

**Academic Senate Agenda
November 8, 2007**

I. ROUTINE MATTERS

- 1 Approval of Senate summary for October 25, 2007 (pages 2 - 3)
- 2 Approval of Curriculum summary for October 18, 2007 & November 1, 2007 Pages 11 - 22)
- 3 Approval of discipline assignments for:
 - Anthony Rose (page 4)
 - Teresa Ciardi (page 4)
 - Russell Richardson (page 5)

II. REPORTS/UPDATES

- 4 Commencement Ceremony
- 5 Spring Semester Academic Calendar
- 6 Professional Development Coordinating Committee 2007-08 Goals (page 6)
- 7 Future of the General Arts & Science, Transfer Study Majors (page 7)
- 8 Accreditation process update

III. DISCUSSION/ACTION

- 9 Senate Meeting schedule - November and December (page 3)
- 10 Evaluation of Counseling Faculty form – Edel Alonso (pages 7 -
- 11 Professional Development Program revisions (pages 7 -10)
- 12 Discussion on Faculty polling

IV. ACTION ITEMS

**V. Adjournment - next meeting November 29, 2007 at 3:00 pomp. Bonelli Hall 330.
As always everyone is welcomed.**

**Academic Senate Summary
October 25, 2007**

Attendance: Lea Templer, Joan Jacobson, James Grossklag, Lee Hillard, Leslie Carr, Sherrill Pennington, Cindy Stephens, Deanna Riveira, James Gilmore, Ana Palmer, Jia-Yi Cheng-Levine, Michael Sherry, Deanna Davis, Brandon Hilst, Chris Blakey, Tammera Rice, James Lorigan, Pamela Borrelli, Diane Fiero, Fred D'Astoli, Robert Walker, Wendy Brill, Edel Alonso and Mike Wilding

The consent calendar was approved, which included the Senate summary for September 27, 2007; discipline assignments for Regina Blasberg, Teresa Ciardi and John Garcia; Curriculum Summary for September 20, 2007 and October 4, 2007; Senator at Large Wendy Brill, Ana Palmer, Deanna Riviera, and Stan Wright.

The Academic Staffing committee has been delayed due to the fires in Santa Clarita. We should know shortly when the meetings will be rescheduled.

The connection between attendance and Grading Policies were discussed. Every school has different policies, but there seemed to be a consensus among various schools that Title V does not allow attendance to be part of the evaluation for a final class grade. However, "participation" is acceptable (and how do you participate - by being present at class). Michael will continue to research this issue.

The Professional Development model and proposed revisions were discussed. Some changes were suggested; these will be brought before the Senate at the next meeting.

The Sustainable Development Program was described to the Senate by the committee chair, Jia-Yi Cheng Levine. The Senate was given an overview of the committee's activities in both the college and the community. The Senate officially recognized the SDC, and offered its help and support.

The second test of the "On-line evaluation of Faculty Members" did not proceed as planned. James Grossklag informed the Senate there were some bugs that needed to be worked out. He solicited and received help from faculty members who agreed to participate in the next round of testing. When it is available, James will bring the results back to the Senate.

Proposed Revisions to the District Smoking Policy was introduced by Mike Wilding. Among the key points of the new policy would be the establishment of Canyon Country as a smoke-free campus (due to the inherent fire danger of the site), and that smoking on the Valencia campus would be restricted to parking lots. Senators, while generally supportive of the measure, were concerned with possible safety issues of smokers being run over by cars in the parking lots. It was also suggested that, in addition to the revisions in the smoking policy that the college consider offering some form of health classes/workshops to educate students on smoking and smoking cessation.

The meeting adjourned – finally - at 4:40 p.m.

End of Fall Semester Calendar Senate/Curriculum

SUNDAY	MONDAY	TUESDAY	WED,	THURS.	FRIDAY	SATURDAY
11	12	13	14	15 Curriculum	19	17
18	19	20	21	22	23	24
25	26	27	28	29 Senate on the "5 th " Thursday	30	DECEMBER
2	3	4	5	6 Curriculum	7	8
9	10	11	12	13 Senate?	14	15
Last Week of Instruction						

Date: October 29, 2007

To: Michael Dermody
President, Academic Senate

From: Julianna D. Mosier
Sr. Human Resources Generalist

Subject: Discipline Assignments for Anthony Rose

The following information is provided for full-time faculty hired for Spring 2008:

Mr. Anthony Rose

Mr. Rose has been hired as an interim, full-time Mathematics Instructor, effective start date January 25, 2008. The following is provided for discipline assignment.

