

College of the Canyons
Academic Senate Agenda
March 28, 2013 3:00 p.m. to 4:30 p.m. BONH 330

A.Routine Matters

1. Call to order
2. Approval of the Consent Calendar
 - a) Approval of Academic Senate Meeting Summary: March 14, 2013 (p.2)
 - b) Approval of the Curriculum Summary Meeting: March 21, 2013 (p.14)
3. President's Report (p.17)
4. Vice-President's Report

B.Committee Reports

1. Academic Staffing – Wendy Brill

C.Unfinished Business

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. Senate's Proposal for Revision of Prerequisite Policy – in Policy Committee
3. Faculty Professional Development Committee Procedures – in FPDC Committee

D.Discussion Items

1. Calendar 2014-2015/Four Options (p.18)
2. SLO Resolution – Paul Wickline (p.22)
3. DRAFT of Minimum Qualifications and Equivalencies Committee Procedures (p.23)

E.Action Items

1. Faculty Emergency Drill on Opening Day

F.Division Reports

G.Announcements

H.Open Forum

I. Adjournment

The next Senate meeting is **April 11, 2013**
As Always everyone is welcomed

Summary of Academic Senate Meeting March 14, 2013

Attendance: Edel Alonso, Mojdeh Mahn, Amy Shennum, Ann Lowe, Garen Bostanian, Garrett Hooper, Cindy Stephens, Lee Hilliard, Shane Ramey, Deanna Riviera, Wendy Brill-Wynkoop, Michael Sherry, Ruth Rassool, Paul Wickline, Michelle LaBrie, Regina Blasberg, Collette Gibson, Chelley Maple, Marlene Demerjian, Juan Buriel and Rebecca Shepherd

A. Routine Matters

1. Call to order: Edel called the meeting to order at 3:05 p.m.
2. Approval of the Consent Calendar: **Approved**
 - a) Approval of the Academic Senate Summary for February 28, 2013: **Approved**
 - b) Approval of the Curriculum Committee Summary for March 7, 2013 and to change the title to read "Summary" not "Agenda": **Approved**
 - c) Approval of Senator elections: Rebecca Shepherd to replace Victoria Leonard: **Approved**

3. A. Report of Dr. Edel Alonso, Senate President

- ✓ A draft of the Minimum Qualifications and Equivalencies Committees Procedures with a revision of equivalencies is almost complete. Edel will bring the final draft to the Senate for review to the next Senate meeting. Once approved by the Senate, the proposed changes must be sent to our Policy Committee to review and propose changes to the related Board Policy and Administrative Procedures.
- ✓ The first meeting of the new Outcome/Performance Indicator Committee took place. The new committee was formed in response to new demands from ACCJC for a first annual report to address five items. Edel listed the items on the white the board for the Senate to view together, with the corresponding COC data and the COC targets that the committee established:

<u>ACCJC Annual Report</u>	<u>Baseline Average 2011 & 2012</u>	<u>Target 2015-2016</u>
• Completion	74%	79%
• Retention Fall to Fall	56%	61%
• AA/AS degrees	1061%	1114%
• Certificates	466	489
• Transfer	853	896

The ACCJC did not define completion but the report is due March 31, 2013.

The committee met and reviewed COC data for each of the five items over the last three years. The committee averaged the data from the last two years to establish a baseline and then established a modest 5% increase in each as the target goals. A discussion ensued about how community colleges are being asked to establish numerical goals unrelated to student goals which may be other than degrees, certificates, and transfers but rather job skills and preparation for quick employment.

- ✓ The revised updated document, Guidelines for the Tenure Review Process, is now on the Senate website on a page dedicated to tenure. The guidelines are in line with our COCFA contract. She worked with Diane Fiero in HR given that HR staff are now responsible for all the tenure paperwork. The website also has links to all the tenure forms. Paper copies were made and put in the mailboxes of all the current tenure

committee chairs and all members of current tenure committees were informed and directed to use the materials on the website as a resource.

- ✓ The Health and Safety Committee finally met March 8, 2013. Jim Schrage as Committee Chair and Jon Aasted from procurement and responsible for quality control spoke about organic materials, toxics and chemicals. The committee was informed that the district does not transport chemicals but rather that it contracts with an outside vendor for its transportation. They also informed the committee of the numerous training opportunities provided to staff on health and safety issues throughout the year. The committee responded positively to Edel's requests that: 1) the committee meet regularly; 2) the committee receive updates through a standing agenda item for a report on emergency preparedness every time it meets; and 3) the health and safety training opportunities be sent to all faculty as well as instead of to just targeted staff so that faculty may avail themselves of the training. It was decided that the committee will meet twice each semester and emergency preparedness will be a standing item on the agenda. The two reports that Mike Wilding handed out to the Senate at its last meeting were part of this committee's agenda. Edel informed the committee that COCFA had voted the day before to have an emergency drill on Opening Day 2013. Edel also informed the committee of the faculty's interest on the subject of emergency and their willingness to offer many FLEX workshops on emergency preparedness in fall 2013.
- ✓ Edel reported that Counseling and A&R held a meeting of their own this week to discuss emergency preparedness and recommended that each department and/or division discuss emergency among themselves as well. Edel shared that Counseling & A&R had viewed a video on RUN, HIDE, FIGHT for preparation in the event of a shooter. Edel was asked to send a link to the video to faculty and she promised to do so. She also reminded the Senate that Dr. Michael Wilding explained not only would the district notify faculty of an emergency through the new cell phone notification system but that the district is looking to change the classroom phones to digital so that they can be used as a Public Announcement system for notification purposes. It was suggested that "technology" be discussed at the next safety meeting and that faculty be informed as to who the emergency trained personnel in each building are. Edel has asked for a list of this Incident Command, who they are and where they are located and where all the AED's, fire extinguishers and first aid kits are and who is to use them. There is concern about liability if the wrong person uses them. It was recommended that evacuation drills with students take place in 2013-2014 and not evacuate the whole campus but do it by buildings/areas. It appears that the posters for emergencies were only made for Hasley Hall. Mike Wilding stated that once they see how this goes then they will get more printed. Right now they do not know when or who will be putting up the posters. Edel will follow up with Dr. Wilding.

The Advocacy Committee whose purpose is to look at legislation so the district can plan its advocacy efforts met last week and Edel attended. Among the legislation reviewed was Scott Wilk's (former COC board member) who has proposed two pieces of legislation. One is to change the 50% law to 52% and include the counselors in it. Currently, counseling faculty are on the wrong side of the 50% law. His second proposal

for a fourth university in the system and it would be new university of California all online and all credits by exam. The administration is planning to speak to him about both of these.

- ✓ Progress has been made in the Enrollment Management Committee after much discussion since last spring in terms of defining its purpose and responsibilities. The committee looked at samples from other colleges and a ASCCC paper. Edel showed a “draft” of a proposal for changing language in the Enrollment Management section of the Decision Making Guide. The committee is also looking at developing a matrix on how decisions are made about class cancellations including the criteria used. It was reaffirmed that Enrollment Management is a collegial consultation committee.
- ✓ At the BOT meeting last night, Tim Baber made a presentation on our Welding Program. It was very well received. He is asking for funding to help move the program in new directions with new technology.

