

**Academic Senate Agenda  
October 25, 2007**

**I. ROUTINE MATTERS**

1. Approval of Senate summary for September 27, 2007 (**pg. 2**)
2. Approval of discipline for:
  - Regina Blasberg (page 3)
  - Teresa Ciardi (page 3)
  - John Garcia (page 4)
3. Curriculum summaries for September 20, 2007 and October 4, 2007 (pages 18-23)
4. Confirmation of Senator at Large election: Wendy Brill, Anna Palmer, Deanna Riviera, Stan Wright,

**II. REPORTS/UPDATES**

5. Academic Staffing
6. Attendance and Grading Policies

**III. DISCUSSION/ACTION**

7. Professional Development Model (pages 6 - 12)
8. Sustainable Development Program – Jia-Yi Cheng-Levine (pg. 13 - 17)
9. On-line evaluation of Faculty members

**IV. ACTION ITEMS**

10. District Smoking Policy - proposed changes (page 5)

**V. Adjournment – next meeting is November 8, 2007 at 3:00p.m. in 330 Bonelli Hall.**

**As always everyone is welcomed.**

## Academic Summary September 27, 2007

**Attendance:** Michael Dermody, Joan Jacobson, Ana Palmer, Tamera Rice, Deanna Riveira, Lea Templer, Cindy Stephens, James Lorigan, Michael Sherry, Sherrill Pennington, Lee Hillard, John Garcia, Rick Howe, Fred D'Astoli, Chris Blakey, Jill Zubov Schenberger and Wendy Brill

**The consent calendar was approved**, which included the Senate summary of September 13, 2007; Vincent Devlahovich discipline assignment in Earth Science; confirmation of Tamera Rice as Adjunct Representative; and Fred D'Astoli to serve the remainder of the English Department Chair term.

**Curriculum Committee Chair** is available for Spring, 2008. Any faculty member interested should contact Michael Dermody.

**At-Large Senator elections** will be held around October 3, 2007.

**Since Leslie Carr was not available**, the discussion on Professional Development has been tabled until October 25.

**A review of the Academic Standards Committee** was provided by Debbie Rio. Debbie shared with the Senate both some specific numbers of petitions processed by the committee, as well as general operation of the committee. There was some discussion on the application of the process to on-line classes. Debbie urged any instructor with questions to contact Admissions and Records.

**On-line Evaluation of Faculty test pilot** was presented to the full senate. The senate gave some consideration for additional changes, and recommended the continuation of the pilot program. Concerns raised by the Senate included:

- ✓ The steps necessary to get to the actual evaluation form, and the worry that a complicated system will make students just give up and not complete the evaluation;
- ✓ While the system provides confidentiality, it is important that the students are aware of and understand that indeed, their remarks will be confidential;
- ✓ The numbers of actual students who completed the on-line evaluation.

Additional information will be presented to the Senate upon completion of the next round of pilot tests.

**The Commencement Committee** raised the possibility of moving commencement from a Friday evening to a Friday morning on a one-year basis. More information will follow.

**SLO for General Education** needs to be developed. Lea Templer asked for interested faculty to volunteer to help draft the General Ed SLOs.

**Adjourned at 4:15 p.m.**

Date: September 25, 2007  
To: Michael Dermody  
President, Academic Senate  
From: Julianna D. Mosier  
Sr. Human Resources Generalist  
Subject: Additional Discipline Assignment for Regina Blasberg

The following information is provided for discipline assignment:

**Regina Blasberg**

Current discipline(s) on file: Civil Engineering

The following information is provided for Regina Blasberg for an additional discipline assignment in Environmental Technology (Water Systems Technology):

- MS, Civil Engineering, University of California, Los Angeles
- Four (4) + years or experience in Environmental Technology

It would appear that Ms. Blasberg meets the minimum qualifications for the discipline of:

- Environmental Technology (Water Systems Technology)

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Date: October 11, 2007  
To: Michael Dermody  
President, Academic Senate  
From: Julianna D. Mosier  
Sr. Human Resources Generalist  
Subject: Additional Discipline Assignment for Teresa Ciardi  
The following information is provided for discipline assignment:

**Ms. Teresa Ciardi**

Current discipline(s) on file: Physical Science

The following information is provided for Teresa Ciardi for an additional discipline assignment in Physics/Astronomy:

- M.A., Physics, University of Wyoming

It would appear that Ms. Ciardi meets the minimum qualifications for the discipline of:

- Physics/Astronomy

Date: September 13, 2007

To: Michael Dermody  
President, Academic Senate

From: Christina Chung/Julianna Mosier  
Sr. Human Resources Generalists

Subject: Discipline Assignments for Fall 2007

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The following information is provided for full-time faculty hired for Fall 2007:

**Mr. John Garcia**

Mr. Garcia has been hired as a full-time English Basic Skills-Reading Specialist Instructor, effective start date August 20, 2007. The following is provided for discipline assignment.

