

COLLEGE OF THE CANYONS
Academic Senate Agenda
September 29, 2011 at 3:00 – 4:30 p.m. BONH 330

I. Routine Matters

- Call to Order
- Approval of Agenda
- President's Report:
 1. Senate Budget 2011-2012 and Proposed Purchase of Conference Table for BNHL 330(pg 2)
 2. Faculty Ranking/Seniority List
 3. Faculty Appointments to Academic Senate Committees and College Committees
 4. Program Review
- Standing Committee Reports
 1. Curriculum Committee
- Adoption of Consent Calendar Items:
 - a) Approval of Academic Senate Meeting Summary from September 15, 2011 Meeting (pg 3-7)
 - b) September 22, 2011 Curriculum Summary Report (pg 8-10)

II. Unfinished Business

- Proctoring Exams for Students in Online Classes – pending Library expansion
- Proposal for New Procedures: Counseling Services – in Policy Committee
- Proposal for New BP and Procedures: Associate Degree & Certificates – in Policy Committee
- SLO Committee Proposed Benchmarks for Proficiency – pending COCFA negotiations
- Proposal to Merge Departments: Engineering/Physics/Nanotechnology – in Committee
- Use of TAs –in Policy Committee
- Emeriti Scholarship – under study by the Senate President

III. Discussion Items

- Proposed Draft of New BP & AP: Discontinuance of Program (pg 11-16)
- Proposed Draft of Revisions: Office Allocation Procedures (pg 17-19)

IV. Action items

- Approval of Curriculum Committee Procedures (pg 20-25)

V. Announcements

VI. Open Forum

VII. Adjournment

The next Academic Senate meeting will be **October 13, 2011**
 As always everyone is welcomed

COLLEGE OF THE CANYONS
Academic Senate Memorandum

To: Academic Senate Representatives
 From: Dr. Edel Alonso, Senate President
 Date: September 26, 2011
 Re: Academic Senate Budget 2011-2012

Budget Item	Allocated Budget	Estimated Projected Expenses
Non-instructional Supplies	330	330
Equipment	2110	New Conference Table for BNHL 330: 2106.96
Mileage	1000	?
Conferences	4200	November Fall 2011 Plenary Session: 500 September Curriculum Institute: 700 February 2012 Accreditation Institute: 500 March 2012 Voc Ed Leadership Institute: 800 April Spring Plenary Session: 800 June Faculty Leadership Institute: 500
Total	\$7640	\$6236.96

Summary of Academic Senate Meeting of September 15, 2011

Attendance: Edel Alonso, David Andrus, Lee Hilliard, Regina Blasberg, Sara Burns, Ruth Rassool, Stephen Branch, Ann Lowe, Mike Wilding, Mark Daybell, Joana Cargas Muaeen Obadi, Philip Marcellin, Deanna Riveira, Garrett Hooper, Lisa Brassfield, Cindy Stephens, Isao Uesugi, Jose Martin, Jasmine Ruys, Omar Torres, Ana Palmer, Michael Sherry, Dr. Van Hook, Dennee Pescarmona, Lori Brown, Chris Blakey and Lea Templer

I. Routine Matters

1. **Call to order:** Edel Alonso called the meeting to order at 3:05 p.m. Edel welcomed everyone and thanked them for being here at Senate and for all their hard work. We then went around the table and introduced ourselves. The Senate agenda was approved. Any corrections were given to Lita and will be made.

2. **Report of Officers**

Report of Dr. Edel Alonso, Senate President:

Edel reported on her Senate related summer activities:

- ✓ Edel went to the ASCCC Leadership Conference in June. She is hoping that next year our Senate VP or other Senate Representative attends in her place. Topics of discussion included SB 1440, changes in Title 5 re: repeat and repeatability, SLOs.
- ✓ Edel met with Michael Dermody to discuss offices. We now have offices over at the CCC site and we need to work on whether faculty will have offices at COC or both campuses. Edel reported updating the Office Allocation Guidelines and will bring the proposed revisions to the Senate for discussion and approval.
- ✓ Edel worked on revisions to the Tenure Process Handbook and met with Diane Fiero about this since HR will handle the logistics for the tenure process. She will bring the revisions to the Senate for approval.
- ✓ Edel developed a Senate Orientation Packet for new faculty, which she used at the Orientation for new faculty in August and it went very well. It included the role and responsibilities of the Academic Senate.
- ✓ A list of committees was put in the faculty boxes. Edel asked that faculty please indicate their interest in serving on committees so that she may make the formal faculty appointments as Academic Senate President. The committees lists will be updated on the Academic Senate webpage.
- ✓ Edel distributed information about ASCCC faculty awards in the faculty boxes during Opening Day. She asked that Division Senators please encourage their faculty to submit nominations. The deadlines are listed on the paperwork. If you need any help with the application please contact Edel.
- ✓ Edel will be attending the Department Chairs Retreat on September 23rd. She will be giving a presentation on SB 1440.
- ✓ Edel would like to form an Executive Committee for the Senate composed of Senate Committee Chairs. October 6 is the first meeting and she hopes to meet monthly to improve communication and coordination across Committees.

