

**COLLEGE OF THE CANYONS**  
**Academic Senate Agenda**  
**November 10, 2011 at 3:00 – 4:30 p.m. BONH 330**

A. Routine Matters

1. Call to Order
2. Approval of Agenda
3. President's Report and Vice President's Report
4. Adoption of Consent Calendar Items:
  - a. Approval of Academic Senate Meeting Summary from October 27, 2011 (p2-4)
  - b. Approval of Curriculum Committee Meeting Summary from November 3, 2011(p5-7)

B. Report of Standing Committees

1. Lea Templer - Elections

C. Unfinished Business

1. Proctoring Exams for Students in Online Classes – pending Library expansion
2. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
3. Senate's Proposal for New BP and Procedures: Associate Degree & Certificates – in Policy Committee
4. SLO Committee Proposed Benchmarks for Proficiency – pending COCFA negotiations
5. Proposal to Merge Departments: Engineering/Physics/Nanotechnology – in ad hoc committee

D. Discussion Items

1. Emeriti Scholarship
2. Prerequisites & Content Review (p8-9)
3. Adjunct Faculty Evaluation (p10)

E. Action Items

1. Senate's Proposal for New BP 5912 and Procedures – Instructional Aide Grading (p11-13)
2. Senate's Proposed Draft of New BP 7400 & AP 7400: Discontinuance of Programs (p14-21)
3. Senate's Proposed Revisions: Faculty Office Allocation Procedures (p22-24)
4. CLEP Exams (p25-27)

F. Division Reports

G. Announcements

H. Open Forum

I. Adjournment

The next Academic Senate meeting will be *December 8, 2011*  
As always, everyone is welcomed

## Summary of Academic Senate Meeting of October 27, 2011

Attendance: Edel Alonso, David Andrus, Stephen Branch, Lori Brown, Cindy Stephens, Lea Templer, Stan Wright, Michelle La Brie, Marlene Demerjian, Bob Tolar, Michael Sherry, Mark Daybelll, Ann Lowe, Lee Hilliard, Ruth Rassool, Isao Uesugi, Denne Pescarmona, Cheri Choate, Jennifer Brezina, Jasmine Ruys, Joan Jacobson, Ana Palmer, Deanna Riviera and Mike Wilding

### A. Routine Matters

1. Call to order Edel Alonso called the meeting to order at 3:05 p.m. She welcomed everyone. Some corrections to the previous agenda were given to Lita for correction.
2. Approval of agenda: the agenda was approved.
3. Report of Dr. Edel Alonso, Senate President
  - ✓ Edel attended the last Board meeting and reported on the presentation from Admission and Records that explained how the college loses money because students have found a loop hole with the seven days to pay to pay for classes. The students drop their classes as their seven days approach and then re-enroll so they have another seven days to pay for their classes and the college is stuck with that debt. The college tries to collect for one year and then it is given to a collection agency. Starting in fall 2012 the students will have to pay for their classes as soon as they enroll or they will be dropped. Director of A&R, Jasmine Ruys, will go to each Division to explain this daily procedure.
  - ✓ Edel reported on the Dream Act. Currently with AB 540 if students attended high school in California for three years and graduated, they have their non-residency fees waived. Now with the new Dream Act students will also be able to apply for institutional aid and for a BOG fee waiver.
  - ✓ Edel reported that Dr. Van Hook will schedule all college meetings to discuss among other things the budget. It appears the college will have a shortfall of \$7 million 2012/13.
  - ✓ In Fall 2012 the student fees will be increased to \$46 per unit.
  - ✓ Edel asked if you are on PAC-B that faculty attend so we have a voice in the decision making process.
  - ✓ Edel said she has a PowerPoint prepared by Sharlene Coleal that Mike Wilding has reduced to essentials that Edel will share with the Senators.
  - ✓ Edel emailed out the recommendations of the state Student Task Force on Student Success. She recommends that the faculty read through the recommendations because they will have great impact on professional development, scheduling of classes, and how students may pay for the full cost of their classes. A lot of these recommendations are problematic, so Edel urged faculty to read through them and to use the link provided to comment to the Task Force. Edel attended the statewide Senate's Area C meeting last Saturday where these recommendations were discussed in great detail. The statewide Senate president was there to take notes and input. Edel will be attending the Plenary Session in two weeks and if you have

comments please give them to her to take back to the state Senate.

