

**Academic Senate Agenda
February 12, 2009
BONH 330 3:00 p.m.**

I. ROUTINE MATTERS

1. Approval of Academic Senate summary for December 11, 2008
2. Approval of Curriculum summary for December 4, 2008
3. Approval of discipline assignments for (*pending approval of the Equivalency Committee*):
 - Heather Maclean
 - Lisa Hooper
 - Lee Hilliard

II. REPORT/UPATE

4. Canyon Country Update
5. Senate Meeting in Canyon Country
6. Chancellors Guidelines on TBA Hours

III. DISCUSSION/ACTION ITEMS

7. Student Grievance Policy Proposal
8. Reserving BONH 330 guidelines

IV. ACTIONS ITEMS

9. Confirmation of Fred D'Astoli as Senate Delegate
10. Credit/Non-Credit alignment

V. Open Forum

Adjournment

NEXT MEETING: February 26, 2009
Agenda items due Friday, February 20, 2009

Academic Senate Summary

December 11, 2008

Welcome to our last Senate meeting for 2008.

Attendance: Michael Dermody, Pamela Borrelli, Jose Martin, Joan Jacobson, Michael Sherry, Ron Dreiling, James Lorigan, Kevin Kistler, Chris Blakey, Fred D'Astoli, Deanna Riveria, David Andrus, Ann Lowe, Wendy Brill, Matt Haft and Michelle LaBrie

The consent calendar was approved, which included the Senate summary for November 13, 2008; Curriculum summaries for 11/06/08 and 11/20/08; Confirmation of curriculum summaries for 05/01/08 and 05/15/08; discipline assignments for Wendy Brill, Nicole Lucy and Beth Asmus.

Spring committee call has gone out. We will be getting back to everyone on who are on what committees. *Block Scheduling* department chairs are asking for help. *Placement assessment* test, people are not happy with the current test. They want to assess how students are doing.

Reviewing the Senate Calendar shows that there are five Thursdays in April. Since we will be missing a meeting due to Spring Break, we will tentatively schedule April 30, 2009 (the Fifth Thursday) as a Senate Meeting.

A Senate meeting in Canyon Country is tentatively set for March 12, 2009. We will be let everyone know where the meeting will take place on the campus and what time. Since it takes a few minutes to get to the site we may have the meeting a half hour later.

In a review of the relationship between the Senate and the Curriculum committee, we were reminded that, under Title V, the Curriculum Committee is responsible for approving curriculum changes. However, the process that the curriculum committee uses is an AB1725 Collegial Consultation (Shared Governance) issue that is agreed to by the Senate and the Board. At COC, the Curriculum Committee is a subcommittee of the Senate. Before the report of the Curriculum Committee can be forwarded to the Board, it is first sent to the full Senate. The Senate cannot reverse the decision of the curriculum committee; however, the Senate will confirm that all appropriate procedures were followed. After this confirmation, the report is sent to the Board for their approval. The confirmation by the Senate is a crucial step in the process, and cannot be skipped.

There was discussion over non-credit registration procedures: Since non-credit workshops are not vetted by the curriculum committee, there was a question as to how it could be placed in Datatel. However, Datatel is a powerful beastie, and can have parallel programs being registered at the same time. Non-credit workshop registration that goes through Datatel is not connected with Datatel registration for those courses that must go through curriculum.

Proposed Policy for Double Majors was *approved*.

Procedures for full-time faculty department transfer have been approved, and will be sent to HR in February. If HR has any concerns they will be come to the Senate, otherwise the proposal will be forwarded to the Board for approval.

Adjourned 4:15 p.m.

Ms. Heather Maclean

Current discipline(s) on file: ESL

The following information is provided for Heather MacLean for an additional discipline assignment in Education:

- Master's degree in TESOL
- Current enrollment in an Ed.D. program at Pepperdine University with a major in Educational Technology. Heather has completed 44 units of graduate level Educational Technology classes.

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Equivalency #1 is currently accepted for the discipline of Education – Master's Degree in any discipline and 24 units of course work in the discipline of assignment. At least 12 of these units must be graduate or upper division. (The 24 units may have been either included or taken in addition to the master's degree.)

Please advise if Ms. MacLean meets under equivalency #1 for the discipline of:

- Education

Ms. Lisa Hooper

Current discipline(s) on file: Kinesiology/Physical Education

Ms. Hooper would like her qualifications reviewed for the discipline of Health.

The minimum qualifications for the discipline of Health are:

Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above and Master's in public health or any biological science.

The following information is provided for Ms. Hooper for an additional discipline assignment in Health:

- Master of Arts, Kinesiology – California State University Long Beach

Ms. Hooper indicated that the degree in Kinesiology was equivalent to a degree in Physical Education and that CSULB only offers degrees in Kinesiology, not in Physical Education.