- ✓ Edel will submit the names of faculty appointed to Collegial Consultation Committees to Dr. Van Hook.

Report from the Senate Vice President, David Andrus:

- ✓ David reported that the Policy Review Committee has met already. They are currently working on the Program Discontinuance Policy. David thanked Isao and the committee for all the hard work they put into this policy. David is hoping that the committee can bring a draft to the Senate for the next meeting. David also reported that there is a Grant Task Force which includes sixteen people to improve communication regarding the pursuit of grants. The Chancellor is aware of this task force.

David informed the Senate that we have many more policies coming our way. Such as:

- ✓ Committee Procedures
- ✓ Curriculum Procedures
- ✓ By laws of Senate – no ad hoc committee needed
- ✓ Barry Gribbons set up a task force.

3. Report of Standing and/or Special Committees/Task Forces

Curriculum Committee: Ann Lowe attended the Curriculum Institute this past summer. She gave a report of her conference. See the report below:

CURRICULUM INSTITUTE REPORT TO ACADEMIC SENATE

1. **Changes:** the community college system is under the microscope and we are encouraged to be thoughtful about our curriculum **in order to avoid legislative mandates.** A major emphasis is making it easier for students to complete their education in all parts of the California college system.
 - Pending legislation:
 - SB 292 Padilla – would modify the Education Code and require community colleges to accept for the associate degree for transfer all credits earned at any other community college. The Academic Senate's position is that the legislation should encourage schools to accept those courses.
 - AB 372 Hernandez – would modify the Education Code to mandate giving credit to veterans for experience. The Academic Senate supports encouraging credit by exam.
 - Title 5 – changed in July so that repetition (W or substandard grade) of courses limited to "3 takes" for apportionment purposes. Colleges may still allow students to take the courses more times, but they will not receive apportionment after the third time.
2. SB 1440: Created Associate of Arts and Associate of Sciences Transfer degrees (AA-T & AS-T)
 - Ongoing emphasis on developing these degrees
 - See C-ID information to participate in process
3. C-ID – Course Identification Numbering System

- Goal is to have common course numbering and articulation so that students can easily complete education and transfer within the CSU & community college systems. The project includes:
 - A “common course numbering system”
 - A set of descriptors to help “translate” between courses at different institutions. If a community college course matches the minimum requirements listed in the descriptor, it can receive a C-ID number
 - Creation of Transfer Model Curricula to comply with SB 1440
- Ways to participate in the process:
 - Go to: <http://www.c-id.net/>
 - Sign-up as part of the listserv for your discipline and comment on the creation of the C-ID descriptors
 - Sign-up to be part of the vetting process when a TMC in your discipline is developed
 - Attend discipline meetings in the area

4. Prerequisites

- New method for approving prerequisite courses that are not part of the discipline. Most common examples are English or Math prerequisites.
 - Previously had to do statistically valid research to determine that placing these types of prerequisites did not have a disproportionate impact on any group.
 - May still do that, but may also use content review and a review of data related to the success of students when the prerequisite is put in place.
- **Process of content review must be more rigorous!**
 - Must examine syllabi, exams, assignments, instructional materials, and grading criteria to match prerequisite skills with target skill acquisition.
 - Collaborative process between faculty from both prerequisite discipline and target course discipline.
 - Regular system of reviewing data must be in place and documented.
 - Curriculum Committee must be trained to critically examine the content review process before may approve these prerequisites based on content review alone.
 - Implementation requires new Board policy

5. Repeatability: new recommendations/policies coming in Fall 2011

- Issues surrounding Fine Arts repeatability:
 - Colleges have not followed the guidelines in Title V, which restricts repeats to “families” of courses. For example a “performance “ courses as a family are repeatable, but students should be limited to 4 “takes” total of performance courses.
 - Faculty in the Fine and Performing Arts are meeting to come up with a policy that is clear and acceptable to the Board of Governors.
 - They will probably ask for a relaxing of the regulations regarding Community Education, so that credit students and community education students can be registered for the same class session.
 - There may also be a new category of non-credit for the Fine and Performing Arts.
- CTE repeatability:
 - Was also supposed to be limited to “families” of classes for repeatability
 - Legislature and Board of Governors questions why someone who passes a “beginning CTE” class should repeat that course again when the course outline

does not show how students advance their skills in that class. The question is why isn't there another class that helps them advance their skills.

- Meetings the fall to develop policy on CTE repeatability
- Repeatability is likely to be more limited than in the past

Elections Committee: Lea Templer, sent out an email the first week of September requesting nominations for adjunct faculty Senate representatives. She received three names so no election was needed. The adjunct faculty are Sarah Burns, Ruth Rassool and Lisa Brassfield. Lea also reported that the Computer Center is working to get an electronic voting system up and running for faculty.