CA Community College Limited Service Credential – Subject Matter Area: Mathematics

It would appear that Mr. Rose qualifies for the discipline(s) of:

- Mathematics

Date: October 11, 2007

To: Michael Dermody
President, Academic Senate

From: Julianna D. Mosier
Sr. Human Resources Generalist

Subject: Additional Discipline Assignment for Teresa Ciardi

The following information is provided for discipline assignment:

Ms. Teresa Ciardi

Current discipline(s) on file: Physical Science

The following information is provided for Teresa Ciardi for an additional discipline assignment in Physics/Astronomy:

- M.A., Physics, University of Wyoming

It would appear that Ms. Ciardi meets the minimum qualifications for the discipline of:

- Physics/Astronomy

Date: October 30, 2007

To: Michael Dermody
President, Academic Senate

From: Julianna D. Mosier
Sr. Human Resources Generalist

Subject: Additional Discipline Assignment for Russell Richardson

The following information is provided for discipline assignment:

Mr. Russell Richardson

Current discipline(s) on file: Political Science

The following information is provided for Russell Richardson for an additional discipline assignment in Education:

- Doctor of Education, Texas Tech University, August 20, 1983

It would appear that Mr. Richardson meets the minimum qualifications for the discipline of:

- Education

cc: Lita Wangen

**GOALS & RECOMMENDATIONS FOR 2007-08
PROFESSIONAL DEVELOPMENT COORDINATING COMMITTEE**

The following is an information item presented to the Academic Senate.

1. Individual development committees will set their own goals for the year
2. Coordinate an all-college retreat
3. Connect FLEX workshops to a theme and/or the District's strategic goals
4. The development committees need to do a better job of communicating with their departments and divisions in 1). Soliciting information from their employee groups regarding the training they need and 2). Disseminating information from the committee meetings
5. Invite employee groups to evaluate each other's professional development needs
6. Develop more "get-to-know-you" activities ie: End-of-the-Year All College BBQ; Potluck Lunches at the Cougar Den throughout the year
7. Ensure workshops are rigorous
8. Develop competencies for all employees (capacity building) to move toward future goals
9. Develop a leadership academy for those who want to move into leadership roles
10. Develop a core of basic skills training for new employees that will address institutional needs and campus culture
11. Look 3-5 years ahead and determine what training needs employees will need and offer that training now
12. Encourage employees to prepare an annual personal professional development plan, either at the beginning or the end of the school year that outlines what training they will need in the upcoming year. This will then be forwarded to HR anonymously, and then HR will send this information to Professional Development. The development committees can then utilize this information and offer workshops that will address the training needs identified in those plans.
13. Develop more partnerships for training opportunities
- 14. Work with Instruction to clarify/revise conference request forms, asking the employee to state the reason they are attending the conference)**

DATE: October 31, 2007
TO: Chief Instructional Officers
FROM: Carole Bogue-Feinour,
Vice Chancellor, Academic Affairs Division
SUBJECT: Associate Degrees out of compliance with Title 5 §55063

In 2006, the System Office became aware of a discrepancy between Title 5 and the *Program and Course Approval Handbook, 2nd Edition*. On page 4, the handbook states that colleges may submit associate degrees with a “distribution of general education coursework according to university requirements” instead of requiring a major. This contradicted the requirements for a major in Title 5 §55063 and such degrees were no longer allowed.

In 2007, Title 5 §55063(a) was modified to allow colleges to develop associate degrees requiring 18 or more semester units (or 27 or more quarter units) in a major **or area of emphasis**. Associate degrees that do not include a major or area of emphasis are out of compliance with this section. Title 5 § 52010 establishes a timeline of 180 days after the effective date, which will be February 12, 2008, for the revision of written district policies or procedures regarding the associate degree. It also requires that necessary changes be made to the next college catalog and class schedules. This is interpreted to mean the catalog that covers Fall 2008 and class schedules that are printed after February 12, 2008. If the college catalog for Fall 2008 is already published, then colleges should publish an addendum that revises degree requirements that are not in compliance.

