

COLLEGE OF THE CANYONS
Academic Senate Agenda
October 27, 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 13, 2011 (p2-4)
 - b. Approval of Curriculum Committee Meeting Summary from October 20, 2011(p5-7)

B. Report of Standing Committees

- a. Curriculum Committee: Pre-Requisites & Content Review Presentation at Curriculum Institute July 2011 (p8-9)

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 Committee
6. Use of TAs –in Policy Committee
7. Emeriti Scholarship – under study by the Senate President

D. Discussion Items

1. BP 5900 Grading -1st reading (p10-14)
2. Senate's Proposal for New BP 5912 and Procedures – Instructional Aide Grading - 1st reading (p15-17)
3. Senate's Proposed Draft of New BP 7400 & AP 7400: Discontinuance of Program - 3rd reading (p19-26)
4. Senate's Proposed Revisions: Faculty Office Allocation Procedures – third reading (p27-29)
5. CLEP Exams - first reading (p30-32)

E. Action Items

F. Division Reports

G. Announcements

H. Open Forum

I. Adjournment

The next Academic Senate meeting will be ***November 10, 2011***
As always, everyone is welcomed

Summary of Academic Senate Meeting of October 13, 2011

Attendance: Edel Alonso, David Andrus, Lee Hilliard, Chris Blakey, Ruth Rassool, Isao Uesugi, Regina Blasberg, Michelle LaBrie, Deanna Riveira, Jose Martin, Ana Palmer, Mark Daybell, Lea Templer, Sarah Burns, Stephen Branch, Joan Jacobson, Ann Lowe, Cindy Stephens and Omar Torres

A. Routine Matters

1. Call to order Edel Alonso called the meeting to order at 3:05 p.m. She welcomed everyone.
2. Approval of agenda
 - ✓ The agenda was approved with two corrections: Biological Science should be "Sciences". A sentence was left off the summary but will be added.
 - ✓ Edel called attention to new section "V" on the agenda for Division Reports.
3. Report of Dr. Edel Alonso, Senate President
 - ✓ Senate Executive Committee: the Senate's new Executive Committee made up of the chairs of the main Senate committees met for the first time on Thursday, October 6, 2011. The purpose of the committee is to improve communication and coordination among these important committees: Curriculum, Academic Staffing, SLO, Program Review, Min.Quals&Equivalency, Policy, and Professional Development. As a result of this first meeting the following was agreed upon:
 - To continue to meet monthly
 - To give an annual report to the Senate.
 - To submit an annual written report to the Senate to be posted on the Senate website for a historical record.
 - ✓ Budget: Edel distributed a budget update handed out at last Board meeting. This showed COC's projected balance at end of 2011-2012.
 - ✓ Staffing Committee: As all the other committees are doing, they have developed procedures that will come to the Senate for endorsement. The committee has already set dates for the department presentations requesting new faculty hiring for November 8, 10 and 15. November 18 will be deliberations. Their recommendations for new hiring will be forwarded to the Senate and to the CEO.
 - ✓ Board meeting: There was a very good presentation from the Associate Program.
 - ✓ Meeting with Dr. Van Hook: Edel had her monthly meeting with the CEO in which she shared information about two statewide Senate awards for which she wants to submit nominations. Edel reminded the Senators that the Senate had distributed information about these awards to all faculty in their mailboxes on Opening Day but had not heard from any faculty member about nominations. Edel asked for a motion to nominate Pamela Brogdon-Wynne for the Stroud Diversity Award for Pamela's work on the Cultural Heritage Committee, the EEO Plan, and the Student Equity Committee as well as her work with EOPS students. **The motion to nominate Pamela Brogdon-Wynne for the Diversity Award was approved.** Edel also asked for a motion to nominate COC's FYE Program for the statewide Program Excellence award which called for a program that promotes student success the freshmen year. **The motion to nominate the FYE Program for the Program**

Excellence Award was approved. Edel will need to write a letter of endorsement for both nominations as local Senate President. Edel also suggested to Dr. Van Hook for a plaque to recognize and commemorate the founding faculty members of the college and they discussed placing such in the new area of the library. Lea asked that we communicate preserving the dedicated rooms to past faculty as well.

- ✓ *Praise for faculty*: Edel reported that she wants to use her report to the Board of Trustees as an opportunity to praise the faculty for all they do outside of the classroom (lectures, performing arts productions, club meetings, and other activities that support student learning).
- ✓ *SB 1143 Student Success Task Force Recommendations*: Edel reminded the Senators that she had informed them of the work of the Task Force starting in Nov. of 2010. A draft of the Task Force's recommendations has now been published and there will be meetings throughout the state to ask for input. Edel will e-mail faculty a copy of the over 70 page report, the list of recommendations, and the meeting dates for discussions statewide. There are recommendations that would require changes in Ed Code and/or Title 5. Jack Scott, CCC Chancellor, has endorsed the draft. There is still time comments through town hall meetings and via the Chancellor's website.