_____End of Curriculum Institute Report to the Senate_____

II. Unfinished Business The Senate was reminded that the following items remain unresolved:

- Proctoring Exams for Students in Online Classes – pending Library expansion
- Proposal for New Procedures: Counseling Services – in Policy Committee
- Proposal for New BP and Procedures: Associate Degree & Certificates – in Policy Committee
- SLO Committee Proposed Benchmarks for Proficiency – pending COCFA negotiations
- Proposal to Merge Departments: Engineering/Physics/Nanotechnology – in Committee
- Proposal of New BP: Discontinuance of Program – in Policy Committee
- Use of TAs –in Policy Committee

III. Discussion Items

- Basic Skills Initiative (BSI) Action Plan, Denee Pescarmona brought the paperwork to hand out. She was not able to have it ready for the agenda when that was posted. She went over the BSI and answered any questions that were asked. Edel reminded the Senate that she will not sign anything until the Senate has had a chance review what she is signing. The BSI needs her signature and once it is approved at the next Senate meeting Edel will sign the paperwork.
- Emeriti Scholarship was formed in 2002 and approved by Senate. This scholarship is for faculty and staff families. The monies that were put in were from the sell of sample textbooks. We are no longer doing that and the monies are declining. Edel asked the Senate what they would like to do and if they had any suggestions. She was asked if this could be looked into further and suggestions brought back to Senate.
- Priority registration, Jasmine Ruys, Director of Admission explained priority registration. She distributed a handout. If anyone has any questions about registration please contact Jasmine Ruys in Admission and Records.

IV. Action Items

1. The Senate confirmed the election of adjunct faculty to serve on the Senate for 2011-2012. The individuals are:

- ✓ Sarah Burns
- ✓ Ruth Rassool
- ✓ Lisa Brassfield

2. Technical revisions to BP 5910 Basic Skills Limitations were approved.

2. Technical revisions to AP 5910 Basic Skills Limitations were approved.

V. Announcements: None

VI. Adjournment: 4.22 p.m.

CURRICULUM COMMITTEE SUMMARY

September 22nd, 2011

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 15th, 2011:

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math & Sciences; Brill, David – Fine & Performing Arts; Cheng-Levine, Jia-Yi – Humanities (Jennifer Brezina – Substitute); Green, Audrey – Co-Chair, Administrator; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Ramey, Shane – Adjunct Faculty; Richter, Christy – Member at Large; Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics; Waller, Tina – Allied Health.

Members absent: Hilliard, Lee – Career & Technical Education; Jacobson, Joan – Student Services;

DELETED COURSES on consent:

LMTECH	101	Introduction to Library Services	Course has not been offered recently – Approved.	I. Uesugi
LMTECH	103	Library Circulation Systems	Course has not been offered recently – Approved.	I. Uesugi
LMTECH	106	Library Collections: Print	Course has not been offered recently – Approved.	I. Uesugi
LMTECH	109	Library Audiovisual Resources	Course has not been offered recently – Approved.	I. Uesugi
LMTECH	112	School Library/Media Center Services	Course has not been offered recently – Approved.	I. Uesugi
LMTECH	114	Library Supervisory Skills	Course has not been offered recently – Approved.	I. Uesugi
LMTECH	115	Internet in Libraries	Course has not been offered recently – Approved.	I. Uesugi

DELETED PROGRAMS on consent:

Library Media Technology	A.A Degree	Courses have not been offered since Fall 2009 and unlikely that any will be offered in the future – Approved.	I. Uesugi
Library Media Technology	Certificate of Achievement	Courses have not been offered since Fall 2009 and unlikely that any will be offered in the future – Approved.	I. Uesugi

MODIFIED COURSES on consent:

BIOSCI	240	Molecular Genetics	Reduced class size to 22, revised SLO's (4) , revised objectives, content and text – Approved.	K. Cude
LMTECH	100	College Research Skills	Changed title, Changed TOP Code to 493014 “Study Skills”, revised descriptions, revised SLO, revised objectives & content, updated text. Now stand alone course – Approved.	I. Uesugi

NEW COURSES:

CHEM	151H	Preparatory General Chemistry – Honors	4 Units, 54 hours lecture, 54 hours lab. Class size 24, not repeatable. Added SLO's (5), added prerequisite of MATH-060 or equivalent – Approved.	R. Eikey
ENGL	102H	Intermediate Composition, Literature, and Critical Thinking – Honors	3 Units, 54 hours lecture. Class size 25, not repeatable. Added SLO's (2), added prerequisite of ENGL-101 or 101H – Approved.	K. Gurnee
ENGR	151L	Materials of Engineering Lab	1 unit, 54 hours lab. Class size 24, not repeatable. Added SLO, added co-requisite of ENGR-151 or concurrent enrollment – Approved.	D. Martinez
ENGR	161L	Strength of Materials Lab	1 unit, 54 hours lab. Class size 24, not repeatable. Added SLO, added co-requisite of ENGR-161 or concurrent enrollment – Approved	D. Martinez
GEOG	101H	Physical Geography – Honors	3 Units, 54 hours lecture. Class size 25, not repeatable . Added SLO's (2), added recommended preparation of ENGL-101 or 101H – Approved.	M. Bates