I contacted Sharon Guthrie who is the current chair of the Kinesiology department at CSULB and she confirmed that the Master of Arts degree in Kinesiology is equivalent to a degree in Physical Education (email on file).

It would appear that Ms. Hooper meets the minimum qualifications for:

- Health

Mr. Lee Hilliard

Current discipline(s) on file: Computer Information Systems (Computer Networking)

Mr. Hilliard would like his qualifications reviewed for the vocational discipline of Manufacturing Technology.


The minimum qualifications for the vocational disciplines are a bachelor's degree in any discipline and two years of experience in the discipline of assignment or an associate's degree in any discipline and six years of experience in the discipline of assignment.

The following information is provided for Lee Hilliard for an additional discipline assignment in Manufacturing Technology:

- M.S., Industrial Technology, California State University, Fresno
- 2 years experiences as the Director of Manufacturing for Gorko Industries, Inc.

It would appear that Mr. Hilliard meets the minimum qualifications for:

- Manufacturing Technology

STATE OF CALIFORNIA California Community Colleges Chancellor's Office 1102 Q street Sacramento, Ca 95814-6511 (916) 445-8752 http://www.cccco.edu	
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January 26, 2009

TO: Superintendents/Presidents
 Chief Instructional Officers
 Chief Student Services Officers
 Chief Business Officers
 Admissions Officers and Registrars
 Academic Senate Presidents

FROM: Carole Bogue-Feinour, Vice Chancellor
 Academic Affairs Division

SUBJECT: To Be Arranged (TBA) Hours Follow Up

After Legal Advisory 08-02 was sent to districts on August 1, 2008, the Chancellor's Office received several inquiries regarding the guidelines provided, and certain concerns were expressed at the CIO fall conference, October 29 – 31, 2008. On December 10, 2008 representatives from the Chief Instructional Officers, Academic Senate for the California Community Colleges, and the System Office discussed specific concerns. This group agreed that the following steps should be taken to address the issues described below:

1. Early Childhood Education

Issue: Students completing Early Childhood Education (ECE) programs need experience working with children in child care centers or student teaching experience. Since on-campus centers cannot always accommodate all ECE students, our colleges schedule student teaching in local child care centers and add a number of TBA hours/week to the appropriate ECE course. While the ECE course instructor visits the child care centers regularly and discusses relevant issues with the students during on-campus classroom hours, those providing immediate supervision of our students engaged in student teaching activities in the child care centers do not meet minimum qualifications to teach ECE courses.

Solution: Title 5 language will be developed permitting immediate supervision for students engaged in student teaching activities to be shared by academic personnel of the district and a person at the local child care center who is not an academic district employee but who possesses, at a minimum, a Master Teacher Child Development Permit issued by the California Commission on Teacher Credentialing or equivalent.

Status: Language has been drafted and will be shared with appropriate groups and submitted to the Consultation Council and Board of Governors during Spring 2009.

2. Foreign Language Lab

Issue: At a large number of community colleges, TBA hours are added to foreign language lecture courses to provide students additional instruction and practice. These TBA hours are provided in foreign language labs that accommodate a limited number of students during any given hour. Due to class schedules, students in different foreign language courses may access the lab during the same hour. The instructor providing immediate supervision for the foreign language lab may meet minimum qualifications to teach only one of the languages in which students are engaged. Instructors who meet minimum qualifications for each of the languages are not scheduled during all hours of lab operation, and such a practice would likely be cost prohibitive.

Solution: Through the System Advisory Committee on Curriculum (SACC), the Chief Instructional Officers and Academic Senate, Title 5 language will be discussed addressing immediate supervision of foreign language labs and the minimum qualifications appropriate for the faculty member assigned. Language will be proposed to permit a foreign language instructor who meets minimum qualifications for any of the foreign languages offered at the college to provide immediate supervision of the foreign language lab.

Status: Title 5 language is being drafted and will be discussed at the February 10, 2009 SACC meeting. Language will be reviewed and shared with appropriate groups and submitted to Consultation Council and the Board of Governors during Spring 2009.

3. Definition of “regularly scheduled” TBA Hours

Issue: Census-based attendance is normally computed on the basis of regularly scheduled class hours applicable to all enrolled students, as published in the official schedule of classes or addendum e.g., M-W from 8:00 a.m. to 9:00 a.m. each day. If a credit census-based course includes required instructional hours for enrolled students that are not scheduled in this manner and instead are listed as “TBA” in the class schedule, documentation is required to demonstrate that each student has completed the TBA requirement as appropriate for either the Weekly or Daily Census attendance accounting procedures. For weekly census procedure courses, TBA hours must be scheduled the same number of hours each week of the term and specific days and times for each week must be arranged for each enrolled student. For daily census procedure courses, TBA hours must be scheduled for the same number of hours on each scheduled day of the course or as a portion of the hours the course is regularly scheduled for each day it meets.

