



Academic Senate 2018/19

Agenda

November 6, 2018

Location: Board Room

1:00 p.m.

- I. **Call to Order**
- II. **Approval of Minutes:** October 16, 2018
- III. **Public Comment** – *Persons wishing to address the Academic Senate on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the agenda may, at the Senate's discretion, be referred to the Senate Executive Council or placed on the next agenda.*
- IV. **Guest:** Superintendent/President Dreyfuss—Budget Presentation
- V. **Guest:** Dr. James Sass and Anthony Delgado (Institutional Research and Planning)—Tableau
- VI. **President's Report**
 - A. SB 972: Student ID cards will have suicide prevention numbers (starting July 1, 2019)
 - B. Vision Resource Center (Professional Learning Network): visionresourcecenter.cccco.edu
 - C. December Senate meeting cancelled
 - D. Plenary Update
- VII. **Vice Presidents' Reports**
 - A. 1st Vice President
 - B. 2nd Vice President
- VIII. **Unfinished Business:** None
- IX. **New Business**
 - A. Assigning Courses to Disciplines (see Addendum A)
 - B. Areas of Interest and GE Mapping (see Addendum B and C)
Executive Motion: To support the recommendations of the Senate Guided Pathways Steering Committee for the RHC areas of interest and GE mapping.
 - C. ASCCC Diversity Award (February 11, 2019): Rise Scholars Program
 - D. ZTC Class Schedule Filter
- X. **Committee Reports**

<u>Senate Committees:</u> <ul style="list-style-type: none">• Academic Rank• Curriculum• Guided Pathways• Instructional Technology (ITC)• Online Education (OEC)• Open Educational Resources (OER)	<ul style="list-style-type: none">• Staff Dev./Flex• Outcomes <u>Planning & Fiscal Council Committees:</u> <ul style="list-style-type: none">• Institutional Effectiveness (IEC)• Program Review• Safety <u>Other Committees:</u> <ul style="list-style-type: none">• Basic Skills	<ul style="list-style-type: none">• Bookstore• Enterprise Systems Advisory• Online Education Initiative (OEI)• Student Equity• Student Success and Support Program (SSSP)
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- XI. **Announcements**
- XII. **Adjournment**



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Addendum A:

Curriculum Updates for RHC Senate Meeting November 6, 2018
Prepared October 31, 2018
M. Pilati

ACTION ITEM – It is proposed that the RHC Senate endorse the implementation of the proposed process for assigning courses to disciplines with a deadline to complete the process by March 5, 2019.

Ideally, this topic would be addressed at Division meetings on Flex day. The Curriculum Chair would be available to meet with any Divisions that have questions.

Assigning Courses to Disciplines at Rio Hondo College

October 18, 2018

OVERVIEW

The areas that are the purview of academic senates is defined in Title 5 § 53200 and often referred to as the "10 + 1". Number 1 of those ten is "curriculum, including establishing prerequisites and placing courses within disciplines". All faculty are hired to teach in a specific discipline that has established minimum qualifications. Courses, as they are approved through the local curriculum process, should be assigned to a discipline. In other words, part of the curriculum process is supposed to be the identification of which discipline(s) can teach a course.

Like many colleges, RHC has failed to establish a process for assigning courses to disciplines. While this is generally not a problem, it can be and establishing a process can prevent issues and confusion. It can also solve problems before they become problems. For the most part, we "house" a course in the area associated with the discipline that can teach the course. In other words, we presume that a course called ECON 101 would be taught by someone who meets minimum qualifications in the discipline of Economics. But, through the years, we have introduced new areas that are not aligned with a discipline. And the failure to explicitly identify which disciplines can teach which classes can bar otherwise qualified faculty from teaching courses that they are qualified to teach and that the college would like them to teach.

