

**Academic Senate Agenda  
March 25, 2010  
3:00 p.m. BONH 330**

**I. ROUTINE MATTERS**

1. Approval of Senate summary for March 11, 2010 (page 2)
2. Approval of Curriculum summary (pages 16-18)
3. Designation of the SLO committee as an regular (not ad hoc) Senate subcommittee

**II. REPORT/UPDATE**

4. CCC update

**III. DISCUSSION ITEMS**

1. Celebration on May 27 meeting
2. Plagiarism
3. SLO Report to the Senate (pages 3-5)
4. Matriculation and Other Categorical Programs
5. Continued discussion on Intellectual Property (pages 6-13)
6. Minimum Qualifications and the Associates Degree (pages 14 – 15)

**IV. ACTION ITEMS**

**V. OPEN FORUM**

The next Senate meeting will be **April 15, 2010**.  
*As always everyone is welcomed.*

**Academic Senate Summary  
February 25 2010**

**Attendance:** Michael Dermody, Joan Jacobson, Lowe, Ann, Pamela Borrelli, Wendy Brill, Chris Blakey, Edel Alonso, James Lorigan, Tamera Rice, David Andrus, Deanna Riviera, Michael Sherry, Lea Templer, Jose Martin, Fred D'Astoli, Stan Wright, Ron Dreiling, Cheng-Levine, Jia-Yi, Kevin Kistler and Jennifer Brezina

**The consent calendar was approved**, which included the Academic Senate summary for February 25, 2010; and the Curriculum summary for March 4, 2010 with corrections to page 17.

**CCC Update:** St. Patrick's Day celebration with Student Development including a bagpiper at 10:00 a.m.; High School Open

House being scheduled for April for seniors at Golden Valley and Canyons High School; 2<sup>nd</sup> Star Party is scheduled for May 21, 2010 with a focus on Saturn (proceeds will support the Ram Manvi scholarship fund); the student lounge in Room 302 is now open – available to all students during regular campus hours.

**Plagiarism/Academic Honesty** had an initial; draft presented. After discussion some suggestions were made; this will return back to the Senate.

**Bookstore Contract renewal was discussed.** It was clarified, at the request of Trustee MacGregor, that while the college could not encourage anyone to purchase books anywhere other than the college bookstore, if an instructor was to mention that the books were also available at other locations, that instructor would not be “brought on the carpet”. Dr. Van hook concurred, reminding listeners of “Freedom of Speech”; however, she also mentioned that if there were any problems with the “alternate” site, the students (and the faculty member) would not have any recourse through the District. It was also suggested at the Board meeting that the Bookstore should consider doing a better job of informing faculty of the advantages of having the on-campus book store.

**Intellectual Property Rights** were reviewed in a “discussion only” paper, looking at possible policies and procedures toward Intellectual Property Rights. Changes and suggestions were made, and will be incorporated into the next “discussion only” draft.

**Department Chair election procedures were reviewed.** Calls for nominations will go out before the next Senate meeting.

**Senate meeting at Canyon Country Campus for Spring will be** April 29, 2010 starting at 3:30. Room number will be available later.

**Offices & Mentry Hall Expansion:** Mentry Hall is not ready yet, so please do not start “homesteading” offices. As we get closer a list of available offices will go out through the traditional process.

**Institute of Teaching and Learning** will graciously store their big-screen monitor in BONH330. Other faculty meetings may utilize this monitor for meetings held in BONH330. We need to insure that BONH remains locked when not in use!

Adjourned at 4:45 p.m.

## **SLO Committee Report to the Academic Senate March 2010**

### **History/Background:**

- In 2002, the Western Association of Schools and Colleges (WASC) released accreditation standards that ask colleges to identify student learning outcomes (SLOs) for courses, certificates and programs, and to evaluate students’ progress towards achieving those SLOs. Colleges were also asked to use the assessment results to improve the education taking place in courses, certificates and programs across campus.
- In 2003, College of the Canyons formed a steering committee to provide leadership and training to faculty and staff regarding SLOs, and the first of many SLO-related FLEX workshops was held in 2004.

SLOs have been included as part of the official course outline since 2004, and the college uses the Program Review process to document SLO assessments and action plans based on those assessments. In 2008 a 50% reassigned time position was created for a faculty SLO coordinator.