Solution: Rather than making a change in Title 5, the System Office will address TBA scheduling through administrative guidance. Guidance will be drafted regarding the interpretation of the term “regularly scheduled” when applied to TBA hours attached to a weekly census or daily census course section. This guidance would permit regularly scheduled TBA hours to mean that, within the format of weekly census and daily census courses, students would

be required to participate for the same number of stated hours per week for each week that the class is scheduled, and documentation would demonstrate that enrolled students have done so. Audit language will include requirements for regular monitoring of student participation in TBA activities and criteria and conditions that, if not met, would result in invalidation for apportionment purposes of TBA hours for a course. For example, if an audit determined that all students or a significant number of students enrolled in a section did not fulfill the TBA obligation, then the TBA hours would be invalidated for apportionment purposes.

Status: System Office is drafting guidance including:

- a. Requirements for monitoring student participation.
- b. Criteria and conditions that must be met.

Guidance for these matters will be provided during Spring 2009.

As these Title 5 changes and administrative guidance move forward, it is important that the colleges address some areas fundamental to appropriate use of TBA hours at this time. **Please note that the following conditions must be met:**

1. The official course outline of record must include the number of TBA hours and specific instructional activities/learning outcomes for TBA hours expected of all students enrolled in the course.
2. The TBA hours must provide instruction that is not homework and the student work completed for TBA must be evaluated. In this regard, do not include within TBA hours unsupervised activities such as attendance at plays and concerts. Apportionment may not be collected for such activities.
3. The TBA hours/week required for the course must be included in the published catalog and class schedule.
4. The designated location for the TBA hours must be specified in a way that appropriately informs students.
5. All students enrolled in a course with TBA hours must be required to fulfill the hours and other conditions for TBA. Make sure that all student participation is documented.
6. TBA hours may not be claimed for apportionment under the auspices of individual student tutoring.

When reviewing courses with TBA, please note that a couple of options might be considered:

1. For courses across disciplines, it is acceptable to include TBA hours that specify student learning objectives focused on reading, writing, and math skill development that are related to the content area of the course. In this case, the instructor providing immediate supervision and instruction should meet minimum qualifications in reading, writing and/or math. For example, for a history course, it could be desirable to specify learning outcomes focused on research and writing within the history discipline. Students may be assigned to a learning center to meet those objectives where such instruction can be appropriately provided by a faculty member who meets minimum qualifications in writing. In this case, the college should reference "team

teaching” as a means of addressing the student outcomes related to writing for TBA hours on the course outline.

2. If TBA hours are problematic for various reasons including availability of facilities to accommodate the students who need to complete TBA hours or availability of instructors who meet minimum qualifications for the area where TBA hours are scheduled, you might examine the possibility of offering hybrid courses instead of courses with TBA hours. In this way, some of the contact hours could be offered in the classroom and others could be provided online as Distance Education (DE) hours. This type of offering may be subject to the Alternative Attendance Accounting Procedure as provided by Title 5, Section 58003.1 (f) and 58009. The Distance Education Guidelines (distributed August 18, 2008) provide additional information.

For further information or questions, you may contact Stephanie Low, Specialist, Academic Affairs at (916) 322-6888 or Carole Bogue-Feinour, Vice Chancellor, Academic Affairs at (916) 322-6881.

PROPOSAL

Santa Clarita Community College District Board Policy 532 – Student Grievance

Introduction:

The purpose of this policy is to provide a prompt and equitable means for resolving student(s) grievances. In the pursuit of academic goals, the student should be free of unfair or improper action by any member of the academic community. The grievance procedure may be initiated by one or more students who reasonably believe he/she/they have been subject to unjust action or denied rights involving their status or privileges as students. It is the responsibility of the student(s) to submit proof of alleged unfair or improper action.

I. Definitions:

1. Grievant – (A) an individual who is enrolled in or registered with an academic program of the College; and/or has completed the immediately preceding term and is eligible for re-enrollment, including the recess periods between academic terms; (B) a person no longer enrolled at the college where there is a grievable issue; (C) an individual who has submitted an application, however is not enrolled or registered with an academic program. Grievances by applicants shall be limited to a complaint regarding denial of admission.
2. Days - shall mean days when the college is in session, excluding Saturdays, Sundays, holidays, spring break, winter break, and summer and winter session days.
3. Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.
4. Grievance Officer – For the purposes of this policy the Dean of Students, or the CSSO shall serve as Grievance Officers.
5. Standard of Evidence - Should a grievance involve a formal hearing the standard of proof in effect will be that of a “preponderance of evidence.” Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs, and is not restricted to evidence admissible under the strict rules of evidence of a court of law.
6. Burden of Proof - It is the responsibility of the grievant(s) to submit proof of alleged unfair or improper action.

