

**Academic Senate Agenda
April 24, 2008
3:00 p.m. Bonelli 330**

I. ROUTINE MATTERS

- 1) Approval of Senate Summary for March 27, 2008 (page 2)
- 2) Approval of Curriculum summaries for March 20, 2008 and April 3, 2008 (pages 28 – 33)
- 3) Approval of discipline assignments: (page 3)
 - Diane Stewart
- 4) Calendar for Curriculum and Senate 2008/09 (page 4)
- 5) Confirmation of Department Chair Elections (page 5)

II. REPORTS/UPDATES

- 6) Overdue Course revisions
- 7) Curriculum “Office Hour”
- 8) Final Senate meetings for Spring 2008

III. DISCUSSION ONLY

- 9) Internships (pages 6 - 8)
- 10) Textbook Selection concerns and issues (pages 9 - 10)
 - a. Legal opinion on Faculty profiting from required material (pages 11-18)
- 11) Proposed Non-Credit hiring procedures (page 19 - 22)
- 12) Proposed Non-credit evaluation procedures (pages 23 - 24)
- 13) Progressive Student Alliance request (page 25)

IV. DISCUSSION/POSSIBLE ACTION ITEMS

- 14) District Smoking Policy – revisions (page 26)
- 15) Sustainability Curriculum – Jia-Yi Cheng-Levine (page 27)

V. Open Forum/Adjournment

Expected around 4:45

Academic Senate Summary
March 27, 2008

Attendance: Jia-Yi Cheng Levine, Deanna Davis, Michael Dermody, Kim Gurnee, Alto Benedicto, Chris Blakey, Fred D'Astoli, Deanna Riviera, Lea Templer, Pamela Borrelli, Michael Sherry, Julie Lawson, Ann Lowe, Adam Kempler, Joan Jacobson, Edel Alonso, Tammera Rice, Jennifer Brezina, Sherrill Pennington, Wendy Brill and Cindy Stephens

The consent calendar was approved, which included the Senate summaries for February 28 and March 13, 2008; Curriculum for February 21 and March 6, 2008 [with the correction on page 19 "remove increase contact hours"]; confirmation of Faculty Development co-chair Lisa Wallace and Debra Wallace; discipline approvals for Garrett Tujague and Nancy White; and confirmation of Faculty Seniority list.

Commencement committee: For this year, we are trying an experiment with a morning graduation (10:30 a.m.) on May 30, 2008. The faculty need to be here at 9:00 a.m. PLEASE MAKE SURE YOUR COLLEAGUES KNOW OF THE CHANGE!

Academic Staffing Committee update was presented by Wendy Brill. Due to the slowdown in hiring, the committee recommends that the current list of proposed hires be extended for an additional year - instead of expiring in the 2008-09 year, it will last until 2009-2010.

The Senate will develop a policy to address current faculty who would like to apply for other full-time faculty hiring in the district.

Student Success Curriculum update was presented by Adam Kempler. The committee will be compiling a list of suggestions for student success in the curriculum (any suggestions should be sent to Amy Foote). The goal is to hand the students tools to do better. The Senate commended the group for their hard work on this.

Department Chair elections are underway. All but two or three departments have been settled. As the election process continued, it appeared that there may be some discrepancy between the COCFA Contract list of department chairs, and that used by other offices on campus - this needs to be resolved to avoid future confusion.

Courses long overdue for revision pose major problems - unrevised courses are a violation of Ed Code and articulation agreements. It was decided that any course that has NOT been reviewed since December 31, 1999 will be automatically declared "inactive" unless it is has been submitted to the August Curriculum Committee agenda. If one of these courses is declared inactive, no one may be scheduled to teach that course after Fall 2008 until is have been reviewed by the committee!

Green Resolution from the Sustainable Development committee was presented by Jia-Yi Cheng-Levine. After some discussion, it was decided that there needs to be more input from the faculty at the division meetings. The resolution will return at the next senate meeting.

SLO meeting is scheduled for April 4, 2008, and we hope that we can get as many faculty there as possible (understanding it is the Friday before Spring Break).

The Collegial Celebration will be on the May 22 meeting.

Meeting adjourned 4:35 p.m.

The following information is provided for discipline assignment:

Ms. Diane Stewart

Current discipline(s) on file: Child Development/Early Childhood Education

The following information is provided for Diane Stewart for an additional discipline assignment in Education:

- Master's degree in Human Development
- 24 units graduate level education courses at Nova Southeastern University

Equivalency #1 is currently accepted for the discipline of Education – Master's Degree in any discipline and 24 units of course work in the discipline of 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.)

It would appear that Ms. Stewart meets under equivalency #1 for the discipline of:

- Education

Calendar for Curriculum and Senate for **Fall 2008**

Curriculum	Senate	Curriculum	Senate
		<i>--Special August Meeting TBD</i>	
September 4	September 12	September 18	September 25
October 2	October 9	October 16	October 23
November 6	November 13	November 20	<i>-no meeting: Thanksgiving 11/27 meeting</i>
December 4	December 11 <i>Finals week</i>	<i>-no meeting: Finals</i>	<i>-no meeting: Finals</i>
<u>SPRING 2009</u>			
Curriculum	Senate	Curriculum	Senate
		<i>January Special Meeting TBD</i>	
February 5	February 12	February 19	February 26
March 5	March 12	March 19	March 26
April 2	April 9 <i>No meeting - Spring break</i>	April 16	April 23
May 7	May 14	May 21	May 28

TO: Academic Senate
 FROM: Michael Dermody
 RE: Department Chair Elections

As outlined in the COCFA Contract, the Senate conducted the elections for Department Chairs. These individuals have been elected for the 2008-09 and 2009-2010 academic years.

There were two contested elections; all others were uncontested and therefore deemed elected by acclamation. The Senate is now asked to confirm these elections.

Changes in department chairs are indicated by **bold** type.

AdmJus/Real	Robert Brode	Geography/Geology	Mary Bates
Allied Health	Diane Morey	GMD	Mark Daybell
Am.Sign Lang	Deborah Gear	Health Sci	Patti Haley
Animation	Jeffery Baker	History	Brad Reynolds
Anthropology	Richard Martinez	HRM	Kevin Anthony
Art	James Lorigan	Interior Design	Dorothy Minarsch
Astron/Physics	Tom Lawrence	Journalism	Jim Ruebsamen
Biology/Phy. Sci	Miriam Golbert	LMT	Isao Uesugi
Business	Russell Waldon	Mathematics	Ana Palmer
Chemistry	Rebecca Eikey	<i>MFGT</i>	<i>--pending--</i>
Cinema	Gary Peterson	Modern Languages	Claudia Acosta
CIT	Melanie Lipman	Music	B. Feldman
Com. Networking	Lee Hillard	Paralegal	Nicole Lucy
Comm. Studies	Victoria Leonard	Philosophy	Chris Blakey
Computer Science	Chris Ferguson	Photography	Wendy Brill
Counseling	Edel Alonso		Robert Dos
Dance	Phylise Smith	Phy. Ed.	Remedios
ECE	Cindy Stephens	Polictical Sci	Majid Mosleh
Economics	Lea Templer	Psychology	Riviera, Deanna
Engineer	David Martinez	RTVF	David Brill
English	Fred D'Astoli	Sociology	Anne Marengo
ESL	Heather Maclean	Theatre	<i>--pending--</i>
Fire TECH	Steve Dixon	Welding	Tim Baber

TO: Academic Senate
FROM: Michael Dermody
RE: Internships

Stan Wright, CWEE Director, will speak to the Senate about the importance of internships, and to seek suggestions on how to better integrate internships into the curriculum and to provide for better self-coordination of internships by individual departments. The following is provided for background.

