

COLLEGE OF THE CANYONS
Academic Senate Agenda
October 14, 2010
3:00 - 4:30 p.m. BONH 330

I. Routine Matters

1. Call to order
2. Approval of Senate Summary September 23, 2010 (p.2-5)
3. Approval of Curriculum Summary for September 16, 2010 (p.6-9)
4. Report of Officers
5. Report of Standing and/or Special Committees/Task Forces
 - Tenure
 - Faculty Development

II. Unfinished Business (In Committee)

6. Senate Constitution
7. Board Policy & Administrative Procedures Proposal: BP 3850 Conflict of Interest
8. Board Policy & Administrative Procedures Proposal: Employee Ethics

III. Discussion Items

9. Proctoring Exams for Online Classes
10. Discontinuance of Program (p.10-13 from ASCCC)

IV. Action Items

11. Merging and Splitting of Departments/Programs/Courses (p.14-16)
12. Field Trip Policy (p.17-22)

V. Announcements

13. Board of Trustees Meeting – Oct. 13 at CCC
14. Policy Council Meeting – Oct. 28

VI. Open Forum

VI. Adjournment

The next Academic Senate meeting will be **October 28, 2010**
As always, everyone is invited and welcomed.

Summary of Academic Senate Meeting of September 23, 2010

Attendance: Edel Alonso, David Andrus, Mark Daybell, Isao Uesugi, Regina Blasberg, Ann Lowe, Jose Martin, Rebecca Eikey, Deanna Riveira, Mojdeh Mahn, Pamela Borrelli, Ruth Rassool, Mike Sherry, Michelle LaBrie, Jennifer Brezina, Cindy Stephens, Lee Hilliard, Lisa Helfrich, Joan Jacobson, Sarah Burns, Omar Torres, Diane Fiero, Philip Marcellin, Siavosh Moghani and Raweena Gill

I. Routine Matters:

1. Call to order: Edel Alonso called the meeting to order at 3:00 PM and welcomed everyone to the second Academic Senate meeting of the semester.
2. The summary of the June 3, 2010 Senate meeting was approved with changes from Ann Lowe and James Grossklag. The summary of the September 9, 2010 Senate meeting was approved adding a statement regarding “the opportunity to discuss the equivalency policy that the Board has not approved as of yet”. Faculty member would like to go back and review the policy again.
3. The summary of the September 2, 2010 Curriculum Committee meeting was approved.
4. Report of Officers

Report of Senate President, Edel Alonso:

She attended the Wednesday night Board of Trustees meeting, which was a joint meeting with the Hart District. There was an open discussion on mutual concerns regarding students not being prepared as well as all would like them to be. Disappointment was expressed that so many students do not place into college level English and Math courses. Efforts are being made to encourage students to take more Math courses in high school.

She reported that guest visitors from the Chancellor’s office had spoken to a group of faculty, administrators, and staff about the Chancellor’s stated focus on CTE, Basic Skills, and Transfer courses but that the final decisions are made at the local level. They announced that Senate Bill 1440, the Transfer Bill, is at the Governor’s desk awaiting his signature. This bill would make students able to earn their Bachelor’s degree after transfer with an Associate Degree with only 60 upper division units. The Chancellor’s Office together with the state Senate Office will develop guidelines for implementation. There are links from the Senate’s website to the new State Senate website, which has information about SB 1440.

She reported that she had her first of monthly meetings with Dr. Van Hook and that David, Senate VP, also attended the meeting. Edel gave a list of the current Senators to Dr. Van Hook and informed Dr. Van Hook of efforts to compile a comprehensive list of committees with the names of the faculty who serve on each. She asked Dr. Van Hook to encourage the administrators to allow faculty co-chairs on all committees dealing with academic and faculty professional matters. Finally, she asked Dr. Van Hook for assistance locating a large enough table for BNHL 330 so that all Senators can sit around the table at Senate meetings. Dr. Van

Hook shared her concern that the Senate sometimes takes a lengthy time to review paperwork that comes to the Senate and is hoping we can move expeditiously. Edel concurs.

She reported that the state Senate offers a scholarship for students in Area C and D and COC is part of Area C. We will look to putting the scholarship application on the Senate's website. We are not sure because we received a paper copy. Edel spoke with the Director of Financial Aid who also offered to put a link to the application on the college's financial aid website. There are two scholarships for \$500 and a student transferring to a four-year college will be given \$1000.

Report of Senate Vice-President, David Andrus

He will be attending CPT meetings and will have a report on CPT at our next meeting in October. He is also attending the PAC-B committee meetings and will bring more information to our next meeting.