Report of David Andrus, Senate Vice President:

- ✓ Edel and David were not able to attend PAC-B, but Lea Templer was able to attend. Lea stated they were asked to review and comment on the budget presentation Sharlene Coleal gave.

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

✓ Curriculum Committee: Ann Lowe:

- 1) CLEP. The Curriculum Committee voted and has recommended that the Academic Senate adopt the proposed CLEP credit policy that was approved by the Academic Senate for California Community Colleges.
- 2) Changes to establishing prerequisites. In the past, in order to establish a prerequisite outside the discipline, you had to do a research study that showed statistical significance. For several years the statewide senate has been working on an alternative to that stating that faculty are capable of reviewing the content and making decisions based on course objectives. Now we have an alternative to doing a statistical study. We have the alternative of looking at content review in a very specialized way. The Curriculum Committee recommends that 3 options on this issue be placed on the next Senate's agenda for discussion:
  - Allow prerequisites to be established only via content review
  - Allow prerequisites continue to be established via statistical validation
  - Allow prerequisites to be established either via content review or via statistical validation.

5. Adoption of Consent Calendar:

- ✓ Academic Senate Summary of the October 13, 2011 Senate meeting was **approved**.
- ✓ The Curriculum Summary of the October 20, 2011 Curriculum Committee meeting was **approved**.

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

1. Proctoring Exams for Students in Online Classes – pending Library expansion
2. Proctoring Exams for Students in Online Classes – pending Library expansion
3. Proposal for New Procedures: Counseling Services – in Policy Committee
4. Proposal for New BP & Procedures: Associate Degree & Certificates– in Policy Committee
5. Committee Proposed Benchmarks for Proficiency – pending COCFA negotiation
6. Proposal to Merge Departments: Engineering/Physics/Nanotechnology – in Committee
7. Use of TAs –in Policy Committee
8. Emeriti Scholarship – under study by the Senate President

**C. Discussion Items**

1. BP 5900 Grading: these are mandated changes. See Senate agenda pages 10 - 14 with all the changes that will be occurring. There was a lengthy discussion on the changes.
2. New BP 5912 and Procedures - Instructional Aide Grading: This policy draft was developed in response to a request from the Math department. This draft will come back to the Senate as an Action Item for the next Senate agenda.

3. Proposed BP 7400 and AP 7400 Discontinuance of Programs: David brought this policy back to Senate with the changes they requested. This policy will come back to the Senate as an Action Item at the next Senate meeting.
4. Faculty Office Allocation Procedures: Edel brought the draft of the Office Allocation Procedures back to the Senate with the changes the Senate requested. She thanked Cindy Stephens for her help drafting the language. This document will come back to the Senate as an Action Item on the next Senate agenda.
5. CLEP Exams: Joan Jacobson explained how the CSU are accepting CLEP exams and how the statewide Senate has recommended that individual community college districts review and accept these exams for credit on their Associate degrees. The use of CLEP for credits will come back to Senate as an Action item on the next Senate agenda.

**D. Action Items - None**

**V. Division Reports - None**

**VI. Announcements: None**

**VII. Open Forum: None**

**VIII. Adjournment: 4:40 p.m.**

## CURRICULUM COMMITTEE SUMMARY

November 3<sup>rd</sup>, 2011

3:00 pm – 5:00 pm

BONH-330

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

Members absent: Maple, Chelley – Member at Large; Richter, Christy – Member at Large

Items on “Consent” are recommended for approval as a result of a Technical Review meeting that took place on October 25<sup>th</sup>, 2011:

### TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author
PSYCH	104	Statistics for the Behavioral Sciences	<b>Adding MATH-075 as a prerequisite.- Approved</b>	D. Riveira
SOCI	137	Statistics for the Social Sciences	<b>Adding MATH-075 as a prerequisite.- Approved</b>	A. Marengo