Dear Colleagues,

A recent independent study (May 3, 2004) prepared for the California Community College Chancellor's Advisory Committee on Work-based Learning, shows that students who participate in work-based learning experiences, like internships, find jobs faster, and earn more than their classmates. According to the report, work experience course participation is associated with a 22% increase in first-year earnings.

The reports states:

- 1) "The results of this study indicate significant short-term benefits of work-based learning in California Community Colleges. Specifically, time-to-employment is shorter for Co-op students, and rate of entry into the workplace is also higher. First year earnings are also significantly higher for students who participate in Co-op classes. In addition, both first year and 3 to 4 year average earnings are significantly influenced by the level of student involvement in Co-op."
- 2) "...it would appear that Co-op courses are not simply reducible to the benefits found in the occupational courses that the students might be taking, but stand alone as important components in the earnings benefits of young adults."
- 3) "...there are significant and sustained gains for students with high levels of concentration in **occupational coursework.**"
- 4) "Co-op course participation is associated with a 22% increase in first-year earnings."
- 5) "It may be important for work-based learning programs to begin to address ways to make the obvious immediate benefits of Co-op available to more students, while exploring ways to promote sustained benefit over the long-run, perhaps through increased intensity, rigor and connection to curriculum - whether occupational or strictly academic."
- 6) "Finally, given the differential rates of participation among ethnic groups in both Co-op and Occupational Education, it may be important to examine recruitment practices, counseling services and other support systems to ensure that all students have equal access to the benefits of these programs."

The full 33 page report is available at <http://www.calworkplace.org/WBL%20Report.pdf> and color brochure is available at <http://www.calworkplace.org/WBL%20Brochure.pdf>

On September 14, 2004 the brochure, "The Benefits of Workplace Experience", was mailed to all California Community Colleges with a cover letter from Chancellor Mark Drummond and California State Assembly Member, Patricia Wiggins. The letter says, "**Based on the results of our analysis, we recommend that the California Community Colleges encourage the integration of work-based learning throughout the curriculum.**"

Thanks,

Stan Wright
Director, Cooperative Work Experience Education

CWEE Helps Students Achieve Their Educational & Career Goals

Student Goals – American Association of Community Colleges National Survey of 200,000 Students:

- To be self-reliant
- To have a steady & secure job
- To make a lot of money
- To meet new & interesting people

What Do Students Want?

- According to The Silent Epidemic – Perspectives of High School Dropouts, 2006
 - “Make school more relevant & engaging & enhance the connection between school & work”
 - “Students need to see the connection between school & getting good jobs”
 - 81% said there should more opportunities for real-world learning (internships, service learning)

What Does The Research Show?

- **“National Association of Colleges & Employers (NACE) Experiential Education Survey”**
 - 58% of internship students were offered full-time employment with their internship employers
 - Nearly half of the employers said they offer higher starting salaries to graduates with internship/co-op education experience
 - 53% of college hires listed internship experience on their resumes
- **“The Benefits Of Workplace Experiences” (2004)**
 - Interns & CWEE students:
 - Find jobs faster than their classmates
 - Earn nearly 20% more money (1st three years)
 - Based on the results of the research Chancellor, Mark Drummond, recommends integration of work-based (Internships & Service Learning) throughout the curriculum

Why Integrate Work-Based Learning/Internships Throughout The Curriculum?

- CCTE Model Curriculum Standards (AB1412):
 - “Education must prepare *all* students for careers”
- Economic Development is a mission of California Community Colleges (AB1497):
 - “Strengthen the relationship between school & work by reducing the gap between academics & vocation”
- 2001 BOG implemented “Ladders of Opportunity”
 - “Combine classroom instruction, career development & workplace training”
- Perkins (VTEA) Federally mandated objective:
 - Prepare individuals for occupations
 - A new Perkins IV performance standard is “placement or retention in employment”
- “It is difficult for young people to make sound career-life choices without testing them in the *real world* of practical experience.” *Daniel Yankelovich*

- "... sequencing education first & work later forces young people to make fateful choices before they are equipped to do so, or worse, to postpone them until it is too late." *Daniel Yankelovich*

How Do Students Benefit From CWEE & Internships?

- On-the-job applied education & training
- Opportunity to work with state of the art technology
- Opportunity to acquire job skills & create an employment history
- Linkages between academics and career fields (career exploration)
- Informed decisions regarding educational & career goals
- Seamless pathway from school to career
- See "Student Goals"

How Can You Help Students Make A Seamless School-to-Career Transition?

- Integrate Work-Based Learning (Internships & Service Learning) throughout the curriculum
- Inform students of the CWEE/Internship program & its benefits:
 - Show a 10 minute CWEE/Internship testimonial video to students
 - Include www.canyons.edu/offices/cwee & above research bullets in your syllabi
 - Cross link CWEE website with your department's website

On September 14, 2006, the Cooperative Work Experience Education movement in the United States reached its 100th anniversary.

What's next?

"Preparation for work is now divided between "education," the task assigned to schools colleges, and "training," the task assigned to the workplace. A great deal of training goes on in education, but it is poorly done because it is divorced from the workplace, and a great deal of education goes into training that is also poorly done because it is divorced from colleges. If higher education were totally responsive to the demands of the larger society, in 10 years we would see many more efforts to integrate higher education, training and work." *Daniel Yankelovich*

Questions, comments, suggestions?

- **Visit our website at www.canyons.edu/cwee**
- **Contact Stan Wright**
 - Phone: 661-362-3889
 - E-mail: stan.wright@canyons.edu

TO: Academic Senate
FROM: Michael Dermody
RE: Textbook Selection, quandaries, problems, and opportunities

In the past few years we have seen a flurry of activity surrounding the increasing cost of textbooks for students, culminating in a recent act by the state legislature to ensure “textbook transparency”.

The statewide academic senate, the collection of our teaching colleagues from across the state, has prepared a paper on the cost of textbooks. In this paper, adopted as an official stance by the statewide academic senate, are some recommendations for local senates. We should consider these suggestions and see if they are applicable to our college district.

A representative from the college bookstore will be present to provide some additional information on bookstore textbook pricing and policies, as well as to provide some suggestions for instructors on how to keep the cost of textbooks reasonable.

This can be a somewhat controversial issue: questions of academic freedom and professional responsibility to one’s discipline might, at times, seem to come into conflict with the question of excessive costs to students and their ability to participate in education. However, a balance can be struck between the two. Indeed, some would argue that there is no inherent conflict, and that the two stands can coexist and compliment each other.

The following information is taken from the senate paper: **Textbook Issues: Economic Pressures and Academic Values** (Adopted Spring 2005. Senators may consider perusing the entire paper itself prior to the Senate meeting. It can be downloaded at: <http://www.asccc.org/Publications/Papers/TextbookIssues2005.html>

1997 RECOMMENDATIONS

A. Recommendations to Local Academic Senates

1. Each local academic senate should include bookstore policies in its college/district shared governance agreement.
2. Each local academic senate should determine the goals of the college bookstore and should review bookstore policies in light of the questions raised in this document.
3. Each college should have a shared governance bookstore committee that influences pricing policies and the use of profits.
4. The college shared governance bookstore committee should primarily include student and faculty members.
5. Each local academic senate should encourage the college to track the effect of textbook prices on student success, as part of their student equity and/or matriculation plan. Scholarships or book loans might be used to mitigate the effect of high book costs on student access.

