Academic Senate Agenda
March 9, 2006
3:00 p.m. I-330

I. ROUTINE MATTERS
1. Approval of Academic Senate summary for December 8, 2005 (page 2)
2. Approval of Academic Senate summary for February 23, 2006 (page 3)
3. Approval of Curriculum summary February 16, 2006 (pages 7 - 10)

II. REPORTS/INFORMATION
4. Department chair update

5. Ad hoc committees

6. Service Learning 100 & Discipline Placement

7. Math and English Graduation Requirements

8. Adjunct Senator vacancy

III. ACTION ITEMS

IV. DISCUSSION ITEMS
9. Online Instructor Guidelines (pages 4 – 6)

10. Initial proposal on Academic Freedom (Handout available at the meeting)

11. New Discipline Lists Procedures

12. Update on Calendar, Final Exams

13. Senate meeting dates – Fall, 2006

V. Open forum/adjournment (anticipated time – 4:30 p.m.)

Academic Senate Summary
December 8, 2005

The curriculum committee summary for November 3 and 17, as well as the Senate summary for November 10 were all approved, subject to some typographical corrections.

Since a recent election authorized the expansion of the curriculum committee, the process for filling those positions was outlined.

It was decided that the Academic Staffing committee would, if possible, avoid having individuals whose departments would be making a presentation. However, if that was not possible or practical, it was determined that the members of the committee would function as professionals, and put the interests of the college ahead of their own departmental interests.

Special ad hoc committees will be formed in the Spring semester, on behalf of COCFA and the District, to make recommendations on possible formats for evaluations of Department Chairs, updated guidelines for faculty release times and stipends, as well as suggestions for better scheduling to improve efficiency and student access.

A revision of Student Conduct Policy, Board Policy 5298, was reviewed by Mike Joslin, and received the approval of the Senate.

Possible examples of time blocks in the Compressed Time Calendar were reviewed with the Senate. It was conceded that there might be a difficult transition period, but it was hoped that the end result would be better for students, the college, and the faculty.

As part of the compressed calendar roll-out, the Senate agreed to a pilot program that would replace the traditional semester final exams with the final exam schedule similar to that used by Winter Intersession and Summer sessions. The Finals would be held during the last two class sessions, during the regularly scheduled time period.

Academic Freedom update was tabled due to a lack of time. The meeting adjourned around 4:45.

Academic Senate Summary
February 23, 2006

Attendance: Michael Dermody, Ana Palmer, Cindy Stephens, Deana Riveira, James Gilmore, Miriam Golbert, Lisa Helfrich, Deanna Davis, Joan Jacobson, Phil Marcellin, Lea Templer, Robert Walker, Chelley Maple, Fred D'Astoli, Pam Borrelli, Sherrill Pennington and Joel Rossorio,

Routine Matters – The consent calendar was approved, which included:

- Please keep Bob Brode, Edel Alonso and Rebecca Shepherd in your thoughts.

- Our guest speaker **Jeremy Goulart** has taken ill and will call to reschedule to speak on the FACCC initiative.

Curriculum summaries for December 2, 2005, January 26, 2006, and February 2, were approved with one exception. Service Learning 100, on the January 26 meeting, received conditional approval, pending final resolution of the discipline placement by the discipline committee.

The updated calendar (for Curriculum and Senate meetings) was approved.

Adam Kempler's request for additional discipline assignment was approved, as well as approval of a new equivalency for Nursing (Clinical Practice).

A general discussion followed discussion took place on the general concepts surrounding additional discipline assignments. The Senate was reminded that although a faculty member may meet the MQ and/or equivalencies for different disciplines, approval for additional disciplines does not guarantee the faculty member the right to teach in those disciplines.

The general equivalency process was discussed, and it was announced that the Senate would review the current equivalency process. Senators were reminded that, to reduce the perception that equivalencies might be changed to help or hurt a particular candidate, the current process holds that any changes to a departments equivalencies must be made at the beginning of the year. However, should a department find necessary reasons to change their equivalencies outside of the normal time frame, they may petition the Senate to grant them an exemption from the established time line.

Proposed revisions to the Academic Freedom policy were discussed. The current Board Policy on Academic Freedom is in need of revision and updating. Suggestions were made, and will be brought back to the next Senate meeting for additional review.

