



COLLEGE COUNCIL AGENDA

December 10, 2020 | 3:30-4:30 pm | Zoom

Agenda Item

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.
- ❖ Coordinate resources and provide professional development for effective online instruction and remote delivery of student support services and college processes to advance equitable student outcomes.

College Council

Quorum: 9

Non-Voting Members:

Dyrell Foster, President (Chair)

Voting Members:

Kristina Whalen, V.P. Academic Svc &

Accreditation. Steering Cmte

Anette Raichbart, V.P. Administrative Services

& Budget Development Cmte

Vacant V.P. Student Services

Rajinder Samra, IPEC

Tom Orf, CEMC

Mike Ansell, Facilities & Sustainability

Titian Lish, Resource Allocation

Mike McQuiston, Technology

Kristy Woods, Guided Pathways

Sarah Thompson, Academic Senate President

Craig Kutil, Academic Senate V.P.

David Rodriguez, Classified Senate President

Jean O'Neil-Opipari, Classified Senate V.P.

Saba Salehifar, LPCSG President

Esmay Elgarguri, LPCSG Vice President

Mike Alvarez, LPC SEIU

1. **Call to Order** Foster
2. **Review and Approval of Agenda (1)** Foster
3. **Review and Approval of Minutes (11/19/20) (3)** Foster
4. **Action Items**
 - LPC's Educational Master Plan Final Draft (7) Samra
 - Cert. of Achievement in Artificial Intelligence(8) Moreno
 - Red Hat Administration Program (18) Komanetsky
 - Management Information Systems Program (23) Komanetsky
 - BPs and APs: (27) Foster
(2nd reading Chancellor's Council 12/8/20)
 - BP 3430 Prohibition of Harassment(28)
 - AP 3430 Prohibition of Harassment (30)
 - BP 3433 Prohibition of Sexual Harassment Under Title IX (35)
 - AP 3433 Prohibition of Sexual Harassment Under Title IX (37)
 - AP 3434 Responding to Harassment Based on Sex Under Title IX (40)
 - BP 3540 Sexual and Other Assaults on Campus (59)
 - AP 3540 Sexual and Other Assaults on Campus (60)
5. **Old Business (66)**
 - COVID-19 Update
 - Budget Update Foster
 - Call to Action Update Foster
6. **New Business (67)**
 - Summer/Fall Registration Foster
 - BPs and APs: Foster
(1st reading Chancellor's Council, 12/8/20)
 - AP 4101 Independent Study (68)
7. **Information Items**
 - Adding Degree and Career-Technical to Glossary of Terms for Mission Statement (69) Samra

8. Updates (70)

- VP Academic Services Whalen
- VP Administrative Services Raichbart
- VP Student Services Foster
- Accreditation Steering Committee Whalen
- Budget Development Committee Raichbart
- College Enrollment Management Committee Orf/Whalen
- Facilities and Sustainability Committee Ansell
- Institutional Planning and Effectiveness Committee Samra
- Resource Allocation Committee Lish
- Technology Committee McQuiston
- Guided Pathways Committee Woods
- Academic Senate Thompson
- Classified Senate Rodriguez
- LPC Student Government Salehifar
- Faculty Association Kutil
- SEIU Alvarez

9. Adjournment

10. Next Regular Meeting: January 28, 2021, 2:30 p.m.



DRAFT COLLEGE COUNCIL MINUTES

Thursday, November 19, 2020 | 2:30 – 4:30 p.m. | Confer Zoom

Meeting Minutes

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

LPC Planning Priorities

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- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
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- ❖ Coordinate resources and provide professional development for effective online instruction and remote delivery of student support services and college processes to advance equitable student outcomes.

College Council

Quorum: 10

Members Present (voting):

Dr. Dyrell Foster, President
William Garcia, V.P. Student Services
Kristina Whalen, VP Academic Svcs & Accreditation Steering Cmte
Anette Raichbart, V.P. Admin. Services & Budget Development Cmte
Rajinder Samra, IPEC
Titian Lish, Resource Allocation
Kristy Woods, Guided Pathways
Mike McQuiston, Technology
Sarah Thompson, Academic Senate President
Craig Kutil, Academic Senate VP & F/A
Saba Salehifar, LPCSG President
David Rodriguez, Classified Senate President
Jean O'Neil-Opipari, Classified Senate VP
Mike Alvarez, LPC SEIU

Members Absent:

Mike Ansell, Facilities & Sustainability
Esmaa Elgarguri, LPCSG V.P.

Guests:

Bill Komanetsky, Carlos Moreno

1. Call to Order

Dr. Foster called the meeting to order at 2:33 p.m.

2. Review and Approval of Agenda

Ms. Woods/Mr. Garcia/unanimous.

3. Review and Approval of Minutes (10/22/20)

Mr. Rodriguez/Ms. Woods/unanimous

4. Action Items

- LPC Values Statement: Ms. Woods/Mr. Kutil/unanimous.
 - Elementary Teacher Education AA-T: Ms. Woods/Mr. Kutil/unanimous.
 - BPs and APs
 - BP 4300 Field Trips and Excursions
 - AP 4300 Field Trips and Excursions
 - BP 4400 Community Education Programs
 - AP 4400 Community Education Programs
 - AP 4500 Student News Media
 - AP 4610 Instructional Service Agreements
 - BP 5030 Student Fees
 - AP 5030 Student Fees
- Motion to approve above BPs and APs: Ms. Woods/Mr. Kutil/motion to amend approval of above BPs and APs while deferring BP 5030: Ms. Lish/Ms. Thompson/one abstention.
- AP 4230 Grading & Academic Record Symbols: motion to approve/Ms. Thompson/Mr. Kutil/unanimous.
 - AP 4235 Credit for Prior Learning: motion to defer approval/Mr. Kutil/Ms. Thompson/unanimous.

5. Old Business

- Fall Semester/Spring Semester: Dr. Foster indicated that the County has moved to the purple tier. LPC has pulled back on allowing usage of the Tutorial Center and caused us to pause on some of the spring plans of opening additional support services for students. LPC is in a wait mode as the County determines our ability to offer services.
- CARES Act Allocation: The CARES Act Allocation can be found on LPC's web site. Funds are still available.

- **Budget Update:** Dr. Foster reported that conversations are still taking place with LPC's Budget Development Committee as well as the District's PBC. The hiring freeze is still in effect in order to capture salary savings. We have realigned the FTS target for next year resulting in course reduction. We need to live within our allocated budget. We are waiting for January 15, 2021 when the Governor comes out with the initial state budget proposal. The May 15, 2021 revise will give us a much clearer picture. Ms. Raichbart will be providing reports on expenditures to date as well as a comparison of this year vs. last year. Dr. Foster indicated that we are looking to leverage resources and other support, potentially including grants using external support.
- **Task Force/Call to Action:** Dr. Foster acknowledged the work that has been done to date and expressed his appreciation for the leadership and initiative. The Task Force continues to work on the implementation plan by identifying leads and actions. Campus-wide updates will continue to be sent out.
- **EMP Update:** Mr. Samra indicated that the draft EMP is going through the Senates right now for approval. A section was included in the EMP to look at other data such as homelessness and food insecurity.