Master of Education, Reading Education, Harvard University  
M.A., Elementary Education, New Mexico Highlands University  
B.A., Bilingual Elementary Education, New Mexico Highlands University

It would appear that Mr. Garcia qualifies for the discipline(s) of:

- Reading

Santa Clarita Community College District  
POLICY MANUAL

POLICY: BUSINESS SERVICES 726.Smoking/Tobacco Usage In and On Campus Facilities	Section 726	Page 1 of 1
	Date Adopted 6/9/99	

### 726.Smoking/Tobacco Usage In and On Campus Facilities

In the interest of promoting health and well being of District students, staff and visitors and maintaining the safety of District facilities, it shall be the policy of the District to limit and/or prohibit smoking/tobacco usage in and on campus facilities.

#### PROCEDURES FOR IMPLEMENTING BOARD POLICY 726 SMOKING/TOBACCO USAGE IN AND ON CAMPUS FACILITIES

- A. Student, employee, and visitor health is a primary concern of the Santa Clarita Community College District. Because of the clear evidence of the harmful nature of smoke inhalation and air contamination, the District, in accordance with State law, bans smoking/tobacco usage within all campus buildings and in any outdoor area except in designated smoking areas. This policy includes all college-leased and college-occupied buildings. In addition, smoking/tobacco usage shall be prohibited at events held on campus initiated by internal District users or external agencies as defined by the Civic Center Act. Further, smoking/tobacco usage is banned in the swimming pool area, Cougar Stadium, and in all College vehicles **(except in designated areas).**
- B. Smoking shall be allowed on the Valencia Campus only in the specific areas described as follows:
- ~~1. The outside area west of the Student Center Building;~~
  - ~~2. The Flagpole seatwell area of the northwest corner of the Administration Building;~~
  - ~~3. The southeast exterior corner of the classroom Building C north of the Fine Arts Building;~~
  - ~~4. The Honor Grove semi-circular seatwell;~~
  - ~~5. The southeast exterior corner of the Administration Building's emergency exit walkway;~~
  - ~~6. The seatwell area along the walkway from the Honor Grove to the Physical Education Building just east of the right field baseball field fence; and~~
  7. All parking areas that are least 50 feet from a campus building lots
  8. Smoking is not permitted in the **EXCEPT** the parking area directly adjacent to Boykin Hall ~~the south side of the Laboratory Building L~~ **in that area, smoking is permitted in the parking area midway between the Laboratory and Vocational Technology Buildings;**
  9. A designated area near the Cougar Stadium;
  10. Other areas as designated by the Superintendent-President.
- C. Smoking and tobacco use is prohibited on the Canyon Country Campus
- D. All other tobacco usage in and on District facilities is expressly prohibited.
- E. Violators shall be subject to appropriate disciplinary action.
- F. Questions regarding this policy shall be directed to the President-Superintendent or his/her designee. Any review and decision by the President-Superintendent or his/her designee shall be deemed to be final.

## **PROFESSIONAL DEVELOPMENT ~~MODEL~~ PROGRAM**

Any successful model must consider the framework within which professional development occurs. Staff, program, and organization are all impacted -positively or negatively by the professional development programs it has in place.

*Our Staff:* Need opportunities so they can become more effective in their college role.

*Our Programs:* Can benefit from activities and systems instituted at the college and departmental level with the result being better service to students.

*Our Organizations:* Benefit from initiatives and systems while providing for the continuous improvement of our college.

These three critical parts of an effective staff development program need to be brought together by leadership of someone who coordinates, oversees, plans, implements, evaluates, and accounts for what is going on and how well it works. ~~The description of the proposed model to facilitate the redesign of our professional development process at College of the Canyons as presented by the committee is presented below.~~

### **Proposal Structure**

~~The Professional Development Advisory committee is proposing a new model for professional development at COC. The model will:~~

**Professional Development in the Santa Clarita Community College District will use the following model:**

~~Establish the position of Professional Development coordinator~~ **Director of Professional Development (PDD).**

- a. The ~~PDC~~ will provide the vision and the nuts and bolts leadership for all professional development on campus,
- b. **The DPD** be a full-time coordinator position
- c. **The DPD will report to the Vice Presdeint of Human Resources,** and
- d. **It is anticipated that the DPD** will require clerical assistance to help maintain all required documentation.

~~Establish a~~ **Professional Development** Coordinating Committee ~~with representation from the District Development committees.~~

~~In this model, working together, the professional development coordinator and the advisory committee members~~ **The Professional Development Coordinating Committee** will carry out different aspects of planning, budgeting, research/networking, implementing and evaluating and accounting for the outcomes of what has occurred, coordinating the dissemination of the results of professional development and utilizing all of this to continue to improve our professional development programs.