### MODIFIED COURSES for consent:

Subject	#	Title	Description of action	Author
HIST	101H	History of Western Civilization: Pre-Industrial West I Honors	<b>Added ENGL-101/101H as recommended preparation.- Approved</b>	K. Hitt
HIST	210	History of California	Revised descriptions, <b>Added SLO's (2)</b> , added objectives, revised texts.- <b>Approved</b>	C. Tripp
MATH	025	Arithmetic – Lecture	Revised descriptions, <b>revised SLO</b> . Revised objectives & content, updated text.- <b>Approved</b>	M. Teachout
MATH	026	Arithmetic – Computer Assisted	Revised descriptions, <b>revised SLO</b> . Revised objectives & content, added text.- <b>Approved</b>	M. Teachout
MATH	058	Algebra Preparation - Lecture	Revised descriptions, <b>revised SLO</b> . Revised objectives & content, update text.- <b>Approved</b>	M. Teachout
MATH	059	Algebra Preparation – Computer Assisted	Revised descriptions, <b>revised SLO</b> . Revised objectives & content, update text.- <b>Approved</b>	M. Teachout
MATH	130	Mathematics for Elementary School Teachers	<b>Added MATH-075 as a prerequisite option</b> , revised descriptions, <b>revised SLO</b> . Revised objectives & content, update text.- <b>Approved</b>	M. Teachout
PSYCH	102	Physiological Psychology	<b>Reduced class size to 35</b> , revised descriptions, added objectives, updated texts.- <b>Approved</b>	R. Howe
WELD	101B	Intermediate Shielded Metal Arc Welding	<b>Reduced class size to 22, changed to 2.5 units</b> , revised descriptions, <b>Revised SLO's (4)</b> , revised content and objectives, updated texts.- <b>Approved</b>	T. Baber
WELD	101C	Advanced Shielded Metal Arc Welding	<b>Reduced class size to 22, changed to 2.5 units</b> , revised descriptions, <b>Revised SLO's (4)</b> , revised content and objectives, updated texts.- <b>Approved</b>	T. Baber

**NEW PROGRAMS**

Program	Degree/Certificate	Description of action	Author
Welding Technology – Shielded Metal Arc Welding (SMAW)	Certificate of Specialization	16.5 required units. <b>Added Program SLO.- Approved</b>	T. Baber

**NEW COURSES:**

Subject	#	Title	Description of action	Author
EDUC	102	Math and Science Teaching Seminar	1.5 Units, 18 hours lecture, 27 hours activity. Class size 35, not repeatable. <b>Added SLO. Added recommended preparation of "Self identified as being interested in math or science teaching and placement as a MESA program tutor or workshop facilitator or in a local science or math secondary classroom". - Approved</b>	S. Crowther
ENGL	096	Accelerated Preparation for College Reading and Writing	4 Units, 72 hours lecture. Class size 35, not repeatable. <b>Added SLO'S (2). Added prerequisite of ENGL-071 or eligible for ENGL-081 as determined by the college's assessment process.- Approved</b>	J. Brezina

**NEW PREREQUISITES:**

Subject	#	Title	Description of action	Author
EDUC	102	Math and Science Teaching Seminar	Added recommended preparation of "Self identified as being interested in math or science teaching and placement as a MESA program tutor or workshop facilitator or in a local science or math secondary classroom".- <b>Approved</b>	S. Crowther
ENGL	096	Accelerated Preparation for College Reading and Writing	Added prerequisite of ENGL-071 or eligible for ENGL-081 as determined by the college's assessment process.- <b>Approved</b>	J. Brezina
HIST	101H	History of Western Civilization: Pre-Industrial West I Honors	Added ENGL-101/101H as recommended preparation.- <b>Approved</b>	K. Hitt
MATH	130	Mathematics for Elementary School Teachers	Added MATH-075 as a prerequisite option.- <b>Approved</b>	M. Teachout
PSYCH	104	Statistics for the Behavioral Sciences	Added MATH-075 as a prerequisite option. - <b>Approved</b>	D. Riveira
SOCI	137	Statistics for the Social Sciences	Added MATH-075 as a prerequisite option. - <b>Approved</b>	A. Marengo

**NEW STAND ALONE COURSES:**

Subject	#	Title	Description of action	Author
EDUC	102	Math and Science Teaching Seminar	- <b>Approved</b>	S. Crowther
ENGL	096	Accelerated Preparation for College Reading and Writing	- <b>Approved</b>	J. Brezina

**Discussion Items:**

1. 2-year cycle to review CTE prerequisites.