6. New Business

- **Transitions:** Dr. Foster announced that Jonah Nicholas is the new Vice Chancellor of Business Services. We also have new staff members in Academic Services and Student Services. The President's Office will send out a campus-wide communication with a photo and short background of each new hire. VP Garcia shared the temporary reorganization of the Student Services Office effective after his departure.
- **College Emergency Task Force:** Dr. Foster provided an overview of the recent Task Force meeting. Ms. Thompson suggested that college "phases" should be aligned with the tiers. She also suggested that more complementary conversations across the campuses need to occur so that students may make a more informed decision about where to take classes.
- **Cert. of Achievement in Artificial Intelligence:** Mr. Moreno presented information on the Certificate of Achievement in Artificial Intelligence. [Presentation found here.](#) A suggestion was made to add "machine learning" to artificial intelligence.
- **Red Hat Administration Program:** Mr. Komanetsky presented information on the Red Hat Linux Certification. [Presentation found here.](#)
- **Management Information Systems Program:** Mr. Komanetsky presented information on the MIS - Management Information Systems. [Presentation found here.](#)
- **Audit Fees:** Dr. Foster reported that there are conversations at the District regarding allowing students to audit a class. The conversations are now focused on fees. Mr. Thompson indicated she requested that the chancellor form a subcommittee to bring the audit option to LPC.

- BPs and APs: Dr. Foster indicated that the following BPs and APs are being brought forward for review:
 - BP 3430 Prohibition of Harassment
 - AP 3430 Prohibition of Harassment
 - BP 3433 Prohibition of Sexual Harassment Under Title IX
 - AP 3433 Prohibition of Sexual Harassment Under Title IX
 - AP 3434 Responding to Harassment Based on Sex Under Title IX
 - BP 3540 Sexual and Other Assaults on Campus

7. Information Items

8. Updates

- **VP Academic Services:** No update per VP Whalen.
- **VP Administrative Services:** No update per VP Raichbart.
- **VP Student Services:** No update per VP Garcia.
- **Accreditation Steering Committee:** VP Whalen indicated the committee is adhering to the timeline and reported that the ACCJC offered training if needed.
- **Budget Development Committee:** No additional updates per VP Raichbart.
- **College Enrollment Management Committee:** VP Whalen indicated that there are no updates as staff is working on discipline plans and the regular meeting fell on a holiday.
- **Facilities and Sustainability Committee:** no report.
- **Institutional Planning and Effectiveness Committee:** Mr. Samra indicated that IPEC is working on the LPC Integrated Planning and Budget cycle, assessing the effective of each process. He reminded the committee that College Council's role in the cycle is to assess the degree of integration of planning, budget, and allocation. College Council to review this in Spring 2021.
- **Resource Allocation Committee:** Ms. Lish indicated that the Instructional Equipment Requests (IERs) were ranked. Two will be funded through the CARES Act and two will be funded through the Bond Measure. There should be enough money to fund the remaining requests. RAC may do a small ranking in spring. The Classified Professional and Administration position rankings were due yesterday. The committee will rank and vote and then present them to Dr. Foster. Ms. Lish indicated that due to the hiring freeze, this will be more of a historical record rather than a request for funding.
- **Technology Committee:** No update per Mr. McQuiston.
- **Guided Pathways Committee:** Ms. Woods indicated that the GP Steering Committee meets tomorrow. At the last Town Meeting, an employee survey link was shared to provide feedback. More student feedback was collected than employee feedback. The committee will process the feedback and move it forward to the Senates. Ms. Woods noted that students' Zonemail is different

from the Canvas Inbox where they live. Information being sent is not getting to the students. Ms. Woods reminded the committee that information can be found on the GP web site.

- **Academic Senate:** No update per Ms. Thompson.
- **Classified Senate:** Mr. Rodriguez indicated that the Classified Senate continues work on Guided Pathways, Equity, and Caring Campus. There is also a virtual holiday party scheduled for December 16 from 4:30 – 6:00 p.m.
- **LPC Student Government:** Ms. Salehifar indicated that a Virtual Club fair was held and that the last Market was cancelled due to rain.
- **Faculty Association:** No update.
- **SEIU:** No update per Mr. Alvarez

9. Good of the Order

Dr. Foster indicated that the Holiday Breakfast is scheduled for Thursday, December 17, 2020 from 10:00 a.m. – 12:00 p.m. and indicated further information would be disseminated

10. Adjournment – Mr. Kutil/Ms. Woods/unanimous adjourn at 4:28 p.m.

11. Next Regular Meeting: December 10, 2020

Educational Master Plan

Final Draft

Artificial Intelligence Certificate

Artificial Intelligence - A CA - Certificate of Achievement (16 to fewer than 60 semester units)

Fall 2021

Course Sequence

Fall semester start only.

Required core.		Units
CS 1	Computing Fundamentals I	4
CS 7	Introduction to Computer Programming Concepts	3
MATH 40	Statistics and Probability	4
CS 2	Computing Fundamentals II	4
CS X3	Introduction to Artificial Intelligence	3
CS X4	Introduction to Machine Learning	3
Total Units		21

PID 931

Program Mapping Template (Program: Artificial Intelligence)

AA
 AS
 AA-T
 AS-T
 COA
 CC

*This is an example course sequence. All plans can be modified to fit the needs of part-time students by adding more semesters.
 Students must meet with a counselor to complete an individualized educational plan.*

SEMESTER 1 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
CS 1	4	Fall/Spring		CS 7 is strongly recommended for CS 1 and can be taken in the summer semester prior for better preparation of CS 1. MATH 40 has many possible ways to meet its prerequisite, including self-guided placement.
CS 7	3	Summer/Fall/Spring		
MATH 40	4	Fall/Spring	Yes	
SEMESTER TOTAL	11			

SEMESTER 2 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
CS 2	4	Fall/Spring	CS 1	
CS X3	3	Spring	CS 1, CS 7, MATH 40	
CS X4	3	Spring	CS 1, CS 7, MATH 40	
SEMESTER TOTAL	10			

SEMESTER 3 - SUMMER

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
SEMESTER TOTAL				

SEMESTER 4 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
SEMESTER TOTAL				

SEMESTER 5 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
SEMESTER TOTAL				
Total Major Coursework	17			
Total Units Required	21			

Artificial Intelligence

Certificate of Achievement

Proposed PSLOs

- Upon completion of the Certificate of Achievement in Artificial Intelligence, students will be able to analyze a given problem to determine which artificial intelligence algorithms are viable and apply their learned skills to develop an appropriate solution.
- Upon completion of the Certificate of Achievement in Artificial Intelligence, students will be able to use existing artificial intelligence and machine learning programming libraries on a given data set to create a valid model and justify their design decisions.

Course Outline for CS X3

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Effective: Spring 2022

I. CATALOG DESCRIPTION:

CS X3 — INTRODUCTION TO ARTIFICIAL INTELLIGENCE — 3.00 units

An introduction to artificial intelligence (AI) and modern AI programming libraries. Basic discrete mathematics. Problem solving using uninformed, informed, local, and adversarial search algorithms. Knowledge representation, inference, and reasoning using propositional and first-order logic. Quantifying and reasoning about uncertainty with Bayesian networks and Markov decision processes. Ethical considerations of AI.

2.50 Units Lecture 0.50 Units Lab

Prerequisite

CS 7 - Introduction to Computer Programming Concepts
 with a minimum grade of C

MATH 40 - Statistics and Probability
 with a minimum grade of C

CS 1 - Computing Fundamentals I
 with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Computer Science

	MIN
Lecture Hours:	45.00
Expected Outside of Class Hours:	90.00
Lab Hours:	27.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. CS7

1. Design simple algorithms to solve a variety programming problems.
2. Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
3. Explain what an algorithm is and its importance in computer programming.
4. Analyze and investigate program behavior to effectively alter or debug existing code.
5. Design and implement specific program steps and components to achieve desired program behavior.

