

Moorpark College Academic Senate Council Minutes

Tuesday, September 17, 2019, 2:30 – 4:00 PM in CCCR

Mission Statement: With a “students first” philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

ACADEMIC SENATE COUNCIL REPRESENTATIVES 2019 – 2020

POSITION	NAME	Present	POSITION	NAME	Present
ASC President	Nenagh Brown	NB	Library	Mary LaBarge	MLB
ASC Vice President	Erik Reese	ER	Life Sciences	Jazmir Hernandez Audrey Chen	JH
ASC Secretary	Renée Butler	RB	Mathematics	Chris Copeland Curtis Paul	CC
ASC Treasurer	Ruth Bennington	RB	Media Art / Comm Studies	Jenna Patronete Nicole Block	JP
ACCESS	Jolie Herzig Silva Arzunyan	JH	Performing Arts	John Loprieno Nathan Bowen	JL
Athletics	Vance Manakas Mike Stuart	VM	Physics / Ast / Engr / CS	Ronald Wallingford Scarlet Relle	RW
Behavioral Sciences	Dani Vieira Kari Meyers	DV	Social Sciences	Matthew Morgan Susan Kinkella Rex Edwards	MM/RE
Business Administration	Josepha Baca Reet Sumal	RS	Student Health Center	Sharon Manakas Silva Arzunyan	
Chemistry / Earth Sciences	Tiffany Pawluk Deanna Franke	TP/DF	Visual Arts	Svetlana Kasalovic Cynthia Minet	SK
Child Development	Cindy Sheaks-McGowan Shannon Coulter	CSMG	World Languages	Helga Winkler Alejandra Valenzuela	
Counseling	Chuck Brinkman Jodi Dickey	CB/JD	Part-time Faculty Representative	Felix Masci Dan Darby	FM
EATM	Gary Wilson Cindy Wilson	GW	AFT Representative (non-voting)	Hugo Hernandez	HH
English / ESL	Sydney Sims Jerry Mansfield	SS	CTE Liaison (non-voting)	Josepha Baca	
EOPS	Marnie Melendez Angie Rodriguez	MM/AR	GP Liaison (non-voting)	Beth Miller	BM
Health Education / Kinesiology	Remy McCarthy Adam Black	RMC	Student Liaison (non-voting)	Cecilia Nguyen	CN
Health Sciences	Michelle Dieterich Dalila Sankaran	DS	Committee Co- Chairs (non-voting)		

POSITION	NAME	Present	POSITION	NAME	Present
Guests: Sahil Vig, ASMC Director of Budget and Finances; James Schuelke, Sarah Cornelsen, Christina Lee, Trevor Hess, Katie Booth, Traci Allen, David Anter, Amanuel Gebru, Sam Lingrosso, David Gatewood, Oleg Bepalov, Khushnur Dadabhoy; There were 38 people present when we started the Dual Enrollment discussion at 3:35 PM					

In accordance with the Ralph M. Brown Act and SB 751, minutes of the Moorpark College Academic Senate council will record the votes of all members as follows:

- (1) Members recorded as absent are presumed not to have voted;
- (2) The names of members voting in the minority or abstaining are recorded;
- (3) All other members are presumed to have voted in the majority.

See all handouts on the [Academic Senate website](#)

I) Public Comments

- A. Hugo Hernandez – AFT meeting is this Thursday, September 19, at 3:00 PM in FH-220 to discuss negotiations and to gather questions from faculty
- B. Vance Manakas – Post Football Game Collegiality this Saturday, September 21, after the football game, at Custom Pie; a great opportunity to meet and greet our athletic staff. Custom Pie will be serving many items at happy hour prices. The football game begins at 6:00 PM
- C. Gary Wilson - Community appreciation day is this Saturday and Sunday, our 3rd year of doing this; it is free to the community
- D. Nenagh Brown– To honor one of our own faculty, Michael Walegur, who lost their life, a request of \$35 has been made to fund the price of a poster about his life and his work. This poster will share his work with others who might want to take the same or similar educational path. Vance Manakas suggested this when the request was received by the Co-Curricular Funds Workgroup.