1. **The PDCC, consisting of the DPD along with the chairs and alternate chairs of the constituent committees, will meet at least 2 times per semester**

2. The PDCC will have the following responsibilities:
  - a. Developing overarching goals for the constituent committees that will incorporate the District's strategic goals, CPT's goals, and annual themes;
  - b. Creating an annual list of recommendations and goals; and,
  - c. providing campus-wide activities that will help develop community
3. The PDCC will oversee the professional development budget:
  - a. allocate budgets to the constituent development committees;
  - b. Prepare budget requests for the budget development process;
  - c. Research additional funding opportunities for Professional Development
4. The PDCC will be responsible for ongoing assessment of development activities
  - a. Professional Development activities should have clear learning outcomes;
  - b. Professional Development activities should make wise use of District resources.
5. A detailed chart describing the roles of the PDCC is attached at the end of this document.

#### **Establish Constituent Development Committees**

1. There will be Constituent Development Committees for Faculty, Classified and Administration. These constituent committees will develop, plan, and implement professional development activities for their respective campus groups.
2. Each constituent committee will be led by a chair.
  - a. It is recommended that each chair serve at least two years;
  - b. It is recommended that each chair be on their respective committee at least one year prior to becoming chair;
  - c. The Chair is responsible to call and run the meetings of the constituent committee;
  - d. The Chair will work with the DPD to develop the agenda for the constituent committee meetings
  - e. An alternate will be designate to serve as the chair in the event that the chair is unable to attend a meeting;
  - f. The chair and the alternate will serve as a members of the PDCC

#### CONFERENCE ATTENDANCE

Information obtained at any conferences attended by District employees need to be shared.

Several suggestions on how to do this are:

- Post handouts on the intranet
- Have the employee provide a presentation of what was learned at the conference to the their department/division
- Have the employee provide a brown-bag lunch time presentation on what was learned at the conference
- Utilize the *Great Idea* form on the intranet in an effort to get ideas obtained from conferences into the budget process

**ATTITUDES ~~RESOURCES~~ NEEDED TO SUPPORT PROFESSIONAL DEVELOPMENT AT COLLEGE OF THE CANYONS IN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT: A COMMITMENT TO CHANGE**

Beyond the revenue to fund activities and the ~~reassignment~~ *assignment* of a staff member to provide leadership to the development of an integrated and comprehensive professional development program ~~at College of the canyons,~~ *in the Santa Clarita Community College District* there must be a commitment to support these efforts from the CEO, the Board of Trustees, and constituencies on campus. The campus community must commit to embrace change, remain flexible, be open to taking advantage of opportunities as they emerge, and focus on designing opportunities to foster ongoing professional development for all staff. In order to enhance an organizational climate that will support this mode of functioning, we need to ~~"redesign"~~ *consistently review* how we:

- ✓ Connect conference attendance to the dissemination of the information and sharing of skills with others on campus;
- ✓ Use college and program goals objectively to help distinguish between needs appropriately met by the college and those that are based solely on individual interests and preferences;
- ✓ Partner with other organizations to expand access to learning/professional development opportunities;
- ✓ Use our commitment to strengthen our service to students, improve the student learning environment, develop quality and relevant curriculum and increase the effectiveness and efficiency of our staff as the "driver" of our professional development activities;
- ✓ Connect individual professional development plans to departmental program reviews and the evaluation process;
- ✓ Assess the impact of professional development activities on the competence of individuals, program and curriculum improvement, student learning, organizational effectiveness, customer service, progress toward our strategic goals and to enhanced efficiencies (cost benefit analysis);
- ✓ Utilize the expertise of our staff to train, mentor, and enhance the skills of fellow staff;
- ✓ Recognize, appreciate, and reward accomplishments, excellence and improvements among members of COC staff;
- ✓ Extend training and development opportunities to adjunct faculty;
- ✓ Generate external resources to support expanded professional development opportunities for our staff (cross-training opportunities, employee exchanges, job shadowing opportunities, partnerships to learn from business/industry);
- ✓ Coordinate the allocation of resources towards specific institutional goals and areas of emphasis.