B. MATH40

1. Define different types of statistics, how they are used and misused;
2. Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;
3. Interpret data displayed in tables and graphically;
4. Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;
5. Construct and interpret confidence intervals for single populations and two-populations comparisons;
6. Apply concepts of sample space and probability;
7. Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;
8. Perform descriptive and inferential statistics, using a software package (technology).

C. CS1

1. Create and interpret expressions involving arithmetic and logical operators;
2. Modify and expand short programs that use standard conditional and iterative control structures and functions.

3. Choose appropriate conditional and iteration constructs for a given programming task.
4. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
5. Analyze and explain the behavior of simple programs.
6. Discuss and apply the concept of algorithms in problem-solving processes.
7. Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
8. Design, implement, test, and debug programs using basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions.

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Formulate an appropriate model for a well-defined problem by defining states, actions, a transition model, and goal testing.
- B. Explain artificial intelligence and how an agent can be considered intelligent and rational.
- C. Design and implement problem-solving agents to solve search problems using appropriate search algorithms.
- D. Develop and implement admissible and consistent heuristic functions for a search problem.
- E. Design and implement knowledge-based agents that utilize propositional/first-order logic to infer and prove facts about the environment of the agent.
- F. Design and implement decision-theoretic agents that select rational actions for a problem containing uncertainty.
- G. Discuss the underlying ethical issues in developing artificial intelligence.

V. CONTENT:

- A. Intelligent agents
 1. Rationality
 2. Task environments
 3. Agent structure
- B. Mathematical foundations
 1. Sets
 2. Functions
 3. Recursion
 4. Graphs
 5. Trees
- C. Search in simple environments
 1. Formulating a well-defined problem
 - a. States
 - b. Actions
 - c. Transition model
 - d. Goal testing
 2. Uninformed graph algorithms
 - a. Best-first search
 - b. Breadth-first search
 - c. Uniform-cost search
 - d. Depth-first search
 - e. Iterative deepening search
 3. Informed graph algorithms
 - a. Heuristic functions
 - b. Greedy best-first search
 - c. A* search
- D. Search in complex environments
 1. Hill-climbing search
 2. Simulated annealing
 3. Local beam search
 4. Genetic algorithms
- E. Adversarial search in games
 1. Game theory
 2. Minimax algorithm
 3. Alpha-beta pruning
 4. Monte Carlo tree search
 5. Stochastic games
- F. Logical agents
 1. Propositional logic
 - a. Propositional theorem proving
 - b. WalkSAT
 2. First-order logic
 - a. Forward chaining
 - b. Resolution theorem proving
 3. Knowledge engineering
- G. Probabilistic reasoning
 1. Probabilistic inference
 2. Naïve Bayes models
 3. Bayesian networks
 4. Markov decision process
 - a. Value iteration
 - b. Policy iteration
- H. Ethics of artificial intelligence

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** -
- B. **Classroom Activity** -
- C. **Demonstration** -
- D. **Discussion** -
- E. **Lecture** -
- F. **Projects** -
- G. **Written Exercises** -

VII. TYPICAL ASSIGNMENTS:

- A. Give a PEAS description for different task environments, such as playing soccer or shopping.
- B. Assume you are navigating a robot in a maze. Formulate the problem with a PEAS description, determine the state space, and perform both breadth-first search and depth-first search to find a path out of the maze. Implement this solution using Python.
- C. Implement and test hill-climbing search in Python to solve the traveling salesperson problem.

- D. For a game tree that is two moves deep, perform alpha-beta pruning and determine the minimax value of the root max node. How many nodes were pruned compared to the minimax algorithm?
- E. For a 2-CNF propositional expression, prove using resolution that it entails a given knowledge base.
- F. Model a simple, probabilistic grid environment in Python. Create an agent that uses policy iteration to find an optimal policy for a given start state.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
There should be at least two exams that each cover one half of the course content.
- B. Projects
A semester project should be incorporated that allows students to apply the majority of the course content.
- C. Class Participation
Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.
- D. Home Work
Homework assignments should be given on a weekly or bi-weekly basis. This should include written work and programming assignments.

IX. TYPICAL TEXTS:

1. Russell, Stuart, and Peter Norvig. *Artificial Intelligence: A Modern Approach*. 4 ed., Pearson, 2020.
2. Artasanchez, Alberto, and Prateek Joshi. *Artificial Intelligence with Python*. 2 ed., Packt, 2020.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Access to a computer with an active Internet connection

Course Outline for CS X4

INTRODUCTION TO MACHINE LEARNING

Effective: Spring 2022

I. CATALOG DESCRIPTION:

CS X4 — INTRODUCTION TO MACHINE LEARNING — 3.00 units

An introduction to machine learning (ML), with an emphasis on programming ML applications and using modern ML libraries. Basic discrete mathematics and linear algebra. An overview of various supervised learning classifiers. Unsupervised learning via clustering. Reinforcement learning with model-based and model-free approaches. Safety and ethical concerns of ML.

2.50 Units Lecture 0.50 Units Lab

Prerequisite

CS 7 - Introduction to Computer Programming Concepts
 with a minimum grade of C

MATH 40 - Statistics and Probability
 with a minimum grade of C

CS 1 - Computing Fundamentals I
 with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Computer Science

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Lecture Hours:	45.00
Expected Outside of Class Hours:	90.00
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II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. CS7

1. Design simple algorithms to solve a variety programming problems.
2. Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
3. Explain what an algorithm is and its importance in computer programming.
4. Analyze and investigate program behavior to effectively alter or debug existing code.
5. Design and implement specific program steps and components to achieve desired program behavior.

B. MATH40

1. Define different types of statistics, how they are used and misused;
2. Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;
3. Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;
4. Interpret data displayed in tables and graphically;
5. Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;
6. Construct and interpret confidence intervals for single populations and two-populations comparisons;
7. Apply concepts of sample space and probability;
8. Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;
9. Perform descriptive and inferential statistics, using a software package (technology).
10. Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;

11. Determine and interpret levels of statistical significance including p-values;
- C. CS1
1. Create and interpret expressions involving arithmetic and logical operators;
 2. Modify and expand short programs that use standard conditional and iterative control structures and functions.
 3. Choose appropriate conditional and iteration constructs for a given programming task.
 4. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
 5. Analyze and explain the behavior of simple programs.
 6. Discuss and apply the concept of algorithms in problem-solving processes.
 7. Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
 8. Design, implement, test, and debug programs using basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions.

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Describe the reason for splitting data sets and be able to perform a cross-validation.
- B. Identify and explain the bias-variance tradeoff.
- C. Select, implement, and use an appropriate classifier to conduct supervised learning with a given data set.
- D. Implement a clustering algorithm to perform unsupervised learning on a data set.
- E. Compare and contrast model-based and model-free reinforcement learning.
- F. Design and implement a Q-learning agent for a reinforcement learning problem.
- G. Critically analyze the safety and ethical concerns of designing machine learning applications.