II) Approval of Minutes

See handouts on AS Website

- A. August 20, 2019
 - 1) **Motion to approve the minutes made by Chuck Brinkman and seconded by Dani Vieira**
 - 2) Sydney Sims – What is “DIGs?” Erik Reese – Disproportionate Impacted Groups. This update will be included in the minutes for clarification
 - 3) **Voted to approve the minutes with Dani Vieira and Reet Sumal abstaining**
- B. September 3, 2019
 - 1) **Motion to approve the minutes made by Chuck Brinkman and seconded by Tiffany Pawluk**
 - 2) **Voted to approve the minutes with Reet Sumal abstaining**

III) Unfinished Business

- A. AS Council and Standing Committee membership updates – Renée Butler
 - 1) The AS Council and Standing Committee membership list was presented, with a few recently received updates as follows:
 - a) SEA – Daniel Rubinstein – Representative for ACCESS, Kinesiology, Athletics, Math, DE and Teaching and Learning division
 - b) Academic Senate – Perry Bennett – Representative for World Languages department

- 2) Mary LaBarge– Can I still turn in names for alternates for committees? Nenagh Brown – Yes, but will need to be ratified at our next council meeting
 - 3) **Motion to approve the updated AS Council and Standing Committee list made by Chuck Brinkman and seconded by Gary Wilson**
 - 4) **Voted to approve the updated AS Council and Standing Committee membership list with Renée Butler abstaining**
- B. Academic Senate Council Goals, 2019 – 2020
- 1) Results of the online ranking by Council members were presented verbally by Nenagh Brown, ranked in order of the most favored to the least favored
 - 2) A report of this ranking will be posted on the Academic Senate website before the next meeting
 - 3) A vote whether to adopt these goals as prioritized will be postponed until the next Academic Senate council meeting

IV) New Business

- A. New discipline application for Registered Behavior Technician
- 1) There is no exception to the September 30 deadline to turn in applications for new disciplines for state-wide approval, contrary to earlier suggestions from members of the ASCCC that approval at our October 1 meeting would be accepted. This makes it urgent that Council discusses this potential application at this meeting. It is therefore presented to Council as a time sensitive emergency agenda item.
 - 2) The New discipline application for Registered Behavior Technician is presented as an emergency agenda item and requires a two-thirds vote by the AS Council before it can be considered
 - 3) Cindy Sheaks-McGowan– We should consider this application because if we do not do it now, we will have to wait an entire year; timeliness is the main issue
 - 4) **Motion to consider this emergency agenda item for the Registered Behavior Technician application made by Jolie Herzig and seconded by Mary LaBarge**
 - a) **Discussion**
 - i) Cindy Sheaks-McGowan– This CTE training program is related to child development and education, and because of the certification requirements, it needs to be its own discipline.
 - ii) Nenagh Brown – It is a long one-year process for the approval of new disciplines to be added to the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* through the ASCCC
 - iii) Deanna Franke – Are any other colleges already doing this?
 - iv) Cindy Sheaks-McGowan – We are the first college across the state of CA to create this. It is aligned with what we do at the community college, as it provides short term training leading to gainful employment. It will help students to pass the certification exam and meet additional requirements so that they can be employed in this discipline.
 - 5) **Vote to approve the motion: To consider this emergency agenda item for the new discipline application for Registered Behavior Technician, to discuss it and to find out more about it because this item did not go onto the agenda 72 hours in advance. Ayes: 21. Nays: 0. Abstentions: 2 Nenagh Brown and Erik Reese. We have a two-thirds vote. Motion passes.**
 - 6) Now we can discuss this as an agenda item: New discipline application for Registered Behavior Technician
 - 7) Nenagh Brown – At present there are no minimum qualifications for this program
 - 8) Cindy Sheaks-McGowan