- In 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced expectations for progress in implementing SLOs through its Rubric for Evaluating Institutional Effectiveness. All colleges are expected to reach the Proficiency stage of the Student Learning Outcomes rubric no later than fall 2012 (see attachment), and all courses, certificates, degrees, and programs should have completed at least one full cycle of SLO assessment, dialogue, and action planning based on the assessment results by that point in time.
- In 2008, the college's accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college.
- Most recently, the Statewide Academic Senate has prepared a glossary of commonly-used SLO-related terms. This glossary will assist faculty when communicating with their colleagues both within campuses and across the community college system.

#### **New developments at College of the Canyons:**

- A series of workshops was held in Fall 2009 to assist departments in setting up SLO assessment plans and schedules.
  - 27 departments attended workshops throughout the fall semester, including approximately 80 full-time and 35 part-time faculty members. Five additional department chairs met one-on-one with the SLO coordinator to discuss their department plans
  - The workshops included a shift in emphasis towards scheduled cycles of assessment in order to allow for more meaningful reflection on results and action planning
  - Departments were encouraged to use course-embedded assessments, building on assignments that were already taking place in the courses in order to make assessment a routine part of instruction
  - Departments were provided with inventories of their courses and scheduling worksheets to help them create plans that will enable them to have all courses and programs complete an assessment cycle prior to the fall 2012 WASC/ACCJC deadline
  - Departments were also encouraged to consider archiving courses that are not currently being regularly offered
- Additional opportunities for training were developed, including the ability for faculty to receive FLEX credit for one-on-one training sessions on SLO-related topics of their choice and a self-paced online SLO Tutorial
- The Student Learning Outcomes committee has increased participation and now has representatives from most divisions. Current members include: Leslie Bretall (Learning Resources), Jennifer Brezina (Humanities), Jia-Yi Cheng-Levine (Humanities), Vincent Devlahovich (Math/Science), Necia Gelker

(Fine and Performing Arts), Audrey Green (Academic Affairs), Barry Gribbons (Institutional Research), Rhonda Hyatt (Physical Education), Michael Joslin (Student Services), Kevin Kistler (Academic Affairs), Melanie Lipman (Social Science/Business), Ann Lowe (Allied Health), Daylene Meuschke (Institutional Research) Nicole Lucy (Social Science/Business and CTE), Anne Marengo (Social Science/Business), Rebecca Shepherd (Social Science/Business), Matt Teachout (Math/Science).

- The SLO committee has begun a revision of the existing SLO manuals. The new SLO Manual will include updated material from the previous Faculty Manual for Creating an Effective Student Learning Outcomes Loop for Courses and Programs (Davis and Templer, 2005) and Constructing and Embedding Student Learning Outcomes in Non-Instructional Student Service Units at College of the Canyons (Alonso and Maple, 2005) as well as material from trainings presented in 2009-2010.
- SLO information for courses can now be extracted directly from WebCMS, which will allow for increased ability for faculty to organize the information and analyze where revisions are needed. This will also assist the college as it moves towards a common software-based solution for organizing SLO assessment data.
- Program SLOs are now being recorded in WebCMS for degrees and certificates. As was done with course SLOs, this will be phased in – as degrees and certificates are revised, faculty will be asked to provide one or more program SLOs. These program SLOs will be approved by the curriculum committee and will be recorded in the program outline in WebCMS.

#### **What's ahead?:**

- The SLO Committee would like to become an official Senate subcommittee. This will ensure that the effort to institutionalize Student Learning Outcomes has a clear place in the organizational and decision-making structure of the college.
- The SLO Committee is considering various software solutions to organizing SLO assessment data. A software system such as those being considered will make it easier for faculty to aggregate data across multiple sections and to map course level assessments to program SLOs. All of this will allow for more meaningful dialogue and action planning based on results.
- The faculty will revisit the GE and CTE Program SLOs that were drafted in 2008 and will make revisions as needed, aligning GE SLOs with our associate degree GE categories rather than CSUGE/IGETC requirements. SLOs for the Basic Skills program will also be considered. Assessment of these large, interdisciplinary program-level SLOs will begin in 2010-2011.
- The SLO Committee will be drafting Strategic Plan for Student Learning Outcomes to help the college meet the fall 2012 WASC/ACCJC deadline for Proficiency. This Strategic Plan will be presented to the Academic Senate and other constituent groups for discussion and approval.
- In addition to the continuation of the one-on-one training by appointment and the self-paced online training, planned sessions for Fall 2010 FLEX include:
  - The Course Outline: SLOs, Objectives, and Course Content
  - SLO Assessment Issues
  - Avoiding SLO Anxiety
  - Closing the Loop