V. CONTENT:

- A. Mathematical foundations
 1. Sets
 2. Functions
 3. Vectors
 4. Matrices
- B. Supervised learning
 1. Model selection
 - a. Training, validation, and test sets
 - b. Cross-validation
 - c. Hyperparameters
 - d. Loss functions
 2. Bias-variance tradeoff
 - a. Underfitting
 - b. Overfitting
 - c. Ockham's razor
 - d. Noise
 3. k-nearest neighbor
 - a. Curse of dimensionality
 4. Perceptron
 5. Naïve Bayes
 - a. Maximum likelihood estimation
 - b. Maximum a posteriori
 6. Logistic regression
 7. Linear regression
 - a. Gradient descent
 8. Support vector machine
 - a. Kernel functions
 9. Decision tree
 - a. Entropy
 - b. Information gain
 10. Ensemble learning
 - a. Bagging
 - b. Boosting
 11. Neural network
 - a. Activation functions
 - b. Back-propagation
- C. Unsupervised learning
 1. Clustering
- D. Reinforcement learning
 1. Markov decision process
 - a. Value iteration
 - b. Policy iteration
 2. Q-learning
- E. Safety and ethics of machine learning
 1. Accountability
 2. Interpretability
 3. Explainability
 4. Sustainability

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** -
- B. **Classroom Activity** -
- C. **Demonstration** -
- D. **Discussion** -
- E. **Lecture** -
- F. **Projects** -
- G. **Written Exercises** -

VII. TYPICAL ASSIGNMENTS:

- A. Given a data set, use Python to split the data set into training, validation, and test sets. Use 5-fold cross-validation.
- B. Implement the perceptron classifier in Python. Test your implementation on a data set.
- C. For a given corpus, use Python to generate two naïve Bayes models, one using MLE and the other with MAP. Visualize the error rate for both models against the test set. Why do you think one model works better than the other?
- D. Design by hand a decision tree for a given small data set.
- E. Design and implement a Q-learning agent in Python for the given Markov decision process.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
There should be at least two exams that each cover one half of the course content.
- B. Projects
A semester project should be incorporated that allows students to apply the majority of the course content.
- C. Class Participation
Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.
- D. Home Work
Homework assignments should be given on a weekly or bi-weekly basis. This should include written work and programming assignments.

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3. Géron, Aurélien. *Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow*. 2 ed., O'Reilly, 2019.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Access to a computer with an active Internet connection

Red Hat Linux
Certification
&
MIS Certification

CS/CNT New Programs

Red Hat Linux Certification

Overview

- Red Hat Linux is the industry standard in computer server operating systems
- This is a certificate which will give the student the following skills:
 - Preparation for the Red Hat Linux Certification test
 - Knowledge and skills necessary to manage and administrate computer systems and computer servers for Small, Medium and Large companies

Courses

- CS 7: Introduction to Computer Programming w/Python
- CNT 51: CompTIA's A+ Certification (Computer Technology)
- CNT 52: Networking Fundamentals
- CNT 69: Network Security
- CS 41/CNT 7401: Introduction to Red Hat Linux (RH-124)
- CS X2/CNT X2: Red Hat Linux II (RH-134)
- CS 43: Professional Communications

PSLO(s)

- Upon completion of this program, students will be able to administrate users, security policies and processes on a Red Hat Linux server
- Upon completion of this program, students will be able to administrate file systems, fire walls and task automation with BASH scripts on a Red Hat Linux server

CS/CNT New Programs

MIS – Management Information Systems

Overview

- A certificate which will give the new computer science (CS) students the knowledge they need to:
 - Program business and economic applications for small to medium sized businesses
 - Exposes students to other areas of CS than game or scientific programming

Courses

- BUSN 1A: Financial Account
- BUSN 40: Introduction to Business
- CS 43: Professional Communications
- CS 60: Systems Analysis and Design
- CS 62: Project Management
- CS 7: Introduction to Computer Programming w/Python
- CS 1: Computing Fundamentals 1
- CS 45: Database Programming

PSLO(s)

- Upon completion of this program, students will be able to apply their programming skills to solve business related problems in support of both small and medium businesses

BPs and APs

General Institution

BP 3430 PROHIBITION OF HARASSMENT

References:

Education Code Sections 212.5, 44100, 66252, and 66281.5;
Government Code Sections 12923, 12940 and 12950.1;
Civil Code Section 51.9;
Title 2 Sections 10500 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e;
~~Title 5 Sections 59300 et seq.~~
Age Discrimination in Employment Act of 1967 (ADEA);
Americans with Disabilities Act of 1990 (ADA)

All forms of harassment are contrary to basic standards of conduct between individuals, ~~and are prohibited by state~~ State and federal law, ~~and as well as~~ this policy prohibit harassment, and ~~the District will not tolerate harassment will not be tolerated~~. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of ~~sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other~~ unlawful harassment, including that which is based on any of the following statuses: race, ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation ~~of any person~~, or because he ~~/or~~ she /they is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. The District will investigate ~~All-all~~ allegations of retaliation ~~will be~~ swiftly and thoroughly ~~investigated~~. If the District determines that someone has retaliation-retaliatedhas occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, ~~or~~ employee, unpaid intern, or volunteer who believes that he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435 ~~titled Discrimination and Harassment Investigations~~. The District requires ~~Ss~~supervisors ~~are mandated~~ to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Chancellor shall ensure that the institution undertakes education and training activities to counter ~~discrimination~~ harassment and to prevent, minimize ~~and/or~~ eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Chancellor shall establish procedures that define harassment on campus. The Chancellor shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures ~~for students~~ to resolve complaints of harassment and discrimination. State and federal law and this policy prohibit ~~All participants are protected from~~ retaliatory acts by the District, its employees, students, and agents.

The District will publish and publicize ~~This~~ this policy and related written procedures (including the procedure for making complaints) ~~shall be widely published and publicized~~ to administrators, faculty, staff, ~~and~~ students, unpaid interns, and volunteers particularly when they are new to the institution. ~~They~~ The District will make this policy and related written procedures (including the procedure for making complaints) shall be available ~~for students and employees~~ in all administrative offices and will post them on the District's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Unpaid interns who violate this policy and related procedures may be subject to disciplinary measures up to and including termination from the internship or other unpaid work experience program.

Date Adopted: June 16, 2015;
Edited November 20, 2017

General Institution

AP 3430 PROHIBITION OF HARASSMENT

References:

Education Code Sections 212.5; 44100; 66281.5;
Government Code Section 12940;
Title 2 Sections 10500 et seq.;
~~Title IX, Education Amendments of 1972;~~ Title 5, Sections 59320 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

NOTE: This procedure is legally required.

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus. The procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District is set forth in AP 3435.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

Definitions

General Harassment: Harassment based on race or ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his/her/their ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

For sexual harassment under Title IX, complainants must proceed under BP 3433 (Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Harassment Based on Sex under Title IX. For other forms of sexual harassment or gender-based harassment, complainants should use this procedure.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal – Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

Physical – Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written – The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

Environmental – A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or

sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her/their immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

"Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Examples: Harassment includes, but is not limited to the following misconduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.
- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.
- **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
- **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty members, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty member, or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships

do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Academic Freedom

No provision of this Administrative Procedure shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. Freedom of speech and academic freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or California anti-discrimination laws.

To the extent the harassment policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

Any student or employee who believes that he/she has been harassed or retaliated against in violation of this procedure should immediately report such incidents by following the procedures described in AP 3435 titled Discrimination and Harassment Complaint Procedures. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

In cases involving complaints against represented employees, please refer to the collective bargaining agreement for additional procedures and protections.

Date Approved: May 19, 2015; Edited November 2016. Edited 2020.

