

Academic Senate Agenda
February 22, 2007
3:00 p.m. I-330

I. ROUTINE MATTERS

1. Approval of the Academic Summary for February 8, 2007 (pg. 2-3)

II. REPORT/UPDATES

2. IRB
3. FERPA Facts
4. Collegial Celebration of Colleagues
5. Academic Staffing
6. State Senate Documents: Minors on Campus
7. Grade submission statistics
8. Revised Discipline List – Statewide Senate (page 4)

III. ACTION ITEMS

9. Board Policy 544 (pg. 5 - 6)

IV. DISCUSSION ITEMS

10. What is a Department? – (pg. 7-10)
11. Equivalency Discussion (page 11)

V. Open Forum/adjournment – our next Senate meeting will March 8, 2007.

Academic Senate Summary
February 8, 2007

Attendance: Jennifer Brezina, Tammera Rice, Ana Palmer, Joan Jacobson, Edel Alonso, Nancy Smith, Jill Zubo Schenberger, Kevin Kistler, Lea Templer, Pamela Borrelli, Debbi Rio, Mark Rafter, Stan Wright, Jim Lorgian, Michael Leach, Miriam Golbert and Sara Orma

Welcome back to everyone. *Meeting summaries were approved for* Curriculum (November 16, December 7, 2006 and January 18, 2007) and Senate (November 16, 2006)

Ongoing projects –

- **Academic Freedom** Policy was *approved* by the Board.
- **IRB** has an ID number.
- **Equivalency** survey will soon be sent to the Department Chairs

Textbook costs will be the subject of a congressional hearing held here at COC on March 5, 2007. Please register in advance if you would like to be present for the hearing. . Michael Dermody has the flyer with more information, so contact him if you need more information.

The state issued an accountability report, comparing all community colleges against their “peer” groups. Please see Michael for a copy of the report.

The new Adjunct Senators were introduced. Both are from the Communications Department, Michael Leach and Tammera Rice. Welcome.

Approval was provided for the New Faculty discipline assignments, as well as adding a discipline assignment for S. Pennington in Chinese Language.

The Seniority list was confirmed. Faculty members were reminded that the date shown is the official start date, not the date when the Board took action. Please check with Lita Wangen for any changes or corrections. The Administrator Discipline list is still pending, as we are waiting information from HR.

Hiring Process Procedures were briefly reviewed. Some concerns that were mentioned included:

- Timing for out of state final interviews;
- Timing for the overall hiring process;
- Some full-time faculty members did not know of the contractual obligation on interviewing current adjuncts for full time positions (we are contractually obligated to interview the top three qualified, current adjuncts in a given full-time hiring pool.
- Committee sizes that were unwieldy;
- The need for more faculty to be trained to serve as Selection Committee Representatives;
- The importance of consistency in committee membership;
- The “environment” for interview locations (e.g., the Deep Freezer locker otherwise known as the HR Conference room), as well as the need for functioning AV equipment;

The Final exam schedule was discussed. While some departments felt that it worked, other departments had concerns with the lack of a formal finals week. Some of the concerns expressed included:

- English classes had problems with writing in a smaller time block;
- There were potential problems for students who may have multiple finals on the same day.
- The ASB President perhaps summarized it best stating that “the discussion of the final exam schedule is probably a “no-win situation”, we may never be able to find unanimous consensus.

Debbi Rio gave us FERPA Facts. The Faculty was reminded that under FERPA (Family Educational Records Privacy Act), unless we are specifically authorized by the student to do so, we are not to release any information regarding a student to a third party. This includes parents who might call about the progress (or lack thereof) of their children. All other third party requests for information should be directed through the admissions office. A FERPA FAQ sheet will be distributed soon, and perhaps a FERPA Flex session should be considered as well.

Board Policy 544, Basic Skills Course Limitations. Under Board Policy 345, standards dealing with student preparation and success are considered academic and professional matters, and thus need to go before the Senate. The proposed changes are not substantial; they are more “housekeeping” to ensure that the written policy reflects current practice.

A Collegial Celebration of Retirees and other colleagues were discussed. Possible dates and venues were tossed around. Although all agreed it was a good concept, we need some volunteers to step forward to help coordinate this event.