§ 52010. Each community college district must comply with all regulatory requirements set forth in this division once such requirements take effect. Notwithstanding the foregoing, unless otherwise expressly provided in a particular regulation, a district will not be considered to be out of compliance with a regulatory requirement solely because its written district policies or procedures have not been revised, provided that it conforms such policies or procedures to the regulatory requirement within one hundred and eighty (180) days after the effective date of such regulations and, at the first available opportunity, incorporates necessary changes into its catalog and class schedules.

General education transfer patterns do not, by themselves, satisfy the requirement for a major or an area of emphasis. In other words, an associate degree cannot consist of CSU breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in other general education courses or electives, selected at the student's discretion. For students intending to transfer, the associate degree would ideally include the CSU breadth/IGETC pattern to fulfill the GE requirement, the requirements for a major or area of emphasis (18 or more semester units), and the balance of units (to reach 60 semester units) in electives that are selected by the student.

A temporary process has been developed to expedite the correction of non-compliant degrees. The CCC-520 form was created to correct the situation in which a community college has offered an associate degree without 18 or more semester (27 or more quarter) units in a major, which now can be in either a major or area of emphasis. The form will be discontinued effective July 1, 2008, at which time, colleges that need to change non-compliant degrees will have to request approval as a new credit program or as a substantial change to an existing program.

College of the Canyons Student Evaluation Survey of Counseling Faculty

Counselor Name: _____

[illegible]

3. Counselor's interpersonal skills:

- a. Counselor demonstrated a caring attitude.
- b. Counselor demonstrated respect for me.
- c. Counselor exhibited confidence in my ability to succeed.
- d. Counselor demonstrated sensitivity to my diversity.

Please continue on the reverse side!

4. Counseling tools and resources:

- a. Counselor provided websites for career, college, and/or major planning.
- b. Counselor provided me with referrals to other campus resources.
- c. Counselor helped me develop an educational plan consistent with my objectives.
- d. Counselor explained college policies and procedures.

5. Overall rating of the counselor and counseling appointment:

- a. I learned a lot in this appointment.
- b. I would recommend this counselor to my friends.
- c. This counselor was someone I felt I could trust and would consult in the future.
- d. I can see the value of this counseling appointment to my life and/or career.
- e. I am glad that I scheduled this counseling appointment.

6. Number of counseling appointments with this counselor:

☐ 1 – 3 ☐ 4 - 6 ☐ More than 6

7. Counselor reviewed strategies to help me with:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time	Decision	Stress	Study	Career	Major / College	Personal
Management	Making	Management	Skills	Exploration	Exploration	Problem Solving
						(college success relate

Open Ended Questions

Please respond to the following questions in the space provided below each item:

8. What I liked about this counseling appointment

9. What I did not like about this counseling appointment

10. Recommendations for improvement

Thank you for your participation in this important survey!

PROFESSIONAL DEVELOPMENT PROGRAM

Any successful model must consider the framework within which professional development occurs. Staff, program, and organization are all impacted -positively or negatively by the professional development programs it has in place.

Our Staff: Need opportunities so they can become more effective in their college role.

Our Programs: Can benefit from activities and systems instituted at the college and departmental level with the result being better service to students.

Our Organizations: Benefit from initiatives and systems while providing for the continuous improvement of our college.

These three critical parts of an effective staff development program need to be brought together by leadership of someone who coordinates, oversees, plans, implements, evaluates, and accounts for what is going on and how well it works.

1. District Commitment to Professional Development

For Professional Development to be successful there must be support from all levels of the campus community.

The District provides the financial resources needed to fund the activities and the *assignment* of a staff member to provide leadership to the integrated and comprehensive professional development program. Equally important, however, is the commitment to support these efforts from the CEO, the Board of Trustees

The entire campus community must embrace change, remain flexible, be open to taking advantage of opportunities as they emerge, and focus on designing opportunities to foster ongoing professional development for all staff.