B. Report of Paul Wickline, Senate VP.

No report at this time.

B. Committee Reports

- ✓ Curriculum - Ann Lowe spoke about the criteria used when approving courses and the rationale for each criteria based on standards and regulations. She distributed and reviewed the draft of a document outline this information. The handout is printed below. She went over each individual item/box and had questions from the faculty as she went along. This document will be added to the Curriculum Committee web page on the intranet and to the “Rationale” section of CurricUNET.

APPROVAL CRITERIA

The following criteria are required for all courses and programs by the Chancellor’s Office. Please complete the following information to guide the Curriculum Committee in reviewing the proposed course or program. (Note: to be added to “rationale” section of CurricUNET)

CRITERIA	RATIONALE
Mission	Consistent with the mission of the community colleges. Example: basic skills, transfer, CTE
Need	Serves students in meeting transfer or CTE needs. CTE programs need labor market research.
Quality	Integrated course outline; compliant with Title 5 requirements (see course review sheet below)
Resources	College has the resources to offer the course at the level of quality described in the course outline; college commits to offering all required courses in a program at least every two years.
Compliance	Course must not conflict with any law, statute, or regulation

COURSE REVIEW SHEET

Considerations:

- a. ACCJC Standard IIA2c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
- b. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guide-lines produced by the Chancellor’s Office. The quality described in a course outline of record is evidence of meeting these guidelines. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)
- c. A course outline of record needs to be integrated. At the most fundamental level “integration” occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)

Section	Yes/No	Standards & Regulations
Discipline: Is it correct?		<ul style="list-style-type: none"> . The Academic Senate has taken the position that discipline designation should be an element of the course out-line of record. <i>The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)</i> . Conduct of Course §55002(a)4. <i>Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.</i>
Program information: Is it correct?		<ul style="list-style-type: none"> • Required by the Chancellor’s Office. Indicates the placement of the course in a program and differentiates it from “stand alone courses, which must be approved by a separate process. Title 5 §55100, AB 1029
Class size: Appropriate for the type of class?		<ul style="list-style-type: none"> . This is a negotiated item not addressed in the COCFA contract. The ASCCC recommends that class size be listed in the course outline of record as part of the pedagogy for the course. . The customary size for a lecture class is 35 students.
Units/hours: <ul style="list-style-type: none"> • Both match? • Hours seem proportionate to the content and stated objectives 		<ul style="list-style-type: none"> . Key points: One credit hour or unit should encompass no fewer than 48 hours of coursework. The course outline of record should justify or validate these hours relative to the units being listed, Title 5 requires that the expected contact hours (as used in student attendance reporting) must be contained within the course outline of record. <i>The Course Outline of Record: A Curriculum Reference Guide, pages 16-17 (ASCCC, 2008)</i> . Units §55002(a)2B <i>The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.</i> . Credit Hour § 55002.5. <ul style="list-style-type: none"> (a) <i>One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.</i> (b) <i>A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.</i> (c) <i>The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments</i> (d) <i>A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit.</i>

<p>Course preparation: prerequisites, co-requisites, recommended preparation:</p> <ul style="list-style-type: none"> • Seem appropriate for course • Prerequisite form attached (see below for guidelines) 		<ul style="list-style-type: none"> • Catalog Description Key Elements: Prerequisites, corequisites, advisories and/or limitations on enrollments must be listed. <i>The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008)</i> • Prerequisites and Corequisites §55002(a)2DWhen the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article. • Course Outline of Record §55002(a)3. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.
<p>Repeatability: If repeatability is requested, is it allowable under Title 5?</p>		<ul style="list-style-type: none"> • Catalog Description Key Elements: Designation of course repeatability must be listed. <i>The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008)</i> • Repeatable Courses. § 55041. (a) Districts may only designate the following types of courses as repeatable: (1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The governing board of a district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.; (2) Intercollegiate athletics, as defined in section 55000; and (3) Intercollegiate academic or vocational competition, as defined in section 55000, where enrollment in the course and courses that are related in content, as defined in 55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045. (b) The district must identify all courses which are repeatable and designate such courses in its catalog. • Apportionment § 58161 (d) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, and courses that are related in content, as defined in section 55000, for no more than four times for semester courses • Intercollegiate Athletics. § 58162. (a) State apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section 55000, which are otherwise eligible for state assistance. (b) State

		<p>apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 175 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.</p>
<p>Catalog description: Succinct, starts with a verb.</p>		<p>Principles: <i>The heart of the catalog description is the summary of course content (course description). It should be thorough enough to establish the comparability of the course to those at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008)</i></p> <p>Course Outline of Record §55002(a)3. <i>The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.</i></p>
<p>SLO's:</p> <ul style="list-style-type: none"> • 1-2 • Overarching • Measurable with course work • Divided into lecture/lab if course is combined 		<p>ASCCC supports embedding SLO(s) in the course outline of record, and this is the customary process at COC.</p> <p><i>The other change between learning objectives and student learning outcomes is that the new accreditation standards now require colleges to collect data on the success of students meeting those overarching goals. Colleges are then charged with analyzing the data and making changes that will result in more effective student learning. Student Learning Outcomes Faculty Manual, page 2, (COC SLO Committee, 2010)</i></p> <p><i>Degree applicable credit courses are required to demonstrate critical thinking... Basically, critical thinking involves active higher cognitive processes that analyze, synthesize and/or evaluate information. This contrasts the more passive activities such as recognizing, describing, or understanding information. Student Learning Outcomes Faculty Manual, page 35, (COC SLO Committee, 2010)</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Match SLO(s) • Match/cover content • Divided into lecture/lab if course is combined 		<p>Summary of Key Points 1. Objectives should be stated in terms of what students will be able to do. 2. Objectives should clearly connect to achievement of the course goals. 3. Objectives should be concise but complete: ten objectives might be too many; one is not enough. 4. Objectives should use verbs showing active learning. 5. Theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts. 6. Each objective should be broad in scope, not too detailed, narrow, or specific. <i>The Course Outline of Record: A Curriculum Reference Guide, page 24, (ASCCC, 2008)</i></p> <p>Note that each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is much</p>