General Institution

BP 3433 PROHIBITION OF SEXUAL HARASSMENT UNDER TITLE IX

References:

Title IX of the Education Amendments Act of 1972;
34 Code of Federal Regulations Part 106

NOTE: *This policy is legally required.*

All forms of sexual harassment are contrary to basic standards of conduct between individuals. State and federal law and this policy prohibit sexual harassment and the District will not tolerate sexual harassment. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence.

The District seeks to foster an environment in which all employees, students, applicants for employment, and applicants for admission feel free to report incidents of sexual harassment in violation of this policy and Title IX, without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of sexual harassment in violation of this policy and Title IX or for participating, or refusing to participate, in a sexual harassment investigation. The District will investigate all allegations of Title IX retaliation swiftly and thoroughly. If the District determines that someone has retaliated, it will take reasonable steps within its power to stop such conduct. Individuals who engage in Title IX retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any employee, student, applicant for employment, or applicant for admission who believes he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3434. The District requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.

To this end the Chancellor shall ensure that the institution undertakes education and training activities to counter sexual harassment and to prevent, minimize, or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Chancellor shall establish procedures that define sexual harassment on campus. The Chancellor shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding sexual harassment in violation of this policy, and procedures to resolve complaints of sexual harassment in violation of this policy. State and federal law and this policy prohibit retaliatory acts against all participants by the District, its employees, students, and agents.

The District will publish and publicize this policy and related written procedures (including the procedure for making complaints) to administrators, faculty, staff, students, applicants for employment, and applicants for admission, particularly when they are new to the institution. The District will make this policy and related written procedures (including the procedures for making complaints) available in all administrative offices and will post them on the District's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Volunteers or unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the volunteer assignment, internship, or other unpaid work experience program.

Date Adopted: _____, 2020

General Institution

AP 3433 PROHIBITION OF SEXUAL HARASSMENT UNDER TITLE IX

References:

Title IX, Education Amendments of 1972; Title 5 Sections 59320 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

NOTE: This procedure is legally required.

The District is committed to providing an academic and work environment free of unlawful sex harassment under Title IX. This procedure defines sexual harassment on campus.

This procedure and the related policy protects students, employees, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

Definitions

Sexual Harassment under Title IX: Conduct that satisfies one or more of the following:

- A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*quid pro quo* harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, including the following:
 - **Sex Offenses.** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

- **Rape** (except Statutory Rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.
- **Sodomy**. Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
- **Sexual Assault with an Object**. To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.
- **Fondling**. The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
- **Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse**.
 - **Incest**. Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - **Statutory Rape – Non-Forcible**. Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.
- **Dating violence**. Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

- **Domestic Violence.** Violence committed:
 - By a current or former spouse or intimate partner of the victim;
 - By a person with whom the victim shares a child in common;
 - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
 - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of California; or
 - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of California.

- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.

Date Approved: _____ 2020.

General Institution

**AP 3434 RESPONDING TO HARASSMENT BASED ON SEX UNDER
TITLE IX**

References:

- 20 U.S. Code Sections 1681 et seq.;
- 34 Code of Federal Regulations Parts 106.1 et seq.

NOTE: This procedure is legally required.

Introduction

The District encourages members of the District community to report sexual harassment. This procedure only applies to conduct defined as sexual harassment under Title IX and applicable federal regulations and that meet Title IX jurisdictional requirements. The District will respond to sexual harassment and sexual misconduct that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using California law and applicable District policies and procedures. In implementing these procedures discussed below, the District will also provide supportive measures, training, and resources in compliance with California law, unless they are preempted by the Title IX regulations.

Title IX Coordinator

Questions concerning Title IX may be referred to the District Title IX Coordinator whose contact information is below.

The Title IX Coordinators' contact information is:

Chabot College	Las Positas College	District Office
Debbie Trigg Dean of Counseling 25555 Hesperian Blvd., Room 755 Hayward, CA 94545 dtrigg@chabotcollege.edu	Anette Raichbart Vice President, Administrative Services 300 Campus Hill Drive, Bldg. 1600 Livermore, CA 94551-7623 araichbart@laspositascollege.edu	David Betts Director, Employee & Labor Relations 7600 Dublin Blvd, 3 rd Floor Dublin, CA 94568 dbetts@clpccd.org

The Title IX Coordinator is required to respond to reports of sexual harassment or misconduct. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on campus, comply

with state and federal legal requirements, or share information to implement supportive measures.

A report of sexual harassment to the Title IX Coordinator does not necessarily lead to a full investigation, as discussed more fully below. However, the Title IX Coordinator will make an assessment to determine if there is a safety risk to the campus. If the Title IX Coordinator finds there is a continued risk, the Title IX Coordinator will file the formal complaint without the Complainant's consent or cooperation.

Title IX Harassment Complaints, Investigations, and Hearings

These Title IX sexual harassment procedures and the related policy protect students, employees, applicants for employment, and applicants for admission.

Jurisdictional Requirements – Application of Procedures

These procedures apply if the conduct meets the following three jurisdictional requirements:

- The conduct took place in the United States;
- The conduct took place in a District “education program or activity.” This includes locations, events, or circumstances over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the District owns or controls or student organizations officially recognized by the District own or control.
- The conduct meets the definition of Title IX “sexual harassment.”

Definitions

Advisor: Throughout the grievance process, both the Complainant and Respondent have a right to an Advisor of their choice. If a Party does not have an Advisor at the time of the hearing, the District must provide the Party an Advisor of its choice, free of charge. The District may establish restrictions regarding the extent to which the Advisor may participate in the proceedings as long as the restrictions apply equally to both Parties.

Complainant: A Complainant is an individual who alleges he/she/they is the victim of conduct that could constitute sexual harassment.

Consent: Consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Both Parties must give affirmative consent to sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he/she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest, lack of resistance, or silence does not indicate consent. Affirmative consent must be ongoing throughout a sexual

activity and one can revoke his/her/their consent at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, is not an indicator of consent.

The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable, based on the facts and circumstances the Respondent knew, or reasonably should have known, at the time of the incident. A Respondent's belief is not a valid defense where:

- The Respondent's belief arose from the Respondent's own intoxication or recklessness;
- The Respondent did not take reasonable steps to ascertain whether the Complainant affirmatively consented; or
- The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
 - asleep or unconscious;
 - unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or
 - unable to communicate due to a mental or physical condition.

Decision-Maker: The person(s) who will oversee the live hearing and make a determination of responsibility. The District may have one Decision-Maker determine whether the Respondent is responsible, and another Decision-Maker determine the appropriate level of penalty for the conduct. The Decision-Maker cannot be the Title IX Coordinator or the investigator.

Formal Complaint: A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, he/she/they will not become a Party to the complaint.

Parties: As used in this procedure, this means the Complainant and Respondent.

Respondent: A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Harassment under Title IX: Conduct that satisfies one or more of the following:

- A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*quid pro quo* harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, including the following:
 - **Sex Offenses.** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
 - **Rape** (except Statutory Rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.
 - **Sodomy.** Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
 - **Sexual Assault with an Object.** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.
 - **Fondling.** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.

- **Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse.**
 - **Incest.** Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - **Statutory Rape – Non-Forcible.** Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.
- **Dating violence.** Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- **Domestic Violence.** Violence committed:
 - By a current or former spouse or intimate partner of the victim;
 - By a person with whom the victim shares a child in common;
 - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
 - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of California; or
 - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of California.
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.

Reporting Options

Any individual may report sexual harassment to the College/District Title IX Coordinator.

The District strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, and witness statements. A delay may limit the District's ability to effectively investigate and respond.