The Senate needs to start working on the Ethics Policy. Dr. Van Hook also spoke about that today in her meeting with Edel and David saying her concern is liability. Diane Fiero, who attended this Senate meeting, explained that it is an "Ethics Task Force" not a committee. There are four classified employees, four faculty and four administrators on the task force.

Academic Senate's Fall Plenary Session will take place on November 11-13. Both David and Edel will be attending and will bring information back to Senate.

The membership on the two new Senate committees, Constitution Review and Board Policy Review, is finalized. We have six members on the Policy Review committee and five members on the Constitution committee. They are having a difficult time meeting due to schedules, but they assured the Senate they would find a time to meet. The Constitution Review Committee may want to create Bylaws after their work on the Constitution. They are hoping to finalize the Senate Constitution this semester. They will be bringing proposals for revisions to the Senate.

The Policy Review Committee will be a Standing Committee. We would like to review existing Academic Board Policy and bring to the Senate suggestions for possible proposed revisions. This will be a more pro-active review of policies than the Senate has exercised in the past. Usually the administration brings proposed revisions to the Senate.

5. Report of Standing Committees

SLO Committee: Jennifer Brezina reported that the SLO committee has several upcoming trainings, including one on Avoiding SLO Anxiety (9/28) and another on Writing and Assessing Program SLOs for the Department Chair's Retreat (10/1). Nicole Lucy will be sending out a survey through Survey Monkey regarding possible SLO-related training topics for spring. The ISLOs and assessment plans from Opening Day have been sent to fulltime and adjunct faculty, and Jennifer is in contact with the group leaders. There will be a 2-hour time block during the spring FLEX week schedule for the groups to meet and continue their planning. At the SLO committee meeting on 9/22, a suggestion was made that language regarding SLOs should be included in the college's mission statement, and committee members were encouraged to email that suggestion as feedback during the revision process.

The work plan for the SLO committee for the 2010-2011 year will be emailed to the Senators. One of the projects the committee will be working on this fall is to develop some guidelines or benchmarks for where departments should be in the process of completing the tasks needed to reach Proficiency by fall 2012. Once the committee has a draft of this document, it will be forwarded to the Senate for further discussion and approval.

Curriculum Committee: Ann Lowe explained to the Senate the reasoning behind deleting the Journalism degrees and certificates. The Curriculum Committee received the following information related to this decision:

- There is currently no faculty to teach these courses
- Few Journalism degrees/certificates were awarded in recent years
- The essential journalism skills have been incorporated into the Broadcast Journalism Program

Consequently, the Curriculum Committee approved the request to delete the Journalism degrees and certificates.

II. Unfinished Business

6. The Senate Constitution was referred to the new Constitution Review Committee and will be brought back to the Senate with proposed revisions.

7. Board Policy & Administrative Procedures Proposal BP 3850 Conflict of Interest – David Andrus will meet with Sharlene Coleal regarding this policy and report back to the Senate.

III. Discussion Items

8. Campus Wide Evacuation Drill

Senators reported that they had informed their Division faculty about the proposed evacuation drill as presented by Dr. Michael Wilding at the Sept. 9 Senate meeting. It was suggested by faculty that they receive training prior to the drill, perhaps written instructions. They want to be well prepared since students will look to them for guidance. It was suggested to have this drill on opening day of fall 2011 when all faculty is on campus in the morning. It was also suggested that written evacuation instructions be posted in all the classrooms. Adjunct faculty need to be included in this evacuation drill. It was suggested that we have the training at division meetings during the week of FLEX. In addition, it was suggested that when the drill includes students, we do not “advertise” it for fear that students would not attend that day.

9. Proposed Procedures for Merging/Splitting Departments

There was a discussion on merging/splitting departments. David has been working on language to include not just departments but programs and courses. He hoped he has incorporated all faculty concerns that were sent to him. He and Edel sat down with Vincent Devlahovich who is

leading the effort to merge Geography, Geology, Physical Science, and Astronomy. After a lengthy discussion, David will meet with a couple of faculty from Senate to work further on the proposal.

10. Ad-Hoc Committee of the Senate to Study Issue of Proctoring Exams for Online Classes

The TLC lab currently proctors exams for online courses as instructors' requests but there is concern that they may not have enough space or staff to do this. The library will be expanded to accommodate the TLC lab so space should not be a problem then but will staffing increase? The expansion is happening in Fall 2012. We were reminded that new language by the accrediting agency requires colleges to verify the person taking tests. Deanna Riviera and Lisa Helfrich volunteered to serve on this committee. Edel mentioned that she would ask Mojdeh Mahn, as Director of the TLC to attend a Senate meeting to answer questions on this subject.