MODIFIED PROGRAMS:

Engineering	A.S. Degree	Added ENGR 151L and CMPSCI 235 as required course, added ENGR-110, 114, 154, 155, 161, 161L, and PHYSIC-222 as recommended electives. Removed CMPSCI 111 & 11L. Total required units remain at 48 – Approved.	D. Martinez

NEW PREREQUISITES:

CHEM	151H	Preparatory General Chemistry – Honors	Added prerequisite of MATH-060 or equivalent – Approved.	R. Eikey
ENGL	102H	Intermediate Composition, Literature, and Critical Thinking – Honors	Added prerequisite of ENGL-101 or 101H – Approved.	K. Gurnee
ENGR	151L	Materials of Engineering Lab	Added co-requisite of ENGR-151 or concurrent enrollment – Approved.	D. Martinez
ENGR	161L	Strength of Materials Lab	1 unit, 54 hours lab. Class size 24, not repeatable. Added SLO, added co-requisite of ENGR-161 or concurrent enrollment – Approved.	D. Martinez
GEOG	101H	Physical Geography – Honors	Added recommended preparation of ENGL-101 or 101H – Approved.	M. Bates

NEW STAND ALONE COURSES

LMTECH	100	College Research Skills	Approved.	I. Uesugi
ENGR	161L	Strength of Materials Lab	Approved.	D. Martinez

New Courses Includes ISA's	5	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	-0-	Deleted Courses	7
Modified Courses	2	New SLO's	11	Deleted Programs	2
Modified Programs	1	Modified SLO's	4	Proposals Reviewed in Technical Review Session	27
New Non Credit Courses	-0-	New Prerequisites	5	Proposals Returned from Technical Review Session	10

Discussion Items:

1. Need Tech Review Volunteers on October 12th from 9:00am – 11:00 am

DRAFT

BP 7220

PROGRAM DISCONTINUANCE

Reference:

Education Code Section 78016; Title V Section(s) 51022, 53203(d)(1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standard II.A.6.b.

Pursuant to Title 5, Section 51022(a), the governing board shall adopt a policy for the discontinuance of courses or programs. College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs." Additionally, Education Code §78016 stipulates that every vocational and occupational program shall meet certain requirements prior to termination.

Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program's status in relation to the overall educational mission of the District

Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Specifically, ACCJC Accreditation Standard II.A.6.b states: "When programs are eliminated or program requirements are significantly changed, the institution [should make] appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption."

Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all it affects educational goals of students. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program discontinuance mandated or otherwise, is set forth in Administrative Procedure 7220. If

discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 7220.

DRAFT

AP 7220 PROGRAM DISCONTINUANCE

Reference:

Education Code Section 78016; Title V Section(s) 51022, 53203(d)(1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standard II.A.6.b.

I. DEFINITIONS

A. Program: An organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer).

B. Committee: When a formal discussion is initiated the academic senate will form a Program Discontinuance Committee that will serve ad hoc whose membership is outlined in Section IV of this procedure.

C. Intervention - are recommended actions to remedy identified program shortcomings.

II. PROPOSING PROGRAM DISCONTINUANCE

Program discontinuance proposals can be initiated by the Chief Instructional Officer (CIO), Division Dean, Department Chair, or Academic Program Director. He/she will consult with Division Dean and Chair of the affected department, and any other potentially affected department or faculty. He/she will provide and include data and information as specified in Section III of this procedure to demonstrate the need for program discontinuance. The completed proposal is submitted to the Academic Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of program discontinuance.

III. PROPOSAL GUIDELINES

The initial proposal shall include, but is not limited to, the itemized quantitative evidence listed below. The emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed discontinuance to the next procedural level. The proposal will be submitted to the President of the Academic Senate.

A. Quantitative Evidence

The quantitative evidence may include, but is not limited to:

1. Enrollment trends over the past five years.
2. The projected demand for the program in the future.
3. Frequency of course section offerings and rationale as to their reduction, if applicable.
4. Term to term persistence of students within the program.
5. Student success and program completion rates.
6. Student completion rate.
7. Productivity in terms of WSCH per FTE ratios.
8. Success rate of students passing state and national licensing exams.
9. Enrollment trends over a sustained period of time
10. Data extracted from Program Review.
11. Data from a CTE Advisory Committee.
12. Regional Labor Data

IV. FORMATION OF AD HOC COMMITTEE

The Academic Senate will take up the proposal. The Senate President may request the party initiating the proposal to be present at the Senate meeting when the proposal is on its published agenda. Upon receipt of the proposal, the Senate shall approve the creation of an ad hoc committee.