		<p>more than merely memorizing the Periodic Table and the Properties of Fluids and Solids. <i>The Course Outline of Record: A Curriculum Reference Guide, page 24, (ASCCC, 2008)</i></p> <p>Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics such as Bloom's Taxonomy, a summary of which appears below. Basically, critical thinking involves active higher cognitive processes which analyze, synthesize and/or evaluate information. This contrasts with the more passive activities such as recognizing, describing, or understanding information. Note that not ALL objectives need to reflect critical thinking. Note also that it is not sufficient for such higher skills to be listed only in the Objectives. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class. <i>The Course Outline of Record: A Curriculum Reference Guide, page 24, (ASCCC, 2008)</i></p> <p>Writing an Integrated Course Outline: A course outline of record needs to be integrated. At the most fundamental level "integration" occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives. <i>The Course Outline of Record: A Curriculum Reference Guide, page 5, (ASCCC, 2008)</i></p> <p>Course Outline of Record §55002(a)3 (see "description for full text")</p>
<p>Content:</p> <ul style="list-style-type: none"> • Matches objectives • Comprehensive 		<p>Summary of Key Points: 1. The content element contains a complete list of all topics to be taught in the course. 2. The list should be arranged by topic with sub-headings. 3. Content items should be subject based. <i>The Course Outline of Record: A Curriculum Reference Guide, page 28, (ASCCC, 2008)</i></p> <p>Content is subject based so need not be expressed in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval contained in §55002, the content should be obviously relevant to the objectives. <i>The Course Outline of Record: A Curriculum Reference Guide, page 28, (ASCCC, 2008)</i></p> <p>Key Title 5 sections: Units §55002(a)2B <i>The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses. Intensity §55002(a)2C</i> <i>The course treats subject matter with a</i></p>

		<p><i>scope and intensity that requires students to study independently outside of class time. Difficulty §55002(a)2F The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level. Level §55002(a)2G The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i></p>
<p>Methods of Instruction:</p> <ul style="list-style-type: none"> • Comprehensive • Reflect variety of experiences • Appropriate to the type of course 		<p>Summary of Key Points: 1. The proposed learning environment is realistic to the needs of the learning experience. 2. The methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints. 3. Methods of instruction should be appropriate to the objectives. 4. Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern. However, instructors have the freedom to choose how they will achieve course objectives. If other methods are used, options should be described fully. 5. The difficulty standard for degree-applicable credit courses requires that instruction elicit college-level effort, particularly in terms of critical thinking. <i>The Course Outline of Record: A Curriculum Reference Guide, page 30, (ASCCC, 2008)</i></p> <p>When considering the writing style of this section, it is important to keep in mind that the assignments and methods of instruction and evaluation must be appropriate to the stated objectives. In particular, because the learning experiences must either include critical thinking, or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation. <i>The Course Outline of Record: A Curriculum Reference Guide, page 31, (ASCCC, 2008)</i></p> <p>Key Title 5 sections: Units §55002(a)2B <i>The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses. Intensity §55002(a)2C The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. Difficulty §55002(a)2F The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level. Level §55002(a)2G The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i></p>
<p>Evaluation:</p> <ul style="list-style-type: none"> • Fits course • SLO's and objectives can be measured using usual methods of assigning grade 		<p>Overview and Principles of Effective Practices Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must "specify types or provide examples." The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives. <i>The Course Outline of Record: A Curriculum Reference Guide, page 34, (ASCCC, 2008)</i></p>

		<p>Regulatory Requirements— Grading Policy §55002(a)2A: <i>The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students.</i> Intensity §55002(a)2C <i>The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.</i> Difficulty §55002(a)2F <i>The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.</i> Level §55002(a)2G <i>The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i></p>
<p>Assignments:</p> <ul style="list-style-type: none"> • Match stated methods of evaluation • Relevant writing, problem solving, or skills demonstrations listed • Sufficient detail is present to show level of work required 		<p>Overview and Principles of Effective Practices Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. <i>The Course Outline of Record: A Curriculum Reference Guide, page 37, (ASCCC, 2008)</i></p> <p>Regulatory Requirements: Grading Policy §55002(a)2A: <i>The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students.</i> Intensity §55002(a)2C <i>The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.</i> Difficulty §55002(a)2F <i>The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.</i> Level §55002(a)2G <i>The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i> Course Outline of Record. §55002(a)(3) <i>The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.</i></p>
<p>Books:</p> <ul style="list-style-type: none"> • All information listed • Up to date 		<p>Overview and Principles of Effective Practices Texts and instructional materials should be completely referenced: author, title, publisher, and date. The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject. The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long</p>

		<p>standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. Explanations should be provided when texts are more than five years old. While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course. <i>The Course Outline of Record: A Curriculum Reference Guide, page 40, (ASCCC, 2008)</i></p> <p>Title 5 references: Units §55002(a)2B, Intensity §55002(a)2C, Difficulty §55002(a)2F, Level §55002(a)2G, §55002(a)(3)</p>
<p>Limitation on Enrollment Form (prerequisite/co-requisites, advisories, audition, assessment test, health and safety, regulatory limitations):</p> <ul style="list-style-type: none"> • Content review clearly shows the need to learn the prerequisite skills in order to be prepared to learn the new skills • Documentation of process of scrutiny to support the limitation on enrollment. 		<ul style="list-style-type: none"> • All courses with prerequisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying prerequisites and providing advisories is to facilitate student success. So content review should document that pathway by showing how the skills achieved in the requisite course are fundamental to success for most students taking the “requiring” course. <i>The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</i> • Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a)vii of the <i>Model District Policy on Requisites</i> (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken.” A simple method for achieving this is to retain the content skills scrutiny documents for each requisite course. <i>The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</i> • Title 5 §55003(b) and (e) require prerequisites be based upon “data collected using sound research practices” for the skills of communication and computation when they are being required outside of those respective programs. <i>The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</i> • Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. <i>The Course Outline of Record: A Curriculum Reference Guide, page 18 -19, (ASCCC 2008)</i> • Regulatory Requirements—Title 5 Prerequisites and Corequisites §55002(a)2D <i>When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of the article. Title 5 §55003 has recently been revised to regarding specific procedures</i>

		<p><i>related to approving prerequisites.</i></p> <ul style="list-style-type: none"> • <i>The Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment</i> (CCC Board of Governors, 1993) also contains guidelines for limiting student enrollment.
<p>Distance Learning Addendum:</p> <ul style="list-style-type: none"> • Sufficient detail to show how face to face delivery is being modified for the online environment • Examples of discussion board questions and example of online assignments • Instructor to student interaction clear • Student to student interaction is clear • Methods of evaluation match those in face-to-face course. • 508 compliance addressed 		<p>Overview and Principles of Effective Practices §55206 Distance education requirements call for a separate review process to ensure that a course taught at a distance is taught to the course outline of record and to ensure quality through regular effective instructor-student contact. As the course outline of record is the basis for articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality. Typically, this separate review is achieved through the use of a “distance education addendum.” <i>The Course Outline of Record: A Curriculum Reference Guide, page 60, (ASCCC 2008)</i></p>