- The college's SLO website will be redesigned in 2010 in an effort to provide faculty and staff with greater access to SLO-related resources.
- As faculty have grown more comfortable with writing SLOs and designing and scheduling assessments, the emphasis in 2010-2011 will shift to facilitating dialogue and developing specific action plans

## Resources

- ACCJC Rubric for Evaluating Institutional Effectiveness:  
<http://www.accjc.org/pdf/Rubric%20for%20Evaluating%20Institutional%20Effectiveness.pdf>
- Statewide Academic Senate SLO Glossary:  
<http://www.asccc.org/Publications/Papers/Downloads/PDFs/SLO-Glossary-2010.pdf>
- Training materials o Online SLO Tutorial:  
[http://www.canyons.edu/Faculty/martinj/slo\\_site/tutorial\\_slo/welcome.htm](http://www.canyons.edu/Faculty/martinj/slo_site/tutorial_slo/welcome.htm)
  - o Fall 2009 and Spring 2010 Workshop Materials:  
<https://intranet.canyons.edu/Directories/Committee/CommitteeDetails.asp?CID={2565E272-040B-4E2BBCDF-AD85BC003E22}>

### ***Intellectual Property Rights – Version 6.5***

*This is the initial discussion on developing a set of intellectual property right policy and procedures. Although this discussion is starting in the Senate, please remember that ultimately this could impact all members of the college community, and as we move our discussions along we will have to incorporate the interests of those colleagues as well.*

*This DRAFT is based on 15-17 similar policies at other community colleges, as well as input from the college legal counsel (thanks to Sharlene Coleal, who forwarded that material to us).*

## **PROPOSED BOARD POLICY**

### **A. Intellectual Property and District Employees**

The District recognizes and encourages the intellectual scholarship and academic creativity of faculty employees as an inherent part of the educational mission of the college

The District, the Academic Senate, and all other campus constituent groups believe that the public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the college reasonable access to, and use of, the intellectual property for whose creation the college or university has provided assistance.

It is in the interest of the District, the Academic Senate, and all other campus constituencies to protect and promote the right of employees to benefit from their scholarly work, and to avoid copyright disputes by facilitating advance agreement between employees and the District regarding ownership and use of scholarly works.

### **B. Development of Procedures**

1. The District will develop procedures to ensure for the recognition, administration, and assignment of Intellectual Property Rights.
2. These procedures will be consistent with other District policies, including, but not limited to, the District's policy on academic freedom and federal and state statutes and regulations.
3. In addition to procedures for general District implementation of this policy, there shall be specific procedures developed for employees, students, contractors, and volunteers.
4. Employees
  - i. Any procedures that would impact faculty members will be mutually agreed upon with the Academic Senate.
  - ii. These procedures shall also be interpreted consistent with all collective bargaining agreements.
5. Students
  - i. The District will develop procedures to ensure the protection of students' intellectual property rights.
  - ii. Protection of student intellectual property rights shall not be construed to interfere with the role of the faculty in assigning grades to students' enrolled in college courses.
6. Third Party Contractors
  - i. The District will develop procedures to coordinate intellectual property rights between the district and any outside contractor. ii. Assignment of Intellectual property rights shall be specified in any contract or agreement signed by the District.
7. Volunteers

- i. The District will develop procedures to coordinate intellectual property rights between the district and any person not acting in the capacity of an employee, student, or contractor.

## **BOARD PROCEDURES – IMPLEMENTATION OF INTELLECTUAL PROPERTY RIGHTS: DISTRICT**

### **A. Commercialization of Intellectual Property**

1. The District may commercialize any work in which it maintains intellectual property rights.
2. using its resources or it may enter into agreements with others to commercialize the work as authorized by law.
3. The District shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the District is the sole or joint owner of intellectual property rights.
4. The District may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which it maintains intellectual property rights.
5. The District may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which it exclusively owns intellectual property rights.
6. If the District has intellectual property rights in a jointly owned work, the District may enter into an agreement with the joint owners concerning payment of such costs.
7. At times the District may share intellectual property rights with employees. The employees are entitled to share in any royalties, licenses, and other payments from commercialization of these works in accordance with applicable agreements signed beforehand with the District.
8. All expenses incurred by the District in protecting and promoting the work, including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the District before the creator is entitled to share in the proceeds.
9. The District shall deposit all net proceeds from commercialization of intellectual property in its own general intellectual property account. The District may use the account to reimburse expenses related to creating or preserving the District's intellectual property rights or for any other purpose authorized by law and District policy including the development of intellectual property.