IV. Action Item

11. Senate Retreat - Edel asked the Senate if February 3, 2011 at 10:00 a.m. to 12:00 p.m. during FLEX in the winter term would be okay for the Senate Retreat. It was approved and Edel will submit the request to the Academic Development Committee.

V. Announcements

The College's Mission Statement is being reviewed and revisions considered by a task force of CPT, which includes faculty. The deadline for revision is Accreditation in 2012

VI. Open Forum – No comments

VII. Adjournment: 4:29 p.m.

CURRICULUM COMMITTEE SUMMARY

September 16th, 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 September 8th, 2010:

Members present: Backes, Patrick – Curriculum Coordinator, Non-voting member; Benedicto, Alto – Math & Sciences; Brill, David – Fine & Performing Arts; Cheng-Levine, Jia-Yi – Humanities; Hilliard, Lee – Career & Technical Education; Jacobson, Joan – Student Services; Lowe, Ann – Co-Chair, Faculty; Lucy, Nicole – Social Science & Business; 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; Parker, Catherine – Adjunct Faculty

TECHNICAL CHANGE MEMOS on Consent:

Subject	#	Title	Description of action	Author
ADMJUS/P UBSAF		Various Courses – see attached memo	Unit change to ISA courses to match revised ISA unit/hour matrix - Approved	D. Rio R. Theule

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author
JOURN	100	Mass Media & Society	Courses now in MEA program. Programs: Liberal Arts and Sciences A.A. Degrees (ID#947) and Transfer Studies A.A. Degree (ID#840) - Approved	A. Green
JOURN	105	Beginning News Writing	Course now in MEA program – Approved	A. Green
JOURN	115	Feature Article Writing	Content now in MEA program – Approved	A. Green
JOURN	205	Advanced News Reporting and Production	Course now in MEA program– Approved	A. Green
JOURN	220	Newspaper Editing and Production	Content now in MEA program– Approved	A. Green
JOURN	260	Newspaper Photography	Content now in MEA program– Approved	A. Green
JOURN	265	Photojournalism: The Photo Story	Courses now in MEA program– Approved	A. Green
NC.OAD	ART05	Creative Expression for Older Adults Through Needlework	Course not recently offered– Approved	K. Kistler
NC.OAD	CR01	Creating a Safe Home Environment	Course not recently offered– Approved	K. Kistler
NC.OAD	LLL04	Issues in Aging	Course not recently offered– Approved	K. Kistler

MODIFIED COURSES for consent:

Subject	#	Title	Description of action	Author
GMD	094L	Graphics Lab	Class size reduced to 25. Changed TOP code to 103000 - “Graphic Art & Design” from 061430 - “Website Design & Development”– Approved	M. Daybell
GMD	097L	Multimedia Lab	Class size reduced to 25. Changed TOP code to 109900 - “Other Fine & Applied Arts” from 061430 - “Website Design & Development”– Approved	M. Daybell
MUSIC	102	Musicianship Skills II	Updated descriptions, Revised SLO , Updated texts– Approved	D. Catan
MUSIC	103	Musicianship Skills III	Updated descriptions, Added SLO , Added objectives, revised methods of evaluation, updated texts– Approved	D. Catan
MUSIC	104	Musicianship Skills IV	Updated descriptions, Added SLO , Added objectives, revised methods of evaluation, updated texts– Approved	D. Catan
SIGN	101	American Sign Language I	Updated descriptions, Reduced SLO’s from 5 to 2 , moved remaining SLO’s to objectives, updated texts– Approved	D. Gear

NEW COURSES:

Subject	#	Title	Description of action	Author
MEA	135	Computer Animation and Special Effects	3 units, 36 hours lecture, 54 hours lab. Class size 22, repeatable 2 times. Added 2 SLO’s (1 lec, 1 lab). New Recommended Prep of MEA-131– Approved	J. Baker
MEA	231	Digital Sculpture	3 units, 36 hours lecture, 54 hours lab. Class size 22, repeatable 2 times. Added 2 SLO’s (1 lec, 1 lab). New Prerequisite of MEA-131– Approved	J. Baker
MEA	235	Visual Effects	3 units, 36 hours lecture, 54 hours lab. Class size 22, repeatable 2 times. Added 2 SLO’s (1 lec, 1 lab). New Prerequisite of GMD-173 and Recommended Prep of MEA-135– Approved	J. Baker
MEA	265	Animation Production	3 units, 36 hours lecture, 54 hours lab. Class size 22, repeatable 2 times. Added 2 SLO’s (1 lec, 1 lab). New Prerequisites of MEA-106, MEA-131 & MEA-135– Approved	J. Baker