New Courses Includes ISA's	2	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	1	New DLA's	-0-	Deleted Courses	-0-
Modified Courses	12	New SLO's	6	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	13	Proposals Reviewed in Technical Review Session	20
New Non Credit Courses	-0-	New Prerequisites	8	Proposals Returned from Technical Review Session	5

## Slides of Power Point on Prerequisites and Content Review Presentation at ASCCC Curriculum Institute, July 2011

### Goals of This Session

- Provide a chronological list of steps for senates and curriculum committees to implement prerequisites via content review
- Establish best practices for content review and assigning prerequisites to courses
- Train attendees on how to accomplish content review; give guidance on how to train the local curriculum committee on content review

### First: Your academic senate must make a choice:

- Allow prerequisites to be established only via content review,  
or
- Allow prerequisites to be established only via content review and statistical validation, or
- Allow prerequisites to be established either via content review alone or via content review with statistical validation.

### Second:

Create a new (or revise old) board policy reflecting primary reliance or mutual agreement with the senate regarding how prerequisites will be established. May require one or more policies – see 5 required items on next slides.

• **Note:** For multi-college districts, be sure the board policy stipulates individual college authority, if desirable, with regard to establishing prerequisites.

### Board Must Adopt Policies for:

1. The Process for establishing pre-requisites: content review alone, with statistical validation, or both
2. Procedures to ensure that pre-requisites or target courses are taught according to the course outline of record
3. Process to ensure that qualified instructors teach prerequisite courses
- 4. Process to ensure that prerequisites remain necessary and appropriate. (Two year review for all prerequisites on vocational courses, and six years on all other prerequisites.)**
- 5. Bases and processes for students to challenge prerequisite or corequisites.**

### Matriculation Plans

Also include section on prerequisites

- ✓ Procedures for establishing and validating prerequisites
- ✓ Procedures for student challenges to prerequisites

**If Senate and Board Agree to Establish All or Some Prerequisites Via Content Review Alone... District Must Have a Board Adopted Plan BEFORE establishing prereqs via content review alone.**



## Prerequisite and Content Review (continued)

### The Plan Must Specify the Following:

- The method used to identify courses to which prerequisites might be applied
- Assurance that prerequisite courses (basic skills) and courses without prerequisites will be reasonably available to students
- The research to be used to determine impact of new prerequisites (especially disproportionate impact)
- Provisions for training the curriculum committee on content review

### What is Content Review?

Title 5 § 55000(c): A rigorous, systematic process developed in accordance with section 53200 to 53204... that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

### Content Review Must Include:

- The COR for the target course
- Syllabi, exams, assignments, instructional materials, grading criteria
- Identification of required skills and knowledge students must have prior to enrolling in the target course
- Matching of those skills and knowledge to prerequisite courses using CORs
- Direct involvement of discipline faculty

### Example: Geology Lab COR

What are the key aspects of the COR that help determine skills/knowledge students need?

Can you determine the necessary math skills?

What dialog is necessary between discipline faculty of the target course and basic skills courses?

### Example: Nutrition Course

First be sure that skills and knowledge that students need are clearly stated in the COR and the discipline faculty agree to teach this COR

Second Match the skills of basic skills courses to those identified in the COR.

### Training Your Curriculum Committee

- Expect improved CORs prior to any discussion of prerequisites and content review
- Determine the committee's role in ensuring that a qualified faculty member teaches the course AND that each faculty member adheres to the COR.
- Then provide tools for discipline faculty to converse about necessary and appropriate skills.