### **B. Intellectual Property Coordinator**

1. The CEO will designate a District Intellectual Property Coordinator.
2. The coordinator shall administer this procedure and will implement the District's Intellectual Property Policy.
3. The Intellectual Property Coordinator will also monitor the development and use of the District's intellectual property.
4. Any questions relating to the applicability of the District Intellectual Property or this procedure may be directed and answered by the Intellectual Property Coordinator.
5. The Intellectual Property Coordinator shall all arrange training on a periodic basis for faculty, staff, and/or other persons who are covered by this Intellectual Property Procedure

## **BOARD PROCEDURES – IMPLEMENTATION OF INTELLECTUAL PROPERTY RIGHTS: EMPLOYEES**

## A. Works subject to Intellectual Property Protection

1. Intellectual Property rights refer to works that may be eligible for copyright protection. This includes, but is not limited to:
  - a. course materials such as course handouts, syllabi, lecture notes, student exercises, workbooks, study guides, laboratory manuals, multimedia programs, tests, literary works,
  - b. books, articles, fictional or non-fictional narratives, reviews;
  - c. dramatic and musical compositions, poetry, and choreography
  - d. complete online courses including those created with a course management system
  - e. other course materials related to online courses or web-related materials
  - f. analysis (e.g. scientific, logical, opinion or criticism),
  - g. works of art and design, including pictorial, graphic and sculptural works, photographs, films, video and audio recordings
  - h. computer-based programs and media (e.g. software or computed code of their representation in forms such as CD-ROM, video disk, compressed video, digital, webbased material and the like),
  - i. ~~original “mask works” (i.e. original images derived from semi-conductor chip products),~~
  - j. Architectural and engineering drawings.
2. Intellectual Property works may be found in
  - a. any enduring medium (for example, print, film, or digital media, etc.), or
  - b. Digitally encoded works that can be stored on computer-readable media, manipulated by computers, and transmitted through data networks form (for example, video or audio broadcast, html transmissions, or email attachments), or
  - c. Other tangible forms (for example, as sculpture, painting, or structure).

## B. Definition of District Substantial Support

1. “District Resources” includes all tangible resources including buildings, equipment, facilities, computers, software, personnel, and funding.
2. “Substantial Support” means use of District resources beyond the normal professional, technology, and technical support generally provided by the District and extended to an individual or individuals for development of a product, project or program.
3. ~~Substantial Support does NOT include~~ Examples of normal professional, technology, and technical support generally provided by the District would include, but are not limited to,
  - a. the employee’s regular compensation and the office space,
  - b. office computer, local telephone use, office supplies, and copy services regularly provided to an employee in the normal course of their employment
  - c. District sponsored training customarily provided to an employee
  - d. District tech support customarily provided to an employee



- e. the use of an electronic learning management system,
- f. any software management system for on-line instruction, assessment or virtual classroom instruction, and
- g. Compensation to a faculty member while on sabbatical.
- h. COC Foundation support to the Scholarly Lecture program or mini-grant programs.

**4. Examples of Substantial Support could include, but are not limited to:**

- a. extra compensation for a work;
- b. The cost of providing secretarial, technical, legal, duplication, technological or creative services specifically for the creation of the work.

5. A substantial use of the District's resources may be implicated in situations where the creator spends such time and energy in the creation of a work that results in a great reduction of the creator's ~~teaching activity~~ contractual obligations.

## **C. Categories of Intellectual Property works**

### **1. Institutional Work**

**a. Institutional works do not grant any intellectual property rights to their creators.** b. Institutional Works are those standard and ordinary works conducted by the District for specific District administrative purposes, excluding teaching and academic endeavors.

Examples of these would include, but are not limited to:

- i. preparing budgets, policies, contracts, personnel management,
- ii. ~~printing~~ course materials schedules and catalogues,
- iii. maintenance of computer data,
- iv. long range planning,
- v. Keeping inventories of equipment.

**vi. Promotional and other materials produced by the Public Information Office** c. Works that must be approved by a college committee are considered to be Institutional Works.