A. Committee Composition

1. A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; (*this person will serve as Chair of the Committee*),
2. Division Dean of the department that houses the program in question.
3. Academic Senate President, or designee.
4. CIO, or designee.
4. COCFA President, or designee.
5. Part-time faculty union president, or designee.
6. A student representative appointed by the Associated Students Government.
7. A Counselor appointed by the Academic Senate President in consultation with Counseling Chair.

B. Committee Functions

The Committee will use the quantitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of discontinuance. The Committee will be charged with:

1. Exercising discretion to expand its membership to include program support staff and student services representatives.
2. Gathering all qualitative and quantitative evidence into a written report.
3. Participating in all public meetings and discussions.
4. Recommending to the Academic Senate one of the three potential outcomes of the discontinuance process. (Listed is Section V(A) of this procedure.)

C. Qualitative Evidence

Factors to be considered may include, but are not limited to:

1. Contemporary analysis of the relevance of a discipline.
2. Current college curriculum and offerings as they relate to the academic mission of the college.
3. The effect of program discontinuance on institutional outcomes.
4. The potential for a disproportionate impact on diversity.
5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.
6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.
7. Consideration of matters of articulation as they relate to curriculum.
8. The replication of programs in surrounding college districts..
9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.
10. The goals and strategies of the College as outlined in the most recent Strategic Plan.

The Ad Hoc Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

D. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 7220. If such a mandate occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the Ad Hoc Committee will be formed for the sole purposes listed in Section VI of this procedure.

V. REPORT OF AD HOC COMMITTEE TO FULL ACADEMIC SENATE

The Ad Hoc Committee shall submit its written report to the full Academic Senate. The report shall include both quantitative and qualitative evidence **that** support its findings. The report should assess the program's alignment with the mission, values, and goals

of the institution, as well as access and equity for students. The proposal shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance.

A. Possible Recommendations of the Program Discontinuance Committee

There are three possible recommendations the Program Discontinuance Committee can make. A program may be recommended to continue, to continue with qualifications, or to discontinue.

1. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate.

2. Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, a program maybe recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee and maintained by the Academic Senate. In accordance with the established time line the program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Committee.

3. Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and will be documented in writing by the Committee and maintained by the Academic Senate.

a. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 7220 and substantiated under Section IV(D) of this procedure.

B. Full Academic Senate Action

The Academic Senate will consider and deliberate on the Ad Hoc Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the three actions it will formally adopt. The Academic Senate's recommendation will then be forwarded to the College President to be submitted to the

Board of Trustees for approval. Pursuant to BP 7215, “the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted.” If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

VI. IMPLEMENTATION OF FINAL DETERMINATION

If a program is recommended or mandated for discontinuance, or to continue with qualifications, the original Ad Hoc Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the College President to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. Implementation Plan

The implementation plan must include, but is not limited to:

1. A plan and time line for implementing the discontinuance or qualifications to be established.
2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.
3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.

DRAFT

Academic Senate Faculty Office Allocation Guidelines Procedures

~~The responsibility for assigning faculty to offices shall be a group decision of the Division Chairs in consultation with the Chief Instructional Officer.~~

I. Definitions

Every full-time faculty member in the Santa Clarita Community College District is entitled to an office on the Valencia campus unless a faculty member is permanently assigned to a campus other than the Valencia campus with the full consent of the faculty member.

The Academic Senate is responsible for faculty office assignments based on seniority in the district and maintains a faculty seniority list for this purpose. Seniority rank will be is determined by placement on the Certificated Staff Seniority List the date that a faculty member is hired by the district. If more than one faculty is hired on the same day, the Academic Senate holds a lottery to determine ranking among the faculty hired on the same date. The Academic Senate Administrative Assistant has the affected faculty members draw numbers out of a hat to complete this task. Time as an adjunct faculty member shall not be counted toward seniority.

II. DEFINITIONS

Based on the State Architecture Code, the following definitions shall be used:

- A. A single office shall contain ~~between 72-144~~ **72-143** square feet.
- B. A double office shall contain ~~no less than 144~~ **144-214** square feet.
- C. A multiple office shall contain 215 or more square feet. The number of faculty assigned or potentially able to be assigned to a multiple office shall be determined by using a multiple of 72 square feet, which will assure a minimum of 72 square feet per person.