Recommendations from the 2005 paper

These recommendations describe principles and specific steps that can be taken by local academic senates and by individual faculty members in response to the issues described above. Local academic senates are encouraged to use these ideas to ensure that their college crafts a textbook and materials adoption process that achieves an appropriate balance of economic and academic concerns for the benefit of their students and their institution.

RECOMMENDATIONS TO LOCAL SENATES

- 1) Local senates should endeavor to make every faculty member aware of the material in this paper so that it may influence their adoption decisions.
- 2) Local senates should review and implement the recommendations from the 1997 Academic Senate textbook paper (see 1997 Recommendations).
- 3) Academic freedom should not be compromised in the choice of textbooks and other course materials unless there is overwhelming evidence that the exercise of academic freedom would clearly interfere with student access and/or student success.
- 4) Local senates should use their collegial consultation process to develop college-wide policies and procedures and guidelines for adoption of textbooks and course materials that:
 - protect academic freedom, educational quality and affordability;
 - protect the ability of faculty to self-author or publish relevant educational materials;
 - delineate requirements for a departmental review that:
 - includes processes for resolving disputes, as well as means to accommodate faculty in the minority;
 - includes evaluation of cost, as well as suitability to teaching content in the course outline;
 - provide a local academic senate designed mechanism to resolve disputes not addressed at the department level;
 - reduce the cost to students of required instructional materials.
- 5) Local senates should ensure that textbook adoption procedures:
 - protect both individual faculty and discipline prerogatives, especially educational quality;
 - provide additional participation, beyond the individual author, in adoption of self-authored or self-published material.
- 6) Local senates should use their collegial consultation process to develop policies regarding the ethics of selling examination copies for personal gain, and to promote alternative means of textbook disposal that benefit students.
- 7) Local senates should ensure that the college has an easily accessible, clear, comprehensive student grievance policy that can be used to resolve student complaints about textbook content and adoption decisions.
- 8) Local senates should facilitate a college and district discussion of the impact of bookstore profits on textbook cost, and subsequently determine whether or not the bookstore should continue to be a profit center that generates revenue for other non-related activities.

STATE OF CALIFORNIA

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
HTTP://WWW.CCCCO.EDU



December 23, 2002

Stan Arterberry
Chancellor
West Valley-Mission Community College District
14000 Fruitvale Avenue
Saratoga, CA 95814-06511

Re: Faculty Profits from Required Instructional Material
Legal Opinion L 02-29

Dear Dr. Arterberry:

You have asked a number of questions concerning the legality of a faculty member collecting royalties from the instructional materials he or she created when that faculty member makes the acquisition of those materials mandatory to the successful completion of his or her course.

We appreciated receiving input from interested parties including Janice J. Hein, counsel for the West Valley-Mission Community College District (District) and Martin Fassler, Attorney for the Association of College Educators of the District. The primary issue raised by Mr. Fassler is that the Chancellor's Office lacks the jurisdiction to issue an opinion on the questions you raised. Since jurisdiction is a threshold concern, we will address it first by citing Education Code section 70901(b)(14) which provides that one of the functions of the Chancellor's Office is to:

"Advise and assist governing boards of community college districts on the implementation and interpretation of state and federal laws affecting community colleges."

Thus, the Chancellor's Office has clear authority to respond to the questions you raised and we do so separately below. However, because the issues raised by your inquiry encompass a complex matrix of variables, we will make several preliminary assumptions in an effort to narrow the scope of our analysis to those issues primarily involving interpretations of Education Code and California Code of Regulations, title 5 provisions. Those assumptions are:

A. That the instructional materials the faculty author requires students to purchase for his or her class qualify for copyright protection, that all or a portion of the copyright is owned by the faculty author, that the materials are not works for hire or if they are works for hire the faculty author's employment contract provides that he or she is entitled to all or a portion of the royalties from such works; and

B. That the District's conflict of interest rules do not prohibit a faculty author from requiring his or her students to purchase instructional materials he or she created and on which he or she collects a royalty.

A. Copyright/Royalties

Districts and faculty should be aware that copyright laws do not necessarily guarantee faculty members the copyright to their articles, instructional materials, and other scholarly works.

Education Code section 72207 provides that the "governing board of a community college district may secure copyrights, in the name of the district, to all copyrightable works developed by the district, and royalties or revenue from said copyrights are to be for the benefit of the district securing said copyrights."

The Copyright Act of 1976 defines a work made for hire as:

"(1) a work prepared by an employee within the scope of his or her employment;
or

(2) a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire" (17 U.S.C. § 101.)

The Act further states that, "In the case of a work for hire, the employer or other persons for whom the work was prepared is considered the author for purposes of this title, and, unless the parties have expressly agreed otherwise in a written instrument signed by them, owns all of the rights comprised in the copyright." (17 U.S.C. § 201(b).)

The work for hire provisions of the Copyright Act have been interpreted by courts and scholars to mean that since faculty members are employees of educational institutions any instructional materials created within the scope of their employment are owned by the employing educational institution. (Endnote 1).

Although the law is somewhat unsettled in this area, districts and faculty are well advised to develop copyright policies and negotiate copyright ownership rights in employment agreements signed by both parties if the intent of both parties is to alter the traditional work for hire arrangement for faculty. (endnote 2)

B. Conflict of Interest

In 1987, The Fair Political Practices Commission (FPPC) was asked whether the Political Reform Act (Act) of Government Code sections 81000 et seq., prohibited a community college instructor from collecting royalties on the sale of a textbook he published with his own publishing company and assigned to his students. (*In re Gilbertie* (1987) Cal. Fair Pol. Prac. Comm. No. A-87-149.)

The FPPC noted that generally the Act prohibits a public official, which includes a community college trustee or employee, from making, participating in making, or using his or her official

position to influence the making of a governmental decision in which he or she has a financial interest. (Gov. Code, § 87100.) Within the meaning of section 87100, a public official has a financial interest in a decision if it will have a reasonably foreseeable material financial effect, distinguishable from its effect on the general public, on the official or a member of his or her immediate family. (Gov. Code, § 87103.) The effect a public official's governmental decision has is material if that official's personal finances will increase or decrease by \$250 or more in any 12-month period. (Cal. Code Regs., tit. 2, § 18705.5(a).) Therefore, ordinarily the assignment of a textbook by the faculty author that would result in royalties equal or greater than \$250 would not be permitted. However, the FPPC has adopted a number of regulatory exceptions to what constitutes a "governmental action" including an exception for academic "teaching decisions" as follows:

"Teaching decisions, including the selection by a teacher of books or other educational materials for use within his or her own school or institution, and other decisions incidental to teaching." (Cal. Code Regs., tit 2, § 18702.4(c)(1)(A).)

Therefore, the FPPC ruled that a community college "teacher is permitted to assign his or her own textbook for his or her classes, even though he or she will earn \$250 or more in royalties from the sale of the textbook." (*Gilbertie, supra*, at p. 1.)

In so ruling, the FPPC included language instructing governmental agencies that nothing in the Act prevents an agency from adopting conflict of interest restrictions that exceed those contained in the Act, provided those requirements do not prevent compliance with the Act and provided that the agency do so under separate authority. "Thus, the Act does not prevent the district from adopting its own rules governing procedures for assigning textbooks; however, the district may not base those requirements on the Act or any conflict of interest code adopted pursuant to the Act." (*Id.*, at p. 2.)