~~d. Employees do not retain any Intellectual Property rights for their contributions to Institutional~~

~~Work.~~

*For example, all materials produced by accreditation committees, or courses outline approved by the Curriculum committee, are considered "Institutional Works."*

### **2. Commissioned Work**

- a. All Commissioned Works are the property of the District, unless otherwise stated in a written agreement between the District and the employee prepared before the project is initiated,
- b. A commissioner work is a one-time work that is defined and directed by the District for a specific District purpose. This includes, but is not limited to, any works

- 175 i. Commissioned by the District pursuant to a signed contract; or  
176 ii. Produced by research specifically supported by Federal, State, or third party  
177 sponsorship; or  
178 iii. Produced through substantial use of District resources or facilities, 179 c. The District may  
provide additional compensation for a commissioned work, but any such 180 compensation must be agreed to  
in writing before the project begins.  
181 d. Commissioner works are outside of an ~~faculty member's~~ employee's normal duties, and must 182 be  
agreed to by both the ~~faculty member~~ employee and the District.  
183

For example, the District asks an instructor who teaches in the Math Department to prepare a computer program which teaches mathematical concepts to her students in her math class. The instructor enters into an agreement with the District to prepare this “Commissioned Work” and is compensated extra for doing so.

### 3. Personal Work

- a. Personal Works are not subject to this policy.
- b. Personal works are prepared outside the course and scope of District employment responsibilities, and are produced without the use of District resources or facilities.
- c. Since Personal Works are the property of the employee, any copyright shall be owned exclusively by the employee.
- d. When creating a personal work,
  - i. The creation of such works shall not interfere with the employee’s ability to perform assigned responsibilities.
  - ii. An employee shall not use any District resources to create, develop or commercialize works

For example, an instructor who teaches in the Accounting Department also has a private accountancy business advising clients from her home using no District resources. She creates a tax computation software program that she uses on behalf of her clients and charges them for this use. This software is a “Personal Work.”

### 5. Scholarly Work (or Aesthetic Work)

- a. Scholarly works are considered the intellectual property of a the employee.
- b. Scholarly works are those where the employees contributions:
  - i. Originate through their own initiative;
  - ii. Are the results of independent academic efforts for classroom, education, or professional purposes, and
  - iii. Do not rely on substantial District support.

For example, an instructor who teaches in the Math Department creates lecture notes, outlines, and workbooks for his students’ use in his courses taught at the College. His lecture notes, outlines, and workbooks are “Scholarly Works.”

### 6. Sabbatical Works.

- a. Generally, intellectual property created by District employees during a sabbatical is defined as an academic work.
- b. If substantial district resources and facilities are required to complete a sabbatical project, the District and the employee must first enter into an agreement to define the limit and scope of the District’s support, as well as to define the District and employee’s intellectual property rights in the sabbatical work.

## D. District Restrictions on Use of Employees’ Scholarly Works

1. Scholarly Works are the property of the employee and the copyright shall be owned by the employee. The District and the employee agree that the employee shall maintain the exclusive right to royalties and non-transferable, perpetual, worldwide license to use works owned by the employee.

2. The District may not authorize the for-profit publication of such works in return for royalties paid solely to the District without written authorization from the employee (s) who created the works.
3. The District may not sell or re-transmit any recording of any classroom instruction, lecture or other instructional or performance event produced by the employee for transmission, except under the terms of a written agreement between the District and the employee specifying the terms of such re-transmission or sale, including distribution of net profits from the sale or rebroadcast.
4. The District shall not authorize anyone to create derivative works (for example, companion materials, or updated versions) without the written agreement of the employee (s) who own the work.

## E. District Use of Scholarly Works

1. Material created for ordinary teaching use in the classroom (including on-line teaching) and in department programs, such as syllabi, assignments, and tests, shall remain the property of the employee, but the District shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.
2. By accepting the assignment of a distance learning course as part of their faculty load, a faculty member implicitly authorizes the District to transmit or record for transmission, any classroom instruction, lecture or other instructional or performance event produced by the faculty member as part of that specific distance learning section. It is understood that such authorization is only for a specific course section during a specific semester.

