to support the work of Umoja that began with no money and no permission. Now at 72 Umoja programs—and even extending onto numerous CSU and UC campuses—the work of Dr. Colondres created one of the largest, most impactful, and longest-running Black student success and faculty development programs in the California Community College system.

It is not an understatement to say that Dr. Colondres worked tirelessly to advocate for student success, and she continued to regularly check in on Umoja students even into her retirement. At her memorial service in 2022, over 300 former students and colleagues gathered to celebrate her profound legacy at Chaffey College and beyond.

We believe that Dr. Donna Colondres’ life’s work not only serves as an inspiration, but as a benchmark of what true student-centeredness is and should be. As she always reminded us: “If you want to go fast, go alone. If you want to go far, go together” (African Proverb). Her legacy is forever cemented in the fabric of the Chaffey Umoja Community as well as in our hearts. We will always drink from the well of “Mama Donna” when we call on her as an ancestor to guide us in our continued struggle for freedom, access, and opportunities for our students.



## **Nomination for Meritorious Service Award, 2024-2025**

**Nominee: John Machado**

Nominator: Leta Ming

April 8, 2024

I would like to nominate John Machado for the Meritorious Service Award. Prior to his death last October, John was a respected teacher, well-liked colleague, and a tireless champion of the visual and performing arts at Chaffey and in the larger community.

### **College Service and Superior Job Performance**

John held many positions on campus in which he vigorously advocated for the needs of students and the visual and performing arts. Some of those positions include:

- Educational Programs Coordinator for the departments of Broadcasting & Cinema, Dance, Music and Theatre (10 years)
- Senator representing the School of Visual and Performing Arts on the Faculty Senate (12 years)
- Curriculum Committee (6 years)
- Chair of the Chaffey College Art Committee (11 years), continued as a member and fulfilling the duties of registrar overseeing the documentation and care of the college art collection
- Founder and Supervisor of the Visual Performing Arts Resource Center (VPARC) in CAA-215A, a library/study/listening space for all students in VPA for a decade
- Wignall Museum of Contemporary Art Advisory Committee (13 years)
- Faculty Advisor for the Chaffey College Student Government
- Organizer of a Maker festival at VPA
- Organizer of the ArtPark public art exhibition across the Rancho campus
- Professor of Art History: known for his vast multi-disciplinary knowledge and stimulating art history lectures. Took over the teaching of art history courses outside of his field when it was impossible to find adjuncts.

### **Professional Achievement and College Service and Superior Job Performance**

In the past decade, John was especially busy building opportunities for those interested in pursuing the arts in the Inland Empire. He served in these many capacities off campus:

- Founder and Director of The Arts Area, a 501(c)(3) nonprofit arts organization since 2016. The Arts Area's mission is to develop and support economic sustainability and equitable access in the creative industries of the inland region of Southern California, including San Bernardino, Riverside, and East Los Angeles Counties, through providing professional development, civic advocacy, resource support, and fiscal sponsorship. President of its eleven-member Board of Directors, managing its volunteer staff, team of project directors, and coordinating student interns from several colleges and universities in the region. Some initiatives include:

- hosting the Inland Empire Arts Directory, a centralized professional network and business resource hub
- offering professional support services for newly founded arts organizations. Some sponsored projects include Curious Publishing, The Artlands gallery, the Print Pomona Art Book Fair, and the Young Artists Initiative.
- organize events including a panel discussion on the history of Chicano art highlighting the upcoming opening of The Cheech Marin Center for Chicano Art, Culture & Industry in Riverside.
- conducts research into long-standing systemic issues of access in education. Arts education is an important facet of the wide variety of educational resources that are unequally dispersed between communities: rich and poor, rural and urban, White and non-White. This research and collected data on issues of local access to arts education is being applied to create community advocacy tools and bring additional resources into the region to support arts and culture in the civic, business, and educational spheres
- providing employment opportunities, mentoring and arts access for BIPOC youth
- Completed Master's in Arts Management at the Claremont Graduate University, Drucker School of Management in 2016. He completed this degree with the intention of founding a nonprofit (see above) with the aim of partnering with Chaffey College and benefiting Chaffey College students and alumni.
- Project Director on the CCC Maker Initiative grant, completed 2019. Awarded \$500,000 for the creation of a community makerspace. The project was supported by the City of Rancho Cucamonga with an in-kind donation of a facility on 9th Street. The Maker Innovation Center's mission was to build a regional hub promoting innovation, creativity, and entrepreneurship in all stages of production from ideation and design, to prototyping and problem solving, through manufacturing, marketing, and distribution that embraces an inclusive STEAM education model. Through a combination of missed deadlines by the city and changes in college management, the project was abandoned before completion at the end of its two-year implementation period. As a result, various schools across Chaffey College, including VPA, M&S, BAT, the main campus library, and the Fashion Design program at the Chino campus received new equipment, tools, hardware and software purchased with the grant funds.
- Served on various public arts committees including:
  - City of Rancho Cucamonga Public Art Committee
  - City of Ontario Arts and Culture Committee
  - City of Ontario Festival of Arts Planning Committee
  - Ovitt Family Community Library Makerspace Advisory Board
  - Claremont Graduate University Center for Business & Management of the Arts Alumni Board
  - An advisory committee of the San Bernardino County Arts Council: Moderated a panel session, Artist-run Spaces and Creative Entrepreneurship, at the Creative People's Conference hosted at San Bernardino Valley College.