This Policy Does Not Apply to the Following:

7. Challenge process for prerequisites, co-requisites, advisories and limitations on enrollment.
8. Grievances pertaining to grades.

9. Alleged violations of sexual harassment, actions dealing with alleged discrimination on the basis of ethnic group identification, religion, age, sex, color, sexual orientation, physical or mental disability.
10. An appeal for residency determination.
11. Eligibility, disqualification or reinstatement of financial aid.
12. Student Discipline
13. Citations (for parking or other infractions)
14. Freedom of the Press
15. Employee Discipline
16. Challenges of established District policies, e.g. Board Rules and Administrative Regulations.
17. Financial claims against the District.

II. Time Limits:

1. The statute of limitations period for requesting a grievance hearing under this policy is one hundred twenty (120) calendar days after the occurrence of the incident giving rise to the grievance; or one hundred twenty (120) calendar days after the student learns, or should have learned, that the student has a basis for filing a grievance.
2. Pursuing an informal remedy for a grievance does not relieve the grievant of the responsibility of requesting a grievance hearing within one hundred twenty (120) calendar days of the incident giving rise to the grievance.

III. Informal Resolution

Each grievant shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person(s) with whom the grievant has the grievance, or that person's immediate supervisor if there is no reasonable opportunity to solve the problem with the individual(s) directly involved.

1. Specifically, the grievant(s) may, if appropriate, schedule a meeting with the person with whom the grievant(s) has the grievance, and if necessary, schedule a meeting with the person's immediate supervisor and/or schedule a meeting with the appropriate college administrator.
2. If the matter is not resolved at step "1" above, the grievant will contact the College grievance officer for assistance. The grievant shall provide the grievance officer with a written statement of grievance and may provide any other information and documentation in support of the grievance. The statement of grievance shall specify the time, place, nature of the complaint, and the remedy or corrective action requested. If a grievant believes that a specific District policy has been violated, the grievant should specify the policy or policies alleged to have been violated. The

grievance officer shall inform the grievant of their rights and responsibilities under this policy.

3. The grievance officer will provide a copy of the statement of grievance to the respondent within ten (10) days of receipt of the grievance, or as soon thereafter as practicable.
4. The grievance officer shall gather, copy and review pertinent information, records and documentation and communicate with all parties, and attempt to mediate an informal resolution.

IV. Formal Resolution

If there is no informal resolution of the grievance, the grievant has a right to request a grievance hearing. This request must occur no later than one-hundred twenty (120) calendar days after the alleged incident.

A. Meeting of the Grievance Hearing Committee

1. Within fifteen (15) days following receipt of the request for a grievance hearing, or as soon thereafter as practicable, a Grievance Hearing Committee shall meet and decide if a grievance hearing will be held. The committee shall consider whether the grievant has met the following requirements:
 - a. The request contains allegations, which, if true, would constitute a grievance under this policy;
 - b. The grievant is a student, applicant or former student as defined by this policy.
 - c. The grievant has met the requirements of the grievance policy with respect to timeliness
 - d. The grievant has attempted to solve the matter informally;
 - e. The grievant (s) is personally and directly affected by the alleged grievance;
 - f. The remedy requested by the grievant is appropriate for the act that is alleged and is not frivolous; clearly without foundation, or clearly filed for the purposes of harassment.
 - g. The grievant has cooperated in the processing of the grievance.

2. If the above conditions are satisfied, the committee chairperson shall notify the grievance officer in writing, within five (5) days, that a grievance hearing will be held.
3. If the grievance does not meet each of the requirements, the hearing committee chair shall notify the grievant in writing of the rejection of the request for a grievance hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within five (5) days of the date the decision is made by the grievance hearing committee. The grievant may appeal this decision per Appeal , Part 1 of this policy.

B. Content of the Grievance Hearing Committee

1. The grievance hearing committee shall be made up of five members of the campus community. Two members shall be faculty members appointed by the Academic Senate President. Two members shall be students appointed by the Associated Student Government President. One member shall be a classified staff member appointed by the President of the Classified Senate. One of the Faculty members shall serve as chair. Alternates will be appointed as necessary. Three members of the above committee shall constitute a quorum. All members are entitled to vote on matters related to the grievance.
2. No person shall serve as a member of the hearing committee if that person has been personally involved in any matter giving rise to the grievance, has made any public statement on the matters at issue, or could otherwise not act in a fair manner. The grievant (s) or respondent(s) may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge, in writing, to the CEO who shall determine whether cause for disqualification has been shown. If the CEO feels that sufficient grounds for removal of a member of the grievance committee has been presented, the CEO shall remove the challenged member or members and ask that the appropriate person name a replacement.