DISCIPLINE LIST REVISIONS

Dear Colleagues:

Last spring, we began the formal review of the Disciplines List. As you may be aware, the Disciplines List establishes the minimum qualifications for the faculty of California Community Colleges. In the past, we have reviewed the list every three years. Based on a resolution passed at the 2005 Fall Plenary Session, we have changed to a two-year process. We have also increased the opportunities for feedback and fine-tuning of change proposals. This letter is to inform you that we are now approaching the end of the first two-year cycle.

Enclosed is a summary report of discipline revisions we have received to date. This summary includes the proposal, rationale for the proposal, as well as the summary of testimonies received. Please circulate this letter to your faculty for feedback. The **final hearing of the proposed Discipline List revisions is scheduled for Thursday, April 19, 2007, from 4:45 p.m.-5:45 p.m. at the Spring 2007 Plenary Session** held again this year at the SFO Westin in Milbrae. Please check for location information. We ask that you circulate this letter, and proposed changes to all departments at your campus. The final list of proposals will be voted on at the 2007 Spring Plenary Session, with resultant recommendations forwarded to the Board of Governors for adoption.

The proposals submitted thus far include:

Master's List

- Proposal #1: Add a degree in **Marriage and Family Therapy** and add a degree in **Marriage, Family and Child Counseling** to the **Counseling minimum qualifications**
- Proposal #2: Add a degree in **Public Health** to the **Health minimum qualifications**
- Proposal #3: Create a new discipline in **Creative Writing**
- Proposal #4: Create a new discipline in **Art History**
- Proposal #5: Create a new discipline in **Sign Language, American**
- Proposal #6: Create a new discipline in **Global/International Studies**

Non-master's List

- Proposal #A: Create a new discipline in **Yoga**
- Proposal #B: Create a new discipline in **Commercial Dance**

The current Disciplines List is available on the Academic Senate Website at

[http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min_qual%20 revFeb2206.doc](http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min_qual%20revFeb2206.doc)

If you have any questions, please contact Greg Gilbert, Standards and Practices Committee Chair, at ggilbert@cmccd.edu. Please indicate Disciplines List on the subject line of the email.

Sincerely,

Julie Adams
Executive Director

**Santa Clarita Community College District
 POLICY MANUAL**

POLICY: STUDENT SERVICES	Section 500	Page 1 of 1
544- Academic Standards—Remedial Basic Skills Course Limitation	Date Adopted 8/13/92	
<p>544 Basic Skills Course Limitation</p>		
<p>544.1 Remedial Basic Skills Course Work Definition</p>		
<p>For purposes of this section, remedial basic skills course work refers to pre-collegiate basic skills courses as defined in Title 5, Section 55502. Such courses include reading, writing, computation, learning skills, and study skills, which are designed to ensure acquisition of these the skills necessary for completion of associate degree, transfer and occupational career technical education courses.</p>		
<p>544.2 Remedial Limit Basic Skills Course Limitation</p>		
<p>Except as specifically exempted, no student shall accrue more than 30 semester units of credit for remedial basic skills course work at College of the Canyons. Non-exempt students who have exhausted the 30 unit limitation shall be referred to appropriate alternate alternative educational services providers.</p>		
<p>544.3 Exemptions from Limitations</p>		
<p>The following classifications of students are exempted from limitations the 30 unit limitation on remedial basic skills course work.</p>		
<ul style="list-style-type: none"> A. Students currently enrolled in one or more courses of English as a Second Language. B. Students identified as learning disabled according to Title 5, Section 56014. 		
<p>544.4 Waiver of Basic Skills Course Limitation</p>		
<p>A waiver of the 30 semester unit limitation for basic skills course work may be granted to a non-exempt student students who demonstrate significant, measurable progress toward the development of skills necessary for college level courses. Such waivers shall be given for specific periods of time or for a specified number of units. Petitions for waivers of the 30 unit limitation shall be submitted to the Committee on Standards. A petition to waive the 30 unit limitation must be submitted to the Counseling department and appropriate administrative staff for approval.</p>		