Dear Members of the Academic Senate,

I am writing to nominate Eva Rose for the 2024-2025 Meritorious Service Award in recognition of her outstanding contributions and dedication to our institution. Eva Rose is exceptionally deserving of this recognition for several reasons:

**Superior teaching and job performance:**

Eva Rose has exhibited outstanding expertise in various instructional areas, as demonstrated by her exceptional performance in teaching courses such as Interpersonal Communication, Intercultural Communication, Organizational Communication, and Gender & Communication. She consistently delivers high-quality instruction and demonstrates a deep understanding of these subjects, significantly contributing to the academic development of our students. Eva took 20 students to China in 2007 and taught Intercultural communication for 6 weeks to Chaffey students in 5 different cities in China. Throughout her tenure at Chaffey College, Eva Rose has received several prestigious awards, including Most Inspirational Faculty (2010), Faculty of the Year (2003 and 1997), and Educator of the Year (1996). These accolades not only highlight her exceptional teaching abilities but also underscore her dedication to student success and academic excellence.

**Professional Achievement:**

Eva Rose's professional achievements speak volumes about her dedication to excellence and continuous growth. Notably, she delivered a special presentation titled "The Art of Coaching" at the Ontario Convention Center on April 22nd, 2021, showcasing her expertise and leadership in coaching and mentoring. Additionally, she has been actively involved in providing ongoing leadership training for the City of Ontario, CA, demonstrating her commitment to fostering leadership skills within our community. Furthermore, Eva Rose has played a pivotal role in enhancing communication skills through virtual platforms. Her workshops on "How to Effectively and Appropriately Communicate Using an Online Platform" at Chaffey College and "Relation Management Skills Needed in the Transitional Stage for Supervisors & Managers" at the Superior Court of San Bernardino have been instrumental in equipping individuals with essential communication techniques, especially during the transitional stage in their careers. Eva Rose's dedication to professional growth, leadership, and effective communication exemplifies her exceptional contributions to our institution and the broader community.

**College Service:**

Eva Rose's extensive service to the college is a testament to her dedication and leadership. Over the past 17 years, she has served as the Coordinator of Communication Studies, demonstrating exceptional leadership and organizational skills in this role. Additionally, her tenure as the Sexual Harassment Training Officer for 10 years underscores her commitment to creating a safe and inclusive environment for all members of our community. Furthermore, Eva Rose's contributions extend beyond her direct responsibilities. She has served as the Faculty Success

Center Facilitator for 10 years, providing invaluable support and guidance to her colleagues. Her leadership as the Director of the Honors Program for Chaffey College for 7 years has had a profound impact on the academic enrichment of our students. Moreover, Eva Rose has been an active participant in various committees, including the College Book Committee, Faculty Senate, Honors Committee, International Committee, Faculty Advisor Committee, Student Mentoring Committee, and Curriculum Committee. Her involvement in these committees highlights her commitment to collaborative decision-making and her dedication to advancing the goals of our institution.

In light of Eva Rose's exceptional service and leadership, I strongly endorse her nomination for the Meritorious Service Award. Her tireless efforts and unwavering dedication have significantly contributed to the success and reputation of our institution.

Thank you for considering Eva Rose's nomination.