C. Formal Hearing Procedure

1. The grievance officer will ensure that relevant information and documentation is made available at the hearing. Information requested will be provided in such a way that it does not violate the privacy rights of others.
2. The decision of the grievance hearing committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.
3. The grievant may obtain the assistance of a person of his or her choice (at his or her own expense), except the grievant may not be represented by legal counsel.

4. The Respondent may represent himself or herself; or the Respondent may obtain the assistance of a person of his or her choice, except the Respondent may not be represented by legal counsel.
5. Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
6. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
7. Unless the grievance hearing committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.
8. Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than 10 days prior to the date of the hearing.
9. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.
10. The hearing shall be recorded by the grievance officer either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the grievance hearing committee chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the tape recording.
11. When the presentation of evidence is concluded, the hearing committee's deliberations shall be confidential and closed to all parties. The hearing committee's deliberations shall not be tape-recorded. Only those committee members present throughout the hearing may vote on the recommendations of the grievance hearing committee.

D. Findings of the Grievance Hearing Committee

1. Within twenty (20) days following the close of the hearing, the grievance hearing committee shall prepare and send a written decision to the grievant(s), respondent, and grievance officer.
2. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above.

3. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any.
4. The decision shall be based only on the record of the hearing, and not on matters outside of that record.
5. The record will consist of the original grievance, any written response, and the oral and written evidence produced at the hearing.

V. Appeal

Part 1.

1. Any appeal relating to a grievance hearing committee decision that the statement of grievance does not present a grievance as defined in these procedures shall be made in writing to the CEO within ten (10) days of that decision.
2. The CEO shall review the statement of grievance and request for grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The CEO's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Part 2.

1. Any appeal related to the findings of the grievance hearing committee following a formal hearing shall be made, in writing, to the CEO within ten (10) days of that decision.
2. The CEO shall review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record. Following the review of the record and appeal statements, the CEO shall make a written recommendation regarding the outcome of the appeal.
3. The CEO may decide to sustain, reverse or modify the decision of the grievance hearing committee. The CEO's decision shall include a statement of reasons for the decision. The CEO's decision shall be final.
4. The decision on appeal shall be reached within five days after receipt of the appeal documents. Copies of the CEO's appeal decision shall be sent to the grievant, respondent, and the grievance hearing committee.

Reservation for Bonelli Hall 330

1. Room BONH 330 is designed primarily for Faculty Meetings, Governance related meetings.
2. Faculty meetings include, but are not necessarily limited to:
 - Senate and Senate Committees
 - Curriculum Committee
 - Division Meetings
 - Department Meetings
 - All Faculty Meetings
 - Associate Program
 - New Faculty Orientation
 - Faculty Development Activities
 - Faculty Tenure Committees
 - COCFA meetings
3. BONH 330 will be scheduled through the Academic Senate Administrative Assistant, Lita Wangen, at extension 3058. The Senate President must approve reservations for non-faculty meetings.
4. Open Reservations for the Academic year will begin on June 1st.
5. Priority Reservations for the Academic year will occur between June 1 and June 30. Priority will be given in the following order:
 - Senate Meetings
 - Curriculum Meetings
 - Division Meetings
 - Ongoing Department Meetings
 - Associate Program
 - Faculty Development Meetings

Alignment of Credit and Non-credit departments

At a recent Senate meeting, the hiring procedures for non-credit stated that the related credit department chairs would have the “right of first refusal” to participate in the hiring of non-credit adjunct.

As a result of this, it was decided that we need to identify the relationship between credit departments and non-credit courses.

This is only for general curriculum and hiring purposes. This is to help ensure that those credit departments that wish participate with (or at least be informed about) related non-credit courses have that opportunity.