## F. Employee responsibilities on Scholarly Works

1. If a scholarly work is created by two or more employees, it is the responsibility of the employees to determine the manner in which they share ownership of the copyright to that work.
  - a. It is their responsibility to prepare (or have prepared at their own expense) a written agreement between them documenting their determination.
  - b. No grievance against the District may be asserted by employees arising out of any consequences of their failure to make or document an agreement concerning the manner in which they share ownership of the copyright
2. It is the responsibility of the employee to ensure that any scholarly work does not include intellectual property owned by others. If it does include such intellectual property, the employee is responsible for obtaining the appropriate releases/permissions for the use of the material.
3. As the copyright for Scholarly Works are held by the employee, the District assumes no liability for any legal action arising from the contents of the scholarly work.  
*For example, the District takes no responsibility for any claims made of plagiarism, or any claims arising if an individual alleges an injury based on inaccurate or misleading information provided in a scholarly work.*

## **G. Request for Substantial Support**

1. An employee may request the District to provide substantial support. Such a request must be provided in writing to the appropriate cabinet-level administrator.
2. The District has no obligation to support the request.
3. If approved, a formal agreement will be written out between the District and the employee prior to the start of any work. This written agreement shall include, at a minimum:
  - a. the terms of the substantial support to be provided,
  - b. conditions or timelines that must be met to ensure continued support;
  - c. whether such work is considered a “Commissioned Work” or a “Scholarly Work”; and
  - d. Shall specify whether the work is owned solely by the faculty member, or whether ownership shall be shared between the parties.
- c. No grievance against the District may be asserted by employee arising out of any consequences of their failure to make or document an agreement concerning the manner in which they share ownership of the copyright

## **H. Use of Names, logos**

1. The District’s names, logos, and trademarks are copyrighted material that may not be used without consent of the District.
2. Employees may use their employment title for any work that they create while an employee of the District.  
*For example, “Valerie Valencia, Professor of Advanced Bioengineering, College of the Canyons”*
3. If for any reason the District does not wish its name or the College's name to be identified, the District has the right to require the employee not to identify his or her relationship with the District; and in such a case, the employee will agree to stop doing so as soon as reasonably possible.
4. The District agrees that when it uses a work created by an employee the District will identify the employee who created the work, for as long as the work continues to be used by the District.

## **I. Alternative Copyright Agreements**

1. The CEO may waive the District’s property rights by executing a written waiver.
2. Employees and the District may, if they wish, enter into individual agreements with one another concerning copyright ownership and usage rights to specific works, the terms of which differ from those set forth above.
3. The terms of any such individual agreement will supersede the terms of these procedures, once such an agreement is signed by the employee and an authorized representative of the District.
4. In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

**BOARD PROCEDURES – IMPLEMENTATION OF INTELLECTUAL PROPERTY  
RIGHTS: STUDENTS**

**A. Student and Public Intellectual Property Rights**

1. District students own the intellectual property rights for intellectual property created to meet course requirements using college or District resources.
2. The methods used by faculty to grade, certify, and assess a student's intellectual work created to meet course requirements shall not be construed as a violation of a student's intellectual property rights.
3. Members of the public who create intellectual property using district resources available to the public retain the rights to those intellectual works.

## **Minimum Qualifications & the Associate Degree**

There is a discussion at the Statewide Senate level to “tighten up” the Minimum qualifications for those disciplines where a Masters Degree is not normally or readily available. Currently, the minimum Qualifications for those disciplines indicate a MINIMUM of an Associate’s Degree OR the equivalent.

A resolution will be going before the Statewide Senate that, if successful, will declare that there is NO such thing as an equivalent for an Associate’s Degree.

Here is an abridged version of the proposed resolution:

### **S09 10.11 No Equivalent to the Associate Degree for Minimum Qualifications**

- Whereas, Section 53410 of Title 5 requires that disciplines in which a master’s degree is not generally expected or available have, as minimum qualifications, a bachelor’s degree and two years of experience, or an associate degree and six years of experience;
- Whereas, Section 87359 of California Education Code states that no one may be hired unless the governing board, “determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications” and that the governing board relies primarily upon the advice and judgment of the academic senate in determining equivalency to the minimum qualifications;
- Whereas, Faculty members, in order to assist and counsel students on program and course requirements, maintain accurate course and student records, fulfill duties required in a faculty handbook, and perform work outside the classroom, including development and assessment of Student Learning Outcomes, program review, and preparation of the Course Outline of Record and class syllabi, all of which require knowledge, skills, and abilities equal to or greater than the associate degree level; and
- Whereas, A primary role of faculty members is to foster a professional college environment and a respect for academic achievement;
- Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that there is no equivalent to the associate degree for disciplines in which a master’s degree is not generally expected or available and that an associate degree is the minimum educational qualification required for all faculty members in these disciplines.