MODIFIED PROGRAMS:

Program	Degree/Certificate	Page 7 of 22	Description of action	Author
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Computer Animation	AA Degree	Added new MEA courses. 29.5 units of required courses & required electives– Approved	J. Baker
Computer Animation	Certificate of Achievement	Added new MEA courses. 18.5 units of required courses & required electives– Approved	J. Baker

NEW PREREQUISITES:

Subject	#	Title	Enrollment Limitation	Author
MEA	135	Computer Animation and Special Effects	Recommended Prep of MEA-131– Approved	J. Baker
MEA	231	Digital Sculpture	Prerequisite of MEA-131– Approved	J. Baker
MEA	235	Visual Effects	Prerequisite of GMD-173 & Recommended Prep of MEA-135– Approved	J. Baker
MEA	265	Animation Production	Prerequisites of MEA-106, MEA-131 & MEA-135– Approved	J. Baker

STAND ALONE COURSES:

Subject	#	Title	Description of action	Author
GMD	094L	Graphics Lab	Approved	M. Daybell
GMD	097L	Multimedia Lab	Approved	M. Daybell

Discussion items/Notes:

- 1) Stand Alone Training; Certificate of Completion
- 2) November 18th Curriculum Committee cancelled.

New Courses Includes ISA's	4	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	-0-	Deleted Courses	10
Modified Courses	6	New SLO's	10	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	3	Proposals Reviewed in Technical Review Session	30
New Non Credit Courses	-0-	New Prerequisites	7	Proposals Returned from Technical Review Session	8

TECHNICAL CHANGE MEMO

- For previously approved ADMJUS, FIRETC, and PUBSAF COURSES

Date: 9/3/2010

To: Curriculum Committee

From: Rio, Deborah / Ryan Theule

RE: Adjustment to ISA Unit/Hour Relationships

Title 5, section 55002 (2)(B) states ‘the course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours...in the course outline. In reviewing this relationship, we have updated the unit/hours matrix and determined that following courses need to be modified:

<u>Course:</u>	<u>Lecture/Lab</u>	<u>Unit(s)</u>
FROM: ADMJUS-198AT – Basic Traffic Collision Investigation TO:	40 hours (lec)	2.25 2.50
FROM: PUBSAF 10AK – Academy Instructor Cert, TO:	40 hours (lec)	2.25 2.50
FROM: PUBSAF 20AR – Force Refresher, TO:	5 lec, 3 lab (8 total)	0.50 0.25
FROM: PUBSAF 20AU- Disaster and Triage, TO:	5 lec, 3 lab (8 total)	0.50 0.25
FROM: PUBSAF 30AE – Emerging Drug Trends, TO:	5 lec, 3 lab (8 total)	0.50 0.25
FROM: PUBSAF 40AH – Mounted Platoon Basic Training, TO:	60 lec, 140 lab (200 total)	6.25 6.50
FROM: PUBSAF 40AI – Multi-agency Response to Terrorist Incidents, TO:	6 lec, 4 lab (10 total)	0.50 0.25

Program Discontinuance: A Faculty Perspective

Submitted by ASCCC on Fri, 2009-11-13 12:29

Session: Spring 1998

Topic: Curriculum

Committee: Educational Policies Committee

The paper, developed by the Academic Senate Educational Policies Committee, reviews the current regulation and statute, role of local academic senates, effects on students, the need to balance the college curriculum, educational and budget planning issues, collective bargaining concerns, and considerations when developing a local model.

Recommendations:

Local academic senates need to identify key factors for effective faculty participation in the program discontinuance process. Below is a list of factors to consider.

1. Create a strong role for the advisory committees in occupational programs
2. Address regional issues including:
 - maintaining a skilled workforce in key occupations within a region
 - coordination with four-year transfer institutions to assure adequate articulation
 - availability of both lower and upper division courses in a major
 - availability of programs in the region and in the state
3. Resolve contractual issues for faculty in the affected programs:
 - well defined reduction-in-force procedures in the bargaining agreement
 - adequate notification to affected faculty
 - availability of retraining, including adequate resources, timelines, and target retraining discipline(s)
 - construction of faculty service areas to balance stability of faculty employment with program needs for qualified faculty
4. Create the opportunity for input from all affected groups
 - identify the process to be used in the development of a program discontinuance plan.
 - work with union colleagues to develop a fair and credible process
 - use sound judgment in establishing a process that is open and collegial in the development of program discontinuance processes.
 - handle items under the strict scrutiny of the Brown Act with the proper notification, first reading, and second reading/action agenda items.
 - hold a full public meeting, with provision for public comment as designated by the local academic senate.
 - recommend a process that represents the informed and collective wisdom of the faculty.