- ✓ Edell asked for input on the proposed calendar changes since she and Paul will be meeting with COCFA leadership, Vince Devlahovich and Nicole Faudree, about same. The Senators were asked if their divisions had met and if they had discussed the calendar. From Math and Sciences: What happens during the summer when faculty are not present on campus? From CTE: They would probably vote for status quo, Option 1 since there are too many repercussions on how a change in calendar is going to affect everything. From Fine and Performing Arts: Paul said the division has not met and discussed it but changes in calendar would greatly affect the performing arts and the planning of performances and the production season. From Humanities: What about Senate and Department leadership during such a long summer when faculty may not be on campus? Coordinator duties? What are the expectations for chair input and access during long summer term? From Social Science and Business: The division has not met and discussed the calendar but the question of when they order supplies has come up in conversations. The campus is closed during the month of December so they would not be able to get anything done between fall and spring semesters. Concerns about the role of Department Chair and their responsibilities without compensation during such a long summer break were expressed. From Allied Health: The division has not met to discuss the calendar yet but the Nursing Dept. would probably like a spring semester with an earlier start since nursing students have to be placed in hospitals for clinical rotations and start earlier than the current spring semester starts. From Adjunct Senators: They expressed concern that with more summer options, more full-time faculty would teach and fewer sections would be offered to them. From CCC: Collette Gibson stated that CCC faculty would like more time to discuss any calendar change proposals. From ASG representative Garen Bostanian: ASG likes the current calendar and have discussed that the winter and summer breaks allow students to work and save during those two times of the year so that they don't have to work or work as much during the two semesters. ASG will be sending a survey to the student body for input. Wendy expressed concern about decisions being made at times when faculty may not be on campus and able to participate in the decision-making process. What happens to FLEX week? A question was asked how 4-year universities manage but they, of course, have grad

students and lab techs to help. Edel told the Senators that the Senate would provide faculty sufficient time to discuss any calendar change proposals. The calendar will be back on the agenda for continued discussion on March 28th after perhaps other divisions have met and discussed the issue.

E. Action Items: N/A

F. Division Reports: N/A

G. Announcements: Edel reported that Christina Chung was approved as Director of Human Resources at the last Board meeting.

H. Open Forum: N/A

I. Adjournment: 4:45 p.m.

CURRICULUM COMMITTEE SUMMARY

March 21st, 2013

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting held on March 12th, 2013:

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Hilliard, Lee – Career & Technical Education; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Richter, Christy – Enrollment Services; Stanich, Diana – Physical Education & Athletics; Solomon, Diane – Member at Large; Voth, Joseph – Humanities; Waller, Tina – Allied Health;

Members absent: Green, Audrey – Co-Chair, Administrator; Ruys, Jasmine – Admissions & Records, Non-voting member

TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
NC.ESL	1A	Beginning Low A	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013
NC.ESL	1B	Beginning Low B	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013
NC.ESL	2A	Beginning High A	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013
NC.ESL	2B	Beginning High B	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013
NC.ESL	3A	Intermediate Low A	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013
NC.ESL	3B	Intermediate Low B	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013
NC.ESL	4A	Intermediate High A	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013
NC.ESL	4B	Intermediate High B	Removing repeatability, course will now be "not-repeatable". - Approved	D. Staveck	Summer 2013

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
NURSNG	120	Beginning Medical/Surgical Nursing	Course will not be offered under this number anymore. Course is part of the Registered Nurse AS Degree for students who enrolled into the Nursing program prior to 2011, this version of the degree will be removed from the 2013-2014 catalog. - Approved	T. Horvick	Fall 2013

NURSNG	122	Maternal Newborn Pediatric Nursing	Course will not be offered under this number anymore. Course is part of the Registered Nurse AS Degree for students who enrolled into the Nursing program prior to 2011, this version of the degree will be removed from the 2013-2014 catalog. - Approved	T. Horvick	Fall 2013
NURSNG	220	Psychiatric Nursing	Course will not be offered under this number anymore. Course is part of the Registered Nurse AS Degree & Career Ladder LVN to RN AS Degree for students who enrolled into the Nursing program prior to 2011, this version of the degree will be removed from the 2013-2014 catalog. - Approved	T. Horvick	Fall 2013
NURSNG	222	Intermediate Medical/Surgical Nursing	Course will not be offered under this number anymore. Course is part of the Registered Nurse AS Degree & Career Ladder LVN to RN AS Degree for students who enrolled into the Nursing program prior to 2011, this version of the degree will be removed from the 2013-2014 catalog. - Approved	T. Horvick	Fall 2013
NURSNG	232	Advanced Medical/Surgical Nursing	Course will not be offered under this number anymore. Course is part of the Registered Nurse AS Degree & Career Ladder LVN to RN AS Degree for students who enrolled into the Nursing program prior to 2011, this version of the degree will be removed from the 2013-2014 catalog. - Approved	T. Horvick	Fall 2013

DELETED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
General and Emerging Technologies Laboratory Technician	Certificate of Specialization	Certificate will no longer be offered. - Approved	D. Martinec	Fall 2013

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
COUNS	100	Success Strategies for the Reentry Adult	Changed title (formerly "Success Strategies for the Adult Reentry Student") , Revised schedule description, revised SLO , revised objectives, and content, updated texts, Added Distance Learning Addendum . - Approved	C. Perez	Fall 2013
ITAL	150	Conversational Italian	Revised SLO , revised objectives.	C. Acosta	Fall 2013
KPEA	150A	Beginning Basketball	Changed title and number (Formerly "Basketball" and KPEA-150) , Revised descriptions, revised SLO , revised objectives, and content. - Approved	S. Tisher	Fall 2013
KPEA	195B	Intermediate Volleyball	Revised descriptions, revised SLO's (2) , revised objectives and content. - Approved	S. Stogner	Fall 2013
KPEA	195C	Advanced Volleyball	Revised descriptions, revised SLO , revised objectives and content. - Approved	S. Stogner	Fall 2013

KPET	212	Sports Medicine Clinical Experience	Changed title (formerly "Athletic Training Clinical Experience") , Revised schedule description, revised SLO's (2) , revised objectives, and content. Added recommended preparation of KPET-120 & KPET-210L . - Approved	S. Shraan	Fall 2013
MUSIC	125	Studies in Music Composition	Revised SLO's (2) , added objectives, revised content.	J. Larson	Fall 2013
PARLGL	109	Computer Literacy for Paralegals	Revised descriptions, revised SLO's (2) , revised objectives & content, updated text. - Approved	S. Tisdale	Fall 2013
PHOTO	140	History of Photography	Revised descriptions, revised SLO's (2) , revised objectives and content, updated texts. - Approved	W. Brill - Wynkoop	Fall 2013
PHOTO	171	Handmade Book and Photographic Reproduction Process	Revised SLO's (2) , added objectives, revised content. - Approved	W. Brill - Wynkoop	Fall 2013
PHYSIC	222	Physics for Scientists & Engineers: Wave Motion, Heat, Optics & Modern Physics	Revised SLO , revised objectives & content, updated text. Added Distance Learning Addendum , removed prerequisite of MATH-211 (MATH-211 is a prerequisite for PHYSIC-220, PHYSIC-220 is a prerequisite for PHYSIC-222). - Approved	D. Michaelis	Fall 2013
SPAN	201	Intermediate Spanish I	Revised descriptions, revised SLO's (2) , revised objectives & content, updated text. - Approved	C. Acosta	Fall 2013
SURV	103	Advanced Applications in Surveying I	Revised descriptions, revised SLO , revised objectives & content, updated text. Changed prerequisite of SURV-102 to recommended preparation . - Approved	S. Sinsberg	Fall 2013
THEATR	127	Improvisational Performance	Changed to 2 units (formerly 3) . Revised descriptions, revised SLO's (2) , revised objectives & content. - Approved	S. Wickline	Fall 2013