### **Summary Points From the Statewide Academic Senate:**

#### **Pros**

- High school vocational teacher qualifications may, in some cases, be higher, requiring a college degree at a minimum.
- The Senate has taken the position that community college faculty need to have the experience of completing a general education in order to help students successfully navigate the college experience and to capably advise students of other educational pathways beyond vocational coursework or certificates. (19.01 S99, 10.02 F06)
- A hard minimum standard should exist for faculty teaching credit courses in the California community colleges.
- There are numerous problems with granting equivalencies in general, and granting them at the AA level has an equal share of problems. The fact that we allow equivalences is, in part, promoting these problems due to the confusion about equivalencies.

- The allowance of equivalencies may create the perception that we are lowering the MQs, and this appears to dumb down courses to the degree that legislators would use this excuse to move those courses and programs into noncredit or community service.

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- Research consistently shows that more education creates more career options. How can we encourage degrees and more education when members of our faculty do not have them?
- Associate Degrees, as do all degrees, demonstrate a well rounded education, better equipping a person to survive and thrive in the workplace and to be better teachers.
- Job skills alone become outdated rapidly; only general education (being able to read, write, do math, think critically) will give the faculty the ability to teach the transferable skills that will allow students to constantly upgrade job skills as necessary to compete in today's environment
- We require our students to fulfill general education requirements. We should not ask less of our faculty than we do of our students.
- It is not clear which associate degree requirements should be followed in granting equivalency (local, other CC's, U.S. accredited private colleges whose degree does not include general education coursework).

### Cons

- It is difficult to find qualified faculty with an associate degree who also have the required work experience when hiring for disciplines on the non-master's list. This change would greatly reduce program development and flexibility and will likely eliminate some programs due to an inability to find candidates with AA degrees.
- Candidates with extensive coursework and experience beyond the typical associate degree would be disqualified if they did not possess the specific coursework combination required for an associate degree even though any associate degree is allowed in the regulations (§53410).
- This change would disproportionately impact small, isolated colleges due to instructor pools that are already more significantly limited.
- Due to impact causing program reductions, overall CCC success rates could drop, possibly dramatically and disproportionately, since the programs likely to be affected by this change tend to have the highest success and retention/persistence rates and the highest populations of traditionally underserved students.
- Skilled candidates may not normally have degrees in some specialized or newly developing disciplines. Thus a college's ability to quickly respond to emerging trends could be compromised since the pool might be smaller.
- Current regulations provide that local Boards could fire existing faculty who do not have a degree when this change would go into effect. (See last item in Mixed Issues)
- While equivalency determinations are reported as sometimes problematic there does not appear to be much evidence that compliance problems exists, so it is unclear that a change of this impact would improve anything.
- This resolution goes directly against numerous ASCCC positions supporting the philosophy of local control in many areas including minimum qualifications. (9.05 S09, 14.03 S08, 18.02 F07, 18.03 F07, 13.02 F06, 2.02 F05, 6.06 S05, 5.05 F04, 13.01 F04, 6.03 F03)
- Other requirements may exist such as certification or currency. Finding faculty with associate degrees and this additional combination to teach classes in CTE programs is often impossible because they are not available.

### SUMMARY FROM SOME COC INSTRUCTORS



A spirited “email discussion” was conducted among some of the CTE instructors on campus. Obviously this was not the discussion of the entire faculty, however, I felt that their input was interesting and would contribute to a wider discussion. A synopsis of their comments will be shared at the meeting.

## CURRICULUM COMMITTEE SUMMARY

**March 18<sup>th</sup>, 2010**

**3:00 pm – 5:00 pm**

**BONH-330**

**Items on “Consent” are recommended for approval as a result of a Technical Review meeting that took place on March 11<sup>th</sup>, 2010:**

Members present: Backes, Patrick – Curriculum Coordinator, Non-voting member; Brill, David – Fine & Performing Arts; Cheng-Levine, Jia-Yi – Humanities (Substitute for Jennifer Brezina); Hilliard, Lee – Member at Large; Jacobson, Joan – Student Services; Ann Lowe – Co-Chair, Faculty, Marengo, Anne – Member at large; Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics; Waller, Tina – Allied Health

Members absent: Green, Audrey - Co-Chair, Administrator, Articulation Officer; Lucy, Nicole – Social Science & Business; Parker, Catherine – Adjunct Faculty Vacant: Math & Sciences Representative