Report of David Andrus, Senate Vice President:

- ✓ *The Grants Task Force* met last Friday. David felt it allowed for a healthy discussion about how grants are pursued and developed. As a result of the meeting, the Senate President will appoint a faculty representative from each division to the Grants Development Committee as a way to improve communication on this issue. There will also be an article in the next Senate Newsletter
- ✓ *Unfinished Business* section of the Senate agenda: David stated that the Policy Committee continues to work on developing a policy on the use of TAs. He is hoping to have a draft available at the next Senate for discussion. David explained the Policy Committee's view that issues of confidentiality regarding TAs should be addressed through the policy on confidentiality that already mentions FERPA..

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

- ✓ *Curriculum Committee*: Ann Lowe had no report.

5. Adoption of Consent Calendar:

- ✓ Academic Senate Summary of the September 29, 2011 Senate meeting was approved.
- ✓ The Curriculum Summary of the October 6, 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. Proposed Draft of New BP & AP: Discontinuance of Program; There was discussion about the draft of the Discontinuance of Programs. David went through the document with the inclusion of the changes recommended by the Senate at its previous meeting. Additional recommendations for changes were made. David will bring these suggestions back to the committee.
2. Proposed Draft of Revisions: Office Allocation Procedures. There was discussion about the draft of the Office Allocation Procedures with the inclusion of the changes recommended by the Senate at its previous meeting. There were additional recommendation s for changes were made. Cindy Stephens volunteered to work with Edel to incorporate these.

D. Action Items

1. The Technical Change to *Procedures for Merging & Splitting of Department & Programs*.was approved.
2. Department Name Change: From Biological and Physical Sciences to Biological Sciences was approved.
3. Department Name Change: From Interior Design to Architecture & Interior Design was approved.

V. Division Reports - None

VI. Announcements: None

VII. Open Forum: None

VIII. Adjournment: 4:40 p.m.

CURRICULUM COMMITTEE SUMMARY

October 20th, 2011

3:00 pm – 5:00 pm

BONH-330

Items on “Consent” are recommended for approval as a result of a Technical Review meeting that took place on October 12th, 2011:

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math & Sciences; Brill, David – Fine & Performing Arts; Cheng-Levine, Jia-Yi – Humanities; Hilliard, Lee – Career & Technical Education; Jacobson, Joan – Student Services; Lowe, Ann – Co-Chair, Faculty; Maple, Chelley – Member at Large; Marengo, Anne – Social Science & Business; Ramey, Shane – Adjunct Faculty; Richter, Christy – Member at Large;

Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics; Waller, Tina – Allied Health
Members absent: Green, Audrey – Co-Chair, Administrator

DELETED COURSES on consent:

ID	097	Special Topics: Interior Design	Course will not be offered in the near future. - Approved	D. Minarsch
LMTECH	102	Reference Skills and Services	Course will not be offered in the near future. - Approved	I. Uesugi
LMTECH	104	Cataloging and Technical Services	Course will not be offered in the near future. - Approved	I. Uesugi
LMTECH	110	Library/Media Center Internship	Course will not be offered in the near future. - Approved	I. Uesugi

MODIFIED COURSES on consent:

ANTHRO	210	Indians of California	TOP Code change , revised descriptions, added objectives, revised content. - Approved	R. Martinez
ANTHRO	220	Magic, Witchcraft, and Religion	Revised descriptions, Added SLO's (2) , added objectives, revised content, added updated text. - Approved	R. Martinez
ARCHT	110	Architectural Drafting I	Reduced class size to 23, revised SLO's (2) , revised objectives & content, updated text. (Same as ID-110). - Approved	D. Minarsch
ARCHT	120	Design I – Elements of Architectural Drafting	Reduced class size to 23, revised SLO's (2) , revised objectives & content, updated text. - Approved	D. Minarsch
HIST	115	United States History Since 1945	Revised descriptions, Added SLO , revised objectives, revised texts. - Approved	B. Riffel
HIST	212	History of the Middle East	Added objectives, revised texts. - Approved	B. Riffel
ID	110	Architectural Drafting I	Reduced class size to 23, revised SLO's (2) , revised objectives & content, updated text. (Same as ARCHT-110). - Approved	D. Minarsch

NEW ISA COURSES on consent:

Subject				
PUBSAF	10BJ	Critical Incident Decision Making Hydra Simulation	.25 Units, 4 hours lecture, 4 hours lab. Class size 50, Unlimited repeats. Added SLO's (2), added POST prerequisite. - Approved	R. Burns
PUBSAF	10BK	Auditing Police Departments	2 Units, 32 hours lecture. Class size 50, Unlimited repeats. Added SLO, added POST prerequisite. - Approved	R. Burns
PUBSAF	20DH	Air Crew Course	1.5 Units, 16 hours lecture, 24 hours lab. Class size 35, Unlimited repeats. Added SLO's (2), added POST prerequisite. - Approved	R. Burns
PUBSAF	40AS	Ground Defense Training	.25 Units, 4 hours lecture, 4 hours lab. Class size 50, Unlimited repeats. Added SLO's (2), added POST prerequisite. - Approved	R. Burns
PUBSAF	60AJ	Customer Service Dispatcher	.25 Units, 4 hours lecture, 4 hours lab. Class size 35, Unlimited repeats. Added SLO's (2), added POST prerequisite. - Approved	R. Burns

NEW COURSES

GEOL	104	Natural Disasters	3 Units, 54 hours lecture. Class size 35, not repeatable. Added SLO. - Approved	V. Devlahovich

NEW PREREQUISITES:

PUBSAF	10BJ	Critical Incident Decision Making Hydra Simulation	Added POST prerequisite . - Approved	R. Burns
PUBSAF	10BK	Auditing Police Departments	Added POST prerequisite . - Approved	R. Burns
PUBSAF	20DK	Air Crew Course	Added POST prerequisite . - Approved	R. Burns
PUBSAF	40AS	Ground Defense Training	Added POST prerequisite . - Approved	R. Burns
PUBSAF	60AJ	Customer Service Dispatcher	Added POST prerequisite . - Approved	R. Burns

Discussion Items:

1. CLEP (College Level Examination Program) - 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. Updated Math Sequence Chart - The Curriculum Committee voted and approved the updated Math Sequence chart after removing non-math courses.

3. Course Review Sheet - Ann Lowe reviewed the course review sheet to use when reviewing course proposals for technical review sessions and committee meetings. This sheet will also be a helpful tool for faculty who are proposing new and modified courses.

4. Follow-up Advisory Regarding New Title 5 Apportionment Limits for Credit Course Enrollment, Repetition and Withdrawal – A letter from the State Chancellor’s Office was distributed to the Committee regarding repetition for withdrawals and failing grades for credit courses.

New Courses Includes ISA's	6	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	-0-	Deleted Courses	4
Modified Courses	7	New SLO's	13	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	6	Proposals Reviewed in Technical Review Session	22
New Non Credit Courses	-0-	New Prerequisites	-0-	Proposals Returned from Technical Review Session	5

Curriculum Committee Chair's Report: Prerequisites and Content Review PowerPoint Presentation from 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.

Santa Clarita Community College District

POLICY MANUAL

POLICY: STUDENT SERVICES
BP 5900 GRADING

SECTION 5000 PAGE 1 OF 5
DATE ADOPTED 7/11/01 (Revised 12/7/05)

BP 5900 GRADING

Reference:

Education Code Sections 76224; Title 5, Sections 55020 – 55025

5900 When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course. The determination of the student's grade, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

5900.1 The grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The following equivalent symbols shall be used:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade points per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline)	0 grade points per unit
P	Credit (at least satisfactory)	Units not counted in GPA
NP	No Credit (less than satisfactory or failing)	Units not counted in GPA

5900.1A: Pass, No Pass Grading

The District may offer courses in either or both of the following categories and shall specify in the catalog the category into which each course falls:

- 5900.1A(1) Courses wherein all students are evaluated on a "pass-no pass" basis.
- 5900.1A(2) Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be "pass-no pass" or a letter grade. Once selected a student may not reverse the grading option for the course.
- 5900.1A(3) All units earned on a "pass-no pass" basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.
- 5900.1A(4) Units earned on a "pass-no pass" basis shall not be used to calculate grade point averages. However, units attempted for which

“NP” is recorded shall be considered in probation and dismissal procedures.

5900.1A(5) Independent study courses may be graded on a “pass-no pass” basis in accordance with this policy.

5900.1A(6) For courses in which there is a single standard of performance for which unit credit is assigned, the “P/NP” grading system shall be used to the exclusion of other grades. Pass shall be assigned for meeting that standard, No Pass for failure to do so.

5900.2 The “FW” grade symbol will be used to indicate a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and the student has not received district authorization to withdraw from the course under extenuating circumstances.

5900.2A For the purposes of calculating grade points, and for determining academic standing per District Policy 5906, the “FW” symbol will be treated in the same manner as the “F”.

5900.2B For the purposes of determining course repetition per District Policy 5901. The “FW” symbol will be treated in the same manner as the “F”.

5900.3 Per the California Code of Regulations, Title 5, Section 55023(e) the District will use the following non-evaluative symbols:

5900.3A: Incomplete (I)

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student's record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

5900.3A(1) The “I” must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.

5900.3A(2) Students who have been issued an “I” symbol may not re-enroll in the same course while the “I” is pending completion.