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
KPET	213A	Practicum in Sports Medicine – Lower Extremity	2 units, 18 hours lecture, 54 hours lab, not repeatable. New SLO's (2) , new prerequisite of KPET-210, KPET-210L, and KPET-212 . New Recommended Preparation of KPET-120 . New Distance Learning Addendum . - Approved	S. Shraan	Fall 2013
KPET	213B	Practicum in Sports Medicine – Upper Extremity	2 units, 18 hours lecture, 54 hours lab, not repeatable. New SLO's (2) , new prerequisite of KPET-210, KPET-210L, and KPET-212 . New Recommended Preparation of KPET-120 . New Distance Learning Addendum . - Approved	S. Shraan	Fall 2013
KPET	213C	Practicum in Sports Medicine – General Medical Conditions	2 units, 18 hours lecture, 54 hours lab, not repeatable. New SLO's (2) , new prerequisite of KPET-210, KPET-210L, and KPET-212 . New Recommended Preparation of KPET-120 . New Distance Learning Addendum . - Approved	S. Shraan	Fall 2013

MODIFIED PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Sports Medicine	A.S. Degree	Changed title (formerly "Athletic Training") . Replaced KPET-213 with KPET 213A, KPET-213B, and KPET-213C: minimum of 4 units required from the new courses, added 2 units of KPEA courses. Total units required increased to 32, revised Program SLO . - Approved	S. Shraan	Fall 2013

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
KPET	212	Sports Medicine Clinical Experience	Added recommended preparation of KPET-120 & KPET-210L. - Approved	S. Ebraan
KPET	213A	Practicum in Sports Medicine – Lower Extremity	New prerequisite of KPET-210, KPET-210L, and KPET-212. New Recommended Preparation of KPET-120. - Approved	S. Ebraan
KPET	213B	Practicum in Sports Medicine – Upper Extremity	New prerequisite of KPET-210, KPET-210L, and KPET-212. New Recommended Preparation of KPET-120. - Approved	S. Ebraan
KPET	213C	Practicum in Sports Medicine – General Medical Conditions	New prerequisite of KPET-210, KPET-210L, and KPET-212. New Recommended Preparation of KPET-120. - Approved	S. Ebraan
SURV	103	Advanced Applications in Surveying I	Changed prerequisite of SURV-102 to recommended preparation. - Approved	S. Staszewicz

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
COUNS	100	Success Strategies for the Reentry Adult	100% Online. - Approved	C. Paras
KPET	213A	Practicum in Sports Medicine – Lower Extremity	Online/Hybrid. - Approved	S. Ebraan
KPET	213B	Practicum in Sports Medicine – Upper Extremity	Online/Hybrid. - Approved	S. Ebraan
KPET	213C	Practicum in Sports Medicine – General Medical Conditions	Online/Hybrid. - Approved	S. Ebraan

Discussion Items:

1. Honors Committee Presentation – Members of the Honors committee were present at the Curriculum Committee meeting to give a presentation to the Curriculum Committee members. Patty Robinson led most of the presentation giving the Curriculum Committee members a background on the honors program, how it first started, how the program has evolved into what it is today, and the future plans for the honors program. The following members of the Honors Committee were in attendance for this presentation: Miriam, Golbert, Victoria Leonard, Dennis Bauwens, Brent Riffel, Deanna Davis, Kim Gurnee, Diane Solomon, Ruth Rassool, and Deems ~~Morrison~~.

2. Curriculum Committee Procedures - The committee discussed ways to be more helpful to the faculty during the curriculum process, suggestions included the following:

-The committee website and CurricUNET system were examined for instructional materials to help faculty create or modify curricula. While there are many resources available, the committee felt that faculty needed to be made more aware of them. Additionally the committee felt that step by step instructions on how to start creating, modifying, or archiving curricula would help make the process less frustrating to faculty who do not use the system regularly.

-To help faculty contact their division representatives, representatives will be listed on the committee website.

-The audit trail will be shortened to shorten that process.

-When changes are suggested of authors, the committee recommended that authors be informed that they have do not have to accept those changes if they disagree with them. Additionally the committee decided that the division representative be notified if changes are requested, so they can contact the author to see if they can assist them.

-Committee members will contact department chairs in the spring and when the 5 year revision list is distributed to offer to help authors as they begin the revision process. Additionally division representatives will the authors in the fall to follow up with them.

New Courses Includes ISA's	3	Modified Non Credit Courses	8	Modified Prerequisites	3
New Programs	-0-	New DLA's	4	Deleted Courses	5
Modified Courses	14	New SLO's	6	Deleted Programs	1
Modified Programs	1	Modified SLO's	22	Proposals Reviewed in Technical Review Session	19
New Non Credit Courses	-0-	New Prerequisites	9	Proposals Returned from Technical Review Session	4



ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

AREA C

Saturday, March 30, 2013

College of the Canyons – Dr. Dianne G. Van Hook University Center room

10:00AM - 3:00 PM

- I. Welcome and Introductions
- II. Approval of the agenda
- III. FALL 2013 area meeting location – Los Angeles City College (Any Spring 2014 volunteers?)
- IV. Reports
 - A. President's Update – Michelle Pilati, ASCCC President
 - B. Legislation
 1. SB 1456
 2. AA-T/AS-T/C-ID (SB 1440)
 3. SB 1052/SB 1053: Open Education Resources
 4. SB 520 – Steinberg
 5. Governor's proposals
 - C. Budget
 - D. Accreditation
 - E. ASCCC Foundation
- V. Resolutions
 - A. Brief orientation on:
 1. Resolution Writing and General Advice
 2. Consent Calendar
 3. Voting process at session
 - B. Review of pre-session resolutions
 - C. Development and discussion of Area C resolutions
- VI. Report on important issues from each local college- if time permits
- VII. Announcements – see attachment
- VIII. Adjournment

Option 1: 5 Week Winter Session

College of the Canyons

Academic Calendar 2014-2015

Fall 2014

August	Mandatory Opening Day First Day of Fall Semester	August 22 (Friday) August 25 (Monday)
September	Labor Day Holiday	September 1 (Monday)
November	Veterans Day Holiday Thanksgiving Day Holidays	November 10 (Monday) November 27-30 (Thurs – Sun)
December	Last Day of Fall Semester	December 13(Saturday)
Campus Closed	TBD in conjunction with labor agreements	

Winter Intersession 2015

January	New Year's Holiday First Day of Winter Term Martin Luther King Holiday	January 1, 2015 (Thursday) January 5, 2015 (Monday) January 19 (Monday)
February	Last Day of Winter Term	February 6 (5 week)

Spring 2015

February	First Day of Spring Semester Lincoln/Washington Holidays	February 9 (Monday) February 13-16 (Fri. to Mon.)
March-April	Spring Break (Easter 4/5)	April 6-12
May	Memorial Day	May 25
June	Last Day of Spring Semester Graduation	June 4 June 5

Summer 2015

June	Start of Summer session	June 8
July	Independence Day	July 4
August	Last day of Summer Flex Week Mandatory Opening Day	August 15 (10 week) or 22 (11 week) August 17-21 August 21

Notes

Fall semester begins August 24 and ends December 12

No break between spring/summer. If summer ends August 22, there is no break between summer/fall.