Course	Course Title	Credit Department	Division
NC.HLSF 02	Food Handler Certification	Culinary	Green
NC.FCS COMP1	Home Computer Hardware	Computer Networking	Math/Sciences
NC.FCS COMP2	Home Computer Operating Systems	Computer Networking	Math/Sciences
NC.FCS COMP3	Home Computer Network	Computer Networking	Math/Sciences
NC.FCS COMP4	Home Computer Security/Its: Security	Computer Networking	Math/Sciences
NC.FCS COMP5	Home Computer Maintenance	Computer Networking	Math/Sciences
NC.BCSK H04	HSD Astronomy	HSDiploma/Astronomy	Math/Sciences
NC.BCSK H15	HSD Chemistry	HS Diploma/Chemistry	Math/Sciences
NC.BCSK M01	HSD Algebra I A/B/C	HS Diploma/Math	Math/Sciences
NC.BCSK M03	HSD Geometry I A/B/C	HS Diploma/Math	Math/Sciences
NC.BCSK M04	HSD Algebra II A/B	HS Diploma/Math	Math/Sciences
NC.BCSK M05	HSD Algebra II/Trigonometry	HS Diploma/Math	Math/Sciences
NC.BCSK M06	HSD Advanced Math Topics	HS Diploma/Math	Math/Sciences
NC.BCSK M07	HSD Trigonometry	HS Diploma/Math	Math/Sciences
NC.BCSK H14	HSD Physics	HS Diploma/Physics	Math/Sciences
NC.OAD CR01	Creating a Safe Home Environment	Interior Design	Math/Sciences
NC.BCSK MA1	Essential Arithmetic	Math	Math/Sciences
NC.BCSK MA2	Math Skills for Nurses	Math	Math/Sciences
NC.BCSK SBM	Summer Bridge Math	Math	Math/Sciences
NC.OAD LLL03	Life Long Learning for Older Adults through Film Exploration	Cinema	Humanities
NC.BCSK E20	Spelling Techniques	English	Humanities
NC.BCSK E21	Grammar and Sentence Writing	English	Humanities
NC.BCSK SBE	Summer Bridge English	English	Humanities
NC.OAD LLL05	Life Long Learning through Literature Analysis-Shakespeare	English	Humanities
NC.OAD LLL08	Lifelong Learning for Older Adults Through Literature	English	Humanities
NC.OAD WRT01	Creative Expression for Older Adults: Writing Personal Histories	English	Humanities
NC.OAD WRT02	Creative Expressions for Older Adults: Writing for Publication	English	Humanities

NC.ESL 10	ESL Beginning Language Lab	ESL	Humanities
NC.ESL LVL1	Level 1	ESL	Humanities
NC.ESL LVL2	Level 2	ESL	Humanities
NC.ESL LVL3	Level 3	ESL	Humanities
NC.ESL LVL4	Level 4	ESL	Humanities
NC.ESL PLVL1	ESL-Pre-Level 1	ESL	Humanities
NC.ESL TOEFL	TOEFL Preparation	ESL	Humanities
NC.VESL 01	Communication for Employment	ESL	Humanities
NC.VESL 02	English for Automotive Technology	ESL	Humanities
NC.VESL 03	English for Landscape Employees	ESL	Humanities
NC.VESL 04	English for Food Service	ESL	Humanities
NC.VESL 05	English for Customer Service	ESL	Humanities
NC.VESL 06	English for Housekeeping	ESL	Humanities
NC.VESL 07	English for Construction Workers	ESL	Humanities
NC.BCSK E04	HSD English 12	HS Diploma/English	Humanities
NC.BCSK S02	HSD Spanish IB	HS Diploma/Spanish	Humanities
NC.BCSK S04	HSD Spanish IIB	HS Diploma/Spanish	Humanities
NC.OAD LLL06	Lifelong Learning Through Basic Spanish Conversation	Spanish	Humanities
NC.BCSK H16	HSD Health	HS Diploma/KPE	KPEA
NC.HLSF 03	Body-Mind Wellness	KPE	KPEA
NC.OAD HLTH2	Mobility Through Exercise , Physical Conditioning for Older Adults	KPE	KPEA
NC.OAD HLTH3	Mobility Through Exercise -Slow Stretch/ Tai Chi For Older Adults	KPE	KPEA
NC.OAD HLTH4	Mobility Through Exercise- Low Impact Aerobics For Older Adults	KPE	KPEA
NC.OAD HLTH5	Mobility Through Exercise, for Older Adults using Yoga	KPE	KPEA
NC.OAD HLTH6	Mobility Through Water Exercise for Older Adults	KPE	KPEA
NC.OAD HLTH7	Mobility for Older Adults through Tai Chi in a Chair	KPE	KPEA
NC.OAD HLTH8	A Matter of Balance	KPE	KPEA
NC.OAD HLTH9	Healthier Living: Managing Ongoing Health Conditions for the Older Adult	KPE	KPEA
NC.OAD ART05	Creative Expression for Older Adults Through Needlework	Art	Fine Arts
NC.OAD ART06	Gardening as Self Expression	Art	Fine Arts
NC.OAD ART01	Watercolor Painting for Older Adults	Art	Fine Arts
NC.OAD ART02	Painting for Older Adults	Art	Fine Arts
NC.OAD ART03	Drawing- Beginning through Advanced for Older Adults	Art	Fine Arts
NC.OAD ART04	Creative Expression Through China Painting for Older Adults	Art	Fine Arts
NC.OAD LLL02	Life Long Learning for Older Adults through Art Appreciation	Art	Fine Arts
NC.BCSK H02	HSD Art 1B Digital	HS Diploma/Art	Fine Arts