Government Code section 1126 provides districts with the requisite authority to adopt conflict of interest requirements that exceed the restrictions contained in the Act. This statute provides that a local officer or employee may not engage in any employment activity or enterprise for compensation, which is "inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee . . ." (Gov. Code, § 1126(a).) However, the provisions of section 1126 are not self-executing and before its restrictions can be enforced a community college district is required to promulgate a statement of incompatible activities and provide notice to its local officers and employees. (Gov. Code, § 1126(c); *Mazzola v. City and County of San Francisco* (1980) 112 Cal.App.3d 141.)

Under the authority of Government Code section 1126, the West Valley-Mission Community College District Board of Trustees adopted a conflict of interest policy in Board Policy Chapter 2, section 2.15. We leave to the District the issue of whether its conflict of interest policies prohibit a faculty author from requiring students to purchase his or her own instructional materials and collecting royalties from the sales.

All that said, we proceed now to the questions presented.

1. May a faculty member require his or her students, in order to achieve the objectives of a course, to purchase instructional materials (textbooks, manuals, or workbooks) that the faculty member writes or publishes and from which the faculty member will realize income?

It depends. Education Code section 76365 allows districts to require that students provide various types of necessary instructional materials, including textbooks, that are of continuing value outside the classroom. The Board of Governor's implementing regulations for section 76365 are found in the California Code of Regulations, title 5, sections 59400-59408. In addition to the requirements of section 76365, the regulations specify that a student may not be required to purchase mandatory instructional materials if such materials are solely or exclusively available from the district. (Cal. Code Regs., tit. 5, § 59400(a).) The term "solely or exclusively available from the district" is defined to mean:

"that the material is not available except through the district, or that the district requires that the material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost" (Cal. Code Regs., tit. 5, § 59402(c).)

Therefore, the longstanding general rule is that if a faculty member writes or publishes instructional materials and will profit from their sale, then students may not be required to purchase such materials if they are solely and exclusively available from the district. If the faculty author's instructional materials are solely and exclusively available from the district, then those materials must be provided at the district's "actual cost" of producing the materials. However, as we stated in Legal Opinion 01-40, the district's actual cost "may include a small markup necessary for selling the item through the college bookstore."

2. May a faculty member require his or her students to purchase mandatory instructional materials that the faculty member self-published or published via a faculty-owned publishing company, if these materials are exclusively available at the District bookstore at a price that includes a royalty payable to the instructor?

No. Students may not be required to purchase mandatory instructional materials that are exclusively available from the district unless those materials are provided at the District's cost. (Cal. Code Regs., tit. 5, §§ 59400(a) and 59402(c).) Therefore, inclusion of a markup on the instructional materials for royalties to the faculty/author or District from materials solely and exclusively available from the District is a prohibited practice. As stated in Legal Opinion 01-40, "The overall premise is that neither a district nor its employees ought to be making a profit on materials which the district solely or exclusively provides."

3. May a faculty author require his or her students to purchase mandatory instructional materials that he or she created if the material is published by a nationally recognized publisher service that pays royalties to the faculty member?

Assuming the instructional materials published by the nationally recognized publisher are not solely and exclusively available from the District but are also offered for sale by other booksellers, a faculty member may require students to purchase instructional materials he or she authored and on which he or she collects royalties unless the practice is otherwise prohibited by the faculty author's employment agreement or the District's conflict of interest rules.

4. May a faculty author require his or her students to purchase mandatory instructional materials that the faculty member wrote if the material is published by a vanity press that pays a royalty to the faculty member?

Yes, provided they are not exclusively available from the District and provided that employment agreements or local conflict of interest rules do not prohibit the practice.

To reach this conclusion, we examined instructional material student fee law from 1984, which was the year the Legislature directed the Board of Governors to adopt regulations to clarify the statutory authority to charge fees for mandatory instructional materials. (Stats. of 1984, ch. 1282 (AB 2808).)

The Board of Governor's implementing regulations, adopted pursuant to this legislative directive, are found in the California Code of Regulations, title 5, sections 59400-59408. One of the foremost guiding principals in the development of the regulations is stated in the rulemaking file's Final Statement of Reasons:

"With respect to any given material, the critical distinction between payment of a mandatory fee for the material and a requirement for the student to procure ~~for~~ the material is that in the latter instance the student isn't required to purchase or procure the material from the district. Applying this distinction, it would generally be improper for a district to require a certain material and further require that the student buy it from the district. It would also be improper, following this logic, for a district to require a certain material that only it (the district) could supply. For purposes of Board regulations, it appears important that any required materials not be solely or exclusively available from the district." (Rulemaking Reg. File, Instructional Materials, Final Statement of Reasons, p. 6 (1985).)

With this guiding principle in mind, section 59400 was drafted and has remained unchanged since its enactment in 1985. Subsection (a) of section 59400 specifies that a student may not be required to purchase mandatory instructional materials if such materials are "solely or exclusively available from the district." (Cal. Code Regs., tit. 5, § 59400(a).) The term "solely or exclusively available from the district" is defined, and also remains substantively unchanged since its 1985 enactment, to mean:

"that the material is not available except through the district, or that the district requires that the material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost and:

- (1) the material is otherwise generally available, but is provided solely or exclusively by the district for health and safety reasons; or
- (2) the material is provided in lieu of other generally available but more expensive material which would otherwise be required." (Cal. Code Regs., tit. 5, § 59402(c).)

During the period allowed for public comment on the proposed regulations, the Chancellor's Office received several objections to the provision that the instructional materials may not be "solely and exclusively available from the district." These commentators noted that community college faculty members often create their own instructional materials, designed for the unique needs of their courses and students. They argued that faculty-created materials are generally too expensive for the district to provide for the students and are almost always exclusively available from the district. The objections were considered, but the Board of Governors retained the solely and exclusively available requirement with one important modification: language was added which allowed districts to require instructional materials that were solely and exclusively available from the district if the materials were "provided to the student at the district's actual cost." (*Ibid.*) The reason for including this language was stated as follows:

"This requirement was included to distinguish requiring a student to obtain an instructional material from a practice which is tantamount to requiring a student to pay a fee." (Rulemaking Reg. File, Instructional Materials, Summary of Comments Received (1985).)

Thus, the intent of the Board of Governors was to promulgate instructional materials regulations that prohibited the practice of charging students a price for mandatory materials that included a profit for the district or faculty author that amounted to an unauthorized student fee.

Since 1985, technology has dramatically changed the way educational materials are published. With the proliferation of subsidy-publishers also known as "vanity presses" or "on-demand publishing" the controversial "solely or exclusively available from the district" provision that once frustrated faculty authors but protected students from additional fees, may today actually work to the disadvantage of students.

Faculty authors of instructional materials, which are unacceptable to traditional publishers, may decide to pay one of these subsidy-publishers to have their materials printed and bound. Subsidy publishers are often sources from which students may purchase faculty-created instructional materials. Therefore, under the current regulations, mandatory instructional materials available from sources in addition to the district's bookstore, including subsidy-publishers, are unrestricted as to price or the inclusion of royalties for districts and/or faculty authors.

It is our understanding that subsidy-publishers generally charge considerable fees for their services. When these fees are passed down to the students, they may end up paying much more for instructional materials than they would have if those same materials had been produced in-house and sold exclusively at the district's bookstore. This might be true even if the bookstore were permitted to include a reasonable royalty. Thus, it seems that changes in technology and

publishing practices have created a situation not contemplated when the regulations were originally drafted.