Option 2: Spring Start January 5

College of the Canyons

Academic Calendar 2014-15

Fall 2014

August	Mandatory Opening Day First Day of Fall Semester	August 22 (Friday) August 25 (Monday)
September	Labor Day Holiday	September 1 (Monday)
November	Veterans Day Holiday Thanksgiving Day Holidays	November 10 (Monday) November 27-November 30 (Thurs. – Sun.)
December	Last Day of Fall Semester	December 13(Saturday)
Campus Closed	TBD in conjunction with labor agreements	

Spring 2015

January	New Year's Holiday First day of Spring Semester Martin Luther King Holiday	January 1, 2015 (Thursday) January 5, 2015 (Monday) January 19 (Monday)
February	Lincoln/Washington Holidays	February 13-16 (Friday to Monday)
March-April	Spring Break (Easter 4/5) Last Day of Spring Semester	March 2-8 April 30
May	Graduation	May 1

Summer 2015

May	Start of Summer session Memorial Day Holiday	May 4 May 25
July	Independence Day	July 4
August	Last day of Summer Flex Week Mandatory Opening Day	August 15 (15 week) or 22 (16 week) August 17-21 August 21

Notes

Fall semester begins August 24 and ends December 12

No break between spring/summer. If summer ends August 22, there is no break between summer/fall.

Option 3: Spring Start January 12

College of the Canyons

Academic Calendar 2014-15

Fall 2014

August	Mandatory Opening Day First Day of Fall	August 22 (Friday) August 25 (Monday)
September	Labor Day Holiday	September 1 (Monday)
November	Veterans Day Holiday Thanksgiving Day Holidays	November 10 (Monday) November 27-November 30 (Thurs. – Sun.)
December	Last Day of Fall Semester	December 13 (Saturday)
Campus Closed	TBD in conjunction with labor agreements	

Spring 2015

January	New Year's Holiday First day of Spring Martin Luther King Holiday	January 1, 2015 (Thursday) January 12 (Monday) January 19 (Monday)
February	Lincoln/Washington Holidays	February 13-16 (Friday to Monday)
March-April	Spring Break (Easter 4/5)	March 9-15
May	Last Day of Spring Semester Graduation	May 7 May 8

Summer 2015

May	Start of Summer session Memorial Day Holiday	May 11 May 25
July	Independence Day	July 4
August	Last day of Summer Flex Week Mandatory Opening Day	August 22 (15 week) or 29 (16 week) August 17-21 or 24-28 August 21 or 28

Notes

If 15 week, summer/fall can start August 24 and end December 12

If 16 week, summer/fall can start August 31 and end December 19

* no breaks between spring/summer/fall

Option 4: Spring Start January 20

College of the Canyons

Academic Calendar 2014-15

Fall 2014

August	Mandatory Opening Day First Day of Fall	August 22 (Friday) August 25 (Monday)
September	Labor Day Holiday	September 1 (Monday)
November	Veterans Day Holiday Thanksgiving Day Holidays	November 10 (Monday) November 27-November 30 (Thurs. – Sun.)
December	Last Day of Fall Semester	December 13 (Saturday)
Campus Closed	TBD in conjunction with labor agreements	

Spring 2015

January	New Year's Holiday Martin Luther King Holiday First day of Spring	January 1, 2015 (Thursday) January 19 (Monday) January 20 (Tuesday)
February	Lincoln/Washington Holidays	February 13-16 (Friday to Monday)
March-April	Spring Break (Easter 4/5)	March 16-22
May	Last Day of Spring Semester Graduation	May 14 May 15

Summer 2015

May	Start of Summer session Memorial Day Holiday	May 18 May 25
July	Independence Day	July 4
August	Last day of Summer Flex Week Mandatory Opening Day	August 22 (14 week) or 29 (15 week) August 17-21 or August 24-28 August 21 or 28

Notes

If 14 week, summer/fall can start August 24 and end December 12

If 15 week, summer/fall can start August 31 and end December 19

* no breaks between spring/summer/fall

DRAFT RESOLUTION: Opposition to Using SLOs in Faculty Evaluation

WHEREAS, Campus visiting teams for the Accrediting Commission for Community and Junior Colleges (ACCJC) have offered conflicting interpretations of Accreditation Standard III.A.1.c, (“faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes,”) leading to some team recommendations that the attainment of student learning outcomes should be included in individual faculty evaluations;

WHEREAS, The Academic Senate for California Community Colleges, in its 2004 paper, *The 2002 Accreditation Standards: Implementation*, has stated its opposition to the use of SLOs as a basis for faculty evaluation, noting the potentially negative impact on evaluation as a collegial peer process, on academic freedom, and on local bargaining authority;

WHEREAS, The Academic Senate for California Community Colleges noted in the same paper that “in the event that SLOs data is collected and aggregated, it must be without reference to specific classes, students and its instructors”;

WHEREAS, there are too many variables that can impact student learning that are beyond faculty control (student participation in class activities, completion of homework, study or services);

WHEREAS, The Academic Senate for California Community Colleges 2010 paper, *Guiding Principles for SLO Assessment*, has stated that “placing student learning outcomes data within a faculty member’s evaluation would create a downward pressure on the rigor of the outcomes and a strong motivation to create assessments that validate or justify the content, pedagogy and assignments” thereby compromising the assessment process; and

WHEREAS, The differing interpretations of Standard III.A.1.c by visiting teams have caused confusion, uncertainty, and anxiety on the part of faculty at colleges that have received team recommendations that appear to conflict with stated positions of the Academic Senate for California Community Colleges, with previous understanding of the standard, and with the ACCJC’s stated respect for academic freedom;

RESOLVED, That the College of the Canyons Academic Senate and COCFA affirm its resistance to including the attainment of student learning outcomes as an aspect of individual faculty evaluations;

RESOLVED, That the College of the Canyons Academic Senate and COCFA work with the College of the Canyons Board of Trustees to create district approved procedures outlining what assessment will and will not be used for; and

RESOLVED, That the College of the Canyons Academic Senate work with the Accrediting Commission for Community and Junior Colleges and with other concerned statewide faculty organizations to ensure that accreditation recommendations do not encourage the use of student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom of individual faculty members.