Recommendations for Regulation Changes

Title 5 §55130

An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. ~~From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.~~

Title 5 §51022 Instructional Program

The governing board of each community college district shall, no later than July 1, 1984-2000, develop in consultation with local academic senates, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in Section 78016 of the Education Code.

Ed. Code §78016 Review of program; termination

Every vocational or occupational training program offered by a community college district shall be reviewed ~~every two years~~ by the governing board of the district to assure that each program, as demonstrated by the California Occupational Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand
2. Does not represent unnecessary duplication of other manpower training programs in the area.
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

The review process required by this section shall include the review and comments by the County Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body. The provisions of this section shall apply to each program commenced subsequent to July 28, 1983.

Source: <http://www.asccc.org/papers/program-discontinuance-faculty-perspective>

Learning During Program Discontinuance and Reduction

Submitted by ASCCC on Fri, 2009-11-13 12:30

This article appeared in the Rostrum, a publication of ASCCC

Published: December 2003

Author: Shaaron Vogel, Butte College Academic Senate

In these tight budget times, colleges are experiencing program discontinuance and reduction. At the Academic Senate's Fall Plenary 03, a breakout was held on this issue. Many local senate presidents did not know what was stated in their college's or district's policy and the necessary procedures to be observed when discontinuing a program. For all attendees, the breakout was an opportunity to learn and plan for what they needed to do in the future.

Four colleges shared their policy and procedures; Mission College in Santa Clara, Sierra College, Santa Monica, and Butte College. The Academic Senate paper, *Program Discontinuance: A Faculty Perspective* (1998), was also disseminated at the breakout. If you wish to access this paper, it is on our website at

http://www.academicsenate.cc.ca.us/Publications/Papers/Program_discontinuance.html. Faculty are responsible for curriculum and "program development" and should take the lead in not only program creation but also the program discontinuance or suspension.

There emerged in our conversations some common themes or key items that should be present in a policy and procedure on program discontinuance. Some items to consider before you begin are: union contracts, FSAs, recurrent targeting (intentional or unintentional) of student populations (e.g., vocational students, basic skills classes), links to planning and mission at your college. Other questions emerged: Who has to approve a district's policy and establish its procedures? Who, outside the college, has to review the proposal to discontinue a program (regionally? Statewide?) Are those considerations contained in the policy and procedures? Once implemented, does the process (or its participants) presuppose a "buy-in" and approval process for the discontinuance of a program, or are participants open to other strategies? How does the policy and procedure function in emergency budget times to ensure open and wide faculty involvement. Are the senates in a multi-college district in accord? Are they speaking with a united voice? And are they aware of how a discontinuance on one campus may impact another?

Key themes that were repeated by many attendees and that are present in the Senate paper are: 1) having union, senate, and curriculum committee involvement, 2) including timelines that are more than one year, 3) developing criteria/indicators that are both qualitative and quantitative, 4) considering an appeals process or plan for improvement, and 5) defining any terms that may be used in the procedure to improve understanding by all. The process should include such data as: how many students are affected, how many part-time and full-time faculty are affected, and how does this impact the community and businesses. What jobs are in our community that cannot now be filled or students who may not be able to advance in their career or improve their life and income? How would this impact college curriculum balance or affect other programs?

This experience was a learning process for this local senate president who found that her college's procedure was just two sentences! Even in these tight budget times, it is not too late to start a process to improve your local policy and procedure. Butte College has already approached our Vice President of Instruction, our College President, and our local senate and Curriculum Committee to create a new procedure. If you do not know what your local policy and procedures are on program discontinuance, I urge to find it and review it. You may want to consider changing what you have and improving on the process.

Good Luck and rise to the challenge!