Individuals have the opportunity to decide whether they want to pursue a formal Title IX complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the District to provide a wide variety of support and resources to impacted individuals and to prevent the reoccurrence of the conduct. A Complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.

If there are parallel criminal and Title IX investigations, the District will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder legal process or proceedings.

The District will document reports of sexual harassment in compliance with the Clery Act, a federal law requiring data collection of crime within the campus geography. Under the Clery Act, the District does not document personal information; the District reports the type of conduct, and the time, date, and location. (Also see BP/AP 3540 Sexual and Other Assaults on Campus.)

District Employees and Officials with Authority

District Officials with Authority are not confidential resources and are required to report allegations of sexual harassment to the Title IX Coordinator promptly. All other employees are encouraged to report allegations to the Title IX Coordinator but are not required to do so.

The District has designated the following employees as Officials with Authority:

- Executives
- Administrators
- Supervisors

Officials with Authority are required to report all relevant information they know about sexual harassment including the name of the Respondent, the Complainant, any other witnesses, and the date, time, and location of the alleged incident.

Intake and Processing of Report

Receipt of Report

After receiving a report of sexual harassment, the Title IX Officer will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Officer will discuss supportive measures with the Parties.

Timeframe for Reporting

To promote timely and effective review, the District strongly encourages individuals to report sexual harassment as soon possible because a delay in reporting may affect the ability to collect relevant evidence and may affect remedies the District can offer.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a formal complaint has been filed. The District will provide the Complainant and Respondent with supportive measures as appropriate and as reasonably available to restore or preserve equal access to the District's education program or activities. These measures are designed to protect the safety of all Parties, protect the District's educational environment, or deter sexual harassment. The District will provide supportive measures on a confidential basis and will only make disclosures to those with a need to know to enable the District to provide the service. Supportive measures may include counseling, extensions of deadlines, other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Removal of Respondent Pending Final Determination

Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the Complainant and campus community as a whole. The District has the right to order emergency removal of a Respondent, or if the Respondent is an employee, place the employee on administrative leave.

Emergency removal

The District may remove a non-employee Respondent from the District's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

The District may not use emergency removal to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence. Emergency removal is only available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.

The College/District Title IX Officer, or designee, will conduct the individualized safety and risk analysis.

If the District/Campus Title IX Officer or designee determines emergency removal is appropriate, he/she/they or designee will provide the person the District is removing from campus on an emergency basis with a notice and opportunity to attend a meeting and challenge the basis of his/her/their removal. The College

President or Vice Chancellor of HR, or designee, will determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.

Administrative leave

The District may place a non-student employee Respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below. The District will follow any relevant policies, procedures, collective bargaining agreements, or state law in placing an employee on administrative leave.

Formal Complaint Grievance Process

Notice to Parties

Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing, to the Parties:

- Notice of the District's Title IX grievance process;
- Notice of the allegations of alleged sexual harassment with sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
- Statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Notice that the Parties may have Advisor of their choice, who may be, but is not required to be, an attorney;
- Notice that the Parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence whether obtained from a Party or other source; and
- Inform the Parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide notice in writing of the additional allegations to the Parties.

Dismissal of formal complaint

The District must investigate the allegations in a formal complaint. However, the District must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:

- If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;
- If the conduct alleged did not occur in the District's education program or activity;
- If the conduct alleged did not occur against a person in the United States.

The District has discretion to dismiss a formal complaint or any allegation under the following circumstances:

- If at any time during the investigation or hearing: a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations;
- If the Respondent is no longer enrolled or employed by the District; or
- If there are specific circumstances that prevent the District from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.

If the District dismissed the formal complaint or any allegations, the Title IX Coordinator shall simultaneously provide the Parties with written notice of the dismissal and reason. The District will also notify the Parties of their right to appeal.

The District may commence proceedings under other policies and procedures after dismissing a formal complaint.

Consolidation of Formal Complaints

The District may, but is not required to, consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against the other Party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Equitable Treatment of the Parties

The District's determination of responsibility is a neutral, fact-finding process. The District will treat Complainants and Respondents equitably. The procedures will apply equally to both Parties. The District will not discipline a Respondent unless it

determines the Respondent was responsible for sexual harassment at the conclusion of the grievance process.

Statement of Presumption of Non-Responsibility

The investigation is a neutral, fact-finding process. The District presumes all reports are in good faith. Further, the District presumes the Respondent is not responsible for the alleged conduct. The District makes its determination regarding responsibility at the conclusion of the grievance process.

Bias or Conflict of Interest

The College/District Title IX Coordinator, investigator, Decision-Maker, or any person designated by the District to facilitate an informal resolution process, will not have potential actual bias or conflict of interest in the investigatory, hearing, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-Maker in the process. The District will ensure that the Title IX Coordinator, investigator, Decision-Maker, and facilitator receive training on:

- The definition of sexual harassment in this procedure;
- The scope of the District's education program or activity;
- How to conduct an investigation;
- The grievance process including conducting hearings, appeals, and informal resolution processes; and
- How to serve impartially, including avoiding: prejudgment of the facts at issue; conflicts of interest; and bias.

Timeline for Completion

The District will undertake its grievance process promptly and as swiftly as possible. The District will complete the investigation and its determination regarding responsibility or the informal resolution process within 180 calendar days.

When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180-calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for District breaks or vacations, or due to the complexity of the investigation. The District will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.

A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX

Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case recordkeeping.

Role of Advisor

The role of the Advisor is to provide support and assistance in understanding and navigating the investigation process.

The Advisor may not testify in or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an Advisor and take reasonable steps to ensure compliance with this procedure.

A Party does not have a right to self-representation at the hearing; an Advisor must conduct any cross-examination. The District must provide an Advisor of its choice, free of charge to any Party without an Advisor in order to conduct cross-examination. If an Advisor fails to appear at the hearing, the District will provide an Advisor to appear on behalf of the non-appearing Advisor. To limit the number of individuals with confidential information about the issues, each Party may identify one Advisor.

Confidentiality Agreements

To protect the privacy of those involved, the Parties and Advisors are required to sign a confidentiality agreement prior to attending an interview or otherwise participating in the District's grievance process. The confidentiality agreement restricts dissemination of any of the evidence subject to inspection and review or use of this evidence for any purpose unrelated to the Title IX grievance process. The confidentiality agreement will not restrict the ability of either Party to discuss the allegations under investigation.

Use of Privileged Information

The District's formal complaint procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally-recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.

Investigations

The Title IX Coordinator is responsible to oversee investigations to ensure timely resolution and compliance with Title IX and this procedure.

Both Parties have the right to have an Advisor present at every meeting described in this section.

Trained investigators

The District will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment and how the District's grievance procedures operate. The District will also ensure that investigators receive training on issues of relevance to

create an investigative report that fairly summarizes relevant evidence and complies with this procedure.

Gathering Evidence and Burden of Proof

The District, not the Parties, has the responsibility to gather information and interview witnesses. When the investigator evaluates the evidence, he/she/they will do so using the preponderance of the evidence standard. After considering all the evidence gathered, the investigator will decide whether it is more likely than not that reported conduct occurred.

Notice of Investigative Interview

The District will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to a Party whose participation is invited or expected, with sufficient time for the Party to prepare to participate.

Evidence Review

Both Parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.

Prior to the investigator preparing an investigative report, the District will send to each Party and the Party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The Parties will have at least ten days to submit a written response. The investigator must consider this written response prior to completing the investigative report.