DRAFT Operating Procedures for
The Minimum Qualifications and Equivalency Committee (MQE)
to Determine Equivalencies to Minimum Qualifications

I. MINIMUM QUALIFICATION

It is the philosophy of the ASCCC and of the Academic Senate of College of the Canyons that faculty hiring procedures and guidelines provide for qualified college faculty who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the students they serve. The Board of Trustees, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility to ensure the quality of its faculty peers through the development and implementation of policies and procedures governing the hiring process.

The Office of Human Resources, in consultation with the Academic Senate's Minimum Qualification and Equivalencies Committee and the Department Chairs, evaluates the minimum qualifications of an applicant to teach in a discipline at COC. The determination is based on the requirements determined by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for the California Community Colleges (ASCCC) and published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines, not for programs or for divisions.

Disciplines are divided into 3 categories:

1. Disciplines requiring a Master degree
2. Disciplines in which a Master degree is not generally available
3. Disciplines in which a Master degree is not generally available but which requires a specific Bachelor or Associate degree.

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, Disabled Student Programs and Services personnel, Extended Opportunity Programs and Services personnel, learning assistance and tutoring coordinators, and work experience coordinators.

The minimum qualifications for disciplines, in which a Master degree is not generally available, are one of the following:

1. Any Bachelor degree and two years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.
2. Any Associate degree and six years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

The faculty in each discipline/department determine whether they will accept equivalencies to the minimum qualifications to teach in their discipline. Beginning in 2015 and every five years thereafter, the discipline/department faculty will review, decide, and inform the Academic Senate whether the discipline will accept equivalencies to the minimum qualifications. These decisions will be presented to the Academic Senate at the second Academic Senate meeting of the academic year. If a discipline needs to make a change in their acceptance of equivalencies prior to the Senate's established five-year cycle due to Board Certification or other professional requirements, such as in Nursing or Paralegal Studies, the department must make a request to the MQE Committee to make a change off cycle in the acceptance of equivalencies.

The burden of proof, with regard to the degree and with regard to experience, is on the applicant. Clear and thorough evidence with substantiating documentation must be presented with the application for employment. The Human Resources Office will verify minimum qualifications using the published *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Applications with questionable minimum qualifications will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

Information and links to past and current disciplines lists are available on the Academic Senate's website at www.canyons.edu/offices/Acad_Sen.

II. EQUIVALENCY TO A DEGREE

AB1725 provides for the hiring of faculty who do not meet minimum qualifications, provided that "the governing board determines that he or she possesses qualifications that are at least equivalent" (title 5, Sec 87359). The criteria and process for reaching this judgment must be determined jointly by the Board of Trustees of a Community College District and the Academic Senate (Title 5, Sec 53430). Together, they are responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to maintaining standards. The

agreed upon process includes reasonable procedures to ensure that the governing Board of Trustees relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty employed possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in *Minimum Qualifications for Faculty and Administrators of California Community Colleges*. The process also requires that the Academic Senate be provided with an opportunity to present its views to the Board of Trustees before the governing board makes a determination; and that the written record of the decision, including the views of the Academic Senate, shall be available for review pursuant to Education Code Section 87358. Until a joint agreement is reached and approved, the faculty member will be bound by the minimum qualification.

The authority to determine equivalent qualifications allows College of the Canyons (COC) to hire the most qualified individuals. The standards of the disciplines list published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges* cannot be waived. The fact that a particular candidate is the best that the college can find does not affect the question of whether he or she possesses equivalent qualifications. Professional experience includes both work/occupational experience and teaching experience. Regardless of staffing needs, faculty must meet the minimum qualifications or equivalency. Care has been given in this document to establish guidelines for equivalent criteria and to draft a supplemental application page that elicits relevant information. Determination of equivalency must be done fairly and expeditiously while maintaining the standards of AB1725.

III. CRITERIA FOR DETERMINING DEGREE EQUIVALENCY

The Academic Senate has developed procedures to meet the responsibility to determine equivalencies when an applicant for a faculty position, though lacking the exact degree or experience specified in the disciplines list, nonetheless does possess qualifications that are at least equivalent. The equivalency process is, by statute, is one upon which the Board of Trustees and the Academic Senate jointly agree.

The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet. To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

The equivalencies established in this document will apply to new full-time and part-time faculty employees hired after July 1, 2013. Current full-time faculty employees of the district hired prior to this date are subject to prior established equivalencies. Prior part-time faculty employees will

be grand-fathered under the prior equivalencies but they must meet new equivalencies starting July 1, 2013, if they have not taught in the district for three continuous years.

A. Equivalency to a Master Degree (Applies to disciplines in category 1)

In order to establish the equivalent of a Master degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Master degree in a requested discipline lies with the applicant. Documentation must include one of the following two options:

Option 1

1. An official transcript documenting successful completion of any Master degree from an accredited institution of higher education

AND

2. Official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.

Option 2

1. An official transcript documenting successful completion of a Bachelor degree from an accredited institution of higher education in the requested discipline

AND

2. Official transcripts documenting successful completion of a minimum of 18 semester units in discipline-specific graduate level courses in the requested discipline

AND

3. Current enrollment in a Master degree program in the requested discipline with the Master degree to be completed within 24 months from the hire date.

An applicant who does not provide conclusive evidence in regard to all sections of an option above does not possess the equivalent of the Master degree in question. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for the relevant degree but the degree has another name. A review of the transcript might show that the coursework completed is the same as the coursework required by the Master program and establishes that an applicant does have the broad background and depth of experience to be judged equivalent to the content of the academic work of the Master degree in question.

B. Equivalency to a Bachelor Degree (Applies to disciplines in categories 2 and 3)

In order to establish the equivalent of a Bachelor degree in a requested discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Bachelor degree lies with the applicant. Documentation of equivalency must meet the requirements of one of the following two options:

Option 1

The applicant must submit an official transcript documenting successful completion of 120 semester units of college coursework. The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework. Also, the transcript must include successful completion of 36 semester units of general education courses as described below and 24 discipline-specific semester units in courses for any one discipline specific major.

Option 2

The applicant must submit an official transcript documenting successful completion of a combination of a minimum of 80 semester units of college coursework at an accredited institution of higher learning including the general education course units, as described below, required for the Bachelor degree and documented and verifiable evidence of 640 hours of significant professionally sanctioned discipline specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies.

General Education

To meet the general education requirements for the Bachelor degree, the applicant must include an official transcript documenting successful completion of a minimum of 36 semester units including 3 semester units in each of the following courses. (A passing grade on a CLEP exam and/or a 3 or higher grade on an AP exam are equivalent to 3 units for the related general education course):

- English Composition (Expository writing)
- Critical Thinking (e.g. Logic, Argumentation, Composition based on analytical reading)
- Oral Communications (e.g. Public Speaking, Group Communications)
- Physical Science (e.g. Astronomy, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physical Science, Physics)
- Biological/Life Science (e.g. Biology, Physical Anthropology)
- College Level Math (e.g. Mathematics above Intermediate Algebra)
- Fine/Performing Arts (e.g. Animation, Art, Dance, Design, Graphic Design, Music, Photo, Theater)
- Humanities (e.g. Foreign Language, Humanities, Literature, Philosophy)

- One course in either Fine/Performing Arts or Humanities
- One course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A second course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A third course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)

(One of the Physical or Biological science courses above must include a laboratory.)