- a) The generic CTE minimum qualification (MQ) with a BA degree and 6 years' experience, did not work
 - b) We looked into education and psychology which were the closest fit; however, to be able to teach applied behavior analysis, requirements for RBT trainers are very specific
 - c) Trainer requirements are Board certified behavior analyst (BCBA) with an MA in Behavioral Analysis, Psychology, Education or the equivalent
 - d) Changes in CA legislation are requiring health insurance providers to pay for behavior analytic services.
 - e) RBT Training must come from the Behavior Analyst Certification Board (BACB)
- 9) Jenna Patronete – How long does it take to become an RBT?
- a) Cindy Sheaks-McGowan
 - i) It takes 40 hours of training and we developed a clinical practice lab to go along with it
 - ii) CSUN provided us with professional expertise to help us put this program together
- 10) Mary LaBarge– Has this gone to tech review already?
- a) Cindy Sheaks-McGowan – Yes, we just did not have the proper minimum qualifications for someone to teach it
- 11) Cindy Sheaks-McGowan – We have only found one person to teach this; we need more people to be able to teach the RBT course
- 12) Mary LaBarge– Are there people in the local area to teach it?
- a) Cindy Sheaks-McGowan – Yes, we just did not have the proper minimum qualifications for someone to teach it
- 13) Chuck Brinkman– Is it just one class to take to become an RBT?
- a) Cindy Sheaks-McGowan
 - i) Yes, with a lab, but then we are hoping students will take more classes
 - ii) This class can be combined with Child Development, Education, or Psychology programs
- 14) Nenagh Brown
- a) Academic Senate Council needs to approve this so that it can start the long one-year process
 - b) It will be taken to Fall Plenary and then it will be taken to Spring Plenary as a resolution for a vote of the ASCCC
 - c) Cindy explained it would be expanded across the state of CA
- 15) Motion to approve the New discipline application for Registered Behavior Technician made by Chuck Brinkman and seconded by Mary LaBarge**
- 16) Voted to approve the New discipline application for Registered Behavior Technician with Nenagh Brown and Erik Reese abstaining**
- 17) Thank you to Cindy Sheaks-McGowan for her work on this application process
- B. Projected AS Budget for 2019 – 2020
- 1) Postponed for next Academic Senate Council meeting
- C. Emergency Fund Grant for students presented by Angie Rodriguez and James Schuelke
- 1) James Schuelke
 - a) Last Fall 2018, the Moorpark College Foundation help set up an emergency relief fund for Moorpark College students affected by the tragedy of the fires, for students facing hardships such as daycare or transportation; this helped the students stay on course
 - b) Students face these types of challenges regularly and need a small amount of money to cover such items as a car mechanical bill or pay for child care
 - c) These exist on many four-year colleges, but not on many two-year colleges; we would like to have an Emergency Fund Grant (EFG) here at Moorpark College

- d) The funds are given for a one time urgent need to help keep Moorpark College students on track
- 2) Angie Rodriguez
- a) A student was in need and to help this student I asked about an emergency fund being available for this student in need
 - b) Moorpark College had WHEAT at one time, a one-time emergency fund
 - c) There were no funds available to help Moorpark College students at this time, so Angie Rodriguez was part of coming up with the Emergency Fund Grant (EFG)
 - d) Some examples of emergency needs: electricity bill, car breaking down but have a child that needs to be taken to day care
 - e) These emergencies could ultimately cause a student to drop out of college all together
 - f) This is the first EFG in our district
 - g) The Associated Students of Moorpark College will be helping with funding the budget for this EFG
- 3) Process – James Schuelke
- a) Moorpark College faculty can recommend to students that are facing a hardship that they can apply to get help from this program
 - b) There is a one-page application form to fill out to receive funds on a one-time basis for the amount of \$200
 - c) The amount is at \$200 so the process can be done with petty cash and thus can be given to the student in need quickly
 - d) Marnie Melendez– How do students go about this? What does it look like for the student? Who gets the money?
 - i) Angie Rodriguez– Refer Moorpark College students to the Moorpark College Financial Aid office and the people who work there will help walk students through the application process
 - ii) James Schuelke – We are using petty cash; the Financial Aid office will help with the application process and then the students can get the money within 24 hours
 - e) Sydney Sims– Where is the money coming from to fund the EFG?
 - i) James Schuelke
 - a. The Associated Students of Moorpark College are helping to fund the EFG
 - b. The Moorpark College Foundation has prospective donors
 - c. We are also asking faculty to donate through their payroll deductions
 - ii) Sahil Vig – The Moorpark College Associated Students have 10% of their budget set aside for this emergency fund, which is about \$14,000
 - f) Sydney Sims– Who makes the decision for giving out the funds to students?
 - g) Angie Rodriguez– The Moorpark College Financial Aid office will determine if it is a real emergency and will talk with the student about their emergency
 - h) Vance Manakas– Thank you to the Moorpark College Associated Students.
 - i) Marnie Melendez – Does receiving emergency funds from the EFG count against the student’s need through the financial aid office?
 - j) Sahil Vig – When will this be effective for students to apply for and receive emergency funds from the EFG?