Non-Credit Equivalencies were approved as presented. During the discussion, it was brought up that these courses are high school courses, and are not college level classes. The Senate was assured that these courses do not duplicate the college's basic skills or other collegiate courses, and that instructors who qualify to teach these non-credit courses are not automatically qualified to teach courses in the credit program.

A review of non-credit processes was suggested, now that non-credit has passed beyond the "pilot stage". It was specifically suggested that hiring, curriculum, and equivalency processes are looked over to ensure that they are accurate and effective.

The meeting adjourned at 4:40 p.m. Our next meeting will be March 9, 2006 at 3:00 p.m. in I-330.

Under Title V and Board policy, the Senate and the Board will mutually agree on the processes and the procedures used for the hiring of faculty members. The Senate is also responsible for reviewing the Minimum Qualifications required for instructors. Although the Senate can not go below the state-wide minimum qualifications, it can set a "higher level" of qualification.

It is with this in mind that the Senate has been asked to review a proposal that would help to ensure that on-line course are taught by instructors who not only meet the qualifications of the discipline, but that they also possess the skills necessary for the new teaching format.

At the end of the proposal is a selection from the most recent copy of the Statewide Senate's Forum. The article discusses Distance Ed from a collegial consultation (shared governance) view. The full article may be found at
http://www.academicsenate.cc.ca.us/Publications/Rostrums/Rostrum02-06.pdf

If approved, any current instructors of on-line courses would be "grandfathered" and not be required to meet these new guidelines.

ONLINE INSTRUCTOR QUALIFICATIONS
Prepared by the Educational Technology Committee
October 2005
College of the Canyons

- *Innovation should always serve the best interests of students, and*
- *Innovation should be initiated by faculty when it enhances student success*

State Academic Senate position paper "Distance Learning in California Community Colleges" (1993)

In the interest of promoting innovation, ensuring continued quality of instruction, and enhancing student success, we recommend that instructors who wish to teach online courses must meet the following qualifications.

Pedagogical Readiness
1. Prior to teaching online, online instructors must have completed formal coursework or training in online teaching and learning, or the equivalent.

    A. Examples of formal coursework or training in online teaching and learning include the COC Certified Online Instructor series (provided through the Office of Professional Development, the Institute of Teaching & Learning), Cerro Coso College's Certificate in Online Teaching (8 units), UCLA's Online Teaching for Academic and Business Professionals program (16 units), or CSU East Bay's Certificate in Online Teaching and Learning (12 units).

    B. Equivalencies may include the following: four semesters of teaching in a predominantly online format, demonstrating awareness of Title 5 regulations and State Academic Senate recommendations on effective student-instructor and student-student contact.

C. Appeals will be heard by the Equivalencies Sub-Committee of the Academic Senate. The Equivalencies Sub-Committee shall rely primarily on the recommendations of the Educational Technology Committee or its designee(s).

2. For instructors teaching online for the first time, when a face-to-face version of a course exists, online instructors must document a familiarity with teaching the material in a face-to-face format.

3. Online instructors demonstrate familiarity with the resources and support provided by the Distance Learning Department, Computer Support Services, California Virtual Campus, @One, and the State Academic Senate *Principles of Good Practice for Technology Mediated Instruction*.

4. During a semester prior to teaching online for the first time, online instructors must have supplemented face-to-face classes with at least one of the following:
    - Online syllabus,
    - Online office hours,
    - Online discussion board,
    - Online textbook supplements,
    - Online quizzing/assessment tools.

5. In order to ensure that all students are able to benefit from online education, online instructors must have completed a workshop or formal coursework on accessibility guidelines (section 508). Online instructors will make all course materials accessible to persons with disabilities.

Technical Readiness

In recognition of the added technical challenges involved with online instruction, an online instructor must be able to:

1. Operate within a standard operating environment (e.g., Windows or Macintosh) and be able to
    a. Manage files, and
    b. Maneuver among multiple applications.

2. Use the standard word processing application(s) (e.g., Microsoft Word) and be able to
    a. Use various formatting techniques,
    b. Select and save document in various file formats (e.g., rtf, html).

3. Use the campus email application(s) (e.g., MS Outlook) and be able to
    a. Use the contacts,
    b. Create groups,
    c. Create and use folders, and
    d. Select and send attachments in appropriate formats.

4. Use the Internet and be able to
    a. Make use of research techniques,
    b. Download files,
    c. Save websites as Favorites/Bookmarks, and
    d. Use different browsers and search engines.