## AFT Contract Language on Evaluation of Adjunct Faculty

### **ARTICLE 8: EVALUATIONS**

- A. To assure the highest quality educational programs and services, Unit Members shall be observed and evaluated.
- B. Definitions
  - 1. An “evaluatee” is the person being evaluated.
  - 2. The primary “evaluator” is the Chief Instructional Officer’s designee who is a full-time faculty member, part-time faculty member, or department chair in the department or division of the evaluatee. At the discretion of the department chair, an appropriate educational administrator may be assigned to the evaluation. Whenever possible, online faculty will be evaluated by an evaluator with online teaching experience.

**BP 5912****INSTRUCTIONAL AIDE GRADING POLICY (NEW)**

Reference:

*Education Code Section 88240-88249 and 72401(a); Title V Section 55020-55025*

Pursuant to Title 5, Section 55021(a) and 55021(b), the governing board of each community college district shall establish a uniform grading policy for all colleges within the district. The policy shall be based on sound academic principles. The grading policy shall require that all work in all degree-applicable and nondegree-applicable credit courses shall be graded in accordance with a grading system adopted by the governing board. To that end, this policy is created to ensure compliance with established College grading standards as it relates to the use of non-faculty instructional assistants by faculty instructors in support of instructional faculty duties.

- 5912.1 The College employs and utilizes instructional aides under multiple titles. Hereinafter, "Instructional Aide" refers to College Assistants, Teacher Aides/Assistants, Instructional Aides/Assistants, Volunteers or any other categorical personnel title used or assigned for the assistance of faculty duties.
- 5912.2 By precedent, Instructional Aides are an integral and institutionalized component of colleges and universities. As permitted by California Educational Code Section 88244(a) any community college district may employ instructional aides to assist classroom instructors and other faculty in the performance of duties. As defined in Education Code Section 88243 and 88244(a), "an instructional aide shall perform only such duties as, in the judgment of the faculty to whom the instructional aide is assigned, may be performed by a person not qualified as a classroom instructor. These duties shall not include assignment of grades to students." For purposes of this policy, the "assignment of grades to students" shall be interpreted only to mean the assignment of the final assigned course grades to appear on student transcripts.
- 5912.3 College Instructional Aides shall be permitted to assist faculty in the processing and assignment of grades that require no subjective or qualitative judgment on the part of the Instructional Aide. All subjective and qualitative grade determinations must be made by faculty alone. "Subjective and qualitative" in this context shall be read to apply to the evaluation and analysis of student work content and answer development. By contrast, Instructional Aides shall be permitted to perform simple numerical calculations and scoring of course assignments, homework, or exams as well as any standardized grade verification duties. The supervising faculty member shall be solely responsible for any mistakes or errors made by Instructional Aides in the calculation of his or her assignment scores or grades.
- 5912.4 Instructional Aides utilized for the assignment of grades and assistance of faculty duties in general must adhere to the guidelines and provisions of College Board Policy 527 (FERPA) in order to ensure confidentiality of student records, matters, and all private institutional information.

5912.5 Each Instructional Aide will be required to attend a mandatory orientation regarding confidentiality of student records in the first semester the aide is hired.

See Administrative Procedures 5912 Instructional Aide Grading

**AP 5912                      INSTRUCTIONAL AIDE GRADING PROCEDURE (NEW)**

## Reference:

*Education Code Section 88240-88249 and 72401(a); Title V Section 55020-55025*

- 5912.1      In the fall and spring of each academic year, the Director of Admissions and Records will hold a mandatory orientation regarding the confidentiality of student records. All Instructional Aides will be required to attend this orientation at least during the first semester of their employment. If the Instruction Aide is already employed they must attend at the next opportunity provided.
- 5912.2      The Director of Admissions and Records will verify attendance of the Instructional Aid with the supervisor and Human Resources. The Instructional Aide will be required to sign a form stating they understand the confidentiality of student records and will abide by the information given at the orientation and in Board Policy 527.
- 5912.3      Any Instructional Aide who breaches the confidentiality of student records will be terminated from their position immediately and subject to student disciplinary action per Board Policy 5529.