~~II. VACANCIES: At the time a vacancy occurs the offices(s) will be categorized according to the above definitions to determine the number of faculty members who may be assigned to a particular office.~~

A. Single Office

1. Current faculty members have the first option, based on seniority, to move into vacated offices. Faculty desiring to move into a vacated office must request to move to that office prior to the hiring of a replacement for the faculty member whose office has become vacant.
2. ~~New faculty shall be assigned to offices with consideration to the proximity of the primary teaching area or preference. Conflicts shall be resolved in accordance with the above definition of seniority.~~

B. Double Office

1. When a vacancy occurs in a double office the remaining faculty member shall choose who the new office partner shall be. If the remaining partner fails or refuses to fill the vacancy, the ~~Division Chairs~~ **Academic Senate President or designee** will assign a partner to the office if the space is needed.
2. For two vacancies in a double office, priority shall be given by seniority to a current faculty member (who would then choose an office partner) followed by new hires.

C. Multiple Offices

When a vacancy occurs in a multiple office, the remaining faculty members shall choose who the new office partner(s) shall be. If the remaining partner(s) fail or refuse to fill the vacancy, the ~~Division Chairs~~ **Academic Senate President or designee** will assign a partner to the office if the space is needed.

III. Displaced Offices

Faculty members who ~~lose offices~~ who are displaced due to construction **or documented health hazard of an office space** and who have not found other permanent offices will have first choice at newly constructed or remodeled offices. Priority among displaced faculty will occur by seniority.

Faculty **members** may not be displaced by other faculty **members** without consent of all concerned ~~and the Division Chairs~~.

IV. Offices at A Campus Other than The Valencia Campus

A faculty member who is permanently assigned to a campus other than the Valencia campus is entitled to a faculty office at the new campus. Assignment at the new campus, as in all campuses, is based on seniority in the district.

Because individual faculty offices at a new campus in the district may be limited, only faculty members with a majority of their load at the new campus will be given the option of using an individual office at the new campus on a temporary basis during the term that the faculty member teaches a majority of their TLUs (51%+) at the new campus. The faculty member shall not give up his/her Valencia office unless the faculty member is permanently assigned to the new campus. Faculty who teach at the new campus, but who do not have the majority of their load there, would have space in a multiple faculty office space.

IV. V. Additional Guidelines

A.Exceptions may be made to the above procedures in the event of special needs such as the health requirements of a faculty member (e.g. wheelchair accessibility) or the construction or designation of an office for a particular instructional purpose.

B. In the event there are more faculty than available office spaces, the procedure for assigning faculty to offices shall be as follows:

1. All currently occupied office(s) shall be categorized according to the above definitions to determine the number of faculty members who potentially may be assigned to a particular office.

2. In a double office utilized by a single individual or in a multiple office with less than the potential number of partners, additional partner(s) shall be assigned in order of reverse seniority (i.e. the least senior faculty member shall be the first to be assigned a partner).

C. Conflicts over office allocation shall be first addressed by the ~~Division Chairs~~ **Academic Senate President and Vice-President**. Appeals may be directed to the ~~Chief Instructional Officer~~ **Senate as a whole**, with a final appeal to the ~~Superintendent/President~~ **CEO or designee**.

Rev. 8/15/2011

CURRICULUM COMMITTEE PROCEDURES

I. SCOPE AND DUTIES

1. Review and recommend action on existing curricula
2. Review and recommend action on proposed curricula
3. Encourage and foster the development of new curricula
4. Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum
5. Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees
6. Implement state-mandated regulations or policies that affect curriculum
7. Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees
8. Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC)
9. Review all curriculum proposals to ensure congruence with the college's mission, need, quality, feasibility, and compliance with Title V.

II. MEMBERSHIP:

1. As an academic and professional matter, the composition of the Curriculum Committee will be mutually agreed upon by the Senate and the District.
2. The Academic Senate will develop procedures to select the faculty members of the committee.
3. The following are considered voting members of the committee:
 - a. Faculty Chair of the Curriculum Committee
 - b. One representative from each division.
 - c. 3 At-Large Faculty Representatives
 - d. 1 Adjunct Representative
 - e. Chief Instructional Officer or designee from the Office of Instruction
 - i. The Chief Instructional Officer or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.
 - ii. Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.
4. If they are not already voting members, the following shall be appointed as Non-Voting members:
 - a. Curriculum Coordinator
 - b. Representative from the Associated Student Government
 - c. Representative of the Counselors (if no elected member is a Counselor)
 - d. Matriculation Officer
 - e. Director of Admissions and Records
 - f. Articulation Officer
5. The following committees will provide a representative to serve as a resource to the Curriculum Committee. They are considered non-voting resource members, and are not expected to attend meeting unless they are requested:

- a. Disciplines Committee
- b. Student Learning Outcomes Coordinator(s)
- c. Ed-Tech Committee

III. MEMBER RESPONSIBILITIES:

1. Attend and fully participate in committee meetings
2. Serve as a consultant to members of his/her division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings.
3. Inform and update their division about curriculum issues such as (but not limited to):
 - a. Proper preparation of course outlines
 - b. Prerequisite/corequisite policies
 - c. Curriculum Committee deadlines
 - d. Developing Student Learning Outcomes
4. All members of the committee shall make decisions based on a college wide perspective.
5. It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
 - a. Read all the course/program outlines before the meeting;
 - b. Stay current on Title V and Education Code requirements regarding curriculum;
 - c. Participate in required training (e.g. Stand Alone Certification);
 - d. Participate in Technical Review meetings.
 - e. Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and deadline dates.
6. Members are expected to find and orient a substitute if they are unable to attend a meeting.
7. If a member misses more than 50% of the meetings in a single semester, it will be assumed that they have tendered their resignation.