Source: <http://www.asccc.org/node/176521>

**PROPOSED PROCEDURES FOR MERGING/SPLITTING
DEPARTMENTS AND PROGRAMS
Academic Senate, Fall 2010**

1. Formal written proposals to merge or split an academic department **or educational program**, merge an academic department **or educational program**, change an academic department **or educational program's** name **or to relocate an existing course to a different department, division, educational program or campus office will be brought to the Senate.** These proposals can be initiated by a department, the Instruction Office or any faculty member operating under an academic program or overseeing an unaffiliated course or courses.
 - a. For purposes of this policy, an ~~“academic program” is a course, set of courses and/or instructional requirements that exists outside the direct control of an existing academic department~~ ***“educational program”, hereinafter referred to as “program”, is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.***
 - b. ***For purposes of this policy an “academic department” hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines.***
 - c. An “unaffiliated course” is an academic course that does not fall under the control or categorization of any existing department, ~~or program.~~
2. Upon receipt of the written proposal the Senate will establish an ad hoc committee to review the proposal. The ad hoc committee composition will be the following:
 - a. The Senate will appoint at least two faculty members from each department **or program** impacted (one of whom will be designated as the chair of the ad hoc committee), and two faculty members from outside the department **or program**. The CIO will appoint a representative from the Instruction Office. **If an impacted department or academic program maintains only one faculty member, that department or academic program's membership on the committee will be reduced from two to one. *If no faculty members are directly impacted, the committee will be composed of two faculty members from outside the department or educational program as well as the CIO designee.***
 - b. The Senate may add additional voting or non-voting members to the committee who are affected by the proposal's impact on an unaffiliated course or courses.
 - c. The committee may add additional, non-voting resource members as it deems necessary.
 - d. For proposals involving renaming of departments ~~a separate ad hoc committee is not necessary~~ ***the senate will determine if a separate ad hoc committee is necessary.***

In the event a proposal is made to the Academic Senate or Office of Instruction without supporting written documentation, the ad hoc committee may be used to assist in drafting a formal written proposal.

3. The written proposal for a departmental change should address the following issues:
 - a. How will the proposal help the students of the college?
 - b. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
 - c. What is the opinion of the impacted faculty members?
 - d. Does the Instruction Office support the proposal?
 - e. Will the proposal provide for a more effective use of time, resources, and faculty?
 - f. Is the proposal similar to the departmental structures at other institutions?
 - g. Will this proposal increase or alleviate the “Goldilocks Factor” (e.g., “too big...too small....just right!”)?
 - h. Would the proposal have any impact on negotiated agreements with either of the two faculty unions?
 - i. What impact could this have on any governance proposals?
 - j. Are there any possible negative impacts of such a change?
 - k. **Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the curriculum committee?**
 - i. *Close consultation with the Curriculum Chair and Counseling Office is recommended.*
4. The committee will forward its recommendation to the Senate and the Instruction Office. If there is mutual agreement with the Senate and the Instruction Office, the proposal will be granted “provisional approval”.
5. The proposal will receive final approval when the following conditions have been met:
 - a. The Curriculum Committee has approved of any new course numbering system (if necessary) **and approves of the proposed timeline for changes and implementation of affected curriculum;**
 - b. The Articulation Officer certifies that there are no outstanding articulation issues;
 - c. All appropriate college offices have been notified for any changes required in the college catalog, brochures, and other publications;
 - d. Any outstanding contractual issues have been resolved; and,
 - e. Any other conditions that may be requested by the Instruction Office or the Senate have been resolved.
6. Unless a specific implementation date is **not** detailed in the approval process, final implementation will take place at the start of the next academic year.
 - e. **If the proposal results in substantive alterations to curriculum or student expectations, the merger, split or renaming must ~~then be consistent with the college catalogue existing at the time of implementation~~ be approved**

and completed by the print deadline for the coming academic year college catalogue.

7. This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #645). It is an area where the Senate and the District will reach mutual agreement.

Field Trips

Board Policy Proposed Board Policy Language Field Trip Activities

The Santa Clarita Community College District
require or are significantly enhanced by field

Field
Trips
1
**Board
Policy
Proposed
Board**

that some college sponsored activities
College campus.

The Chancellor or designee(s) shall establish
that are performed as a class assignment or

ate student travel and attendance at activities

The District may pay for expenses of students participating in a field trip or excursion with District funds including auxiliary, grant, or categorical program funds, if the funds are used consistently with the funding sources. The expenses of instructors, board approved volunteers, and other personnel traveling with students may also be paid with District funds.

The District will remain in compliance with all Title V and Education Code requirements for all field trips. Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

Administrative Procedures
Proposed Administrative Procedural Language
FIELD TRIPS

I. DEFINITIONS

A: FIELD TRIP

Field trips are generally scheduled outside the normal class meeting time and may include weekends. A Field Trip is tied to a specific class that is led by an instructor who is there to provide instruction and supervision as part of the approved curriculum. The trip may be either mandatory or optional. A field trip is usually undertaken to observe some topic or aspect discussed in the classroom and provides an essential part of the curriculum that is not available in the classroom. Examples of Field Trips could include the following:

- ✓ Visiting a zoo or aquarium with the instructor
- ✓ Attending a performance of a play or concert with the instructor
- ✓ Viewing a display or demonstration in a museum with the instructor