In an effort to keep the costs of faculty-created instructional materials to a minimum, districts may wish to encourage faculty authors to use the district's in-house publishing facilities by making those facilities readily available and stocked with the necessary supplies. Faculty authors who wish to avoid charging students any more than absolutely necessary for faculty-created instructional materials should forgo subsidy publication when that method would add substantial costs and opt to produce those materials in-house.

5. May a faculty member require his or her students to purchase mandatory instructional materials written by the faculty member if that faculty member collects royalties on the sale of the material and it is published by Amazon.com on-demand publishing service and available both from the District bookstore and online at Amazon.com?

Yes, provided they are not exclusively available from the District and provided employment agreements or local conflict of interest rules do not prohibit the practice.

Please see the discussion under question number 4 above.

We appreciate the opportunity to examine these issues and thank you for bringing them to our attention. As you know, our Legislature has a long history of interest and active involvement in student fee issues at community colleges. This year, we received an inquiry from Assemblywoman Elaine Alquist, in her capacity as Chair of the Assembly Committee on Higher Education, about certain student fees being charged at various districts. Most of the fees Assemblywoman Alquist identified as questionable were nominal instructional materials fees. We are in the process of investigating Assemblywoman Alquist's concerns. Your inquiry on faculty publication and collection of royalties has shed light on a matter that apparently neither this office nor the Legislature had previously considered. It may well be that the Legislature or the Board of Governors will wish to take action to revise the law on instructional materials to reflect the modern realities of the publishing industry.

If you have questions, please call me at (916) 322-4145.

Sincerely,

Renée Brouillette
Assistant General Counsel

L 02-29 Retrieved January 20, 2005 from
<http://www.cccco.edu/divisions/legal/opinions/opinions.htm>

¹ In *Weinstein v. University of Illinois* (7th Cir. 1987) 811 F.2d 1091,1091-1094, the Seventh Circuit reversed the lower court's ruling that under the Copyright Act, the university, not Professor Weinstein owned the rights to an article Weinstein co-authored but in so doing stipulated that the Copyright Act was "general enough to make every academic article a 'work for hire' and therefore vest exclusive control in universities rather than scholars." (*Id.*, at p. 1094, citing Leonard D. DuBoff (1984) *An Academic's Copyright: Publish and Perish*, 32 *J. Copyright Society* 17.

"(See [Rochelle Cooper] Dreyfuss, [The Creative Employee and The Copyright Act of 1976, 54 *U. Chi. L. Rev.* 590 (1987)] supra note 3, at 591 ('[T]he 1976 Act permits universities to claim copyright to, and even "authorship" of, their faculty's output. '); Leonard D. DuBoff, *An Academic's Copyright: Publish or Perish*, 32 *J. COPYRIGHT SOC'Y* 17, 18 (1984)(arguing that §201(b) of the Copyright Act is general enough to make every academic article a work for hire); and Todd Simon, *Faculty Writings: Are They Works Made for Hire Under the 1976 Copyright Act?*, 9 *J.C. & U.L.* 485, 508 (1982-83)(Unless the courts create an exception, nothing prevents a college or university from laying claim to copyright in faculty writings under the traditional works made for hire analysis.')." Ashley Packard, *Copyright Or Copy Wrong: An Analysis Of University Claims To Faculty Work* (2002) 7 *Comm. L. & Pol'y* 275, 278, fn 19.

¹ In *Manning v. Board of Trustees of Community College District No. 505 (Parkland College)* (C.D. Ill. 2000) 109 F.Supp.2d 976 the court held that even if it could be deemed to constitute an implied agreement, a policy statement in the college handbook that "[m]embers of the staff who develop materials ... shall have complete copyrights to such materials" did not meet the statutory requirements of an express, written, signed agreement.

TO: Academic Senate
FROM: Michael Dermody
RE: Proposed hiring procedures, Non-credit adjunct

Per Board Policy, the Senate is charged with developing hiring procedures for faculty members.

When the current adjunct hiring procedures were developed, we did not have a non-credit program. Now, with the non-credit program expanding, there is a need to incorporate hiring procedures for non-credit adjunct.

Below you will find suggestions from the community education advisory committee. The proposals to apply to non-credit adjunct are underlined.

College of the Canyons
Proposed Revisions: Academic Hiring Procedures
Noncredit Adjunct Positions

1. **Preface.**

In general the same underlying philosophy for the hiring of full-time faculty members also applies to the hiring of adjunct faculty. There are, however, additional issues and concerns that need to be addressed when selecting adjunct faculty members.

- 1.1 The necessity of ensuring quality and high levels of teaching excellence is not incompatible with the recognition that flexibility and speed may be needed when filling adjunct positions. With care, the two issues can be complimentary.
- 1.2 We should recognize the practical fact that a vast majority of successful applicants for full-time faculty positions start as adjunct, so we must be sure that we do not inadvertently “narrow the gate” by having too restrictive of a procedure for hiring adjunct.
- 1.3 However, since our primary concern should be the educational experience of our students, who should not have to worry whether an adjunct or Full-time faculty member is teaching them, we should ensure that the professional qualities of ALL faculty members are of the highest caliber.

2. **Department Chair and Designee**

- 2.1 For the purposes of efficiency, any references to “Department Chair” may be read as “Department Chair or designee”. In the absence of a department chair and/or fulltime faculty, the dean may serve as designee if appointed by the Academic Senate.
- 2.2 During the summer, or when the college is in recess, if the Department Chair will not be available he/she should identify a designee. If there is no designee, the Academic Senate President may appoint a designee.

3. Recruitment

- 3.1 The Human Resources department will establish a schedule for publishing generic announcements for adjunct positions. Inclusion of academic departments on these announcements and all other related college-recruitment materials will be in coordination with the Instruction Office and the Department Chairs.
- 3.2 Before conducting any supplemental recruiting, departments should notify the Human Resources Office. Human Resources will assist the department in ensuring that all legal requirements as well as the overall goals of the college recruiting processes are met.
- 3.3 The Human Resources Office will keep applications for a period of two years.

4. Minimum Qualifications

- 4.1 Students are entitled to the best possible instruction regardless of whether it is being delivered by an adjunct or a full-time faculty member. As such, the procedures for determining Minimum Qualifications and Equivalencies are the same for both adjunct and full-time hires.
- 4.2 If an individual satisfies the equivalency for a particular discipline, he/she retains his/her status as meeting the equivalent minimum qualifications for that discipline for as long as he/she maintains continual academic employment with the college. He/She retains equivalency for that discipline, and may continue to use that equivalency to qualify for any future adjunct and full-time hires within that discipline.
- 4.3 However, if an individual is not employed for two consecutive regular semesters, he/she must undergo a new application process and must meet the minimum qualifications and equivalency procedures that are in effect at that time.

5. Required documentation

All applicants are to complete the following:

- a. Appropriate district application,
- b. Unofficial copies of transcripts,
- c. Resume,
- d. Professional letters of reference are preferred but not required. There must be a minimum of two letters, although three letters are preferred. The letters must have been signed and dated within the last five years. (Student classroom evaluations are not considered professional letters of reference.)

Any required documentation must be submitted to the Human Resource Office prior to an interview being established.

6. Screening/Interviewing committee

- 6.1 All committees to screen and/or interview adjunct applicants must consist of at least two individuals.