IV. FACULTY CO-CHAIR RESPONSIBILITIES

1. Serves as a resource person to assist faculty in the development of curriculum proposals.
2. Develops a recommended curriculum committee schedule each year.
3. Reviews all courses and programs prior to establishing agendas
4. Establishes the agenda for Curriculum Committee meetings.
5. Schedules and conducts the technical review meetings
6. Conducts the Curriculum Committee meetings
7. Provides advice and guidance on curriculum issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations
8. Updates the Academic Senate regularly regarding committee activities.
9. Reviews minutes of meetings prior to submitting to the Academic Senate.

IV. ADMINISTRATIVE CO-CHAIR RESPONSIBILITIES

1. Works with faculty co-chair to fulfill college Curriculum Committee responsibilities
2. Manages course and program review workflow.
3. Interfaces with the Curriculum and Articulation Coordinator to:
 - a. Maintain all curriculum files
 - b. Submit curriculum materials for state and local approval
 - c. Maintain the curriculum database and forms in WebCMS
 - d. Prepares and submits curriculum materials for review and approval of the Academic Senate.
4. Facilitates technology training for all committee members and faculty authors.
5. Supervises/assists Academic Deans in fulfilling their curriculum responsibilities.

V. AUDIT TRAIL

1. Proposals will not be considered until they have completed the Audit Trail.
 - a. Proposals must be submitted by faculty meeting the minimum qualifications to teach the proposed/revised course.
2. Selection of Auditors
 - a. Some positions on the audit trail are automatically appointed such as the Dean, Chair, Articulation Officer, and resource positions. They will be included in the audit trail due to their role in the college.
 - b. The following audit trail positions are appointed positions. The Curriculum Committee Faculty Co-Chair will solicit input from relevant campus committees for a faculty member to fill these positions. The chairs will mutually agree on a recommendation.
 - i. Distance Learning
 - ii. Disciplines
 - iii. SLO
 - c. The initial term of service shall be two years. Auditors may be reappointed for additional one year terms.
3. Auditor responsibilities
 - a. Department Chair
 - i. Check course outlines for accuracy in all sections
 - ii. Check to see that course is in line with the program review
 - iii. Check for appropriateness to college mission
 - iv. Ensure that SLO's, objectives, and content are divided into lecture/lab sections if appropriate and that all aspects of the outline are consistent with each other.
 - v. Check that outline meets curriculum standards as well as represents the current standards for that discipline.
 - vi. Verify that the SLO(s) is consistent with the relevant program and institutional SLO(s).
 - b. SLO
 - i. Ensure that SLO's are properly written and that the objectives are distinct from, but related to, the SLO's
 - ii. Compare content with SLO's & objectives to ensure consistency.
 - iii. Check that methods of assessment are consistent with SLO's.
 - c. Discipline
 - i. Ensure correct discipline placement
 - d. Distance Education
 - i. Ensure distance education addendum adheres to principles of distance education.
 - ii. Compare DLA to course outline of record to ensure that assignments can be completed in this format.
 - e. Academic Dean
 - i. Review entire proposal following the guidelines from the preceding steps in the audit trail.
 - f. Articulation Officer
 - i. Review program, general education, and articulation information for accuracy.
 - ii. Ensure that proposal (description, content, assignments) meet articulation requirements.
 - g. Learning Resources (Library, Computer Support)
 - i. Ensure that adequate resource for course/program are available.

4. If a proposal does not progress from one stage to the next within 6 months, the Curriculum Coordinator will contact the author to determine if the author anticipates completing the course. At that time the author may request that the Curriculum Coordinator delete the proposal.
5. Proposals do not require approval to be forwarded to the next stage. However, auditors may opt to return a course to the author if it does not meet curriculum standards. For example:
 - a. Incorrect format. For example no or poorly written SLO's, lecture/lab not separated,
 - b. Does not meet Title V requirements. For example minimal critical thinking objectives, no evidence of writing or problem solving in the methods of evaluating student achievement.
 - c. Does not meet articulation requirements
 - d. Course is inconsistently written. For example a course with lecture units is written as a lab class.
6. The final stage of the Audit Trail is review by the Curriculum Coordinator.
7. The Curriculum Coordinator will certify that the audit trail for the proposal has been completed. This will include:
 - a. All required supplements (e.g., DLA and Prerequisite form) have been completed
 - b. Appropriate changes to a relevant program have been made. New, deleted, and/or modified courses will not be reviewed if relevant program changes have not also been simultaneously submitted.
8. The Curriculum Coordinator will return all proposals that have been identified as incomplete to the author. The Division Dean, chair, and the author will be notified what areas need to be completed (see Appendix A).