**Santa Clarita Community College District
Procedures to Implement Board Policy 544
Basic Skills Course Limitation**

1. Basic Skills courses will be identified in the administrative software product and a system will be put into place to track non-exempt students taking basic skills course work.
2. There are two categories of exempt students. First, students, who are currently enrolled in one or more English as a Second Language class, and second, students, who have been identified as learning disabled.
3. The Admissions & Records office will run reports every fall and spring semester to track non-exempt students who have completed 15, 20 and 25 units of basic skills. Those reports will be shared with the Counseling Department.
4. Non-exempt students that complete 15- 19.9 units of basic skills course work will receive a letter introducing the Basic Skills Course Limitation board policy, and suggested intervention strategies, such as signing up for tutoring, meeting with a counselor, attending appropriate workshops, speaking with faculty members during office hours, and any other appropriate or related learning tools. The letter will be sent by the Dean of Enrollment Services.
5. Non-exempt students that complete 20 – 24.9 units of basic skills course work will receive a second letter that strongly encourages them to meet with a counselor to develop a student educational plan to meet their educational goals. The letter will be sent by the Department Chair of Counseling.
6. Non-exempt students that complete 25 units or more of basic skills course work will receive a third letter that explains a hold has been placed on their record and that they are now required to must meet with a counselor to update their student educational plan and secure an exemption of the 30 unit basic skills course work limitation. The letter will be written by the Dean of Enrollment Services in consultation with the Department Chair of Counseling.
7. Exemptions will be made on a case by case basis by a counselor and approved by the appropriate administrative staff. Counselors will adjust and modify the student educational plan and may suggest limitations for specified periods of time and for specified numbers of units.
8. The Director of Tutoring, Learning, Computing Lab will hold workshops for faculty annually at division meetings to present the Basic Skills Course Limitation Policy and discuss successful intervention strategies to assist students.

It was suggested that once we have finalized the administrative policy and regulations for basic skills, we invite the relevant department chairs to meet with the committee to review the policy and regulations. It was also suggested the policy be presented to the academic senate and all divisions.

What Makes a Department? DRAFT FOR DISCUSSION ONLY!

BACKGROUND

With the enhanced responsibilities of Department Chairs, there has been renewed interest on what constitutes a department, how a department is formed, and how the chairs are selected.

DEFINITIONS

"*Courses*" are specific, individual classes that have been approved by the Curriculum Committee.

"*Programs*" are a group of related courses, usually leading to a degree or certificate. All programs are approved by the Chancellor's office and listed on the college's "Inventory of Approved Programs".

"*Disciplines*" are a listing of academic subject areas. Based on the statewide Discipline List, all courses must be "housed", or assigned, to an academic subject area (i.e., a discipline). Courses may only be taught by those instructors whose academic and/or professional training satisfy the Minimum Qualification (or any appropriate equivalency) for that discipline.

"*Departments*" are college units that serve to help organize courses, programs, and faculty. While "programs" and "disciplines" are established on a state level, "departments" are established by the college.

Usually, there is a high level of congruity among programs, disciplines, and departments. For example:

Michael Dermody teaches courses in the history *program*, meets the minimum qualifications for the history *discipline*, and is a loyal member of the history *department*.

There are also situations where there is little congruence:

Lea Templer can teach History 170 since she meets the minimum qualifications for the *discipline* of History, but she is a member of the Economic *department*.

The Accounting *program* is part of the larger Business *department*.

Although we do not have a linguistics *program* at the college, we do have a linguistics *course*. English 111 (Linguistics) is part of the English *department*, but is assigned to the linguistics *discipline*. Members of the English *Department* can not teach English 111 unless they meet the minimum qualifications for the linguistic discipline.

HOW ARE DEPARTMENTS ORGANIZED?

Departments are traditionally grouped around related disciplines, although this traditional grouping may not always be appropriate with programs or disciplines that are new or non-traditional.

As departments grow and develop specialized programs, it may be appropriate for a department to split into two separate departments. Or, smaller departments might find that they have enough curricular similarity that it there might be organizational; advantages if they merged into a larger department. This could create a synergy that could strengthen the programs. It could also help by reducing duplication of effort among small departments.

WHAT SHOULD BE CONSIDERED WHEN ORGANIZING A DEPARTMENT?