"RHC Course Areas" Not Aligned with Disciplines on the Discipline's List

1. AET (Alternative Energy Technology)
2. BUSL (Business Law)
3. CIV (Civil Design)
4. EUT (Electronics.Electrical Utility Technology)
5. FABR (Fabrication)
6. GIS (Geographic Information Systems)
7. HMLD (Homeland Security)
8. HUSR (Human Services)
9. LAND (Landscape)
10. LOG (Logistics)
11. OENG (Operating Engineers)
12. ORTH (Orthopedic Technology)
13. TCED (Technical Education)
14. VOCE (Vocabulary)



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We also have course areas that COULD be associated with multiple disciplines – and these disciplines might have very different minimum qualifications. The official list of disciplines can be found in the document titled "Minimum Qualifications for Faculty and Administrators in California Community Colleges", available at <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

Three categories of disciplines are recognized:

1. Disciplines Requiring a Master's Degree
2. Disciplines Requiring a Specific Bachelor's or Associate's Degree and Professional Experience
3. Disciplines Requiring any Degree and Professional Experience

Having a process for assigning courses to disciplines can ensure that a person with the appropriate educational or experiential background is the only person permitted to teach a given course.

Examples of Related Areas Requiring Different Levels of Academic Preparation

Disciplines Requiring a Master's Degree	Disciplines Requiring a Specific Bachelor's or Associate's Degree and Professional Experience	Disciplines Requiring any Degree and Professional Experience
Psychology Sociology		Addiction Paraprofessional Training
Accounting		Banking and Finance
Biological Sciences	Biotechnology	
Film Studies Mass Communication		Broadcasting Technology (Film making/video, media production, radio/TV) Media Production (Broadcasting Technology) Multimedia
Music		Commercial Music
Computer Science		Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
Drama/Theater Arts		Stagecraft
Nursing		Nursing Science/Clinical Practice



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OPTIONS FOR ASSIGNING COURSES TO DISCIPLINES

(Adapted from: https://www.asccc.org/sites/default/files/CI2013_CourseDiscipline_Final.pdf)

There are three ways to assigned a course to a discipline or discipline(s).

1. Course assigned to a **single discipline**. Example: ENGL 101 assigned to English. The minimum qualifications for English provide adequate preparation to teach the course content.
2. Course assigned to **more than one discipline with an "or"**. Example: ARTS 101 assigned to Art or Graphic Design. The minimum qualifications for either discipline provide adequate preparation to teach the course content.
3. Course assigned to **more than one discipline with an "and"** (interdisciplinary). Example: HUMA 120 assigned to Humanities and Ethnic Studies. The minimum qualifications for both disciplines together provide adequate preparation to teach the course content.

Courses assigned to multiple disciplines do not need to be listed on more than one course outline of record (COR) or be listed in the catalog under multiple subject codes. While such courses may be "cross-listed", this is not necessary. At RHC, cross-listing has commonly been used when a course is assigned to more than one discipline.

PROPOSED PROCESS FOR ASSIGNING COURSES TO DISCIPLINES AT RHC Revised 10-31-18

It is unclear why prior attempts to implement a process for assigning courses to disciplines have failed. In the interest of correcting this historical oversight, it is proposed that we implement a process that ensures that assignments are made in a timely manner and leaves technical details to be determined.

It is proposed that by March 5, 2019, all existing courses will be formally assigned to disciplines and that all newly proposed courses will be assigned to disciplines.

Steps to be taken:

1. Curriculum Committee to establish where discipline assignment will appear on the Course Outline of Record (COR). Ideally, this will be a temporary measure until a formal location for this information in the COR can be established. A drop-down menu has been implemented at some CurrlQunet colleges.
2. New course proposal will identify discipline designation once #1 is determined.
3. Divisions will be asked to take formal action that confirms approval of proposed discipline assignments.
4. Paperwork will be prepared for Division approval if the Division does not act.
5. Upon establishing initial course placement for all courses, a policy will be documented for assigning courses to disciplines for the future. The policy will address mechanisms for modifying assignments and addressing disputes.

Example - Discipline Designation Paperwork

TO: Curriculum Committee
FROM: BSS Division

At its Division Meeting of XX-XX-2018, the BSS Division approved the following:



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1. All ANTH courses, except ANTH 110, will be assigned to the Anthropology discipline
 - a. ANTH 110 will be assigned to Anthropology or Sociology
2. All CD courses will be assigned to the Child Development discipline.
3. All ECON courses, except ECON 135, will be assigned to the Economics discipline.
 - a. ECON 135 will be assigned to Economics or Political Science
4. All HIST courses will be assigned to the History discipline.
5. HUSR 111, 118, 123, 199A, 199B, 230A and 230B will be assigned to the discipline of Psychology and the discipline of Sociology.
6. HUSR 122, 124, 126, 128, and 130 will be assigned to the discipline of Psychology.