5. Upload and manage content in the College supported Course Management System (currently Blackboard).

6. Modify course content and self-created Web sites to provide access to users with disabilities (Section 508 compliant).

7. Ability to use automated grading systems (such as Micrograde or Blackboard's Gradebook function).

Selections from: "An Ounce of Prevention is Worth a Pound of Cure",
Rostrum, February 2006 (Academic Senate for California Community Colleges)

…. What is clear is that students are enrolling in DE courses in large numbers. It is likely that gas prices and tight work schedules encourage more students to enroll in DE courses….. While it is true that administration has the right of assignment, and they carry the heavy burden of managing enrollment and seeing to it that base funding is adequate to meet the needs of growing energy and insurance bills, the faculty are accountable for ensuring that quality content is taught by qualified instructors who can ensure student success…..

Curriculum Approval for Distance Education
Title 5 regulations ….mandate that regular effective instructor/student contact must be ensured in those courses and clarify that "regular effective contact" is an academic and professional matter, and therefore a responsibility of the local academic senate.

….All of us agreed that quality starts with good curriculum approval processes that include inquiry regarding how contact between the instructor and student is going to take place in the course… Title 5 also allows for curriculum committees to recommend class size based on educational effectiveness…DE courses that have 50 or more students enrolled in them may look like FTE generators at first blush, but student success rates go down in these situations and regular effective contact becomes very difficult to maintain.

Instructor Preparedness for Distance Education and Peer Observation
Title 5 regulations set the minimum qualifications for DE instructors at, simply that, our minimum qualifications for the discipline. The regulations are the minimum-senates can elect to set the bar higher. Readiness standards are being established in many colleges…..

Departmental or Discipline Specific Standards
Evaluation of DE courses is sticky business…Departments can and should begin to decide what DE courses will be like in their own areas. We are beginning to see the establishment of departmental guidelines for DE that take into consideration the particular methodologies that are important in specific situations. This idea is one that's time had definitely come!

Curriculum Committee Summary
February 16, 2006

*Items in the Consent Calendar are recommended for approval by a Technical Review Committee that met on 2-09-06.
*The agenda format is modified as follows 1) address modified courses not eligible for "consent" 2) Architecture courses and program, 3) Interior Design and 4) Noncredit Basic Skills - high school curriculum courses

ADMJUS	130	Report Writing	Change prerequisite from ENGL-091 to ENGL-091 OR ENGL-094. Implement fall 2006: **APPROVED implement fall 2006**	B. Brode	1
CMPNET	174	Wan Security 1	Update part of the curriculum revision cycle: **APPROVED implement fall 2006**	L. Hilliard	2
HRMGT	101	Introduction to the Hospitability Industry	Update part of the curriculum revision cycle - DLA updated: **APPROVED implement fall 2006**	K. Anthony	3
HRMGT	210	Hotel and Restaurant Law	Update part of the curriculum revision cycle: **APPROVED implement fall 2006**	K. Anthony	4
HRMGT	220	Restaurant Operations	Update part of the curriculum revision cycle - DLA updated: **APPROVED implement fall 2006**	K. Anthony	5
HRMGT	225	Food Service Sanitation and Safety	Update part of the curriculum revision cycle - DLA updated: **APPROVED implement fall 2006**	K. Anthony	6
HRMGT	235	Hotel and Restaurant Sales & Marketing	Update part of the curriculum revision cycle - DLA updated: **APPROVED implement fall 2006**	K. Anthony	7
HRMGT	245	Hotel and Restaurant Supervision and Guest Relations	Update part of the curriculum revision cycle - DLA updated: **APPROVED implement fall 2006**	K. Anthony	8
HRMGT	275	Hospitality Industry Accounting	Update part of the curriculum revision cycle - DLA updated: **APPROVED implement fall 2006**	K. Anthony	9
PHILOS	111	History of Philosophy- Renaissance Through the 19th Century	Update part of the curriculum revision cycle: **APPROVED implement fall 2006**	C. Blakey	10
PHILOS	220	Introduction to Comparative Religion	Update part of the curriculum revision cycle: **APPROVED implement fall 2006**	C. Blakey	11
PHILOS	230	Symbolic Logic	Update part of the curriculum revision cycle - add Advisory PHILOS-101: **APPROVED implement fall 2006**	C. Blakey	12