When organizing a department, the following are some factors that should be taken into account:

1. Pedagogical goals and ideas should be similar;
2. The disciplines should be similar;
3. Faculty members should generally be expected to meet most, if not all, of the disciplines represented in the department;
4. The "Goldilocks factor" should also be considered. There should be enough faculty members to provide for efficient and productive interchange and support, but the department should not be so large as to become impersonal and bureaucratic (in other words, "not too small, not too large, but just the right size").

WHO IS RESPONSIBLE FOR DEPARTMENTAL ORGANIZATION?

The first player in departmental organization is the administration. The organization of the college is one of the primary responsibilities of the administration.

However, as part of "collegial consultation", when discussing the organization of departments, we need to recognize the role played by the Senate

WHY WOULD THE SENATE BE INVOLVED?

Departments are an organizational foundation for many of the governance processes used by faculty. This is particularly true for the curriculum process: Course development, revisions, and deletions begin at the department level, often being discussed by the entire department prior to being forwarded to the Curriculum Committee. In fact, the first approval that a course must receive is that of the department chair.

In addition to curriculum, departments are the organization unit used in the hiring process for both full-time and adjunct instructors. In determining qualifications to teach in a particular discipline, departments serve as the primary forum for determining equivalencies for discipline minimum qualifications. Program review is also conducted on a departmental level.

These are all examples of processes developed by the Senate. Reorganization of departments could impact the composition or the "players" of these shared governance processes – especially in the curriculum process.

BUT IS A "CHANGE OF PLAYERS" THE SAME AS "CHANGING THE PROCESS"?

There are probably different views on this issue. For example, it could possibly to argue that by changing departments, only the players have been changed: the structure and the steps in the shared governance process have not been altered. As such, the Senate would have no inherent role in departmental re-organization.

However, you could also argue that by changing the overall numbers of the players, you are changing how the process operates. Increasing or decreasing the membership among the various groups could increase or dilute the influence of that group and/or of its members. If this is true, then the Senate, by virtue of Board Policy 345 and AB1725, would have an inherent role to play. How then could you clarify and reconcile these somewhat contradictory views?

The document, "Scenarios to Illustrate Effective Participation in College and District Governance", is a joint publication of the state-wide Academic Senate and the Community College League of California. As such it represents a consensus of faculty and administrator leadership from a state-wide level.

Although the following scenario focuses on Divisional organization, the basic concepts might easily apply to departments. (Please note that bold font is NOT in the original, but is used here to highlight significant segments. In addition, there has been some editing for the sake of clarification. The entire document can be found on the statewide Academic Senate webpage)

The administration met over the summer to discuss college reorganization. When faculty returned in the fall, they were presented with a draft plan which merged discipline departments into new divisions... The stated purposes of the draft plan were to....balance the workload of the division deans.

Issue: The issue is the extent to which this plan constitutes a change in the faculty roles in governance (and possibly other academic and professional matters) or just a reordering of the administrative organizational chart and new physical location of staff.

Citation: Title 5 '53200(c)(6) lists district and college governance structures, as related to faculty roles, as an academic and professional matter....The question thus comes down to determining whether the proposal alters the governance role of faculty or just reorganizes divisions under the rights of assignment which the governing board has delegated to the CEO.

1. If the governance structure is based on faculty representation by division, then the academic senate has the right to be consulted on how the reorganization will affect that representation. **It might also be that the change alters the development and review of curriculum and educational programs, especially if such processes are based on a divisional structure of related disciplines.** (NOTE: For COC, the curriculum, program review, and faculty hiring processes are based on the departmental structure).

2. If the planned reorganization does not change the governance role of faculty or any related academic and professional matter, collegial consultation is not required by Title 5 regulations. Note, however, that Education Code 70902(b)(7) requires governing boards "to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration." **Even if the reorganization does not affect academic and professional matters, all constituencies must be given the chance to comment on the reorganization and to have their input considered in the plan.**

Process: The academic senate should approach the CEO with the faculty's concerns. If faculty roles are changed or **other academic and professional matters are altered, the CEO must allow for consultation with the academic senate before moving ahead.** If not, the reorganization may proceed. However, the CEO must allow for review of the plan and give reasonable consideration to opinions received.