- k) Angie Rodriguez – The process was scheduled to be in place after census date which is now. However, we are waiting to hear confirmation from the Financial Aid office and the VP of Business Services.
 - l) Nenagh Brown – Sharon Manakas did much work on this work group. If you feel a student has a need, please refer them to the Moorpark College Financial Aid office and let us start making this happen
- D. Academic Senate Elections Processes – Erik Reese
- 1) The election committee composed of Tiffany Pawluk, Reet Sumal, and Dani Vieira discovered a number of issues and potential areas of improvement in the elections process
 - 2) They brought a number of recommendations and questions for consideration to senate
 - 3) Some of these recommendations include:
 - a) Making who is running public information
 - b) Clear policy for possible write-in candidates
 - c) Clear process for uncontested elections
 - 4) Questions to consider included:
 - a) How to promote participation and encourage an environment conducive to contest elections?
 - b) Policy for running for multiple positions
 - c) Guidelines for candidate statements such as min/max word count and/or specific questions to be addressed
 - 5) A work group will be formed to discuss these questions and issues, to look at other colleges' processes, and to bring back recommendations to council
 - 6) Thank you to Dani Vieira, Marnie Melendez and Ruth Bennington for volunteering to be on this workgroup
 - 7) We will ask for more volunteers at our next AS council meeting

E. Dual Enrollment at Moorpark College presented by Amanuel Gebru and Khushnur Dadabhoy

All faculty teaching dual enrollment classes were invited to join AS Council for this agenda item.

- 1) Dean Khushnur Dadabhoy will be taking over Dual Enrollment (DE) at Moorpark College
- 2) Dean David Gatewood will be the point person for all DE with the focus on CTE
- 3) Khushnur Dadabhoy's presentation – We would like to receive feedback from Moorpark College faculty to improve the process (See the ASC website for the accompanying Power Point presentation)
 - a) Why dual enrollment?
 - i) Students may need special preparation to be academically and effectively prepared to transition successfully into college
 - ii) Many students may need additional support to become academically and socially prepared to be college ready
 - iii) Interventions can be made to close achievement gaps between groups
 - iv) An opportunity to complete college-level coursework while pursuing their high school diplomas offers a range of advantages to students such as being able to explore various careers and majors before enrolling in college full-time and following an accelerated pathway through college that saves students time and money

- b) Vision for Dual Enrollment
 - i) The California Community Colleges sees dual enrollment as supporting the system's [*Vision for Success*](#),
 - ii) Most students taking dual enrollment classes complete at least nine units before entering college; those students are far more likely to succeed once they get there
 - iii) Moorpark College supports this vision. (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Dual-Enrollment>)
- c) Benefits to Students and Families
 - i) Eases transition between high school and college helping to motivate students to pursue a college degree
 - ii) Students have access to college resources and opportunities to explore different fields study
- d) Benefits to High Schools
 - i) Enhances scope of the high school curriculum with college admissions requirements
 - ii) Increases access to college resources and facilities
- e) Benefits to Colleges
 - i) Enrollment of better prepared students with a reduced need of remedial coursework
 - ii) Shortens time to degree completion
 - iii) Stronger ties to surrounding community
- f) Staffing
 - i) Two deans: Khushnur Dadabhoy and David Gatewood
 - ii) Full-time outreach specialist
 - iii) One Counselor
- g) Fall 2019 Classes
 - i) High Schools: 22 classes offered across 8 schools
 - ii) Middle Schools: 3 classes offered across 3 schools
 - iii) Youth Correctional Facility: 1 class
- h) Scheduling Calendar
 - i) Deans, department chairs and discipline faculty will know which classes to include in the schedule as follows:
 - a. Fall classes: Scheduling with high schools by February
 - b. Spring classes: Scheduling with high schools by September
- 4) Support for dual enrollment success discussion and questions
 - a) Ron Wallingford– Does dual enrollment cover staffing in terms of cost?
 - i) Amanuel Gebru
 - a. It is our commitment to our community, so we cannot answer that with details
 - b. C-CAP agreements cover classes held within the regular H/S day; non-C-CAP classes are offered after school, or before
 - c. During the school day DE gets additional support
 - d. After school activities will conflict with students being able to take DE classes after school hours
 - b) Ruth Bennington– If students need to purchase an access code to buy an e-book or if all resources are on-line for a course, how would that work?