1. MANDATORY FIELD TRIP

- A. A mandatory field trip is one “which is integral to the completion of a course,” has been integrated into the course outline of record through the curriculum approval process, and applies to all sections of the course.
- B. The curriculum committee certifies that the course content cannot be taught and that gaps in the curriculum would exist without the trip. The course/catalog description of classes requiring field trips should be annotated to reflect this status.
- C. If a field trip is approved as part of the Outline of Record, an instructor cannot make the field trip optional.
- D. Mandatory field trips must be preplanned and published in the schedule of classes indicating the date, destination, and any known costs associated with the field trip. All field trips must be submitted at the same time as the classes they are tied to as part of the schedule building process.
- E. A mandatory trip may occur during the regular class hours (inclusive of required lecture/lab requirements) and be calculated as part of the grade.

2. OPTIONAL FIELD TRIP

- A. An optional field trip is an enrichment activity that the instructor feels is valuable to the student learning experience because it provides a significant contribution to the goals and objectives of the class but is “not integral to the completion of a course.”
- B. While student participation is encouraged but not required, the instructor is expected to be present and provide instruction and supervision.
- C. The trip must be held outside of normal class meeting times. The trip cannot replace any part of class contact hours and cannot be claimed for apportionment.
- D. If used for extra credit, a comparable on campus activity must be available so those not attending the field trip can have access to the same amount of extra credit. The student cannot be penalized for lack of attendance.

3. PROGRAM FIELD TRIP

- A. Certain programs (e.g., International Travel, Field Studies, etc.) by their nature involve off-campus instruction.

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- B: Class sections designated as part of these programs require students to participate in the field trip. For these sections, the procedures and policies of mandatory field trips will apply.
- C. To ensure student access, if a program field trip is required for a particular section, that is part of a degree or certification requirement, there must be an alternative course—two classes in the case of cohort classes—without a required field trip that a student may enroll in to complete that particular degree or certificate requirement.

4. OFF CAMPUS ASSIGNMENT

Similar to homework assignments, students undertake these instruction activities on their own, without any supervision or direct instruction provided by an instructor. For example, an instructor may provide a list of museums and require students to visit one.

II. CURRICULUM APPROVAL OF MANDATORY FIELD TRIPS

Before a mandatory field trip is offered, the Course Outline of Record must note that a trip is “integral to the completion of the course.”

- 1. The Course Outline of Record must include the assignment and Student Learning Outcome(s) that substantiate the need for the field trip.
- 2. The Department Chair, Division Dean, and Curriculum Committee should be cognizant of costs involved and access issues for a mandatory field trip when approving a course.
- 3. Mandatory field trips must be tied to at least one student learning outcome.
- 4. Trip information must be submitted with the class section information in time to be included in the schedule of classes.
- 5. After the schedule of classes is prepared, the CIO will prepare a list of all mandatory, program, and planned optional field trips, and submit it to the Board for Approval.

III. FACULTY

A. FACULTY REQUIREMENTS

- 1. All faculty members who participate in a field trip must have completed a “Field Trip Orientation” within the past 3 years.
- 2. Adjunct Faculty cannot be assigned a class that requires a mandatory field trip if that assignment would increase their teaching load to more than 67% of full-time load for the semester.
- 3. Section 87482.5(c)(1) of the California Education Code excludes “professional ancillary activities” from the definition of teaching load. Currently the District defines optional field trips as “professional ancillary activities” and are thus not to be considered part of the teaching load.

B. INFORMATION REQUIRED – MANDATORY, PROGRAM, OUT OF STATE, AND PLANNED OPTIONAL FIELD TRIPS

The following information must be provided with the class section information in time to be included in the schedule of classes:

- 1. Information pertaining to the field trip
 - a) Days the section will meet
 - b) Travel dates for the field trip
 - c) Destination(s) of the field trip
 - d) Any costs related to the field trip

IV. PROCEDURE FOR APPROVAL FOR OPTIONAL FIELD TRIPS

- A. Optional field trips do not need to be notated in the Course Outline of Record; however, they must be relevant to the student learning outcomes and course objectives.
- B. Planned field trips must be submitted with the schedule of classes and approved with the mandatory field trips.
- C. Unplanned field trips that seek to exploit an unforeseen learning or enrichment opportunity must follow the following procedure. These are noted to be rare occasions. For example, if an Astronomy class were given free passes to watch a rocket launch from Vandenberg Air Force Base, this would qualify as an unforeseen enrichment opportunity.
 - a. The faculty member must submit the Optional Field Trip Request form to their Division Dean in time for Board approval prior to the proposed field trip.
 - b. The faculty member must submit (with the Request form) an equally enriching alternative activity for students not participating in the optional field trip.
 - c. The Division Dean will ensure that all required forms have been submitted and procedures have been followed.
 - d. The Division Dean will forward the Optional Field Trip Request form to the CIO. If the CIO agrees with the purpose and the nature of the Field Trip, he/she will submit it to the Board for ratification.
 - e. The Instruction Office will forward notification of the field trip to the Risk Management Office. Risk Management will prepare the Student Waiver and Emergency Contact Information forms and provide them to the appropriate instructor with copies of the Incident Report form.
 - f. Any field trip request not meeting these criteria, deadlines, or procedural requirements is subject to denial.