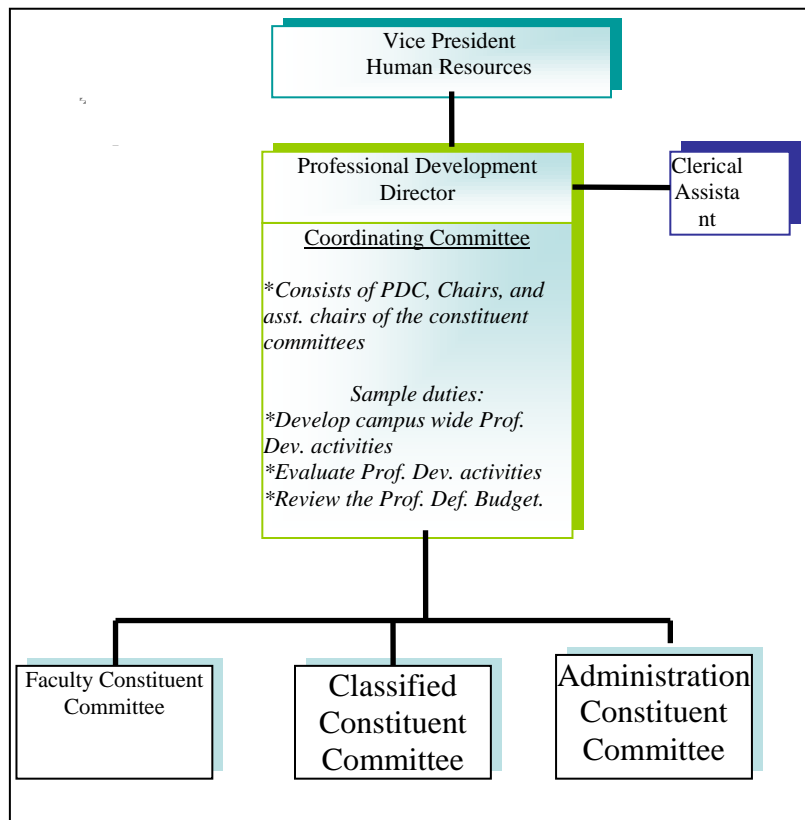
In order to enhance an organizational climate that will support this mode of functioning, we need to consistently review how we:

- ✓ Connect conference attendance to the dissemination of the information and sharing of skills with others on campus;
- ✓ Use college and program goals objectively to help distinguish between needs appropriately met by the college and those that are based solely on individual interests and preferences;
- ✓ Partner with other organizations to expand access to learning/professional development opportunities;
- ✓ Use our commitment to strengthen our service to students, improve the student learning environment, develop quality and relevant curriculum and increase the effectiveness and efficiency of our staff as the "driver" of our professional development activities;

- ✓ When appropriate, connect individual professional development plans to departmental program reviews and the evaluation process;
- ✓ Assess the impact of professional development activities on the competence of individuals, program and curriculum improvement, student learning, organizational effectiveness, customer service, progress toward our strategic goals and to enhanced efficiencies (cost benefit analysis);
- ✓ Utilize the expertise of our staff to train, mentor, and enhance the skills of fellow staff;
- ✓ Recognize, appreciate, and reward accomplishments, excellence and improvements among members of COC staff;
- ✓ Extend training and development opportunities to adjunct faculty;
- ✓ Generate external resources to support expanded professional development opportunities for our staff (cross-training opportunities, employee exchanges, job shadowing opportunities, partnerships to learn from business/industry);
- ✓ Coordinate the allocation of resources towards specific institutional goals and areas of emphasis.

2. Structure

Professional Development in the Santa Clarita Community College District will use the following model:



Director of Professional Development Director (DPD)

The DPD will provide the vision and the nuts and bolts leadership for all professional development on campus.

1. The DPD be a full-time coordinator position
2. The DPD will report to the Vice President of Human Resources.

Professional Development Coordinating Committee

The Professional Development Coordinating Committee will carry out different aspects of planning, budgeting, research/networking, implementing and evaluating and accounting for the outcomes of what has occurred, coordinating the dissemination of the results of professional development and utilizing all of this to continue to improve our professional development programs.