HOW DO DEPARTMENTS RE-ORGANIZE?

Past practice at COC has been somewhat haphazard. As we continue to expand our programs, and as we continue to enhance department chair responsibilities, it would be in the interest of the faculty and the administration to establish some protocol.

PROCEDURES FOR MERGING/SPLITTING DEPARTMENTS

1. Formal proposals to split merge, or change a department name will be brought to the Senate. These proposals can be initiated by a department or by the Instruction Office.
2. The Senate will forward the request to the Curriculum Committee, or a special ad hoc committee, for study and a recommendation. The study will review the following:
 - 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. Are there any additional issues raised by the Senate or the Instruction Office?
3. The committee will forward its report to the Senate and the Instruction Office. If the Senate and the Instruction Office concur with the report, the proposal will be granted “conditional approval”.
4. 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);
 - 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; and,
 - d. Any other conditions that may be requested by the Instruction Office or the Senate.
5. Final implementation will take place at the start of the next academic year.

PROCEDURES FOR MERGING/SPLITTING DIVISIONS

Although divisions are administrative structures, they are also the basis for many of the faculty governance policies and procedures. As such, if a change in a division impacts the faculty membership of a division, such a change could be an "academic and professional matter". Changes that do not impact faculty membership of a division (i.e., classified staff of a division, additional support administrators for a division) are **not** “academic and professional matters” and would not be considered area of collegial consultation subject to Board Policy 345.

The process for adjusting a division should not differ too much from the adjustment of a department. However, the following are some additional considerations:

1. Divisional adjustments and realignments are initiated by the CIO, and not by faculty members.
2. Consideration should be given to the fiscal and workload impact on the remaining divisions and departments.

In the spirit of collegial consultation, it is hoped that mutual agreement may be reached. However, as the board policy states, if mutual agreement cannot be reached, the administration retains the right to make a decision based on “exceptional circumstances or compelling reasons”. The administration would extend the professional courtesy of explaining the “exceptional circumstances and/or compelling reasons” to the Senate.

**Current Credit Equivalencies:
Disciplines Requiring a Masters**

- _____ #1. Master's Degree in any discipline and 24 units of course work in the discipline of the assignment. At least 12 of these units must be graduate or upper division. (The 24 units may have been either included or taken in addition to the master's degree.)
- _____ #2 Master's Degree in any discipline, plus two years of professional experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment.
- _____ #3 Bachelor's degree in the discipline of the assignment, plus at least 12 units of graduate work completed in the discipline of the assignment as part of enrollment in a master's program.
- _____ #4 Bachelor's degree in the discipline of the assignment plus at least 12 units of graduate course work completed in the discipline of the assignment and one year of professional experience related to the discipline of the assignment or one year of teaching experience in the discipline of the assignment.
- _____ #5 Bachelor's degrees in the discipline of the assignment plus five years of professional experience related to the discipline of the assignment or five years of teaching experience in the discipline of the assignment.

VOCATIONAL DISCIPLINES ONLY:

- _____ #6 Associate degree in any discipline and course work equivalent to a major in the discipline of the assignment, plus six years of occupational experience related to the discipline of the assignment or six years of teaching experience in the discipline of the assignment, plus appropriate certification or licensure or its equivalent, if available.
- _____ #7 College work equivalent to an Associate degree major in the discipline of the assignment, plus eight years of occupational experience related to the discipline of the assignment or eight years of teaching experience in the discipline of the assignment, plus appropriate certification or licensure or its equivalent, if available.
- _____ #8 High school diploma plus completion of a training program with certification in appropriate discipline and two (2) courses in teaching methodology and six (6) years of work experience.
- _____ #10 Equivalency #10 approved for Nursing (Clinical Practice) only: **Diploma in Nursing with 6 years of experience in that discipline.** The Diploma in Nursing is typically three years of nursing school as apposed to the two years of an Associate degree. This equivalency will only apply to Nursing Science: Clinical practice and NOT Nursing Science: Academic Masters Prepared. The Board of Registered Nursing approves instructors who have a Diploma in Nursing.

Note: teaching and occupational experience may be combined to total the required number of years.