- i) Amanuel Gebru– We can have this happen if we have the information in advance
- c) Matthew Morgan– What classes are being taught at the middle schools? Amanuel Gebru – Counseling courses
- d) Matthew Morgan– Are high school and middle school teachers fine with college instructors teaching these courses?
 - i) Sydney Sims – No, there is push back from high school teachers because we are teaching their classes
- e) Hugo Hernandez – Is there a path for the students to take?
 - i) Amanuel Gebru – We do not have that data for a path for students to take; we need to get that data to do so
- f) Beth Miller – Can students take specific classes? There is an organized DE program at my local high school at Las Vergennes with a cohort model; hopefully we can have more high schools follow this cohort model
- g) Mary LaBarge – Are these courses like the courses students take here at Moorpark College that include support services such as libraries? If so, the library needs to get involved with DE and this requires extra staffing
- h) Vance Manakas– There is one class at a junior high school, and one at the YCF that is DE?
 - i) Khushnur Dadabhoy – There are 3 classes offered at middle schools and one class offered at the youth juvenile facility (YCF)
- i) Hugo Hernandez– How does DE work with an online mechanism? And if these DE students in the high schools, middle schools, and YCF are taking college credit courses, will that shorten their time at Moorpark College?
 - i) Amanuel Gebru
 - a. It is really about those students having access to college courses.
 - b. It is a way to introduce Moorpark College to these students in hopes that they may come here to get their associates degree.
- j) Hugo Hernandez – Giving these students an online option might be more advantageous
- k) Cindy Sheaks-McGowan– Communication with parents is important; a student can sign a waiver so that we can communicate with the parents
- l) Nenagh Brown
 - i) What support should we be offering for a successful DE program?
 - ii) What support should we have for student success in DE?
- m) Marnie Melendez– If a student fails a DE class in their high school, and then they come here to Moorpark College, and they try to apply for financial aid, they may not be able to do so because they have that negative grade. What can we provide for the students so they can be successful at their high school in these DE courses?
- n) Sarah Cornelsen– How does this information gets disseminated at the high school?
- o) Matthew Morgan– Individualized Educational Plans (IEPs) are provided by the K- 12 school systems. It is well beyond what ACCESS offers here at Moorpark College
- p) Reet Sumal
 - i) Schedules are made beforehand as well as instructors being assigned courses. We need to make sure we are onboard with the high schools so that our schedule is lined up with theirs

- ii) Who determines which classes are to be offered, the high school or us at Moorpark College?
 - iii) If the high school decides not to run a class, then the Moorpark College instructor already assigned will not get to teach this course
 - iv) Some of these students are very young which is a huge factor, so we need to provide more introductory courses
 - v) There is no feedback to the chairs at Moorpark College after a class gets assigned. For example: parking passes, textbooks, keys, bathrooms, certain areas teachers/students cannot go into, etc.
- 5) This concluded the AS Council meeting at 4:00 PM, however the discussion continued on for another 30 minutes. This summary of all points made will be provided by Dean Dadhaboy for AS Council records.

V) Reports

See handouts on AS website

A. Officer Reports

- 1) President Nenagh Brown
- 2) Vice President Erik Reese
- 3) Secretary Renée Butler
- 4) Treasurer Ruth Bennington

B. Faculty Liaison Reports

C. Co-Chair Reports

VI) Announcements

- A. Academic Senate Area C meeting: October 12, 9:00 AM – 3:00 PM, Rio Hondo College
- B. Academic Senate Plenary: November 7th – 9th, Newport Beach

VII) Adjournment

The Academic Senate council meeting adjourned at 4:00 PM