1. The PDCC, consisting of the DPD along with the chairs and alternate chairs of the constituent committees, will meet at least 2 times per semester
2. The PDCC will have the following responsibilities:
 - a. Developing overarching goals for the constituent committees that will incorporate the District's strategic goals, CPT's goals, and annual themes;
 - b. Creating an annual list of recommendations and goals; and,
 - c. providing campus-wide activities that will help develop community
3. The PDCC will oversee the professional development budget:
 - a. allocate budgets to the constituent development committees;
 - b. Prepare budget requests for the budget development process;
 - c. Research additional funding opportunities for Professional Development
4. The PDCC will be responsible for ongoing assessment of development activities
 - d. Professional Development activities should have clear learning outcomes;
 - e. Professional Development activities should make wise use of District resources.

Constituent Development Committees

There will be Constituent Development Committees for Faculty, Classified and Administration. These constituent committees will develop, plan, and implement professional development activities for their respective campus groups. Each constituent committee will be led by a chair.

1. *Its committee will develop its on operating rules.*
2. It is recommended that each chair serve at least two years. It is recommended that each chair be on their respective committee at least one year prior to becoming chair;
3. The Chair is responsible to call and run the meetings of the constituent committee;
4. The Chair will work with the DPD to develop the agenda for the constituent committee meetings
5. An alternate will be designate to serve as the chair in the event that the chair is unable to attend a meeting;
6. The chair and the alternate will serve as a members of the PDCC

4. Description of DPD and PDCC roles & responsibilities.

Below is a chart outlining the different responsibilities and functions of the Director of Professional Development (DPD) and the Professional Development Coordinating Committee.

	ROLES	
<i>Function</i>	DPD	PDCC
Planning	<ul style="list-style-type: none"> Leads and facilitates planning Develops options and vision Provides energy and creates excitement for moving forward to develop plans Attends to details Converts efforts to college strategic goals 	<ul style="list-style-type: none"> Represents consistent needs Ties needs to individual and department, develops plans. Reviews suggestions from DPD Establishes staff development activities to meet annual goals and priorities Works with DPD to plan projects driven by the impact of constituencies
Research Networking	<ul style="list-style-type: none"> Searches for ideas for committee to consider Finds new ways to do things and new things to do Networks with internal and external resources, in state and community Determines feasibility of activities, cost benefit, analysis and budgets, and timeline. 	<ul style="list-style-type: none"> Networks with peers & resources. Assists in needs assessments and analysis of data
Implementation	<ul style="list-style-type: none"> Once activities have been determined, the DPD makes it happen. Coordinates calendars and develops timelines Allocates resources Attends to details (facilities, etc.) 	<ul style="list-style-type: none"> Assists in planning Promotes among constituencies Facilities, events & projects Participates (ESSENTIAL) Acts as link between constituencies and events
Evaluation	<ul style="list-style-type: none"> Designs draft evaluation process to assess effectiveness 	<ul style="list-style-type: none"> Assists in defining outcomes to be assessed and

	ROLES	
<i>Function</i>	DPD	PDCC
	of activities	networking for doing so.
	<ul style="list-style-type: none"> Collects data, summaries, analyses, and communicates results to committee, administration, outside agencies on request. 	<ul style="list-style-type: none"> Endorses evaluation process.
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reviews results and include impact in planning for the next stages.
Accountability	<ul style="list-style-type: none"> Monitors plan & budget 	<ul style="list-style-type: none"> Provides oversight to the process.
	<ul style="list-style-type: none"> Ensures objectives of activity are met 	<ul style="list-style-type: none"> Makes recommendations in reallocation of resources as plan progresses.
	<ul style="list-style-type: none"> Complies with legal requirements of funding sources 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Prepares process and budget Prepares process and budget reports for review by committee and other bodies (internal/external) 	<ul style="list-style-type: none">
Communication	<ul style="list-style-type: none"> Hub of communication for all information to and from committee, administration and outside agencies 	<ul style="list-style-type: none"> Communicates above the plan and process to constituencies, work groups and College at large.
	<ul style="list-style-type: none"> Receives information and disseminates to various sources, staff, outside agencies, administration, etc. 	<ul style="list-style-type: none"> Communicates committee decisions, connects activities to Strategic Plan, and promotes desired outcomes/benefits to staff, program and the college.
	<ul style="list-style-type: none"> Responsible for summarizing or determining what information needs to be sent forward 	<ul style="list-style-type: none"> Serves as a "sounding board" for institutional change - monitors pulse and mood of campus.
	<ul style="list-style-type: none"> Develops vehicles for communication including reports, homepage, e-mail, newsletters, memos, personal contact, and appropriate Board agenda items 	