Investigative Report

The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the formal complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony of each witness the investigator interviewed;
- An analysis of relevant evidence collected during the investigation, including a list of relevant documents;
- A specific finding as to whether the allegations occurred using a preponderance of the evidence standard;
- A table of contents if the report exceeds ten pages; and
- Any other information deemed appropriate by the District.

The investigator will not make a determination regarding responsibility.

The investigator may redact information not directly related to the allegations or privileged information. However, the investigator will keep a log of information he/she/they do not produce to the Parties. The investigator will provide this log only to the Title IX Coordinator. The Title IX Coordinator will not disclose the log to the Parties but will maintain the log in the Title IX Coordinator's file, in the event it later becomes relevant.

At least ten days prior to a hearing or other time of determination regarding responsibility, the District will send the investigative report to each Party and their Advisors, if any, the investigative report in an electronic format or a hard copy, for review and written response. The Parties will have at least ten days to submit a written response.

Hearing

After completing an investigation and prior to completing a determination regarding responsibility, the District will hold a live hearing to provide the Complainant and Respondent an opportunity to respond to the evidence gathered before a Decision-Maker. Neither Party may choose to waive the right to a live hearing, but the Parties can choose whether to participate in the hearing or answer some or all cross-examination questions.

Notice

If the District proceeds to a hearing, the District will provide all Parties written notice of the date, time, location, participants, and purpose of the hearing with sufficient time for the Party to prepare to participate.

Hearing Format

The District may provide a live hearing with all Parties physically present in the same geographic location or, at the District's discretion if either Party requests, the District may provide any or all Parties, witnesses, and other participants the ability to appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other in real time.

The District will make the information reviewed during the Evidence Review available at the hearing for reference and consultation. The District will not restrict the ability of either Party to discuss the allegations under investigation or to gather and present relevant evidence.

The District will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the Parties for inspection and review.

Decision-Maker

The Decision-Maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents.

The Decision-Maker may ask the Parties and the witnesses questions during the hearing. The Decision-Maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility without giving deference to the investigative report. The Decision-Maker must receive training on issues of relevance, how to apply the rape-shield protections for Complainants, and any technology to be used at the hearing.

Presenting Witnesses

The District will provide the Complainant and Respondent an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Witnesses, like Parties, are not required to participate in the live hearing process.

Only relevant evidence will be admissible during the hearing. Relevant evidence means evidence, including evidence relevant to the credibility of a Party or witness, having any tendency in reason to prove or disprove any disputed fact material to the allegations under investigation.

Cross-Examination

The District will permit each Party's Advisor to ask the other Party and any witnesses all relevant questions and follow-up questions, including those questions challenging credibility. The Party's Advisor must conduct cross-examination directly, orally, and in real time. A Party may never personally conduct cross-examination.

Advisors may only ask relevant cross-examination and other questions of a Party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the Decision-Maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. The Decision-Maker need not provide a lengthy or complicated explanation in support of a relevance determination. If a Party or witness disagrees with a relevance determination, that individual has the choice of either (1) abiding by the Decision-Maker's determination and answering the question or (2) refusing to answer the question.

If a Party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not rely on any statement of that Party or witness in reaching a determination regarding responsibility. A Party or witness may also decline to answer a question, and the Decision-Maker cannot rely on any statement on which that Party or witness has declined to answer cross-examination questions. A Decision-Maker cannot draw an inference about the determination regarding responsibility based solely on a Party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

Determinations of Responsibility

When the Decision-Maker makes a determination of responsibility or non-responsibility, the Decision-Maker will issue a written determination regarding responsibility, no later than 20 business days after the date that the hearing ends.

When making a determination regarding responsibility, a Decision-Maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-Maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-Maker will use the preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that sexual harassment occurred.

The written determination will include:

- Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation and gave notifications to the Parties. The determination will also state when, where, and the date the investigator interviewed the Parties and witnesses, conducted site visits, the methods used to gather other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence and the date of any hearings held and who attended the hearing;
- Findings of fact supporting the determination. In making these findings, the Decision-Maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;
- Conclusions regarding the application of the District's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
- A statement of, and rationale for, any disciplinary sanctions the District imposes on the Respondent;
- A statement of whether the District will provide the Complainant with remedies designed to restore or preserve equal access to the District's education program or activity;
- The District need not disclose to the Respondent remedies that do not affect him/her/them as part of the written determination. The District can inform the Respondent that it will provide remedies to the Complainant. However, the District will inform the Complainant of the sanctions against the Respondent;
- The District's procedures and permissible bases for the Complainant and Respondent to appeal.

The District will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the Parties with the written determination of the result of the appeal, if the Parties file an appeal, or if the Parties do not file an appeal, the date on which an appeal would no longer be timely.

Disciplinary Sanctions and Remedies

The District must have completed the grievance procedures (investigation, hearing, and any appeal, if applicable) before the imposing disciplinary sanctions or any other actions that are not supportive measures against a Respondent. If the Decision-Maker determines the Respondent was responsible for conduct that constitutes sexual harassment, the District will take disciplinary action against the Respondent and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense.

Remedies for the Complainant might include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Providing counseling services or a referral to counseling services;
- Providing medical services or a referral to medical services;
- Providing academic support services, such as tutoring;
- Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.

Possible disciplinary sanctions for student Respondents include written or verbal reprimand, required training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, reduction in, demotion, suspension, or discharge.

Appeal of Dismissal of a Formal Complaint or of the Determination of Responsibility

A Complainant or Respondent may appeal the District's determination regarding responsibility or the dismissal of a formal complaint or any allegations. A Complainant

or Respondent must submit a written appeal within seven business days from the date of the notice of determination regarding responsibility or from the date of the District's notice of dismissal of a formal complaint or any allegations.

Grounds for Appeal

The Chancellor/College President or designee will serve as the Decision-Maker on Appeal. In filing an appeal of the District's determination regarding responsibility or the District's dismissal of a formal complaint, the Party must state the grounds for appeal and a statement of facts supporting those grounds. The grounds for appeal are as follows:

- A procedural irregularity affected the outcome;
- New evidence was not reasonably available at the time the District's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or
- The District's Title IX Coordinator, investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

Appeal Procedure

If the Complainant or Respondent submit an appeal to the District, the District will:

- Notify the other Party in writing within 5 business days of receiving a Party's appeal;
- Allow the non-appealing Parties at least ten business days from the date of receipt of the appeal to submit a written statement in support of, or challenging, the outcome;

The appeal Decision-Maker will issue a written decision on whether to grant or deny the appeal, and the rationale for the decision, within 45 business days after the Decision-Maker on appeal receives the response to the appeal or the last day to provide a response. The District will provide the written decision simultaneously to both Parties.

The Decision-Maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the appeal Decision-Maker explaining the need for the extension and the proposed length of the extension. The Decision-Maker will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.

Informal resolution

If the District determines that a formal complaint is appropriate for informal resolution, it may provide the Parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility.

The District will provide the Complainant and Respondent written disclosure of the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a formal complaint arising from the same allegations, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The District must obtain the Parties' voluntary, written consent to the informal resolution process. If the Parties reach an agreement, the District does not have to complete a full investigation and adjudication of a report of sexual harassment. At any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

Retaliation prohibited

The District prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

Dissemination of Policy and Procedures

The District will provide its policy and procedures related to Title IX on its website and in each handbook or catalog provided to applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining with the District.

When hired, employees are required to sign acknowledging that they have received the policy and procedures. The District will place the signed acknowledgment of receipt in each employee's personnel file.