D. INFORMATION REQUIRED –OPTIONAL FIELD TRIPS NOT APPROVED WITH THE CLASS SCHEDULE

The following information must be provided with the Field Trip Request Form.

- 1. Dates and locations of the field trip
- 2. The relation of the trip to the course objectives and/or Student Learning Outcomes
- 3. Any costs related to the field trip
- 4. An alternative assignment for those students not participating in the field trip
 - a) The assignment should be equivalent to the field trip in terms of instructional quality, content, and academic value.
 - b) The division Dean may request additional information and explanation if there is any question on the appropriateness of the alternative assignment.

- V. **LIABILITY** To minimize the College's risk exposure and liability, guests are not allowed on academic field trips. Field trips should be limited to faculty, staff, enrolled students, and approved volunteers of the College.

- VI. **CHECKLIST FOR FACULTY** The Instruction Office will develop a "Faculty Checklist" to assist faculty members with field trip procedures. Items on the list will include, but are not limited to, the following:

- A. Pre-Trip
 - 1. Submit an authorization for travel.

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2. Ensure that all students have completed, signed, and returned the Emergency Information Form.
 3. Ensure that all students have completed and signed a Student Waiver form.
 4. Submit a list of all students, chaperones, and staff naming all persons scheduled to attend the field trip to the Instruction Office.
 5. Pick up the emergency information packet from the Instruction Office.
- B. Trip
1. Ensure that students who did not sign waivers do not participate on the trip.
 2. The faculty member will designate a meeting place where they will meet the students.
- C. Post-trip
1. Return copies of liability waivers to the Risk Management Office.
 2. Risk Management will retain these waivers for a reasonable amount of time.

VII. REIMBURSEMENT/FISCAL ISSUES

- A. All regular Business Services' procedures and policies will be adhered to regarding field trips.
- B. Sufficient funds for reimbursement must be in the Department budget.
- C. Faculty members must complete Request for Travel Authorization forms even if they will not be requesting reimbursement.
- D. Faculty may be reimbursed for Mandatory, approved Program field trips.
- E. Faculty must complete and submit all appropriate District forms in accord with established timelines.
- F. If requesting reimbursement, an estimate of expected reimbursement costs must be listed on the Travel Authorization form. Reimbursement may be for mileage, meals, and other expenses in compliance with District travel policy.
- F. Reimbursement is rarely available for optional field trips; however, in some cases a division, departmental, Foundation, or grant budget may be available to assist with reimbursement of related field trip events.
 1. Any request to use division, departmental, Foundation, or grant funds must be made when the field trip request is initially submitted and prior to authorization.
 2. If a request to use division, departmental, foundation or grant funds is denied, the faculty member will be provided the opportunity to withdraw the field trip request or to continue with their request for field trip authorization knowing that such funds are not available.

VIII. STUDENT FEES

- A. Students may be charged for meals, lodging, and other "incidental expenses" for mandatory field trips.
 1. All charges to students will be in compliance with the State Chancellor's Office Student Fee Handbook.
 2. The process for charging student fees will be developed and coordinated between the Instruction Office and the Student Business office.
 3. Under no circumstance should a faculty member assume responsibility for collecting any student fees or cash.
- B. In compliance with Education Code Section 55220(b), "No student shall be prevented for taking a field trip or excursion which is integral to the completion of a course because a lack of sufficient funds. To this end the governing board shall coordinate efforts of community service groups to supply funds for students in need of them."
 1. A student may be exempt from any such fees if they lack "sufficient funds" to pay for the trip.

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2. In compliance with Sections 55220(d) and 55220(e), student costs for mandatory field trips may be paid by public funds if consistent with fund's purpose including adherence to any statutory, regulatory or contractual conditions. Additionally, student costs may be paid by an auxiliary organization such as a grant, categorical fund, Foundation, or philanthropic source if consistent with fund's purpose.
3. Each Department must plan its budget to provide for the necessary expenses of the field trips.