Sincerely,  
Jin Liu

## 2024-2025 Meritorious Service Award Nomination: **Eva Rose**

It is with great honor and appreciation that we (Ava Nguyen, Brent Bracamontes, Liz Encarnacion, and Steve Shelton) nominate Eva Rose for a Meritorious Service Award. During her 32-years as a faculty member at Chaffey College, Eva tirelessly worked to guide her students to success, and greatly prioritized building a connection with all of her students and colleagues. Eva also was selected by her peers as the Faculty Lecturer of the Year 2006-2007 in which she spoke on emotional intelligence and the role it plays in communication competence. Eva coordinated the Faculty Success Center for 3-years, and for 7-years was instrumental in establishing a successful Honors Program that went from serving 135 students yearly when she started to 900 students when her time with the honors program concluded.

During her 16-years as the Educational Service Coordinator for the Department of Communication Studies Eva oversaw the expansion of course offerings to turn the Communication Studies program at Chaffey College into one of the most diverse programs in the region in terms of types of courses offered. Also, while serving as coordinator, Eva facilitated the growth and expansion of the Communication Studies program so much so that the college was able to develop full-time faculty positions at both the Chino and Fontana campuses, as well as expand the number of full-time faculty at the Rancho campus.

While the above information is just a mere snapshot of the contributions Eva made to the Chaffey College community, we believe Eva Rose should be given a Meritorious Service Award based on her superior teaching/job performance, professional achievements, and her service to the college.

Sincerely,

Ava Nguyen, Brent Bracamontes, Liz Encarnacion, Steve Shelton

2024-2025 Meritorious Service Award Nomination: Sherm Taylor

Hi Lissa,

I'd like to recommend/nominate Sherm Taylor for a Meritorious Service Award. Below are statements gathered from numerous people that knew Sherm which illustrate his above-average level of service to both Chaffey College and its student population:

Sherman Taylor was an extraordinary teacher, leading his students to awards and achievements throughout his years at Chaffey College. Sherm supported automotive technology students in regional, state, and national Skills USA competitions, where his students won multiple awards. In 2012, his Chaffey colleagues chose him for the Puck Award for excellence and innovation in teaching. In 2012-2013, he received the Inland Empire/Desert Regional Consortium Excellence Award for leadership. He was named California State Skills USA Advisor of the Year in 2014. For donating his time and knowledge, the organization honored him as Faculty of the Year.

Sherm "Moose" Taylor was not only the public face of the Automotive Technology Lab at Chaffey; he was the heart and soul of the building as well. Sherm regularly conducted tours of the ATL for anyone who was interested. He gave ongoing tours for high school students at the request of the Marketing Department. Some days, there were back-to-back tours with busloads of students passing through the lab, oftentimes with very little notice. Sherm even endowed an opportunity for Japanese students to visit the ATL. He was proud of his lab and of his students and took great pride in sharing them with anyone who was interested.

Sherm also took great pride in his development of the curriculum and equipment of the Automotive Program in order to bring the course offerings and tools used current with a quickly evolving industry. He played a significant role in the development of hybrid vehicle coursework within the program and the acquisition of numerous hybrid vehicles. His efforts to make Chaffey's Automotive Program among the best in the region created job opportunities for graduates of the program that wouldn't have existed otherwise. He also pioneered new professional development pathways that allowed for instructors of the program, including himself, to attain regular training allowing the instructors to supply industry preparation certifications to students at no cost to the student.

Although he was a consummate professional, Sherm's commitment to the college community went well beyond his professional responsibilities. He personally saw to it that as many Chaffey cars stayed on the road as possible. He purchased car parts out of his own pocket and repaired the cars of many Chaffey students who could not afford high repair prices. Some of the students belonged to programs he coordinated, but many did not. In one instance, a general population student was referred to him because she was interested in buying a car but had very limited financial resources. She was looking at used cars and came to Sherm to ask if he could recommend any shops in the area that could be trusted to inspect the car thoroughly before she bought it. Sherm's reply was, "Yeah. Us!" She brought the car to the ATL building, where the auto tech students inspected it for her. The car needed \$300 - \$400 in parts, plus repair costs, more than the student could afford. So Sherm bought the parts himself without telling her and then supervised his students while they repaired her car. It was a scenario that Sherm would repeat over and over for students in need.