	<b>ROLES</b>	
<i>Function</i>	<del>PDC</del> <u>DPD</u>	<del>Advisory Committee</del> <u>PDCC</u>
Planning	<ul style="list-style-type: none"> <li>Leads and facilitates planning</li> </ul>	<ul style="list-style-type: none"> <li>Represents consistent needs</li> </ul>
	<ul style="list-style-type: none"> <li>Develops options and vision</li> </ul>	<ul style="list-style-type: none"> <li>Ties needs to individual and department, develops plans.</li> </ul>
	<ul style="list-style-type: none"> <li>Provides energy and creates excitement for moving forward to develop plans</li> </ul>	<ul style="list-style-type: none"> <li>Reviews suggestions of <del>PDC</del> <u>DPD</u></li> </ul>
	<ul style="list-style-type: none"> <li>Attends to details</li> </ul>	<ul style="list-style-type: none"> <li>Establishes staff development activities to meet annual goals and priorities</li> </ul>
	<ul style="list-style-type: none"> <li>Converts efforts to college strategic goals</li> </ul>	<ul style="list-style-type: none"> <li>Works with <del>PDC</del> <u>DPD</u> to plan projects driven by the impact of constituencies</li> </ul>
Research Networking	<ul style="list-style-type: none"> <li>Searches for ideas for committee to consider</li> </ul>	<ul style="list-style-type: none"> <li>Networks with peers &amp; resources.</li> </ul>
	<ul style="list-style-type: none"> <li>Finds new ways to do things and new things to do</li> </ul>	<ul style="list-style-type: none"> <li>Assists in needs assessments and analysis of data</li> </ul>
	<ul style="list-style-type: none"> <li>Networks with internal and external resources, in state and community</li> </ul>	
	<ul style="list-style-type: none"> <li>Determines feasibility of activities, cost benefit, analysis and budgets, and timeline.</li> </ul>	
Implementation	<ul style="list-style-type: none"> <li>Once activities have been determined, the <del>PDC</del> <u>DPD</u> makes it happen.</li> </ul>	<ul style="list-style-type: none"> <li>Assists in planning</li> </ul>
	<ul style="list-style-type: none"> <li>Coordinates calendars and develops timelines</li> </ul>	<ul style="list-style-type: none"> <li>Promotes among constituencies</li> </ul>
	<ul style="list-style-type: none"> <li>Allocates resources</li> </ul>	<ul style="list-style-type: none"> <li>Facilities, events &amp; projects</li> </ul>
	<ul style="list-style-type: none"> <li>Attends to details (facilities, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Participates (ESSENTIAL)</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Designs draft evaluation process to assess effectiveness of activities</li> </ul>	<ul style="list-style-type: none"> <li>Assists in defining outcomes to be assessed and networking for doing so.</li> </ul>
	<ul style="list-style-type: none"> <li>Collects data, summaries, analyses, and communicates results to committee, administration,</li> </ul>	<ul style="list-style-type: none"> <li>Endorses evaluation process.</li> </ul>

	<b>ROLES</b>	
<i>Function</i>	<del>PDC</del> <u>DPD</u>	<del>Advisory Committee</del> <u>PDCC</u>
	outside agencies on request.	
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews results and include impact in planning for the next stages.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>• Monitors plan &amp; budget</li> </ul>	<ul style="list-style-type: none"> <li>• Provides oversight to the process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensures objectives of activity are met</li> </ul>	<ul style="list-style-type: none"> <li>• Makes recommendations in reallocation of resources as plan progresses.</li> </ul>
	<ul style="list-style-type: none"> <li>• Complies with legal requirements of funding sources</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepares process and budget Prepares process and budget reports for review by committee and other bodies (internal/external)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Hub of communication for all information to and from committee, administration and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates above the plan and process to constituencies, work groups and College at large.</li> </ul>
	<ul style="list-style-type: none"> <li>• Receives information and disseminates to various sources, staff, outside agencies, administration, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates committee decisions, connects activities to Strategic Plan, and promotes desired outcomes/benefits to staff, program and the college.</li> </ul>
	<ul style="list-style-type: none"> <li>• Responsible for summarizing or determining what information needs to be sent forward</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as a "sounding board" for institutional change - monitors pulse and mood of campus.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develops vehicles for communication including reports, homepage, e-mail, newsletters, memos, personal contact, and appropriate Board agenda items</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consults, coordinates, communicates and cooperates with key governance bodies on campus</li> </ul>	

	ROLES	
Function	<del>PDC</del> <u>DPD</u>	<del>Advisory Committee</del> <u>PDCC</u>
	<ul style="list-style-type: none"> <li>Facilitates action, meetings, communication within and among groups.</li> </ul>	
	<ul style="list-style-type: none"> <li>Serves as a resource for staff - helps explain how the organization and structure work and enable people to get through the loops and hoops.</li> </ul>	