- 6.2 The Department Chair will chair the committee. It is strongly encouraged that the second committee member should be a full-time faculty member with expertise in the subject area being hired; however another full-time faculty member or an educational administrator (if not already designated as Department Chair) may also serve as the second committee member. If there is not a full-time faculty member participating, then a part-time faculty member with expertise in the hiring area may be added as a third member. At least one member of the committee must be a full-time faculty member.

When hiring for the High School Summer Enrichment Program, a full-time Hart District faculty member employed as Coordinator for that program may chair the committee.

- 6.3 The Senate and the Instruction Office may agree to add additional members to the committee to provide for increased expertise and input.
- 6.4 To ensure institutional integrity in the hiring process, it is desirable that the Human Resource Office arranges the interviews.
- 6.5 However, in some cases it might be necessary for the committee chair to schedule the interviews. In these cases, the committee chair must contact and coordinate with the Human Resource office to complete any and all other arrangements for the interviews.

7. Eligibility List:

- 7.1 Candidates who have successfully completed the interview process will be placed on the eligibility list. However, no candidate will be placed on the eligibility list until the Human Resource Office has verified the minimum qualification of a potential faculty member, as determined by the Senate equivalency procedure.
- 7.2 The department chair will recommend to the Instruction Office a list of individuals who are best qualified to teach particular courses. For those classes that are offered in a non-traditional format (e.g., PACE, Distance-Ed), the Department Chair may consult with the appropriate coordinator/administrator of those programs to determine the best qualified for particular sections.
- 7.3 Only the Instruction Office, based on the recommendation list provided by the Department Chair, may make an official offer of employment.
- 7.4 Individuals who have not been employed at the College for two consecutive, regular semesters will be removed from the eligibility list and must reapply.

8. Emergency Hires

- 8.1 An "Emergency hire" is one that occurs when there are less than *two* working days prior to the scheduled start of a class session.

- 8.2 In emergency hires, a formal committee interview is not necessary. However, unofficial transcripts and completed District Application must be submitted prior to employment. All other required documentation (e.g., official transcripts, “new hire packet”, letters of recommendation) must be submitted prior to the first pay period.
- 8.3 Established minimum qualifications and equivalencies cannot be waived for “emergencies”.
- 8.4 If an emergency hire wishes to be placed on the eligibility list for future teaching assignments, the Department Chair and/or Division Dean must ensure that the faculty member completes the regular hiring procedures.
- 8.5 The Human Resources Office will provide the Instruction Office, Department Chairs, and Academic Senate with a list of all “emergency hires” each semester.

9. Follow-up Responsibilities

The Committee Chair is responsible to ensure that all committee materials and required committee documents are returned to the Human Resources Office.

TO: Academic Senate
FROM: Michael Dermody
RE: Proposed Adjunct Evaluation Procedures

According to COC tradition and past practice, although formal adoption of faculty evaluation methods is in the realm of the faculty union, the Senate has been the forum where procedures are first developed and tested.

Below are some proposed revisions of the adjunct evaluation procedure, with additions for non-credit instructors underlined. This was developed by the community education advisory committee.

Noncredit Evaluation Procedure

A. To assure the highest quality educational programs and services, part-time noncredit instructors shall be observed and evaluated.

B. Definitions

1. An “evaluatee” is the person being evaluated.
2. The “evaluator” is the Chief Instructional Officer’s designee who is a faculty member in the department or division of the evaluatee. If there is no full-time faculty member in the department or division of the evaluatee, a part-time faculty member can serve as evaluator if approved by the Instruction Office and the Academic Senate.
3. An “observation” is the observation of the evaluatee, in the performance of his or her duties, by the evaluator.
4. The “instrument” is the agreed upon Visitation and Evaluation Report for teaching faculty. Non-teaching part-time faculty will be evaluated on a separate instrument.

C. Scheduling and Frequency

New part-time noncredit instructors shall be evaluated during the first semester of employment and at least one additional time during the next four semesters of employment. Thereafter, part-time noncredit instructors will be evaluated at least one time during every four semesters of employment.

However, at the option of the Department Chair, a part-time noncredit instructor may be evaluated when he or she is assigned to teach a new course within the discipline or other discipline the part-time noncredit instructor has not previously taught at the District.

In the initial implementation of this policy (Fall 2008), 35% of continuing part-time noncredit instructors will be evaluated in Fall 2008. In Spring 2009, 50% of continuing part-time noncredit instructors who have not yet been evaluated will be evaluated. In Fall 2009, any continuing part-time noncredit instructor who have not yet been evaluated will be evaluated. Once an initial evaluation has taken place, these instructors will be evaluated one additional time during the next four semesters of employment from the date of the initial evaluation. Thereafter, these instructors will be evaluated at least once during every four semesters of employment.

D. The evaluation shall include, but not be limited to, the following items:

1. Student Evaluation: A student survey, jointly agreed to by the parties, shall be administered to all students of the faculty member to be evaluated. Student evaluation will be used to improve instruction, not as a sole determinant of employee status.

2. Classroom/Work Place Evaluation: The evaluator shall make at least one classroom or other work place observation. A report based on this observation and other appropriate criteria will be completed on the forms jointly agreed to by the parties (see attached form).

3. Self Reflection: Each part-time noncredit instructor shall complete a written self reflection to be used to improve instruction and not as a determinant of employee status. The self reflection shall include, but may not be limited to:

a. Objectives for improvement, change or maintenance of methodology based on the results of the student survey, a self-examination of teaching methods, and whatever other factors are deemed relevant.

b. A review of the objectives for improvement, if any, from the evaluatee's last evaluation.

c. A summary of professional growth activities.

4. Evaluation Report: The evaluation report will be completed by the evaluator and submitted to the part-time faculty member. The evaluatee may submit a written, signed dissenting opinion to the evaluator within ten (10) work days, which states the reasons for the disagreement. All reports will be placed in the adjunct instructor's District personnel file.

E. Evaluation Conference:

An evaluation conference will be scheduled by the evaluator. The conference will deal with, but not be limited to, the items listed above in the evaluation report.

A Resolution of the *Associated Student Government*

Sponsors: Justin Gilmore, President of the Progressive Student Alliance; Ernesto Ramirez, Vice-President of the Progressive Student Alliance

WHEREAS, Corporations licensed by College of the Canyons to produce clothing bearing the schools name have in the past been documented as violators of both the host countries law, and the following sections of the United Nations Universal Declaration of Human Rights of 1948,

WHEREAS, Sara Lee, owner of COC apparel producer Champion, was documented utilizing slave labor in Burma and was in violation to Article 4 of the 1948 United nations Declaration of Human Rights, which states that “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms,” and

WHEREAS, Merge Left, a producer manufacturing COC headwear, was found in violation to Section 4, Article 23 of the 1948 United nations Declaration of Human Rights, which states that “everyone has the right to form and to join trade unions for the protection of his interests,” after both Indiana University and Central Connecticut State University had investigated working conditions, and

WHEREAS, Non-profit independent monitoring organizations, academic studies, and governmental bodies of this and other countries have revealed a systematic pattern of exploitation by overseas apparel manufactures, including those in the business of producing apparel for College of the Canyons, and

WHEREAS, There is reason to believe that due to the realities of the global market, clothing licensed by and made to represent College of the Canyons is, or someday will be, produced under extremely poor working conditions, and

WHEREAS, the officially adopted philosophy of this College includes “...a campus climate characterized by civility, collegiality and tolerance [which encourages] honesty, integrity and social responsibility,” and

WHEREAS, the Worker Rights Consortium allows for direct response to worker complaints, expanded university and student involvement, and full public disclosure that could enhance the University’s ability to detect and eliminate sweatshop conditions in the factories of its licensees, and

Whereas, the student body takes great pride in our education, and desire that we might have similar pride in the clothing that represents us;

We, the College of the Canyons Associated Student Government, resolve that this College should apply for immediate membership in the Worker Rights Consortium, with all relevant rights and responsibilities, to do our school’s part in insuring the integrity of items bearing the COC name.