**BP 7400****PROGRAM DISCONTINUANCE POLICY (NEW)**

## Reference:

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

Pursuant to Title 5, Section 51022(a), the governing board shall adopt a policy for the discontinuance of courses or programs. Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program's status in relation to the overall educational mission of the District.

- 7400.1** A program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). **For purposes of this policy** "Program" shall also be understood to mean any academic department that conducts a program review as well as any thematic cluster of courses within the purview of the Office of Instruction. College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs." Additionally, Education Code §78016 stipulates that every vocational and occupational program shall meet certain requirements prior to termination.
- 7400.2 Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.
- 7400.3 Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Specifically, ACCJC Accreditation Standard II.A.6.b states: "When programs are eliminated or program requirements are significantly changed, the institution [should make] appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption."
- 7400.4 Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects educational goals of students. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported

by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

7400.5 A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 7400. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 7400.

## AP 7400 PROGRAM DISCONTINUANCE PROCEDURE (NEW)

Reference:

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

### I. DEFINITIONS

**A. Program:** An organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). **For purposes of this procedure** "Program" shall also be understood to mean any academic department that conducts a program review as well as any thematic cluster of courses within the purview of the Office of Instruction.

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

**C. Intervention:** is a recommended action to remedy identified program shortcomings.

**D. Defacto Discontinuance:** is the unofficial discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

**E. Determination Process:** refers to the sequential process of Section III through V of this Administrative Procedure.

### II. PROPOSING PROGRAM DISCONTINUANCE

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

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



### III. PROPOSAL GUIDELINES

Program discontinuance proposals shall be submitted to the Academic Senate President no later than the sixth week of the fall semester.<sup>1</sup> Proposals received after the sixth week of the Fall semester, or during the Spring semester, will be advanced only if there exists necessary and compelling reasons to do so in the judgement of the Academic Senate. Proposals submitted after the sixth week must complete the determination process in the same prescribed manner as timely proposal submissions.

The initial proposal shall include, but is not limited to, the itemized quantitative evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. The emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed discontinuance to the next procedural level.

#### A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to:
  - a. Enrollment trends over the past five years.
  - b. The projected demand for the program in the future.
  - c. Frequency of course section offerings and rationale as to their reduction, if applicable.
  - d. Term to term persistence of students within the program.
  - e. Student success and program completion rates.
  - f. Student completion rate.
  - g. Productivity in terms of WSCH per FTE ratios.
  - h. Success rate of students passing state and national licensing exams.
  - i. Enrollment trends over a sustained period of time
  - j. Data extracted from Program Review.
  - k. Data from a CTE Advisory Committee.
  - l. Regional Labor Data
  - m. Adverse student impact resulting from discontinuance.

#### 2. Incomplete Proposals

Proposals deemed incomplete due to the submission of insufficient benchmark evidence may be returned to the proposing party by the subsequent Academic Senate Discontinuance Ad Hoc Committee authorized by Section IV of this procedure.

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<sup>1</sup> Proposals to discontinue may be initiated only in the Fall semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 7400). The size and diversity of the Ad Hoc committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following Spring semester. Furthermore, completion of the determination process by the end of the academic year is mandated by potential changes to Senate membership and Ad Hoc Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.

## **B. Notifications of Possible Defacto Discontinuances**

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible defacto discontinuance. Upon receipt of such notification the Senate President will inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a defacto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible defacto discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

## **IV. FORMATION OF AD HOC COMMITTEE**

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

### **A. Committee Composition**

1. A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; (*this person will serve as Chair of the Committee*).
2. A tenured or tenure-track faculty member from inside the affected program; (if this is not possible, then a tenured faculty member from inside the affected department or division.)
3. Division Dean of the department that houses the program in question.
4. Academic Senate President, or designee.
5. CIO, or designee.
6. COCFA President, or designee.
7. AFT Part-time faculty union President, or designee.
8. A student representative appointed by the Associated Students Government.
9. A Counselor appointed by the Academic Senate President in consultation with Counseling Chair.
10. Curriculum Committee Faculty Chair, or designee.