**NEXT STEPS**

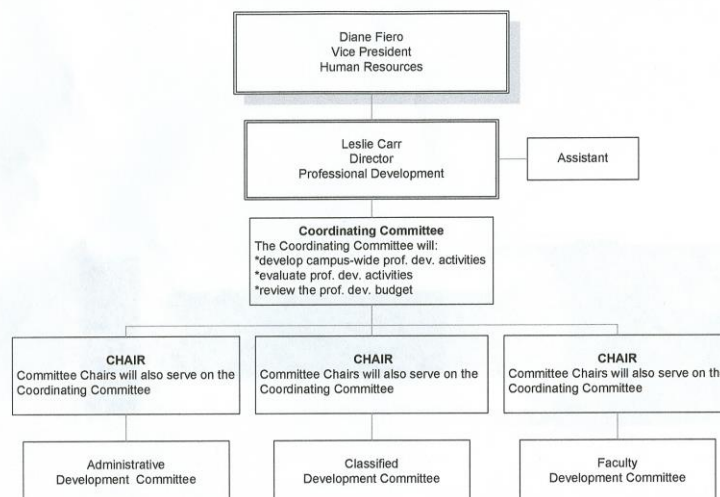
- ~~(1) Advertise for an in-house Professional Development Coordinator (reassigned time).~~
- ~~(2) Form related committees~~
- ~~(3) Identify goals for the year which are tied to the College's strategic plan and annual priorities.~~
- ~~(4) Develop a budget to support the implementation of the activity plan for the year.~~
- ~~(5) Work with related committees/groups who have work agendas in progress (i.e., COCFA negotiation teams related to sabbaticals/evaluations) related to professional development~~
- ~~(6) Clarify the evaluation process to be used for each aspect of the program in order to determine the cost benefit analysis of each activity.~~
- ~~(7) Develop a framework to translate the results of all activities into a "return on our investment" summary for the college which answers the following questions:~~
  - ~~✓ What was the cost effectiveness of the activities?~~
  - ~~✓ Were they the best use of people's time and resources?~~
  - ~~✓ Did the activities increase the level of participation by staff?~~
  - ~~✓ Did the activities meet the professional development improvement needs by staff, supervisors, and program reviews?~~
  - ~~✓ What changes occurred in students or in the overall functioning of the College as a result of the changes implemented by participants?~~
  - ~~✓ Are the changes the ones desired by participants and program planners?~~
  - ~~✓ If not, what else needs to be done?~~
  - ~~✓ Are those factors able to be addressed through professional development, or are they beyond the scope of the professional development program?~~
  - ~~✓ If so, in what realm should they be addressed?~~

~~We need to build on what we've done and continue to improve by constantly asking whether what we are doing is effectively designed to impact the outcomes we expect. In addition, we need to continue to assess the impact of our activity on the achievement of individual and institutional goals.~~

~~This analysis will tell us what led to the successes and what needs improvement. It will also help us identify additional training and development needs. It is a challenging endeavor, but with all the talent we have at College of the Canyons, I have no doubt we'll do it!~~

GOALS & RECOMMENDATIONS FOR 2007-08

1. Individual development committees will set their own goals for the year
2. Coordinate an all-college retreat
3. Connect FLEX workshops to a theme and/or the District's strategic goals
4. The development committees need to do a better job of communicating with their departments and divisions in 1). Soliciting information from their employee groups regarding the training they need and 2). Disseminating information from the committee meetings
5. Invite employee groups to evaluate each other's professional development needs
6. Develop more "get-to-know-you" activities ie: End-of-the-Year All College BBQ; Potluck Lunches at the Cougar Den throughout the year
7. Ensure workshops are rigorous
8. Develop competencies for all employees (capacity building) to move toward future goals
9. Develop a leadership academy for those who want to move into leadership roles
10. Develop a core of basic skills training for new employees that will address institutional needs and campus culture
11. Look 3-5 years ahead and determine what training needs employees will need and offer that training now
12. Encourage employees to prepare an annual personal professional development plan, either at the beginning or the end of the school year that outlines what training they will need in the upcoming year. This will then be forwarded to HR anonymously, and then HR will send this information to Professional Development. The development committees can then utilize this information and offer workshops that will address the training needs identified in those plans.
13. Develop more partnerships for training opportunities
14. Work with Instruction to clarify/revise conference request forms, asking the employee to state the reason they are attending the conference)



**Sustainable Development Program  
at  
College of the Canyons**

**May 2007**

In response to the increasing awareness on environmental issues and the demand on knowledge and expertise in sustainability, the United Nations launched a Decade of Education for Sustainable Development (2005-2015), highlighting the important role higher education plays in the future of the planet. The Sustainable Development Committee (SDC) at COC, with its multifaceted goals, envisions a program that will facilitate a curriculum with focus on sustainability from an interdisciplinary approach; host educational events on the subject; work with Student Services to increase internship and service learning projects; attract more universities to offer advanced courses and programs at the University Center; establish connections with local businesses; institute a new Center for Sustainable Development; and provide input to green buildings on campus.

With a great global awareness of the severity of the present degradation of the environment, knowledgeable, trained people in environmental science and sustainability will be in high demand in the near future. This program strives to meet the demand of our students and the community. The description of this program below includes five areas: Curriculum, Informative and Educational Activities, Student Services and SBDC, a new Center for Sustainable Development, and Green Buildings.

***Curriculum: A Certificate Program and an Associate Degree, 2009***

To begin, the SDC strongly believes in shifting the paradigm through curricular revision and development. There are very few areas within the discipline of Biology where environmental science or sustainability has not permeated. Concerns regarding pollution, ozone depletion, global warming, increased extinction rates and habitat destruction have also entered the public's consciousness and conversations. Many other disciplines, such as Business, Law, Humanities, Architecture, and Social Sciences, have also felt the impact of the increasing concerns of the world on sustainable/environmental issues. The SDC at COC is proposing to develop a sustainability program that will offer a certificate and AA degree. With such credentials, students may be employed in private environmental firms or such governmental agencies as the Department of Forestry or the Environmental Protection Agency. Ideally, students will be encouraged to transfer to other institutions after receiving a certificate or degree from COC to complete a bachelor's or even higher degree in environmental science or sustainability. With such higher degrees, students may find employment in such places as environmental consulting firms, NASA, National Oceanographic and Atmospheric Agency, National Forest Service, City Water and Power Agencies, Air Regulatory Board, Environmental Centers at Universities, Environmental Protection Agency, and a multitude of other agencies and institutions.