PROPOSED POLICY REVISION

POLICY: BUSINESS SERVICES	Section 726	Page 1 of 1
7260. Smoking/Tobacco Usage In and On Campus Facilities	Date Adopted 6/9/99	
<p>7260. Smoking/Tobacco Usage In and On Campus Facilities</p> <p>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 <u>limit and/or</u> prohibit smoking/tobacco usage in and on campus facilities. (Procedure for Implementing Board Policy #726)</p> <p style="text-align: center;"><u>AP 7260</u> - PROCEDURES FOR IMPLEMENTING BOARD POLICY 7260 SMOKING/TOBACCO USAGE IN AND ON CAMPUS FACILITIES</p> <p>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, <u>in the Cougar Stadium</u>, and in all College vehicles (except in designated areas).</p> <p>B. Smoking shall be allowed <u>on the Valencia Campus in a designated area near Cougar Stadium. only in the specific areas described as follows: In addition, smoking is allowed in perimeter parking lots away from the central campus.</u></p> <ol style="list-style-type: none"> 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 EXCEPT the parking area directly adjacent to Boykin Hall and the lot adjacent to the Early Childhood Education Center 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. Following recommendations from the Health and Welfare Committee, other smoking areas may be as designated by the Superintendent-President. <p>C. <u>Smoking and tobacco use is prohibited on the Canyon Country Campus</u></p> <p>D. All other tobacco usage in and on District facilities is expressly prohibited.</p> <p>E. Violators shall be subject to appropriate disciplinary action.</p> <p>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.</p>		
June 9, 1999 – Approved by Board of Trustees		

Proposed Resolution for the Senate

(1) WHEREAS, the Faculty Senate of the Santa Clarita Community College District believes in the Principles of Sustainable Development Education as outlined by the *President's Council on Sustainable Development* (1996), specifically:

- strong core academics
- inter-relationships between disciplines
- systems thinking
- lifelong learning
- hands-on experiential learning
- community-based learning
- technology
- partnerships
- family involvement
- personal responsibility

(2) WHEREAS, the Faculty Senate seeks to encourage the expansion of a Sustainability Curriculum by, first and foremost, strengthening our core curriculum, infusing concepts and principles of sustainability into existing courses and programs when applicable, encouraging collaborations among faculty of different disciplines in program and curriculum revision and design, fashioning student projects that foster systems thinking and experiential learning, and creating new courses and programs that would meet the demands of an increasingly environmentally oriented work force;

(3) WHEREAS, the Faculty Senate shall seek the support of faculty and the administration in developing a Sustainability Curriculum that would lead to a certificate program and an Associate Degree in Sustainable Development in the near future;

(4) WHEREAS, the Faculty Senate seeks to support and encourage student scholarships, sponsored by the Sustainable Development Committee and other institutional entities, intended to support ventures specifically focused on Environmental Studies and Sustainability Projects;

(5) WHEREAS, the Faculty Senate seeks to encourage the decrease of on-campus paper consumption and the continuance of textbook price reduction through the construction and utilization of course websites and other similar measures in order to reduce on-campus paper consumption by 50% and replace currently used paper products with at least 75% post-consumer product materials;

(6) WHEREAS, it is determined by the Faculty Senate to support the Associated Student Government and the Sustainable Development Committee's joint effort that recycling measures would be improved by increasing on-campus recycle bins by 50% by Spring 2009;

(7) WHEREAS, the Faculty Senate will assist the Associated Student Government and the Sustainable Development Committee on working towards the development of additional carbon neutral procedures and measures in improving the existing campus facilities and the construction of facilities currently in or under development;

THEREFORE, be it resolved that, the Faculty Senate believes there is an urgent need for adapting the above listed principles of sustainability, curriculum development objectives, and facility planning guidelines.

CURRICULUM COMMITTEE SUMMARY

DATE: March 20, 2008 E-Mail Meeting

CONSENT CALENDAR: Items on “Consent” are recommended for approval by a Technical Review Committee that met on March 11, 2008.

Subject				
ADMJUS	090E1 B	Baton for Crowd Control Instructor	.5 units, 8 lect and 8 lab contact hours, cl. size 35, unlimited repeats, CR/NC, pre-req: restricted to ISA students - Approved	R. Brode
ADMJUS	090S6 B	Gang Supervisor Course	1 unit, 18 lect contact hours, cl. size 35, unlimited repeats, CR/NC, pre-req: restricted to ISA students - Approved	R. Brode
ADMJUS	090V1 C	Bicycle Rapid Response Team	.25 units, 4 lect and 8 lab contact hours, cl. size 35, unlimited repeats, CR/NC, pre-req: restricted to ISA students - Approved	R. Brode
ANTHRO	105	Introduction to Archaeology and Prehistory	Add DLA to current version--effective Spring 2008 - Approved	R. Martinez
COMS	256	Intercultural Communication	Full update: modify SLO's and add Objectives & DLA - Approved	V. Leonard
CULARTS	123	Culinary Fundamentals II	Change HRMGT 225 from recommended prep to pre-req. - Approved	A. Green
HRMGT	098	Hotel and Restaurant Management: Special Topics	Delete - Approved	K. Anthony
NSCOL	250	Collaborative Nursing Collaborative I	Delete - Approved	A. Lowe
NSCOL	252	Collaborative Nursing Collaborative II	Delete - Approved	A. Lowe
NSCOL	260	Collaborative Nursing Perspectives and Scholarship	Delete - Approved	A. Lowe
NSCOL	270	Collaborative Essentials of Medication Administration	Delete - Approved	A. Lowe
NSCOL	280	Collaborative Nursing Fundamentals	Delete - Approved	A. Lowe
NSCOL	285	Collaborative Medical Surgical Nursing I	Delete - Approved	A. Lowe
NSCOL	290	Collaborative Medical Surgical Nursing II	Delete - Approved	A. Lowe
NSCOL	295	Collaborative Psychiatric Nursing	Delete - Approved	A. Lowe
NURSNG	215	Pharmacological Principles	Modify (change prefix and number) NSCOL 275 w/ new title, increase units to 3, and adjust lecture contact hours accordingly, remove pre-req. and add Objectives - Approved	A. Lowe
NURSNG	243	Women & Health	Delete - Approved	A. Lowe

PHOTO	185	Experimental Photography	Full update: New <i>title</i> and SAM code, add PHOTO 155 as pre-req. option, increase repeatability to 3 times, and add Objectives- Approved	D. Pattee-Ballard
POLISC	210	Model United Nations	Increase repeatability to 3 times - Approved	D. Andrus
POLISC	270	Internal Relations	Full update: modify SLO's and add Objectives, new texts - Approved	M. Mosleh
REC	101	Recreation and Leisure in Contemporary Society	Add DLA (effective Summer 2008) - Approved	N. White
REC	103	Recreation and the Natural Environment	Add DLA (effective Summer 2008) - Approved	N. White
		Animation Production AA degree	Replace ART-111 w/ ANIM 100 (same unit total) effective Fall 2008 - Approved	K. Carlson
		Computer Animation AA degree	Replace ART-111 w/ ANIM 100 (same unit total) effective Fall 2008 - Approved	K. Carlson