	<ul style="list-style-type: none">• Consults, coordinates, communicates and cooperates with key governance bodies on campus	
	<ul style="list-style-type: none">• Facilitates action, meetings, communication within and among groups.	
	<ul style="list-style-type: none">• Serves as a resource for staff - helps explain how the organization and structure work and enable people to get through the loops and hoops.	

5. CONFERENCE ATTENDANCE

As a general principle, district employees who attend any district-supported conference should share the information that they receive. Each District employee should check their responsibilities as outlined in their respective negotiated agreement.

Some possible methods to distribute information could include (but are not limited to):

- Posting handouts on the intranet
- Providing a presentation of what was learned to the their department/division
- Presenting a “brown bag” lunch presentation.
- *Sharing information with students*

This is not a restrictive list; it is a sample listing of possible suggestions. There are many other creative ways to disseminate the information received at a district-supported conference.

CURRICULUM COMMITTEE SUMMARY

DATE: October 18, 2007

TIME: 3:00 – 5:00

PLACE: BONH-330

CONSENT CALENDAR – COURSE MODIFICATIONS – Items in consent are recommended for approval:

BIOSCI 120 Diversity in the Sciences Add DLA - **Approved**

ID 295 Professional Practices for Interior Design Full Update - change class size, SLO's & Outline, add Objectives

Approved

SPAN 101 Elementary Spanish I Full Update - change SLO's & Outline, add Objectives

Approved

CONSENT CALENDAR - MODIFIED PROGRAMS:

NEW COURES:

BIOSCI 190 Introduction to Bioinformatics 2 units, 36 hours lecture, class size 24, no repeats

Approved pending pre-req. supplemental

NC.CIT 1 Introduction to Computer Basics 0 units, 12 contact hours, class size 24, 3 repeats - **Approved**

NC.CIT 2 Introduction to Internet Basics 0 units, 12 contact hours, class size 24, 3 repeats - **Approved**

NC.CIT 3 Introduction to Microsoft Word 0 units, 9 contact hours, class size 24, 3 repeats - **Approved**

NC.CIT 4 Introduction to Excel Basics 0 units, 9 contact hours, class size 24, 3 repeats - **Approved**

NC.FCS.COMP1 Home Computer Hardware 0 units, 4 contact hours, class size 24, unlimited repeats

Approved

NC.FCS.COMP2 Home Computer Operating Systems 0 units, 4 contact hours, class size 24, unlimited repeats

Approved

NC.FCS.COMP3 Home Computer Network 0 units, 4 contact hours, class size 24, unlimited repeats

Approved

NC.FCS.COMP4 Home Computer Security 0 units, 4 contact hours, class size 24, unlimited repeats

Approved

NC.FCS.COMP5 Home Computer Maintenance 0 units, 4 contact hours, class size 24, unlimited repeats

Approved

NC.VESL 03 English for Landscape Employees 0 units, 102 contact hours, class size 35, 3 repeats

Approved

NC.VESL 04 English for Food Service 0 units, 102 contact hours, class size 35, 3 repeats

Approved

NC.VESL 05 English for Customer Service 0 units, 102 contact hours, class size 35, 3 repeats

Approved

MODIFIED PROGRAMS:

NEW LIMITATIONS ON ENROLLMENT:

NEW PROGRAMS:

NEW DISTANCE LEARNING ADDENDUMS:

BIOSCI 120

MODIFIED COURSES:

CHEM 151 Preparatory General Chemistry Full Update - change descriptions & SLO's and add Objectives

Returned to separate out (lecture vs lab) Objectives & Outline

CHEM 202 General Chemistry II Full Update - change descs. & SLO's, add Objectives & Outline

Returned to separate out (lecture vs lab) Objectives & Outline

ENGR 112 Mechanical Drafting II Full Update - change SLO's, add Comparable Course, Objectives