The following are the brief descriptions of the courses.

**Certification Program: 17 Units** (18 units or more require Chancellor's Office approval)

**Associate Degree: 60 Units**

- **Humanities Division:**

- Environmental Ethics (Philosophy)

“How should we live?” is the most fundamental moral question. In light of recent environmental crises, such a question obviously applies to human activity that affects the environment, both local and global. A course in environmental ethics would first introduce students to general moral theory, and then would familiarize students with some contemporary environmental problems while asking how moral theories might be helpfully applied to such problems. Possible implications for individuals, corporations, other institutions, and nations would be investigated.
- Literature of the Environment (English)

This class will introduce students to various styles of nature writing and environmental literature. This class will study issues and concerns, expressed in literary works, as they arise in human interaction with the environment. It analyzes the ethical underpinnings and discusses the diverse responses to concerns raised by environmental problems.
- Globalization and Sustainability (Humanities)

The class will focus on the effects of globalization on the environment. It will explore the history of globalization and its social, cultural, economic, and environmental impacts in the global community.
- Sustainability Lecture Series (Humanities: 2 units)

This class consists of 10 lectures on sustain given by professors and experts from various disciplines that deal with ethical, political, cultural issues related to sustainability.
- Sustainability Projects (Interdisciplinary Studies)

These will be joint projects on sustainability between COC and CSU-Channel Islands, CSUN, or CSU-Bakersfield.

- **Mathematics and Sciences Division:**

- Introduction to Sustainability:

This course focuses on both the principles and applications of activities that allow humans to live in our environment in a sustainable manner.
- Field Biology of Regional Habitats:

This course focuses on the natural history and ecology of various habitats, including mountains, deserts, chaparral, and ocean. Quantifying of organisms using various ecological techniques as well as data analysis will be addressed.

- Environmental Science:  
This course for biology major students will explore the ecological and environmental problems facing society.
- Environmental Management:  
Exploring the processes and practices that reduce environmental impacts of industry and businesses, this course studies resources, both natural and governmental, related to businesses, the public, and state and federal agencies.
- Sustainable Design: (Architecture)  
The class will study the principles and practices of sustainable inter design and buildings.
- **Social Science and Business Division:**
  - Politics of Sustainable Development (Political Science)  
This course will introduce students to the variables affecting public policy and the politics of successful sustainable environmental development. Students will learn principles of political economics and how they relate and affect the global environment. Emphasis will be placed on macro economic policy, the role of international political organizations such as the United Nations and World Trade Organization, as well as related international security concerns borne out of environmental circumstances. The course will also address the politics, development and role of United States domestic environmental policy.
  - Environmental Sociology (Sociology)  
Environmental sociology is the study of the reciprocal interactions between the physical environment, social organization, and social behavior. Environmental Sociology seeks to understand the interconnections between the social and biological features of society, between societies as functioning entities and the ecosystems upon which they are dependent for survival. Within this approach, environment encompasses all physical and material bases of life in a scale ranging from the most micro level to the biosphere.
  - Introduction to Environmental History (History)  
This class will study the changes in natural environments in the context of human societies' impact beginning the fifteenth century. It examines the history of modern colonialism, with an emphasis on European invasion of the "New World" and its lasting effects on the current affairs in the world.
- Business Practices and Sustainability (Business)  
This class studies the basic principles of business operations in the context of sustainability. It will investigate business examples successful in practicing principles of sustainability.

### ***Educational and Informative Activities: Panels, Books, Film Discussions, and Annual Conferences***

To continue to raise the awareness on the issues related to sustainability and the environment, the Committee will conduct activities that will utilize as many peoples' expertise and talents as possible. The Committee will host monthly panels, book discussions, and film viewings, in addition to a signature event, the annual conference on sustainability. The activities that have been planned for Fall, 2007, are as follow:

- **Panels:**
  - 9/18, 12:30-2:00, ALLB 114: Business Practices and Sustainability
  - 10/17, 12:30-2:00, ALLB 114: Art and Social/Environmental Movement
  - 11/15, 12:30-2:00, ALLB 114: Law and Environmental Regulations
  
- **Movie Viewings/Discussions:**
  - *An Inconvenient Truth*
  - *Who Killed the Electric Car?*
  - *The Future of Food*
  - *Mindwalk*
  
- **Book Discussions:**
  - *Heat* by George Monbiot
  - *Animal Dreams* by Barbara Kingsolver
  - *Economics and the Environment* by Oben Goodstein
  
- **Annual Conferences:**
  - As new facilities begin to open on campus, the SD program can utilize the space to host annual conferences on sustainability. The annual conferences will attract nationally-known scholars, colleges and universities leaders, government officials, and community members. Such events can mark COC as a leader on sustainability in our community and in higher education.