He provided similar automotive support for colleagues and coworkers. Over the years, he and the Car Club held “Car Clinics” for staff and faculty. They could bring in their cars for a free inspection, which included topping off the fluids and filling the tires. He held free “Get to Know Your Car” workshops for staff and faculty. In addition to the car clinics and workshops, he went a step further and regularly diagnosed and worked on staff and faculty members’ cars. His term for these no-cost services was “professional courtesy.”

Sherm Taylor had an immense passion to give back, expecting nothing in return. No one loved his cars more than Sherm did, but he loved his students more. Sherm would do everything in his power to help students complete their education, including “putting his money where his mouth was” to an unusual degree. Many students at Chaffey suffer from food insecurity, and without food, they cannot survive, much less prosper. Sherm understood this. One day a colleague told him about something they had witnessed on campus: “I witnessed a displaced student rummaging through one of the trash cans next to the Gym. The 19-year-old man was watching people throw away their food, while waiting for an opportunity to look for an item during a moment he thought no one was watching. I bought him a meal, gave him money for a meal later, and handed him my business card. I could not understand that at a campus like ours, we have starving students.”

When the colleague shared the incident with Sherm, his first impulse was to do something about it. The timing was right, and he joined colleagues in creating food resources for Chaffey students in need. Susan Stewart, who oversaw the program, said Sherm’s favorite saying was, “If you need something, call me.” He donated large sums to the Food Pantry on all three campuses and personally supported students with food insecurities by purchasing them cups of noodles and other things to eat.

Sherm not only provided food to students; he also made certain they had the supplies and services they needed to complete their education. Sherm helped sponsor several specific scholarships for Chaffey students. He also bought supplies for the Classified Senate backpack project. If a student was in danger of dropping out because their name was not on the \$100 book grant list, he bought the books himself, insisting the student not be told who really provided their texts. When he worked with other departments, he regularly inquired if any students needed money for books. Several campus initiatives that support students, such as Legal Night and the Veterans’ Resource Center, also benefited from the Car Club’s financial support.

“Moose,” as his students affectionately called him, loved campus events and helped provide funding to make them possible. Holidays were favorites of his. He donated to the bookstore to support the annual costume contest at Halloween. Every Christmas, he donated a huge number of toys and bicycles for both boys and girls and even played Santa three years running. Sherm loved kids, so he supported the bake sales at the Children’s Development Center and helped plan and fund a children’s petting zoo in the quad. On two occasions, he held the Car Show on the Wignall Museum’s Family Day so that the museum and club could share audiences and marketing. His philanthropy wasn’t limited to the campus, however. In February 2019, he donated to the Fontana School Police Foundation for the Baker to Vegas Challenge Cup. Along with members of the Car Club, he attended the NHRA Career Opportunities Fair and various STEM events off campus. He also led outreach programs with local high schools, in concert with the Faculty Advising program.

Sherm’s contributions to campus events, however, weren’t solely monetary. He became part of the Chaffey culture, personally participating in a myriad of campus activities. Some of the activities were

directly related to his interests. He was the heart and soul of the annual Car Show, which raised money for student scholarships. The annual Trunk or Treat grew in size and popularity year after year, and Sherm participated not only in it, but in a number of tailgate events. As recently as 2019-2020, he arranged for drive-by mini car shows on campus despite the pandemic.

Automotive events were a natural for Sherm, but perhaps more surprisingly, he was an avid supporter of theater on campus. He attended every mainstage theater production and encouraged the Car Club to purchase season tickets. Whenever the Theater Department held opportunity drawings at their shows, Sherm donated funds. From 2006 to 2020, he collaborated with the Theater Department on a series of events. He aligned the Chaffey College Car Shows with the children's theatre performances on Sundays in April. He barbecued for audience members before theater performances to help promote the productions and gather donations for the theater. At Trunk or Treat, he allowed the Theater Department to take over the haunted house and provided multiple opportunities for theater students to perform songs and walk around in character and in costume, to help promote upcoming theater productions. He provided automotive props, such as hub caps and tires for the musical Grease and the play All in the Timing. Sherm also arranged for classic cars to park in front of the theater for Grease, to create an authentic 1950s environment. His crowning theatrical achievement was playing Darth Vader in a theater skit about accreditation during Convocation. The audience of peers who watched it loved the irony of having the ultimate "bad guy" of films played by the quintessential "good guy" in real life.