& Outline - **Returned** to discuss program feasibility

ENGR 114 Solid Modeling for Mechanical Drafting Full Update - change SLO's, add Comparable Course & Objectives

Returned to discuss program feasibility

ENGR 120 Advanced AutoCAD – 2D Full Update - change SLO's, and Comparable Course & Objectives

Returned to discuss program feasibility

ENGR 122 Advanced AutoCAD - 3D Full Update - change SLO's, and Comparable Course & Objectives

Returned to discuss program feasibility

MUSIC 080 Prelude Strings Ensemble Class size change - **Approved**

MUSIC 081 Santa Clarita Valley Youth Orchestra Class size change - **Approved**

MUSIC 082 Santa Clarita Valley Youth Philharmonic Class size change - **Approved**

MUSIC 107 History of Rock & Roll Full Update - add Objectives and change Title and SLO's

Approved

MUSIC 127 Orchestration for Strings and Woodwinds Full Update and Title Change - add Objectives and change SLO's

Approved

MUSIC 128 Orchestration for Brass, Percussion & Harp Full Update and Title Change - add Objectives and change SLO's

Approved

MUSIC 141 Voice Development from Baroque to Contemporary

Full Update and Title Change -
remove GE info, change units &

contact hours to include lecture - **Approved**

MUSIC 174 College Chorus Full Update and Class Size Change - add Objectives & Outline

Approved

MUSIC 186 Music Ensemble Full Update - add Objectives and delete Co-requisite

Approved

RTVF 090L Open Radio Televisions Film Lab Change class size and SLO's and add Objectives - **Approved**

RTVF 091L Advanced Open Radio Televisions Film Lab Change class size and SLO's and add Objectives - **Approved**

RTVF 112 Fundamentals of Video Production Change Title & Repeatability and add Objectives - **Approved**

RTVF 170 Fundamentals of Audio Production Change Title, Repeatability & class size and add Objectives

Approved

THEATR 161 Musical Theatre change class size, delete lab contact hours, change SLO's &

add Objectives - **Tabled**

THEATR 241 Movement for the Performer add CSU GE applicability and Objectives, change class size &

SLO's - **Tabled**

THEATR 242 Voice for the Performer change class size & SLO's, add repeatability explanation &

Objectives - **Tabled**

MODIFIED PREREQUISITES:

MODIFIED DISTANCE LEARNING ADDENDUMS:

CHEM 202

DELETE COURSES/PROGRAMS:

DISCUSSION ITEMS:

CURRICULUM COMMITTEE SUMMARY

DATE: November 1, 2007

TIME: 3:00 – 5:00

PLACE: BONH-330

CONSENT CALENDAR – COURSE MODIFICATIONS - Items in Consent are recommended for approval:

CHEM 151	Preparatory General Chemistry	Separate out Objectives lecture
versus lab - Approved		
CHEM 202	General Chemistry I	Separate out Objectives lecture
versus lab - Approved		

CONSENT CALENDAR – NEW COURSES

(BIOSCI 190	Introduction to Bioinformatics	Add Limitations on Enrollment
supplemental - Approved)		

CONSENT CALENDAR - MODIFIED PROGRAMS:

NEW COURES:

EDUC 088	Introduction to Educational Technology	1 unit, 18 contact hours, class
size 35, no repeats - Approved		
EDUC 101	Fundamentals of Teaching	2 units, 36 contact hours, class
size 35, no repeats - Approved		
KPEA 270	Off-Season Soccer Training	2 units, 108 hours activity, class
size 35, 3 repeats - Approved		
KPEA 295	Off-Season Volleyball Training	2 units, 108 hours activity, class
	size 35, 3 repeats - Approved	
NC.CIT 5	Introduction to PowerPoint Basics	0 units, 9 contact hours, class
	size 24, 3 repeats - Approved	
NC.CIT 6	Introduction to Access Basics	0 units, 9 contact hours, class
	size 24, 3 repeats - Approved	
THEATR 080	High school Shakespeare Workshop and Festival	5 units, 17.5 hrs lec., 10 hrs lab,
	cl. size 500, unlimited rpts.	
		Returned
THEATR 195	Solo Performance	3 units, 36 hrs. lec. & 54 hrs. lab,
class size 35, 3 repeats		
		Approved

MODIFIED PROGRAMS:

NEW LIMITATIONS ON ENROLLMENT:

BIOSCI 190

NEW PROGRAMS:

NEW DISTANCE LEARNING ADDENDUMS:

EDUC 101

MODIFIED COURSES:

ANIM 101	Introduction to Animation	Full Update - change desc. &
SLO's and add Objectives		
		Approved

ANIM 190 Digital Animation Production
& SLO's and add Objectives

Full Update - change *Title*, desc.