Approved by RHC Curriculum Committee
October 24, 2018

Include Scheduling Information in Course Schedule and Catalog at Rio Hondo College

Whereas, Rio Hondo College has been striving to improve its scheduling processes by determining course offerings in advance of publication of the schedule;

Whereas, Implementation of guided pathways, AB 705, and the new funding formula creates new pressures on the development of student education plans, facilities allocations, and scheduling;

Whereas, The Vision for Success goals adopted for the California Community Colleges (CCC) by the CCC Board of Governors and Rio Hondo College's own goals require that average student unit accumulation be decreased while awards granted increase; and

Whereas, It is standard practice to indicate the terms in which courses are offered at many universities and serves to inform student planning.

Resolved, That Rio Hondo College create a master document that delineates the terms that courses will be offered; and

Resolved, That Rio Hondo College make this information available in the schedule of classes and the college catalog as soon as possible.

Recommendations

Catalog language would specify terms that courses would be offered, but could specify "typically" if there was a possibility that a course might not be offered.

At it's October 31st meeting the Curriculum Committee discussed and expressed no objections to the following proposals:



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1. Proposed processes to ensure the development and revision of outcomes associated with curriculum
 - a. NEW Curriculum - At present, we have no process for ensuring that new curriculum has outcomes attached and "mapping" completed. It is proposed that, for the future, the Outcomes Coordinator would be informed of all new curriculum by the Curriculum Chair so that the faculty developing said curriculum could be contacted to attach outcomes and do mapping. SLOs and PLOs, of course, should be developed in parallel with curriculum – but they are then stored and tracked separately. New curriculum is not truly "complete" for all institutional purposes until the outcomes have been formalized. Consequently, new curriculum will not be deemed finalized for offering and publication in the catalog until the outcome components have been completed.
 - b. REVISED Curriculum - When curriculum is revised, originators will need to consider whether or not outcome modifications are needed. It is proposed that a statement will be made on the curriculum documentation indicating that this has been considered and whether or not any corresponding changes are to be – or have been - made. In other words, curricular changes would trigger a consideration of the impact of said changes on outcomes – and this would be tracked within our curriculum documents.
2. At present, we have multiple versions of courses being developed to address AB 705. Once all articulation is established, we will have four versions of English 101 that are, effectively, comparable. We need to establish language in the catalog to make this clear for these courses – and all others being developed. It does not serve our students well to be overwhelmed by a long list of requisites. The intent is to establish the "how" as a college and not create a new burden by listing every option in the COR. With this in mind, every course option should NOT be identified in the COR – this applies to the various versions of ENGL as well as the new math courses that will be coming through curriculum that integrate support.
3. "And appropriate assessment" >>> "And appropriate placement" – given that assessment tests will not be an element of our English and math placement processes effective Fall 2019, it is proposed that we change the language from assessment to placement for all impacted references. Like the change from READ 23 to READ 43, this would be an institutional change that would be implemented administratively – but notated as courses come through the curriculum process in advance of the formal change.



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Addendum B:



Career & Academic Pathways (Meta-Majors)

Draft 10-5-18

Accounting, Business, Economics, and Computer Technology

Arts

Behavioral and Social Sciences

Communication and Languages

Education

Health Sciences

Industrial, Environmental, and Transportation Technology

Physical Education and Kinesiology

Public Safety

Science, Technology, Engineering, and Mathematics

Undecided



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Addendum B:

Guided Pathways Proposal on General Education Mapping 10/12/18

In order to preserve the intent of General Education that values providing a broad base of knowledge, inquiry, exploration and choice outside of one's major focus while still incorporating G.E. as part of the mapping process, I propose the following:

- A. Include specific General Education courses in mapping only for G.E. areas and programs which require them as part of a licensing or other external requirement (i.e. Psychology 101, Sociology 101, Speech 101 for RN students).
- B. For disciplines which do not have an external requirement for particular G.E. course, offer the following options for their degree programs:
 - 1. Inclusion of G.E. categories as part of their degree mapping