Training

The District will provide training to Title IX Coordinators, investigators, Decision-Makers, and any individual who facilitates an informal resolution process, on the definition of sexual harassment, the scope of the District's education program or activities, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Any materials used to train the District's Title IX Coordinator, investigators, Decision-Makers, and any person who facilitates an informal resolution process, will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

File retention

The District will retain on file for a period of at least seven years after closing the case copies of:

- The original report or complaint;
- Any actions taken in response to the complaint, including supportive measures;
- The investigative report including all evidence gathered and any responses from the Parties;
- The District's determination regarding responsibility;
- Audio or audiovisual recording or transcript from a hearing;
- Records of any disciplinary sanctions imposed on the Respondent;
- Records of any remedies provided to the Complainant;
- Any appeal and the result;
- Any informal resolution and the result; and
- All materials used to train Title IX Coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process. The District will make these training materials publicly available on its website.

The District will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.

Date Approved: _____ 2020.

General Institution

BP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

References:

Education Code Sections 67382, 67385, and 67386;
20 U.S. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to rape as defined by California law, whether committed by an employee, student or member of the public, that occurs on District property, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures consistent with state and federal law. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Chancellor shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385 and 67385.7, and 67386, and 34 Code of Federal Regulations Section 668.46.

Date Adopted: September 15, 2015

General Institution

AP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

References:

- Education Code Sections 67385 and 67386;
- 20 U.S. Code Section 1092(f);
- 34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assaults, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see ~~ARP 5512~~AP 5500 titled Standards of Student Conduct ~~and Due Process~~.)

~~“Sexual assault,” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.~~

~~“Dating violence,” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.~~

~~“Domestic violence,” and includes felony or misdemeanor crimes of violence committed by:~~

- ~~a current or former spouse of the victim;~~
- ~~a person with whom the victim shares a child in common;~~
- ~~a person who is cohabitating with or has cohabitated with the victim as a spouse;~~
- ~~a person similarly situated to a spouse of the victim under California law; or~~
- ~~any other person against an adult or youth victim who is protected from that person's acts under California law.~~

~~“Stalking” are defined in Administrative Procedure 3434 – Responding to Harassment Based on Sex under Title IX. means engaging in a course of conduct directed at a specific~~

~~person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.~~

It is the responsibility of each person involved in sexual activity to ensure that he/~~or~~ she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

“Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, also see AP 3500 titled Campus Safety, AP 3510 titled Workplace Violence Plan, and AP 3515 titled Reporting of Crimes.)

All students, faculty members or staff members who allege they are the victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the College Title IX Officer, who shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the *College Title IX Officer* is authorized to release such information.

The College Title IX Officer shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following:

- A copy of the District's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;
- A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents;
- Information about the importance of preserving evidence and the identification and location of witnesses;
- A description of available services, and the persons on campus available to provide those services if requested. Services and those responsible for provided or arranging them include:
 - transportation to a hospital, if necessary;
 - counseling, or referral to a counseling center;
 - notice to the police, if desired;
 - a list of other available campus resources or appropriate off-campus resources.
- The victim's option to:

- notify proper law enforcement authorities, including on-campus and local police;
- be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
- decline to notify such authorities;
- The rights of victims and the institution's responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by a court;
- Information about how the district will protect the confidentiality of victims; and
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
- A description of each of the following procedures:
 - criminal prosecution;
 - civil prosecution (i.e., lawsuit);
 - District disciplinary procedures, both student and employee;
 - modification of class schedules;
 - tutoring, if necessary.

The College Title IX Officer should be available to provide assistance to District law enforcement unit employees regarding how to respond appropriately to reports of sexual violence.

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP ~~3435-3434~~ 3435-3434 titled Discrimination and Harassment Investigations Responding to Harassment Based on Sex under Title IX, regardless of whether a complaint is filed with local law enforcement.

All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the College Title IX Officer of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality consistent with state and federal law.

A Ccomplainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the Cecomplainant consented to the sexual activity under either of the following circumstances:

- The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
- The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- The Cecomplainant was asleep or unconscious.
- The Cecomplainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The Cecomplainant was unable to communicate due to a mental or physical condition.

The District shall maintain the identity of any alleged victim or witness of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence consistent with state and federal law unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on District property shall be referred to the College Title IX Officer to assure that all confidentiality rights are maintained consistent with state and federal law.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sexual assault, domestic violence, dating violence, and stalking and procedures that should be followed after an incident of domestic violence, dating violence, sexual assault, or stalking has been reported, including a statement of the standard of evidence that will be used during any district proceeding arising from such a report. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;

- Information on a student’s right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities;
- Information about how the District will protect the confidentiality of victims:
- Information for students about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance or other services for victims;
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault, or stalking including a clear statement that:
 - Such proceedings shall provide a prompt, fair, and impartial resolution;
 - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
 - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
 - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged domestic violence, dating violence, sexual assault or stalking, the procedures for the accused and victim to appeal the results of the disciplinary proceeding, of any ~~changes~~ changes to the results that occurs prior to the time that such results become final, and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

Education and Prevention Information

The College Title IX Officer shall:

- Provide, as part of each campus’ established on-campus orientation program, education and prevention information about domestic violence, dating violence, sexual assault, or stalking. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations, and

shall include the District's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.

- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault, and stalking.

Date Adopted: August 18, 2015

(This is a new procedure recommended by the Policy and Procedure Service.)

Old Business

- COVID-19 Update (Foster)
- Budget Update (Foster)
- Call to Action Update (Foster)

New Business

- Summer/Fall Registration (Foster)
- BPs and APs (1st reading Chancellor's Council, 12/8/20) (Foster)
 - AP 4101 Independent Study

Academic Affairs

AP 4101 INDEPENDENT STUDY

Reference:

Title 5 Sections 55230 et seq.

Independent study programs shall be offered by the colleges if a contract for the specific course is signed by the student taking the class, the instructor teaching the course, the instructor's immediate educational administrator, and the Chief Instructional Officer.

1. The Independent Study contract shall be completed and signed by the interested student for the course and submitted to the appropriate offices for approval within the required deadline dates and consequently authorization for registration to the course.
2. The student will consult with the instructor on written details of course expectations; number of units and hours of study required and arrangements for consultation with the instructor; method of evaluation; and the college facility required, if applicable.
3. Academic standards for independent study are the same as those applied to other credit or noncredit courses.
4. Procedures for evaluation of student progress are the same as those applied to other credit or noncredit courses.
5. Access to the instructor is the same as that at least equivalent to what is commonly available to students in courses conducted by others instructional methods.

Approved: February 18, 2014

*(This is a new procedure recommended by the
Policy and Procedure Service)*

Information Item

- Adding Degree and Career-Technical to Glossary of Terms for Mission Statement (Samra)

UPDATES

- **VP Academic Services** Whalen
- **VP Administrative Services** Raichbart
- **VP Student Services** Garcia
- **Accreditation Steering Committee** Whalen
- **Budget Development Committee** Raichbart
- **College Enrollment Management Committee** Whalen
- **Facilities and Sustainability Committee** Ansell
- **Institutional Planning and Effectiveness Committee** Samra
- **Resource Allocation Committee** Lish
- **Technology Committee** McQuiston
- **Guided Pathways Committee** Woods
- **Academic Senate** Thompson
- **Classified Senate** Rodriguez
- **LPC Student Government** Salehifar
- **Faculty Association** Kutil
- **SEIU** Alvarez