NC.BCSK H08	HSD Painting and Drawing Studio A/B	HS Diploma/Art	Fine Arts
NC.OAD MUSC2	Creative Expression for Older Adults: Enjoying Music	Music	Fine Arts
NC.OAD MUSC3	Creative Expression for Older Adults, Instrumental/Vocal Jazz	Music	Fine Arts
NC.OAD MUSC4	Creative Expression for Older Adults: Symphonic Band	Music	Fine Arts
NC.OAD MUSC5	Canyons Emeritus Chorus	Music	Fine Arts
NC.OAD MUSC6	Creative Expression for Older Adults: Chamber Music	Music	Fine Arts
NC.OAD THEA1	Creative Expression for Older Adults Through Acting	Theater	Fine Arts
NC.BCSK AP	Study Skills	Counseling	Student Services
NC.BCSK E19	Study Techniques	Counseling	Student Services
NC.BCSK 01	Career and Job Search Preparation	Counseling	Student Services
NC.BCSK 050	Test Taking Skills	Counseling	Student Services
NC.BCSK SBC	Summer Bridge Counseling	Counseling	Student Services
NC.HLSF 10	Introduction to Stress Management	Counseling	Student Services
NC.OAD CR02	Personal Finance for Older Adults	Business	Social/Behavioral Sciences
NC.OAD COMP1	Consumer Resources for the Older Adult: Computers & You	CIT	Social/Behavioral Sciences
NC.OAD COMP2	Consumer Resources: Computers and You II	CIT	Social/Behavioral Sciences
NC.BCSK H06	HSD Modern Civilization	HS Diploma/History	Social/Behavioral Sciences
NC.BCSK H07	HSD U.S. History A/B	HS Diploma/History	Social/Behavioral Sciences
NC.BCSK H10	HSD Psychology	HS Diploma/Psychology	Social/Behavioral Sciences
NC.BCSK H12	HSD Sociology	HS Diploma/Sociology	Social/Behavioral Sciences
NC.OAD LLL07	The Law and How to Use It	Paralegal	Social/Behavioral Sciences
NC.CITZ 01	Citizenship for Naturalization	Political Science	Social/Behavioral Sciences
NC.OAD LLL01	Life Long Learning: Current Global Events for Older Adults	Political Science	Social/Behavioral Sciences
NC.OAD HLTH1	Life Long Learning for Older Adults	Psychology	Social/Behavioral Sciences
NC.OAD LLL04	Issues in Aging	Sociology	Social/Behavioral Sciences
NC.PAED CD01	Parenting Skills	ECE	Education
NC.BCSK 090	CAHSEE Preparation (pending)	Education	Education
NC.BCSK 100	GED Preparation	Education	Education

CURRICULUM COMMITTEE SUMMARY

DECEMBER 4, 2008

3:00 pm – 5:00 pm

BONH-330

TECHNICAL CHANGE MEMO'S: Items on "Consent" are recommended for approval as a result of a Technical Review meeting that took place on 11/25/08

Subject	#	Description of action	Author
CINEMA	121	Reduce cl size from 100 - Approved	K. Carlson
SOCI	198F	Change to SOCI-198S - Approved	K. Carlson

MODIFIED COURSES: Items on "Consent" are recommended for approval as a result of a Technical Review meeting that took place on 11/25/08

Subject	#	Title	Description of action	Author
ANTHRO	101L	Physical Anthropology Laboratory	Modify descriptions, add SLO's, modify Objectives, Content, Methods of Evaluation & Assignments, and update text - Approved	R. Martinez
ANTHRO	215	Indians of the Southwestern United States	Reduce cl size from 42, Add SLO's and modify descriptions, Objectives, Methods of Evaluation & Assignments, and update text	R. Martinez
CIT	111	Advanced Keyboarding and Document Processing	Title change, change CIT-110 from prerequisite to recommended prep. , modify descriptions and objectives - Approved	M. Lipman
COMS	227	Introduction to Rhetorical Criticism	Title change , add comparable course, modify descriptions, SLO's, Objectives, Content, update prerequisite form and add new text - Approved	K. Kicenski
REAL	100	Real Estate Principles	Add SLO's, modify descriptions, Objectives, Content & Methods of Evaluation, and update texts - Approved	R. Brode