PHILOS	240	Contemporary Moral Problems	Update part of the curriculum revision cycle: **APPROVED implement fall 2006**	C. Blakey	13
PSYCH	101	Intro to Psychology		P. Robinson	14
PSYCH	109	Social Psychology	Reduce class size from 45 to 40 - effective fall 2006: **APPROVED**	P. Robinson	15
Recreational Management AS. Degree			Recreation Leadership Services AA degree approved at 2-02-06 CC Mtg - change title to Recreational Management AS degree: **APPROVED implement fall 2006**	A. Green	16
Social Science AA Degree			Add ANTHRO-220 to Associate degree requirements. Implement fall 2006 resume HIST-11/112 eligible for American Institution requirement for associate degree: **APPROVED**	G. Bogna	17
Water Systems Technology AS Degree			Change degree requirements by removing required courses WATER-060, 061 and 062 - replace with WATER-031- moves WATER-098 from recommended to required. Total units required from 27 to 24. Implement fall 2006: Move to 2-16-06 Consent: **APPROVED but will revisit WATER-098 as required on 3-02-06 - must send 'Non Substantial Change' form to Chancellor's Office**	P. Coon	18
~~ART~~	~~111~~	~~History of Art: Renaissance to the Mid-Nineteenth Century~~	Update part of the curriculum revision cycle: **Table to 3-02-06 CC Mtg**	R. Walker	19
~~ART~~	~~124A~~	~~Drawing I~~	Update part of the curriculum revision cycle: **Table to 3-02-06 CC Mtg**	J. Lorigan	20
~~ART~~	~~124B~~	~~Drawing II~~	Update part of the curriculum revision cycle - adds Advisory "ART-124A": **Table to 3-02-06 CC Mtg**	J. Lorigan	21
~~ART~~	~~140~~	~~Beginning Design: 2 Dimensional Media~~	Update part of the curriculum revision cycle: **Table to 3-02-06 CC Mtg**	J. Lorigan	22
~~ART~~	~~224A~~	~~Drawing III (Life Drawing)~~	Update part of the curriculum revision cycle: **Table to 3-02-06 CC Mtg**	J. Lorigan	23
~~MUSIC~~	~~125~~	~~Studies in Music Composition~~	Update part of the curriculum revision cycle - units reduce from 4 to 3, from 3 time repeat to 1 time repeat: **Table to 3-02-06 CC Mtg**	B. Feldman	24
ARCHT	096L	Open Architectural Drafting and CAD Lab	Modified Course, formerly ID-095L, 1 unit lab, equate: **APPROVED implement fall 2006**	D. Minarsch	25
ARCHT	100	Architecture and Related Fields	New Course, 2 unit, lecture: **APPROVED implement fall 2006**	D. Minarsch	26
ARCHT	110	Architectural Drafting I	Modified Course, formerly ID-163, 3 unit lecture/lab, equate: **APPROVED implement fall 2006**	D. Minarsch	27
ARCHT	120	Design I - Elements of Architectural Design	New Course - 3 unit lecture/lab: **APPROVED implement fall 2006**	D. Minarsch	28
ARCHT	140	Materials and Methods of Construction	New Course - 3 unit lecture: **APPROVED implement fall 2006**	D. Minarsch	29
ARCHT	160	AutoCAD for Architecture and Interior Design	Modified Course, formerly ID-264, 3 unit lecture/lab, equate, prerequisite ARCHT-110 or ID-110: **APPROVED implement fall 2006**	D. Minarsch	30