NEW COURSES:

Subject				
PHOTO	210	Wedding Photography	3 units, 36 lect and 54 lab contact hours, pre-req: PHOTO 155 or 160, 3 repeats - Approved	D. Pattee-Ballard
PHOTO	280	Large Format Photography and the Zone System	3 units, 36 lect and 54 lab contact hours, cl. size 25, pre-req: PHOTO 160, 3 repeats - Approved	D. Pattee-Ballard

NEW PREREQUISITES:

Subject				
ADMJUS	090E1 B	Baton for Crowd Control Instructor	Prerequisite: restricted to ISA students	R. Brode
ADMJUS	090S6 B	Gang Supervisor Course	Prerequisite: restricted to ISA students	R. Brode
ADMJUS	090V1 C	Bicycle Rapid Response Team	Prerequisite: restricted to ISA students	R. Brode
PHOTO	210	Wedding Photography	Prerequisite: PHOTO 155 or 160	D. Pattee-Ballard
PHOTO	280	Large Format Photography and the Zone System	Prerequisite: PHOTO 160	D. Pattee-Ballard

MODIFIED PREREQUISITES:

Subject				
CULARTS	123	Culinary Fundamentals II	Prerequisite: HRMGT-225	A. Green
NURSNB	215	Pharmacological Principles	Remove pre-req.	A. Lowe
PHOTO	185	Experimental Photography	Prerequisite: PHOTO-155 (in addition to 160, as an option)	D. Pattee-Ballard

NEW DISTANCE LEARNING ADDENDUMS:

Subject				
ANTHR0	105	Introduction to Archaeology and Prehistory		R. Martinez
COMS	256	Intercultural Communication		V. Leonard
REC	101	Recreation and Leisure in Contemporary Society		N. White
REC	103	Recreation and the Natural Environment		N. White

STAND ALONE COURSES:

Subject	#	Title	Author
ADMJUS	090E1 B	Baton for Crowd Control Instructor	R. Brode
ADMJUS	090S6 B	Gang Supervisor Course	R. Brode
ADMJUS	090V1 C	Bicycle Rapid Response Team	R. Brode
NURSNG	215	Pharmacological Principles	A. Lowe
PHOTO	210	Wedding Photography	D. Pattee- Ballard
PHOTO	280	Large Format Photography and the Zone System	D. Pattee- Ballard

Carlson, Kerry - Curriculum Coordinator Non-voting member	present	Jacobson, Joan - Student Services	present	Robinson, Patty (Not a member)	absent
Lowe, Ann - Co-Chair, Faculty - Allied Health	present	Karlin, Ron - Humanities	present	Solomon, Diane - Member at Large	present
Green, Audrey - Co-Chair, Administrator, Articulation Officer	present	Stanich, Diana - Physical Education & Athletics	absent	Davis, Sandra - Non Credit	present
Hilliard, Lee - Member at Large	present	Lucy, Nicole - Social Science & Business	present	Vacant - Fine & Performing Arts	
Benedicto, Alto - Math & Science	present	Parker, Catherine - Adjunct Faculty	absent		

New Courses Includes ISA's	5	New Non Credit Courses	-0-	New Prerequisites	5
New Programs	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	3
Modified Courses	9	New DLA's	4	Deleted Courses	10
Modified Programs	2	Modified DLA's	-0-	Deleted Programs	-0-
Stand Alone Courses	6				

CURRICULUM COMMITTEE SUMMARY
DATE: April 3, 2008 **E-Mail Meeting**

CONSENT CALENDAR: Items on “Consent” are recommended for approval by a Technical Review Committee that met on March 26, 2008.
TECHNICAL CHANGE MEMOS

Title		
AUTO 102, 108 & 109	Change unit value for each course from 4.5 to 4 - Approved	K. Carlson
Automotive Technology AS degree & Certificate of Achievement	Change unit total for each from 43.5 to 42 - Approved	K. Carlson
Non Credit course contact hours	Adjust contact hours for 40 previously approved Non Credit courses - Approved	J. Brezina
NC.VOC-010	Delete - Approved	J. Brezina

MODIFIED COURSES:

Subject				
CIT	015	Business English-Brief	Delete - Approved	M. Lipman
CIT	016	Business Communications-Brief	Delete - Approved	M. Lipman
CIT	020	Office Procedures for the Administrative Assistant-Brief	Delete - Approved	M. Lipman
CIT	073	Microsoft Frontpage-Brief	Delete - Approved	M. Lipman
CMPNET	140	Beginning Network Certification I	Delete - Approved	L. Hilliard
CMPNET	141	Beginning Network Certification II	Delete - Approved	L. Hilliard
CMPNET	162	IP Telephony	Delete - Approved	L. Hilliard
CMPNET	174	WAN Security I	Delete (Security Tech Cert revised for 2008-09 w/o this course) - Approved	L. Hilliard
CWEXP	101	Introduction to Service Learning	Delete - Approved	S. Wright
EDUC	082	Community College Teaching Techniques	Delete - Approved	R. Richardson
NSCOL	275	Collaborative Pharmacology for Nursing	Delete - Approved	A. Lowe
PARLGL	110	Civil Litigation	Delete (Paralegal AA revised for 2008-09 w/o this course) - Approved	N. Lucy
THEATR	199	Solo Performance	Delete- Approved	S. Hinshaw

CONSENT CALENDAR (continued)
MODIFIED PROGRAMS:

TITLE		
General Communication Theory Certificate of Specialization	Add COMS-235 as a 4 th choice for the “complete 3 units from” portion - Approved	V. Leonard
Liberal Arts and Sciences Associate of Arts degree	Rename our 3 Transfer Studies degrees and include 3 (“choose one”) 18 unit Areas of Emphasis: Humanities, Social Science or Math & Science per Title V changes - Approved	A. Green

NEW PROGRAMS:

TITLE		
CSU GE Breadth Certificate of Achievement	Per Title V changes, now-noncompliant general education “degrees” can be converted to Certificates of Achievement - Approved	A. Green
CSU IGETC Certificate of Achievement	same as above - Approved	A. Green
UC IGETC Certificate of Achievement	same as above - Approved	A. Green

New Courses Includes ISA's	-0-	New Non Credit Courses	-0-	New Prerequisites	-0-
New Programs	3	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
Modified Courses	-0-	New DLA's	-0-	Deleted Courses	14
Modified Programs	1	Modified DLA's	-0-	Deleted Programs	-0-
Stand Alone Courses	-0-				

Academic Senate Meeting Date: April 17, 2008

Board of Trustee Meeting Date: May 14, 2008

Carlson, Kerry - Curriculum Coordinator Non-voting member	present	Jacobson, Joan - Student Services	present		
Lowe, Ann - Co-Chair, Faculty - Allied Health	present	Karlin, Ron - Humanities	absent	Solomon, Diane - Member at Large	absent
Green, Audrey - Co-Chair, Administrator, Articulation Officer	present	Stanich, Diana - Physical Education & Athletics	absent	Davis, Sandra - Non Credit	present
Hilliard, Lee - Member at Large	present	Lucy, Nicole - Social Science & Business	present	Vacant - Fine & Performing Arts	
Benedicto, Alto - Math & Science	present	Parker, Catherine - Adjunct Faculty	present		