REAL	101	Real Estate Practices	Add SLO's, reduce cl. size from 45, modify descriptions, Objectives, Content & Methods of Evaluation, and update texts - Approved	R. Brode
REAL	105	Real Estate Financing	Add SLO's, reduce cl. size from 40, modify descriptions, Objectives, Content & Methods of Evaluation, and update texts - Approved	R. Brode
REAL	115	Legal Aspects of Real Estate	Add SLO's, modify descriptions, Objectives, Content & Methods of Evaluation, and update texts - Approved	R. Brode
REAL	120	Real Estate Appraisal I	Add SLO's, modify descriptions, Objectives, Content & Methods of Evaluation, and update texts - Approved	R. Brode
REAL	121	Real Estate Appraisal II	Add SLO's, modify descriptions, Objectives, Content & Methods of Evaluation, and update texts - Approved	R. Brode
SOCI	102	Introduction to Sociological Research Methods	Title change , modify Content - Approved	M. Valentine
SOCI	207	Social Problems	Reduce cl. size from 40, add SLO's, modify Objectives & Methods of Evaluation, and update texts & add a DLA - Approved	S. Helfing
THEATR	194	Reader's Theatre Workshop	Delete - Approved	K. Carlson

MODIFIED PROGRAM: Item on "Consent" are recommended for approval as a result of a Technical Review meeting that took place on 11/25/08

Title	Description	Author
Recreation Management A.A. degree	Add REC-124 as a choice to the Restricted Electives - Approved	K. Carlson

NEW COURSES:

Subject	#	Title	Description of action	Author
ART	199	Special Studio Topics	2 units, cl. size 12, 18 lecture and 54 lab contact hours, Portfolio review prerequisite, 3 repeats, CR/NC - Approved	R. Walker
KPEA	108A	Jun Fan Jeet Kune Do	1 unit, cl. size 35, 54 activity contact hours, 3 repeats, letter grade - Approved	K. Laing
SOCI	198R	How Much is Enough? America's Consumerist Society	1 unit, cl. size 35, 18 lecture contact hours, no repeats, letter grade - Approved	R. Wonser
THEATR	170	Introduction to Stage Management	3 units, cl. size 35, 54 lecture contact hours, THEATR-110 recommended prep. no repeats, letter grade - Approved	D. Stears

MODIFIED PREREQUISITE:

Subject	#	Title	Description of action	Author
CIT	111	Advanced Keyboarding and Document Processing	change CIT-110 from prerequisite to recommended prep	M. Lipman

NEW PREREQUISITES:

Subject	#	Title	Description of action	Author
ART	199	Special Studio Topics	Portfolio review prerequisite	R. Walker
THEATR	170	Introduction to Stage Management	THEATR-110 recommended prep.	D. Stears

NEW DISTANCE LEARNING ADDENDUM:

Title	#	Title	100% ON-LINE, HYBRID	Author
SOCI	207	Social Problems		S. Helfing

STAND ALONE COURSES:

Title	#	Title	Author
ART	199	Special Studio Topics	R. Walker
SOCI	198R	How Much is Enough? America's Consumerist Society	R. Wonser
THEATR	170	Introduction to Stage Management	D. Stears

DISCUSSION ITEMS:

- 1) Technical Change Memo's and Special Topics...we were reminded that new Special Topics proposal authors can no longer use Supplemental Form C on an existing 098 or 198 course in WebCMS to propose a new topic (as it doesn't provide the Committee sufficient information about the course...Kerry will ask Pedro to re-title Form C "Do Not Use"). Instead the faculty member must generate a brand new course proposal. We also reviewed in the COC Curriculum Handbook what things can be changed via a Technical Change Memo. Items not indicated there are not eligible to be changed via a Technical Change Memo. Division representatives are asked to share this information with their colleagues.
- 2) Guidelines on evaluating new courses and their relation to the college's mission... this was tabled until the Administrative Co-Chair could be present.
- 3) Tech Review for our February 19th meeting was scheduled for 2/11 with Lee Hilliard volunteering to participate (time and location to be determined). Kerry asked the Committee Members to come to our next meeting (on 2/19/09) with their calendars so that Tech Review meetings can be tentatively scheduled for the Spring 2009 semester.
- 4) The Committee Members shared a mutual concern regarding our Faculty Co-Chair's release time, indicating that they feel that it should be increased due to the large volume of courses that must be now be revised in a timely manner and the streamlining of the committee meetings (and corresponding increase in productivity) resulting from the Faculty Co-Chair's requirement of a comprehensive (and time-consuming) technical review prior to each Committee meeting.

Carlson, Kerry - Curriculum Coordinator Non-voting member	present	Jacobson, Joan - Student Services	present	Vacant - Fine & Performing Arts	
Lowe, Ann - Co-Chair, Faculty - Allied Health	present	Karlin, Ron - Humanities	present	Solomon, Diane - Member at Large	present
Green, Audrey - Co-Chair, Administrator, Articulation Officer	absent	Stanich, Diana - Physical Education & Athletics	present	Blake-Jones, Michele - Noncredit	absent
Hilliard, Lee - Member at Large	present	Lucy, Nicole - Social Science & Business	absent		