After Sherm Taylor passed away, a student left an anonymous note honoring their friend. This is how it reads: "There were many times [that Sherm helped me], but I think the most significant, that I hold dear to my heart, is the time I opened up to him about being sexually assaulted by a previous coworker. Sherm was patient and kind. He listened without judgment, gave me advice to the best of his ability, and reassured me that not everybody in the auto industry is like that. Afterwards, he gave me one of those big bear hugs that just make you feel safe and like you can take on the world."

Sherm Taylor helped everyone he met feel that they could take on the world – and that he would help them do it. He truly believed that anything was possible. More importantly, he made every person whose life he touched believe it, too.

Thank you for considering this nomination,

Jonathan Polidano



## **DRAFT: Academic Senate endorsed DEIAA definitions, for review April 23, 2024**

The following definitions were obtained using ASCCC's Diversity, Equity, and Inclusion [Glossary of Terms](#). The glossary does not currently include a definition of accessibility. The definition of accessibility shown below is the product of collaboration with DE, DPS, and ZTC/OER representatives: Jason Schneck, Jacob Peck, Angela Cardinale and Emilie Koenig.

- **Diversity:** The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.
- **Equity:** The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.
- **Anti-Racism:** A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.
- **Accessibility** means ensuring that individuals with disabilities have the same opportunities to access information, engage in interactions, and utilize services as those without disabilities, with comparable ease of use and effectiveness. This involves intentionally designing or redesigning instructional materials, technology, policies, products, services, and facilities to enhance accessibility and enable everyone to use and obtain what they need in a timely manner.
  - **Equally effective:** Alternative access for individuals with disabilities to instructional materials and information and communication technology that (1) is timely, (2) is accurate in translation, (3) is delivered in a manner and medium appropriate to the disability of the individual, and (4) affords the individual with a disability the opportunity to obtain the information as fully, equally and independently as a person without a disability with substantially equivalent ease of use. Note, such alternative(s) are not required to produce the identical result or level of achievement, but must afford individuals with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the person needs.
  - **Timely:** As it relates to equally effective alternative access to instructional materials and ICT, timely means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability.

# Baccalaureate Degree Program (BDP) Proposal Process Recommendation

## PART I: Initiator

### **Quickcheck:\***

- 1) Does Chaffey have an associate degree program in the same academic subject?
  - a) If no, the proposed baccalaureate degree program will not be approved by the CCCCCO.
    - Initiate associate degree program by contacting **Chaffey's Office of Instruction** and requesting an **Educational Program Proposal form**.
  - b) If yes, continue.
- 2) Is the proposed baccalaureate degree program offered by CSU or UC? (for helpful resources, [see CCCCCO Baccalaureate Degree Program website](#)).
  - a) If yes, the proposed baccalaureate degree program will not be approved by the CCCCCO.
  - b) If no, continue.
- 3) Is there evidence of labor market need and sufficient demand?
  - a) If no, the proposed baccalaureate degree program will not be approved by the CCCCCO.
  - b) If yes, continue.

\**Note:* Areas at Chaffey that may satisfy Quickcheck # 1 and 2 include Aviation Maintenance Technology; Automotive Technology, Cloud Security; Cloud Solutions Architecture; CIS; Cybersecurity; Culinary Arts; Fire Technology; Industrial Electrical Technology; Physical Therapy Assistant; Radiologic Technology.

### **If Quickcheck indicates:**

- 4) Download and Complete the following CCCCCO templates ([see Baccalaureate Degree Program website](#)) and submit to the Office of Instruction.
  - a) **Proposed BDP Description Template** (shared with CSU, UC, AICCU for intersegmental analysis)
  - b) **Non-Duplication Analysis Template *Note:*** Contact the Articulation Officer to assist you, if needed.
  - c) **Workforce Need and Evidence of Sufficient Demand Template *Note:*** Evidence of labor market need may include: statistical projections of growth in specific jobs by county (or labor market area) from the EDD LMI system; recent employer surveys; industry studies; regional economic studies; job advertisements for positions in the college's service area; newspaper or magazine articles on industry or employment trends; studies or data from licensing agencies or professional associations.
  - d) **Program Quality and Curriculum Design Template**

## PART II: Office of Instruction

- 1) **Follow AP4023 using the templates submitted by the initiator.**
  - a) Assemble Educational Program Proposal Committee (EPPC) to evaluate the baccalaureate degree program proposal.
  - b) Conduct a Feasibility Analysis (including library resources)
  - c) Complete the CCCCCO **BDP Administrative/Funding Plan Template** ([see Baccalaureate Degree Program website](#)).