### **B. Committee Functions**

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

1. Determining the initial proposal's evidentiary sufficiency per section III(A)(2) of this procedure.

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

### **C. Qualitative Evidence**

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

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

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

### **D. Mandated Discontinuance**

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 7400. If such a mandate occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the Ad Hoc Committee will be formed for the sole purposes listed in Section VI of this procedure.

### **V. REPORT OF AD HOC COMMITTEE TO FULL ACADEMIC SENATE**

The Ad Hoc Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in which the proposal was

submitted.<sup>2</sup> The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The proposal shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance.

### **A. Possible Recommendations of the Program Discontinuance Committee**

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

#### **1. Recommendation to Continue**

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

#### **2. Recommendation to Continue with Qualifications**

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

#### **3. Recommendation to Discontinue**

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

##### **a. Mandated Discontinuance**

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 7400 and substantiated under Section IV(D) of this procedure.

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<sup>2</sup> The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

## **B. Full Academic Senate Action**

The Academic Senate will consider and deliberate on the Ad Hoc Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the three actions it will formally adopt. The Academic Senate's recommendation will then be forwarded to the CEO ~~College President~~ to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

## **VI. IMPLEMENTATION OF FINAL DETERMINATION**

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

### **A. Implementation Plan**

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

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

**COLLEGE OF THE CANYONS**  
**Academic Senate Procedures for Full-time Faculty Office Allocation** Guidelines

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

I. Definitions

Every full-time faculty member in the Santa Clarita Community College District is entitled to an office on the **main** Valencia campus. **~~unless a faculty member's full (100%) teaching load permanently assigned to is at a campus other than the Valencia campus with the full consent of the faculty member.~~**

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

**I. DEFINITIONS**

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

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

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

A. Single Office

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

## B. Double Office

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

## C. Multiple Offices

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

## III. Displaced Offices

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

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

## IV. Offices Within Specially Designated Classrooms or Service Centers

Faculty offices located within a classroom or service center designed for a specific function such as Counseling, Welding, Early Childhood and Performing Arts are reserved for faculty directly involved and affected, teaching and serving in those specific programs.

## V. Offices at A Campus Other than The Valencia Campus

Each semester a faculty member who is permanently assigned to whose has his/her fact to face full teaching load scheduled is at a campus other than the Valencia campus, the faculty member is entitled to a second additional faculty office at the new the campus other than the Valencia campus. Office allocation at Assignment at the new campus, as in all campuses is based on seniority in the district.

Because individual faculty offices at a new campus in the district may be limited, only faculty members with a majority TLU's (51%+) at a new campus will be given the option of using an individual office at the new campus on a temporary term-by-term basis depending on whether during the term that the faculty member teaches a majority of his/her TLU's (51%+) at the new campus. The faculty member shall not give up his/her Valencia office unless the faculty member is permanently assigned to the new campus. Faculty who teach at a campus other than the Valencia

~~*campus the new campus, but who do not have the majority of their load there, would have space in a multiple faculty office space.*~~

#### ~~IV-V. VI. ADDITIONAL GUIDELINES~~

- A. Exceptions may be made to the above procedures in the event of special needs such as the health requirements of a faculty member (e.g. wheelchair accessibility) or the construction or designation of an office for a particular instructional purpose.
- B. In the event there are more faculty than available office spaces, the procedure for assigning faculty to offices shall be as follows:
1. All currently occupied office(s) shall be categorized according to the above definitions to determine the number of faculty members who potentially may be assigned to a particular office.
  2. In a double office utilized by a single individual or in a multiple office with less than the potential number of partners, additional partner(s) shall be assigned in order of reverse seniority (i.e. the least senior faculty member shall be the first to be assigned a partner).
- C. Conflicts over office allocation shall be first addressed by the ~~Division Chairs~~ **Academic Senate President or designee**. Appeals may be directed to the ~~Chief Instructional Officer~~ **CIO** with a final appeal to the ~~Superintendent/President~~ **CEO**.