IV. TECHNICAL REVIEW

1. Held prior to each regularly scheduled Curriculum Committee meeting.
2. The purpose of the technical review is to review proposals for clarity and provide guidance for further revision.
3. The faculty co-chair will establish the agenda.
4. To be eligible for the technical review, all proposals will be certified as complete by the Curriculum Coordinator
5. At a minimum, the Technical Review Committee will consist of the faculty Co-Chair, a rotating member from the Curriculum Committee, and the Curriculum Coordinator.
6. The Technical Review Committee will make one of the following determinations for every proposal reviewed:
 - a. Return to author for further refinement
 - b. Place on consent calendar
 - c. Schedule on agenda for full discussion

V. CURRICULUM MEETING AGENDA:

1. The faculty co-chair will develop the meeting agendas. Only those proposals that have been certified by the Technical Review Committee will be placed on the agenda.
2. The agenda will consist of:
 - a. Technical changes

- b. Consent items
 - c. Modified-courses
 - d. New courses
 - e. Modified programs
 - f. New programs
 - g. DLA
 - h. Pre-requisites/co-requisites
 - i. Stand Alone courses
 - j. Program/course approvals
 - k. Discussion items
3. Courses will generally be reviewed in the order in which they are received. However other issues may take priority. Priority is established based on the following list:
- a. Title V and other legislative mandated changes including updates
 - b. Revisions required for articulation
 - c. New courses in new programs
 - d. Courses in existing programs
 - e. Stand alone courses
 - f. New Distance Learning Addendums

VI. MEETINGS:

1. Meetings are held during the fall and spring semesters on the first and third Thursday of each month.
 - a. The last meeting of the academic year will address
 - i. The calendar for the next academic year
 - ii. Courses meeting the diversity requirement
 - iii. Courses meeting new GE requirements
 - iv. An update from CSU/UC & Chancellor's Office regarding new
2. In order to conduct business the Curriculum Committee will require a quorum of the voting members. A quorum is defined as 50% + one of the voting memberships. A proxy vote may not count in order to establish a quorum; however, faculty acting as substitutes for a regular member may be counted in establishing a quorum.
3. There may be times when unscheduled meetings may be warranted to address certain circumstances. Meetings may be called only:
 - a. If the two chairs agree
 - b. Once the chairs agree to call a meeting, the members will be polled to ascertain if a quorum can be established. If a quorum cannot be reached, an email meeting may be held.
 - c. If this additional meeting falls during a non-service day, the faculty members required to be present may be compensated according to the appropriate contractual procedures.
4. Authors, or designee, must be present for the committee to discuss a proposal. If the author of the proposal is an adjunct, the department chair (or designee) must be present for the committee to consider the proposal.
 - a. Proposals may only be authored by faculty
 - b. Only faculty may represent proposals to the Curriculum Committee
5. Presentations to the committee should include sufficient information to allow the committee to review all aspects of the proposal.
 - a. Basic information requirements:

- i. Relevance to the mission
 - ii. Semester sequencing plan
 - iii. Articulation information
 - iv. Proposal as to which existing sections to allocate to new courses
- b. CTE curriculum:
 - i. Labor market research
 - ii. Advisory committee minutes
- c. Programs:
 - i. Completed “New Program Assistance Form”
 - ii. Proposed deletion of outdated degrees or certificates
- d. Grant related curriculum:
 - i. Executive summary of Grant
 - ii. Timeline for implementation

VII. CERTIFICATION OF DECISIONS

1. At the conclusion of the meeting, a written summary will be presented to the Academic Senate. Proposals will not be forwarded to the Board until the Senate confirms that all procedures were correctly followed.
2. The Senate will only confirm that the procedures were followed – the Senate will not confirm the content of the meeting.
3. As per Title V, courses cannot be placed on the schedule until approved by the Board of Trustees.

VIII. GENERAL PROVISIONS

1. At the end of the academic year, the Curriculum Committee will present the senate with a proposed calendar for the upcoming academic year, along with the copy of these operating procedures.
2. An annual calendar will be developed to meet the UC/CSU deadlines, the catalog schedule, as well as other external requirements. This calendar will be submitted for approval to the Academic Senate in the spring semester of the proceeding academic year.
3. The Curriculum Committee may create ad hoc subcommittees to review and report back on specific curricular items. Examples:
 - a. Diversity Class listing
 - b. AA/AS Requirements
 - c. Other topics as deemed appropriate by the Curriculum Committee