		Present	Adoption of Agenda 4.23.24	Approval of Consent Agenda 4.23.24	Edorsement of Curriculum Committee's recommendation of Bacheloreatte Degree Programs	Endorsement of the Meritorious Nominations	Endorsement of the DEIAA Definitions
<i>Alternate Senators Italicized</i>							
<b>Representation</b>	<b>Name</b>						
Visual and Performing Arts	Leta Ming	Y			Y		
Visual and Performing Arts	Sheila Malone						
<i>*Visual and Performing Arts Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y		
Senator-At-Large	Jackson Tropp	Y	Y	Y	Y		
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y		
Adjunct Senator-at-Large	Tina Kuo	Y	Y	Y	Y		
Adjunct Senator-at-Large	Shelly R. Jackson	Y	Y	Y	Y		
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Business & Applied Technology	Jonathan Polidano	Y	Y	Y	Y		
Business & Applied Technology	Jay Scott	Y	Y	Y	Y		
<i>Business &amp; Applied Technology Alternate</i>	<i>Vacant</i>						
Chino Campus	Robert Nazar	Y	Y	Y	Y		
Chino Campus	Jinny Lee						
<i>Chino Campus Alternate</i>	<i>Manar Hijaz</i>						
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y		
Fontana Campus	Vacant						
<i>Fontana Campus Alternate</i>	<i>Greg Creel</i>						
Health Sciences	Omar Estrada	Y	Y	Y	Y		
Health Sciences	Terzah DePonte	Y	Y	Y	Y		
<i>*Health Sciences Alternate</i>	<i>Lisa Doget</i>						
HFIC	Tara Johnson	Y	Y	Y	Y		
HFIC	Vacant						
HFIC Alternate	Vacant						
Instructional Support	Christina Holdiness	Y	Y	Y	Y		
Instructional Support	Terezita Overduin	Y	Y	Y	Y		
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>						
Kinesiology, Nutrition, & Athletics	Annette Henry						
Kinesiology, Nutrition, & Athletics	Candice Hines-Tinsley	Y	Y	Y	Y		
<i>Kinesiology, Nutrition, &amp; Athletics Alternate</i>	<i>Robert Hadaway</i>						
Language Arts	Phatana Ith	Y	Y	Y	Y		
Language Arts	Elizabeth Encarnacion						
<i>*Language Arts Alternate</i>	<i>Leona Fisher</i>	Y					
Mathematics & Science	Robin Witt						
Mathematics & Science	Mark Gutierrez						
<i>Mathematics &amp; Science Alternate</i>	<i>Diana Cosand</i>						
Social & Behavioral Sciences	Patricia Gomez	Y	Y	Y	Y		
Social & Behavioral Sciences	Vacant						
<i>*Social &amp; Behavioral Sciences Alternate</i>	<i>Vacant</i>						
Student Services	Michelle Martinez	Y	Y	Y	Y		
Student Services	Jackie Boboye						
<i>* Student Services Alternate</i>	<i>Fabiola Espitia</i>						
<i>* Student Services Alternate</i>	<i>Susanna Galvez</i>						
President	Nicole DeRose	Y	Y	Y	Y		
Vice President	Elizabeth "Liz" Encarnacion	Y	Y	Y	Y		
Secretary/Treasurer	Robin Witt	Y	Y	Y	Y		
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y		
Classified Senate Liaison	Sarah Schmidt						
Chaffey College Student Government	Ryan Thomas						
RED indicates reported absence	PURPLE indicates reported tardy/leave early						
<b>Total Yes Votes</b>		<b>24</b>	<b>22</b>	<b>22</b>	<b>23</b>	<b>0</b>	<b>0</b>
<b>Total No Votes</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Abstentions</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
- = Not available during meeting to vote							
<b>39 members total - up to 29 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.2</b>							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate							
20 members are needed for QUORUM							
28 Present at this meeting = 24 members, 4 visitors							
<b>4.23.24 Academic Senate Meeting</b>							