ARCHT	180	Codes and Zoning Regulations	Modified Course, formerly ID-260, 3 unit lecture, equate: **APPROVED implement fall 2006**		D. Minarsch	31
ARCHT	190	Design II - Space Planning	New Course - Cross listed with ID-190, prerequisites ARCHT-110 or ID-110, advisory ARCHT-120 and ID-103: **APPROVED implement fall 2006**		D. Minarsch	32
ARCHT	200	Design III - Environmental Design	New Course - 3 unit lecture/lab, prerequisites ARCHT-140, ARCHT=110 or ID-110, and ID-103. Advisory ARCHT-120		D. Minarsch	33
ARCHT	220	Architectural Drafting Ii	Modified Course, formerly ID-262, 3 unit lecture/lab, equate, prerequisites ARCHT-160. Advisory ARCHT-140 and 180: **APPROVED implement fall 2006**		D. Minarsch	34
ARCHT	240	Architecture Design Portfolio	Modified Course, formerly ID-269B, 3 unit lecture/lab, equate, - 2x repeat (former course was not **repeatable): APPROVED with addition of prerequisite ARCHT-190, implement fall 2006**		D. Minarsch	35
~~ARCHT~~	~~260~~	~~Advanced CAD - Architecture a& Interior Design~~	Modified Course, formerly ID-265, 3 unit lecture/lab, equate, prerequisite ARCHT-160, and advisory ARCHT-220 - 2x repeat: **NOT APPROVED author must clarify if course is replacing ID-265 or DRFT-283**		D. Minarsch	36
ARCHT	280	Design IV - Advanced Design	New Course - 3 unit lecture/lab, prerequisites ARCHT-140, 200, 220 and , ID-114. Advisory ID-115: **APPROVED implement fall 2006**		D. Minarsch	37
Architectural Drafting and Technology A.S. Degree			44 units: Required - ARCHT-100, 110 or ID-110, ARCHT-120, 140, 160, 180, 190 or ID-190, ARCHT-200, 220, 260, 280, ID-103, 104 and 114. Recommended electives - ART-124A, ANTHRO-103, ID-102, 115 and 207**: APPROVED provisionally upon approval of ARCHT-260, implement fall 2006 - must send 'Non Substantial Change' form to Chancellor's Office**		D. Minarsch	38
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ID	095L	Open Architectural Drafting and CAD Lab	**Remove** from curriculum - renamed ARCHT-096L**: APPROVED**		D. Minarsch	39
ID	108	Kitchen Design	New Course - 2 units, lecture/lab**: APPROVED implement summer 2006**		D. Minarsch	40
ID	109	Bathroom Design	New Course - 2 units, lecture/lab**: APPROVED implement summer 2006**		D. Minarsch	41
ID	~~107~~ 110	Board Drafting for Interior Design	Submitted via Technical Change Memo: Change number and title to ID-110 Architecture Drafting I and cross list with ARCHT-110 - implement fall 2006 - entire course revision will be on the next c.c. agenda: **APPROVED, however change will not occur in WebCMS/Datatel as the entire course is currently being revised and in Stage 6**		D. Minarsch	42
ID	163	Architectural Drafting I	**Remove** from curriculum - renamed ARCHT-110		D. Minarsch	43
ID	~~212~~ 190	Space Planning	Submitted via Technical Change Memo: Change number and title to ID-190 Design II Space Planning and cross list with ARCHT-190 -implement fall 2006 - entire course revision will be on the next c.c. agenda: **APPROVED, however change will not occur in WebCMS/Datatel as the entire course is currently being revised and in Stage 6**		D. Minarsch	44

ID	260	Codes and Zoning Regulations	**Remove** from curriculum - renamed ARCHT-180	D. Minarsch	45
ID	262	Architectural Drafting II	**Remove** from curriculum - renamed ARCHT-220	D. Minarsch	46
ID	264	AutoCAD for Architecture and Interior Design	**Remove** from curriculum - renamed ARCHT-160	D. Minarsch	47

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FRNCH	198	Special Topics in French Language, Literature, and Culture	New Umbrella course: **APPROVED implement summer 2006**	p. Etienne	48
FRNCH	198C	French Culture Through Cinema: The Colonial Experience	3 units, no repeat - implement fall 2006: **APPROVED**	p. Etienne	49
NC.BCSK	E04	English - 12 A/B			50
NC.BCSK	H10	Psychology			51
NC.BCSK	H12	Sociology	High school enrichment courses - implement summer 2006: **APPROVED**		52
NC.BCSK	M04	Algebra II A/B			53
NC.BCSK	M06	Advanced Math Topics			54
NC.BCSK	S04	Spanish II A/B		A. Green	55
NC.VOC	02	ServSafe Food Managers Certification	Implement summer 2006: **APPROVED**	A. Green	56

It was agreed to us 'Field trip may be required' as the standard language to inform students of field trips until otherwise directed.

Brezina, Jennifer	Present	Patenaude, Robert	Present
Davis, Deanna-Co-Chair	Present	Robinson, Patty	Present
Green, Audrey - Artic	Present	Solomon, Diane	Present
Hooper, Lisa	Present	Stanich, Diane	Present
Jacobson, Joan	Present	Student Representative	Present
Lowe, Ann	Present		