### ***Student Services, University Center, and Business Contacts:***

Since the field of sustainable development encompasses all aspects of academic and community lives that COC has to offer, the SD program sees the needs to work with the following areas:

- **Student Services:**

To increase student retention and transfer rates, the SD program will work with Dean of Student Services to seek opportunities for internships and service learning projects on sustainability. In addition, we will seek joint project opportunities with transfer target universities such as CSU-Channel Islands, CSUN, and CSU-Bakersfield.



- **Dianne G. Van Hook University Center:**  
As environmental studies and sustainable development program continue to grow at COC, the SD program will attract more universities to offer advanced courses and degrees in the field.
- **Business Contacts:**  
The program will seek assistance from the Small Business Development Center for business contacts and opportunities as well as potential donors of funds for the program.

### ***Center for Sustainable Development: Fall 2007***

The program sees the need for a new Center for Sustainable Development, which will be the hub for campus activities and a resource center for the college and the community. Here students, faculty, and staff will have access to resources and technology to conduct research on sustainability, to sponsor events and discussions about environmental and sustainable issues, and to promote the developing curriculum for the certificate and the associate degree program. The committee expects that the Center will become a valuable resource providing academic, economic, cultural, and educational information on sustainability. The Mathematics, Engineering and Science Achievement (MESA) Program has offered to house this center in its new facilities in the lab expansion.

The Center will need the following to support its daily functions:

- a front desk staffed by a student worker or an adult hourly knowledgeable in the field of sustainability to assist with research and to answer questions on the program and its activities
- two computer stations with printer/scanner/fax
- a TV/DVD viewing station
- resource materials such as literature on sustainability (books, magazines, newsletter, etc), films, program information from other colleges and universities (two-three bookshelves to house the materials), and bulletin boards, and
- two round desks to promote the opportunities for dialogues, conversations, and networking.

### ***Green Buildings:***

As the Canyon Country Educational Center continues to develop and the COC campus updates/upgrades its buildings, the Committee hopes to have meaningful input in the construction of green buildings. The Committee, by working closely with Dean of the Facilities, hopes to use the Center as a source of information in terms of recyclable materials, sufficient energy materials and usages in buildings, and green buildings in the area and across the country.

Respectfully Submitted by Jia-Yi Cheng-Levine, on behalf of the Sustainable Development Committee



CIT-146	QuickBooks Pro II prog mod coming	3 units, 35 lec/lab-54, no rep., PR, DLA,
	<b>Approved</b>	
CULARTS-129	Cake Decorating Essentials PR., prog mod coming	3 units, 34 lec/54 lab, cl. size-24, no repeats,
	<b>Approved</b>	
CULARTS-150	Food Service Costs and Controls Prep., <b>Approved</b>	2 units, 35 hr. lec., no rep., Rec.
NSCOL-100	Nursing Fundamentals coming <b>Approved</b>	10 units, cl.size-30, DLA, 90 lec/270 lab, no repeats, prog mod
NSCOL-105	Nursing I coming	2 units, 18 lec/54/lab, PR, no rep., DLA, prog mod
	<b>Approved</b>	
NSCOL-110	Nursing II mod coming	11 units, 108 lec/279-lab, PR, no rep., DLA, prog
	<b>Approved</b>	
PHILOS 250	Environmental Ethics program - ?? <b>Approved</b>	3 units, 54 hr. lec, no rep., Rec. Prep.,
SLPA-103	Voice and Articulation coming	3 units, 54 lec., PR, no rep., DLA, new prog
	<b>Approved</b>	
SLPA-104	Childhood Treatment and Disorders DLA, new prog coming	3 units, 54 hr. lab., PR, no rep.,
	<b>Approved</b>	
SLPA-105	Adult Disorders and Treatment new prog coming	3 units, 54 hr. lec., PR, no rep., DLA,
	<b>Approved</b>	
SLPA-106	Augmentative and Adaptive Communication rep., DLA, new prog coming	2 units, 35 hr. lec., PR's, no
	<b>Approved</b>	
SLPA-107A	Speech-Language Pathology Assistant Fieldwork Part I: Child Experience coming	2 units, 9 hr lec., 81 hr. lab, PR, no rep., DLA, new prog
	<b>Approved</b>	
SLPA-107B	Speech-Language Pathology Assistant Fieldwork Part II: Adult Experience coming	2 units, 9 hr lec/81 hr. lab, PR, DLA, no rep., new prog
	<b>Approved</b>	
SLPA-109	Speech-Language Pathology: Professional Issues coming	2 units, 35 hr. lec., no rep., DLA, new prog
	<b>Approved</b>	
SPECED-101	Autism Spectrum Disorders coming	2 units, 35 hr. lec., PR, no rep., DLA new prog
	<b>Approved</b>	
SPECED-102	Behavior Management in Special Education <b>Approved</b>	3 units, 54 hr lec., PR, DLA, no rep., new prog coming