**DELETED COURSES:**

Subject	#	Title	Description of action	Author
MUSIC	054	Stage Band	We will not be offering this course in the near future - <b>Approved</b>	B. Feldman
MUSIC	110	Introduction to Music Technology	The Music Department is not planning to offer this course in the immediate future - <b>Approved</b>	B. Feldman
MUSIC	113	Opera Appreciation	The Music Department is not planning to offer this course in the immediate future - <b>Approved</b>	B. Feldman
MUSIC	114	Latin Percussion Techniques	The Music Department is not planning to offer this course in the immediate future - <b>Approved</b>	B. Feldman
MUSIC	117	Latin Jazz Ensemble	The Music Department is not planning to offer this course in the immediate future - <b>Approved</b>	B. Feldman
SOCI	090	Careers in Sociology	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	100	Chicano/a Culture	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	106	Racial and Ethnic Relations in United States Society	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	112	Urban Culture and City Life	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	151	Juvenile Delinquency	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	209	Sociology of Religion in the United State	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	217	Global Social Problems	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	226	Sociology of Medicine	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo
SOCI	242	Popular Culture	Course will not offered in the immediate future - <b>Approved</b>	A. Marengo

#### MODIFIED COURSES:

Subject	#	Title	Description of action	Author
CINEMA	120	Film Aesthetics	<b>Add SLO.</b> Modified objectives, updated texts - <b>Approved</b>	G. Peterson
ESL	100	College Reading and Writing IV	<b>Changed title, Add SLO.</b> Updated objectives - <b>Approved</b>	H. MacLean
MUSIC	122	Tonal Counterpoint	<b>Add SLO.</b> Modified objectives and descriptions - <b>Approved</b>	D. Catan

Title	#	Title	Suggested Enrollment Limitation	Author
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MEA	215	Photojournalism and News Photography	Prerequisite of MEA-120 - <b>Approved</b>	J. Amador
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#### NEW COURSES:

Subject	#	Title	Description of action	Author
DANCE	136	Intermediate Tap	1 unit, 54 hours of activity. Class size 35, repeatable 3 times. <b>Added SLO - Approved</b>	P. Smith
MEA	215	Photojournalism and News Photography	3 units, 36 hours of lecture, 54 hours of lab. Class size 35, repeatable 1 time. <b>Added SLO's (2; 1 lecture, 1 lab). Cross listed with PHOTO215. Prerequisite of MEA-120 - Approved</b>	J. Amador
NURSN G	244	Emergency Room Nursing	3 units, 54 hours of lecture, 54 hours of lab. Class size 35, notrepeatable. <b>Added SLO's (2). Prerequisite of RN, LVN, or NURSNG-222</b>	D. Morey
NURSN G	246	Disaster Nursing and Emergency Preparedness	3 units, 54 hours of lecture, 54 hours of lab. Class size 30, notrepeatable. <b>Added SLO. Prerequisite of RN, LVN, or NURSNG-222</b>	D. Morey
PHOTO	215	Photojournalism and News Photography	3 units, 36 hours of lecture, 54 hours of lab. Class size 35, repeatable 1 time. <b>Added SLO's (2; 1 lecture, 1 lab). Cross listed with MEA-215. Prerequisite of PHOTO-150 - Approved</b>	J. Amador

#### NEW PREREQUISITES:

NURSNG	244	Emergency Room Nursing	Prerequisite of RN, LVN, or NURSNG-222 - <b>Approved</b>	D. Morey
NURSNG	246	Disaster Nursing and Emergency Preparedness	Prerequisite of RN, LVN, or NURSNG-222 - <b>Approved</b>	D. Morey
PHOTO	215	Photojournalism and News Photography	Prerequisite of PHOTO-150 - <b>Approved</b>	J. Amador

#### STAND ALONE COURSES:

<b>Title</b>	<b>#</b>	<b>Title</b>	<b>Author</b>
NURSNG	244	Emergency Room Nursing	D. Morey
NURSNG	246	Disaster Nursing and Emergency Preparedness	D. Morey

#### **Discussion Items:**

1) In accordance with the Chancellor's Office memorandum dated January 22<sup>nd</sup>, 2010 which states, "the Chancellor's Office would highly recommend that each college visit their course offerings and review them for three priorities: basic skills, transfer, and career technical", the curriculum committee will not be able to approve NC.OAD PHTO1 – Digital Photo Basics and NC.OAD PHTO2 – Digital Photography for the Older Adult: Intermediate at this time as these two courses do not fall into one of the three above mentioned areas. These two courses have been sent back to the author with two options. Either the course proposals can be completed deleted from the system, or the course proposals can be archived to be revisited in the future.