- 5900.3A(3) An Incomplete may not be issued unless the withdrawal deadline for the course has passed.
- 5900.3A(4) The instructor and student must mutually agree that the instructor can issue an Incomplete.
- 5900.3A(5) The “I” symbol shall not be used in calculating units attempted or for grade points. However, per District Policy 5906, the “I” is used when calculating progress probation and dismissal.
- 5900.3A(6) The District board shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

5900.3B: In Progress (IP)

The “IP” symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

- 5900.3B(1) The “IP” shall not be used in calculating grade point averages.
- 5900.3B(2) If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

5900.3C: Report Delayed (RD)

The “RD” symbol may be assigned by the Admissions & Records office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

- 5900.3C(1) “RD” shall not be used in calculating grade point averages.

5900.3D: Withdrawal (W)

Withdrawal from a class or classes shall be authorized through 75% of the term.

- 5900.3D(1) The academic record of a student who remains in a class beyond the time allowed by district policy must reflect a symbol as authorized in this Section other than a “W.”
- 5900.3D(2) In accordance with Title 5, section 55024, a student may receive no more than three withdrawals for any one course.

- 5900.3D(3) Students may withdraw from a class or classes in verifiable extenuating circumstances after 75% of the term upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- 5900.3D(4) No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first two weeks, or 20% of a term, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first two weeks or 20% of the term.
- 5900.3D(5) Withdrawal after the end of 75% of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W." A student who completes a course, for example, by taking a final exam, turning in a final paper or project, or giving a final speech or performance, is not eligible for a late withdrawal under any circumstance.
- 5900.3D(6) For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, division dean, or appropriate administrator, will act on behalf of the instructor.
- 5900.3D(7) The "W" shall not be used in calculating grade point averages, but excessive "W"s (as defined in District Policy 5906 shall be used as factors in probation and dismissal procedures.
- 5900.3D (8) All petitions for withdrawals without a "W" or withdrawals with a "W" must be completed and submitted to the Academic Standards Committee no later than 12 months subsequent to the end of the term for which the student is requesting the withdrawal. This 12-month timeframe also applies to student's who enroll in a class or classes and never attend. Students may appeal to the Chief Student Services Officer for a maximum 12 month extension of this time limit. Appeals must be based upon extenuating circumstances as defined elsewhere in this policy.
- The maximum timeline for which the Academic Standards Committee will consider a petition is 24 months from the end of the term for which the student is requesting the late withdrawal, regardless of whether the student ever attended the course. If the

appeal is approved, and the timeline extended, the Academic Standards Committee will review the petition at that time.

- 5900.3D (9) A maximum of 15 cumulative units taken at College of the Canyons may be notated as either “W,” or drop without a “W,” or some combination thereof, through the petition process, unless a recommendation is made to exceed that maximum by an academic counselor. This does not preclude students from withdrawing themselves using the standard method and timelines available.
- 5900.3D(10) **According to Title 5, section 55024, a “W” shall not be assigned, or if assigned shall be removed, from a student’s academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleged discriminatory treatment.**
- 5900.3D(11) **A “W” shall not be assigned to a student subject to fire, flood or other natural disasters. Students affected by this type of situation should file a petition to the academic standards committee to remove the “W.”**
- 5900.3D(12) **The District will notify a student after the second withdrawal from a course of this policy and refer them to the Counseling Office. The Counseling Office will provide guidance to enable the student to successfully complete the course.**

5900.4E: Military Withdrawal (MW)

“Military Withdrawal” occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a “MW.”

- 5900.4E(1) Military withdrawals shall not be counted in progress probation and dismissal calculations.
- 5900.4E(2) In no case would a military withdrawal result in a student being assigned an “FW” grade.
- 5900.4E(3) Military withdrawals shall not be counted in the total of three withdrawal limitation of any one course.

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

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.

- 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.

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 ~~or spring~~ semester.¹ **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.

¹ 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.

- 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.**

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.**² ~~60 days after the creation of the Ad Hoc Committee. submission of the discontinuance proposal to the Academic Senate.~~ 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 may be 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

² 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.

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.

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 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 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, and Performing Arts are reserved for faculty 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 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

CLEP Examination	Min. CLEP Score	COC Unit Credit	COC Associate Degree GE	CSU GE #	IGETC
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
French Level II	59	12 (Max credit: only 1 French	Humanities 3 units	Area C-2 3 units	None

CLEP Examination	Min. CLE P Score	COC Unit Credit	COC Associate Degree GE	CSU GE #	IGETC
		exam)			

CLEP Examination	Min. CLE P Score	COC Unit Credit	COC Associate Degree General Education	CSU GE	IGETC
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	Area B-1 or B-2	None

CLEP Examination	Min. CLEP Score	COC Unit Credit	COC Associate Degree General Education	CSU GE	IGETC
			3 units	3 units	
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 .

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