First revision (bold text): 8/15/2011

Second revision (bold and underlined text): 10/13/2011

Third revision (bold italic underlined text highlighted in yellow): 10/27/2011



## COC – CLEP Credit Policy Proposal

<b>CLEP Examination</b>	<b>Min. CLEP Score</b>	<b>COC Unit Credit</b>	<b>COC Associate Degree GE</b>	<b>CSU GE #</b>	<b>IGETC</b>
American Government	50	3	Social and Behavioral Sciences 3 units	Area D-8 3 units	None
American Literature	50	3	Humanities 3 units	Area C-2 3 units	None
Analyzing and Interpreting Literature	50	3	Humanities 3 units	Area C-2 3 units	None
Biology	50	3	Natural Science 3 units	Area B-2 3 units	None
Calculus	50	3	Language and Rationality: Communication & Analytical Thinking; Math Competency 3 units	Area B-4 3 units	None
Chemistry	50	3	Natural Science 3 units	Area B-1 3 units	None
College Algebra	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
College Algebra-Trigonometry	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
English Literature	50	3	Humanities 3 units	Area C-2 3 units	None
Financial Accounting	50	3	Elective 3 units	None	None
French Level I	50	6 (Max credit: only 1 French exam)	Elective	None	None

<b>CLEP Examination</b>	<b>Min. CLEP Score</b>	<b>COC Unit Credit</b>	<b>COC Associate Degree GE</b>	<b>CSU GE #</b>	<b>IGETC</b>
French Level II	59	12 (Max credit: only 1 French exam)	Humanities 3 units	Area C-2 3 units	None
German Level I	50	6 (Max credit: only 1 German exam)	Elective	None	None
German Level II	60	12 (Max credit: only 1 German exam)	Humanities 3 units	Area C-2 3 units	None
History, United States I	50	3	Social and Behavioral Science OR US History Title 5 3 units	Area D-6 & US History-Title 5 3 units	None
History, United States II	50	3	Social and Behavioral Science OR US History Title 5 3 units	Area D-6 & US History-Title 5 3 units	None
Human Growth and Development	50	3	Social and Behavioral Science 3 units	Area E 3 units	None
Humanities	50	3	Humanities 3 units	Area C-2 3 units	None
Information Systems and Computer Applications	50	3	Elective 3 units	None	None
Introduction to Educational Psychology	50	3	Elective 3 units	None	None
Introductory Business Law	50	3	Elective 3 units	None	None
Introductory Psychology	50	3	Social and Behavioral Science 3 units	Area D-9 3 units	None
Introductory Sociology	50	3	Social and Behavioral Science 3 units	Area D-0 3 units	None
Natural Sciences	50	3	Natural Science 3 units	Area B-1 or B-2 3 units	None

<b>CLEP Examination</b>	<b>Min. CLEP Score</b>	<b>COC Unit Credit</b>	<b>COC Associate Degree GE</b>	<b>CSU GE #</b>	<b>IGETC</b>
Pre-Calculus	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
Principles of Accounting	50	3	Elective 3 units	None	None
Principles of Macroeconomics	50	3	Social and Behavioral Science 3 units	Area D-2 3 units	None
Principles of Management	50	3	Elective 3 units	None	None
Principles of Marketing	50	3	Elective 3 units	None	None
Principles of Microeconomics	50	3	Social and Behavioral Science 3 units	Area D-2 3 units	None
Spanish Level I	50	6 (Max credit: only 1 Spanish exam)	Elective 3 units	None	None
Spanish Level II	63	12 (Max credit: only 1 Spanish exam)	Humanities 3 units	Area C-2 3 units	None
Trigonometry	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
Western Civilization I	50	3	Humanities OR Social and Behavioral Science 3 units	Area C-2 OR D-6 3 units	None
Western Civilization II	50	3	Social and Behavioral Science 3 units	Area D-6 3 units	None

For descriptions of each exam, see [www.collegeboard.com/student/testing/clep/exams.html](http://www.collegeboard.com/student/testing/clep/exams.html) .

# From the September 6, 2011 (originally May 10, 2010) CSU Memorandum on System-wide Credit for External Examinations