Approved

Full Update - change desc.,

ANIM 201 Advanced Animation
Outline& SLO's and add Objectives

Approved

Full Update – chng. *Title*, rec.

ANIM 221 Environmental Design for Animation
pre-req., SLO's & add Objectives

Approved

Full Update - change desc.,

ANIM 222 Character and Prop Design for Animation
Outline & SLO's & add Objectives

Approved

Full Update - change cl. size &

CIT 130 Medical Office Procedures
SLO's , add Objectives and

split contact hrs. to now incl. a

lab - **Tabled**

CIT 132 Medical Office Finances
SLO's , add Objectives, DLA &

Full Update - change cl. size &

split contact hrs. to now incl. a

lab - **Tabled**

COMS 105 Fundamentals of Public Speaking
SLO's and add Objectives & DLA

Full Update - change *Title* &

Approved

Full Update - change cl. size,

COMS 260 Communication and Gender
desc. & SLO's & add Obj., & DLA

Approved

Full Update - Add comparable

KPEA 165A Beginning Golf
courses, change cl. size, desc.,

SLO's & add Objectives &

Outline - **Tabled**

KPEA 165B Intermediate Golf
courses, change cl. size, desc.,

Full Update - Add comparable

SLO's and add Objectives &

Outline - **Tabled**

KPEA 165C Advanced Golf
desc., & SLO's, add Objectives

Full Update - change cl. size,

and Outline - **Tabled**

Full Update - Add Objectives

KPEA 200 Song & Yell Leaders
and change Outline - **Tabled**

KPEI 265 Intercollegiate Golf
course, change desc., & SLO's and

Full Update - Add comparable

add Objectives and Outline -

Tabled

THEATR 140 Acting Fundamental
repeatability & SLO's and add Objectives

Full Update - change

and Outline - **Approved**

THEATR 161 Musical Theatre
SLO's & Obj. and split contact

Full Update - change cl. size,

hrs. to now incl. activity -

Tabled

THEATR 241 Movement for the Performer
applicability & Objectives, change cl.

Full Update - add CSU GE

size & SLO's - **Tabled**

THEATR 242 Voice for the Performer
SLO's, add repeatability

Full Update – change cl. size &

explanation & Objectives -

Tabled

MODIFIED PREREQUISITES:

ANIM 101

ANIM 201

ANIM 221

MODIFIED DISTANCE LEARNING ADDENDUMS:

COMS 105

COMS 260

DELETE COURSES/PROGRAMS:

DISCUSSION ITEMS:

Jennifer Brezina substituted for Audrey Green.

While reviewing and discussing the proposal for Theatr 080, specifically in regards to the question of regulatory requirements that the community college curriculum not include courses designed for school-age children, the Committee realized that there are currently three courses in the Music Department that do not comply with these regulations. With a desire to ensure that COC's curriculum complies with Title 5, the committee decided to seek advice from the Chancellor's Office about these courses. Deanna will contact Stephanie Low at the Chancellor's Office regarding this matter.

Carlson, Kerry - Curriculum Coordinator Non-voting member	present	Jacobson, Joan - Student Services	present	Robinson, Patty (Not a member)	present
Davis, Deanna - Co-Chair, Faculty - Humanities	present	Karlin, Ron - Humanities	present	Solomon, Diane - Student Services	present
Green, Audrey - Co-Chair, Administrator, Articulation Officer	absent	Lowe, Ann - Allied Health	present	Stanich, Diane - Physical Education & Athletics	present
Hooper, Lisa - Physical Education & Athletics	present	Lucy, Nicole - Social Science & Business	absent	Vacant - Fine & Performing Arts	
Benedicto, Alto - Math & Science	present	Parker, Catherine - Adjunct Faculty	present		