**MODIFIED COURSES:**

See Tech Review

**MODIFIED PREREQUISTES:**

None

**MODIFIED DISTANCE LEARNING ADDENDUMS:**

SPLA-101 Introduction to Speech Language Pathology Other: Video Conferencing

**DELETE COURSES/PROGRAMS:**

None

**DISCUSSION ITEMS:**

**Add Here**

## CURRICULUM COMMITTEE SUMMARY

**DATE: October 4, 2007    TIME: 3:00 – 5:00    PLACE: BONH-330**

### CONSENT CALENDAR – COURSE MODIFICATIONS – Items in consent are recommended for approval:

CIT-110	Keyboarding and Document Processing	Full update - <b>Approved</b>
GMD-105	Digital Imaging	Full update - <b>Approved</b> w/ changes to descs, rpt, pre-req, & TOPS
GMD-173	Motion Design	Full update - <b>Approved</b> with changes to title and repeatability
GMD-175	Flash for the Web	Full update - <b>Approved</b> with changes to title and repeatability
GMD-177	Web Page Design I	Full update - <b>Approved</b> with changes to descs. and repeatability
GMD-277	Web Page Design II	Full update - <b>Approved</b> with title change
ID-091	Art and Accessories in Interior Design	Full update - <b>Approved</b> with minor changes to descriptions
ID-092	Merchandising for Interior Design	Full update - <b>Approved</b> w/ changes to cl. size and grading option
ID-096L	Open Interior Design Lab	Full update - <b>Approved</b> with change to repeatability
ID-101	Introduction to Interior Design	Full update - <b>Approved</b> with change to class size
ID-102	Applied Color for Designers	Full update - <b>Approved</b> with minor changes
ID-103	Perspective and Interior Illustration	Full update - <b>Approved</b> with minor changes
PARLGL-110	Civil Litigation I	Full update - <b>Approved</b> (with number changes coming).
POLISC-210	Model United Nations	Full update - <b>Approved</b> with change to class size

### CONSENT CALENDAR - MODIFIED PROGRAMS: None

### NEW COURES:

COMS-235	Intergenerational Communication	3 units, 54 hrs. lec., no repeats. <b>Approved</b>
GERO-001	Understanding Alzheimer's Disease	.5 units., 9 hrs. lec., 2 repeats, C-NCR - <b>Returned</b> for revision
GERO-010	Eldercare Basics I	.5 units., 9 hrs. lec., 2 repeats, C-NCR - <b>Returned</b> for revision
GERO-011	Eldercare Basics II	.5 units, 9 hrs. lec., 2 repeats, CR-NCR - <b>Returned</b> for revision
NC.BCSK ENG19	Study Techniques	0 units, 54 hrs., Unlimited repeats, CR/NC - <b>Approved</b>
NC.BCSK ENG20	Spelling Techniques	0 units, 54 hrs., Unlimited repeats, NG. - <b>Approved</b>
NC.BCSK ENG21	Grammar and Sentence Writing	0 units, 54 hrs., Unlimited repeats, NG - <b>Approved</b>
PSYCH-101H	Introduction to Psychology – Honors	4 units., 72 hrs. lec., PR, No repeats - <b>Approved</b>
SOCI-201	Domestic Violence, Abuse and Neglect	3 units, 54 hrs. lec., no repeats - <b>Approved</b>

THEATR-231 Cold Reading 1 unit, 18 hrs. lec., - **Returned** for supplemental form

**MODIFIED PROGRAMS: None**

**NEW LIMITATIONS ON ENROLLMENT:**

PSYCH-101H Introduction to Psychology – Honors PR – ENGL-101

**NEW PROGRAMS: None**

**NEW DISTANCE LEARNING ADDENDUMS:**

BIOSCI-100 General Biology Online Hybrid

BIOSCI-107 Molecular and Cellular Biology Online Hybrid

**MODIFIED COURSES:**

BIOSCI-100 General Biology Full Update – **Approved** with SLO's, DLA's & separated (lec/lab) objectives

BIOSCI-107 Molecular and Cellular Biology Full Update – **Approved** with SLO's, DLA's & separated (lec/lab) objectives

ID-113 Interior Design Materials & Specifications Full Update – **Approved** with SLO's & minor desc. changes

ID-207 Residential Design Full Update – **Approved** with SLO's and class size change

ID-219 Interior Design Portfolio Full Update – **Approved** with SLO's and class size change

ID-295 Profess. Practices for Int. Design Full Update - **Tabled**

SPAN-101 Elementary Spanish I Full Update - **Tabled**

**MODIFIED PREREQUISITES: None**

**MODIFIED DISTANCE LEARNING ADDENDUMS: None**

**DELETE COURSES/PROGRAMS:**

ENGR-125 **Approved**

**DISCUSSION ITEMS:**

Ann Lowe chaired the meeting in lieu of Deanna Davis' absence. Jennifer Brezina came in place of Audrey Green.