An applicant who does not provide conclusive evidence in regard to both general education and major courses does not possess the equivalent of a Bachelor degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of a Bachelor degree.

C. Equivalency to an Associate Degree (Applies to disciplines in categories 2 and 3)

In order to establish the equivalent of an Associate degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to an Associate degree in a requested discipline lies with the applicant/candidate. Documentation of equivalency must meet the requirements of one of the following options:

Option 1

The applicant must submit an official transcript documenting successful completion of 60 units of college coursework. The transcript must include 15 units of general education courses as described below. Also, the transcript must include 18 units of discipline-specific units for any one discipline specific major.

Option 2

The applicant must submit an official transcript documenting successful completion of a minimum of 40 units of college coursework at an accredited institution of higher learning including a minimum of 15 general education course units as described below and required for the Associate degree and

documented and verifiable evidence of 320 hours of significant professionally sanctioned discipline specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies.

General Education

To meet the general education requirements for the Associate degree, the applicant must include a transcript documenting successful completion of a minimum of 15 semester units including 3 semester units in each of the following courses. (A passing grade on a CLEP exam and/or a 3 or higher grade on an AP exam are equivalent to 3 units for the related general education course):

- Natural Science (e.g. Astronomy, Biology, Chemistry, Environmental Science, Physical Anthropology, Physical Science, Physics)
- Social Sciences (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- Humanities (e.g. Art, Dance, Design, Foreign Language, Humanities, Literature, Music, Philosophy, Photography, Theater)
- English Composition (Expository writing)
- Mathematics (one level above elementary algebra)

An applicant who does not provide conclusive evidence in regard to both general education and major specific courses does not possess the equivalent of the Associate degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of an Associate degree.

IV. CRITERIA FOR DETERMINING EXPERIENCE

In order to establish experience, a candidate must show possession of thorough and broad skill and knowledge for each of the following:

- 1) Mastery of the skills of the vocation thorough enough for the specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline
- 2) Extensive and diverse knowledge of the working environment of the vocation.

Examples of documents in support of relevant experience might include:

- Documentation of prior teaching experience in the requested discipline.
- Employer statements or other evidence validating related work experience. In the case of self-employment, continuity of experience evidenced by presenting copies of relevant tax forms (schedule C or partnership forms) over the number of requested years.
- Documentation of apprenticeships and journeyman training.
- Examples of substantial evidence of work products that show a command of the discipline and time expended on the products.

V. EQUIVALENCY COMMITTEE OF THE ACADEMIC SENATE

A. Application to Request Equivalency

1. The *Application to Request Equivalency* must be completed and attached to the application for employment together with official transcripts and/or other supporting documentation as evidence of equivalency and submitted to the Office of Human Resources.

2. The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet. To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

3. Decisions regarding equivalencies to the minimum qualifications for a discipline when an applicant for employment submits the application will be made prior to the hiring interview. If the discipline faculty members on the Hiring Committee do not reach a unanimous decision, the equivalency is not granted.

4. An *Application to Request Equivalency* will be referred to the Equivalency Committee of the Academic Senate if a full-time faculty member requests an additional equivalency after hiring. Official transcripts and other supporting documentation must be attached to the application and submitted to the Office of Human Resources. If the Equivalency Committee does not reach a unanimous decision, the equivalency is not granted.

6. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.

7. Decisions of the Equivalency Committee will be submitted to and approved by the Academic Senate in the same way that decisions of the Curriculum Committee are submitted to and approved by the Academic Senate.

8. In all equivalency procedures, the Office of Human Resources shall inform the applicant of the decision.

9. All records involved in equivalency proceedings, regardless of whether the equivalency was granted or not, shall be confidential. At the conclusion of the equivalency determination by the Equivalency Committee, the *Application to Request Equivalency* and all supporting documents shall be returned to the Office of Human Resources.

B. Committee Membership

1. All faculty members serving on the committee shall be contract faculty.

2. Members of the committee will participate in annual training to take place at the first meeting of each academic year.

3. All decisions of the Equivalency Committee will be made by vote of its members. A vote will not take place unless a quorum, as established by a majority of its members, is present.

4. The committee will have one faculty representative from each division. The Equivalency Committee may consult with discipline faculty for the requested discipline if no faculty member from the Division where the discipline resides serves on the Equivalency Committee.

5. The committee will have two non-voting members from the Human Resources Office.

6. A full-time faculty member seeking an equivalency must abstain from deliberating on the determination of that equivalency if the faculty member making the request serves on the Equivalency Committee. In such a case, the committee must request an alternate faculty member from the division, which the faculty member represents on the committee.

7. The Committee will meet at least once a month during the fall and spring semesters, the date and time to be determined by the members of the committee.

8. A unanimous decision of the quorum (defined as 50%+1) must be reached by the Equivalency Committee or the equivalency is not granted. A member of the Committee who is not present when an *Application to Request Equivalency* is reviewed forfeits his or her right to vote.

C. Appeal Procedure for Contract Faculty Only

If a contract faculty member applies for equivalency for an additional discipline disagrees with the decision, the applicant may appeal by submitting new written documentation or clarifications

to the Equivalency Committee. This appeal must be submitted within 15 contract days after the applicant has received notification of the committee's decision. The applicant may make an oral statement explaining this new material to the committee at its next scheduled meeting. The committee will deliberate again without the applicant present and the committee's decision shall be final. If a unanimous decision cannot be reached, the equivalency is not granted and the appeal process ends.

D. Re-Application Procedure

If a current full-time or part-time faculty was denied an equivalency in the past but has after one academic year since completed additional coursework and/or possesses new supporting documentation, the applicant may re-apply for the equivalency. This is not an appeal; this is a re-application because of the time elapsed since the last equivalency decision. The Equivalency Committee will review any and all records involved in past considerations of equivalency for that particular applicant, along with the new supporting documentation. Faculty members may not re-apply unless there is new coursework and/or new supporting documentation. The re-application process is subject to the appeal procedure.

Sources:

1. *Minimum Qualifications for Faculty and Administrators in California Community Colleges 2012* (CCCCO publication, 2012)
[http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_\(MB2_020212\).pdf](http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2_020212).pdf)
2. *Equivalence to the Minimum Qualifications* (ASCCC publication, 2006)
http://www.asccc.org/sites/default/files/Equivalency_2006.pdf
3. ASCCC Curriculum Committee website: <http://www.ccccurriculum.net/about-us/>
accessed August 5, 2012.