



COLLEGE OF MARIN ACADEMIC SENATE

April 28th 2011

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**@#S%^&* Curriculum
Committee!!!!**

Anyone who has written and/or revised their course outlines over the last year and a half has probably felt this way. You do your best to fill it out, and the darn things are like boomerangs and keep coming back! So Curriculum Committee member, A.Joe Ritchie created a "Common Omissions" sheet that outlines the most common mistakes we encounter. This extremely helpful one page guide might be of use to you all and so it is included on page 6 of this newsletter.

As we come to the final stretch to the end of the 2010-2011 school year, I think we can all safely say that this has been a year of change and new beginnings. One of these new beginnings, which was also reported in the latest UPM newsletter, concerns a statement of mutual support by the Academic Senate and the United Professors of Marin. This was approved unanimously on both sides and acknowledges that both the Senate and UPM have common concerns and commitments to the welfare of the college, its students and its faculty. In addition, it outlines a structure for open communication and cooperation. (*please see p. 7.*)

Another change which has come to us from the State Legislature concerns new "associate degrees for transfer" which will allow students to get a degree with coursework that has been agreed to by the California State Universities so that they do not have to retake classes after transferring. *For more information about this, please see pages 3-5 of this newsletter.*

--Sara McKinnon, Academic Senate President

Statement of Mutual Support Between:

THE UNITED PROFESSORS OF MARIN, AFT-1610
&
THE COLLEGE OF MARIN ACADEMIC SENATE

WHEREAS, the United Professors of Marin AFT-1610 (“Union”) and the College of Marin Academic Senate (“Senate”) represent a faculty concerned , first and foremost, with the education of their students and the overall quality of the college at which they work; and,

WHEREAS, the Union and the Senate represent a faculty united in its commitment to the principles of faculty rights, academic freedom, fair wages and working conditions, shared governance, democracy and equity; and,

WHEREAS, the *California Educational Employment Relations Act, Title 5 , California Code of Regulations, and California Education Code* prescribe unique yet often significantly related roles for the Union and Senate; and,

WHEREAS, it is in the best interest of the students, faculty and college that the Union and Senate work jointly;

THEREFORE BE IT RESOLVED, that the Union and Senate will cooperate, offer mutual support and advice, and share information; and

RESOLVED, that the Union will appoint an official Senate liaison who will attend open Senate meetings; and

RESOLVED, that the Senate will appoint an official Union liaison who will attend open Union meetings; and,

RESOLVED, that on every Union Executive Board agenda there shall be a regular agenda item entitled “Academic Senate Report” during which the official Senate Liaison, or designee, can share information or make official requests for Union action; and

RESOLVED, that on every Senate agenda there shall be a regular agenda item entitled “Union Report” during which the official Union Liaison, or designee, can share information or make official requests for Senate action; and

RESOLVED, that on matters in the purview of both the Union and the Senate, both organizations will work jointly, cooperatively, and prudently with the goal of developing a unified position, approach, and strategy to maintain and improve the quality of the college.

SB 1440 Degrees for Transfer Project

The SB 1440 degrees for transfer project is being spearheaded by the Academic Senate of California Community Colleges using the C-ID organization. (www.c-id.net) Through this process, Community College faculty together with CSU faculty work together to come to agreements of what the CSUs would accept as degrees for transfer. Rather than have individually crafted degrees from each of the 110 colleges, it was decided to make a model/template that would be equal across the state.

College of Marin has already created degrees for the first three that were approved (Communications, Sociology and Psychology). The degrees that have just completed the vetting process include AJ, ECE, Geology, History, Physics, and Theater. The newest group includes Art History, Biology, Business, Chemistry, English, Kinesiology, Political Science and Studio Art.

Discipline faculty have an opportunity to let their voices be heard in the development of the Transfer Model Curriculum which will lead to AA/AS for Transfer degrees in their disciplines.

The degree review site is:

<http://www.c-id.net/degreereview.html>

You are also welcome to work on vetting specific course models at the same c-id site.

<http://www.c-id.net/courseview.html>

For further information on this process, please go to the state senate's website:

<http://www.asccc.org/1440>

SB 1440 Degrees FAQs

Excerpts from SB 1440_FAQ_V1a.doc - available on the ASCCC webpage above:

1. What are the key provisions of the bill?

Senate Bill 1440 (Padilla), which was signed by the governor on September 29, 2010, requires prompt action by the California community colleges (CCCs) as it specifies the composition of these new associate degrees that will be available to students by the 2011-2012 academic year. It also requires action by the California State University (CSU) as it prepares to accept students who complete what the bill calls "associate degrees for transfer." The following summarizes the key provisions of the bill:

- a. **Establishes requirements for the "associate degree for transfer"** ("a CCC district shall develop and grant associate degrees for transfer")
 - i. To earn an "associate degree for transfer" a student must complete 60 semester units or 90 quarter units that are eligible for transfer to the CSU including:
 1. IGETC or CSU GE Breadth
 2. at least 18 units, as defined by the CCC, in a major or area of emphasis
 - ii. No additional local graduation requirements may be required

SB 1440 Degrees FAQs *(continued)*

b. If a student completes an “associate degree for transfer” with a minimum GPA of 2.0

- i. “The CSU shall guarantee admission with junior status”
- ii. “Admission to the CSU, as provided under this article, does not guarantee admission for specific majors or campuses”
- iii. “The CSU shall grant a student priority admission to his or her local CSU campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the CSU campus to which the student is admitted”

c. Once a student completes an “associate degree for transfer” and is at the CSU

- i. “The CSU may require a student transferring pursuant to this article to take additional courses at the CSU ***so long as the student is not required to take any more than 60 additional semester units or 90 quarter units*** at the CSU for majors requiring 120 semester units or 180 quarter units.”
- ii. The CSU shall not require students transferring pursuant to this article to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

Please find the complete bill at:

http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1401-1450/sb_1440_bill_20100830_enrolled.pdf

2. What are the requirements in SB 1440 for designing new transfer associate degrees?

Degrees must consist of 60 semester units or 90 quarter units in courses that are eligible for transfer to the California State University, including both of the following:

- The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
- A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

A community college district shall not impose any local curriculum requirements in addition to the requirements above, including any local college or district requirements. However, remedial noncollegiate level coursework shall not be counted as part of the 60 units, given that they are not transferrable. The standards for associate degrees are still in place and defined in

Title 5, Section 55063.

A student must obtain a grade point average of at least 2.0 to earn the associate degree for transfer.

9. Will we have to change all the degrees at our college? How will this legislation impact existing associate degree programs?

No, colleges do not have to stop granting existing degrees. The new transfer degree is an *additional* option for students who plan to transfer to the CSU and want the guarantees it offers. Each college will need to determine whether existing degrees that have been designated for transfer should be modified to meet the SB 1440 requirements or retained to serve students who will not benefit from the SB 1440 degrees. Colleges can expect to receive additional guidance regarding transition issues as the new degrees are brought on line and communication tools are developed for working with students and the public to understand the new degrees.

SB 1440 Degrees FAQs *(continued)*

10. What will happen with high unit programs?

The legislation specifically excludes “high unit” majors from the unit limits it imposes. The SB 1440 Implementation and Oversight Committee has agreed to discuss in the future whether an SB 1440 approach can be applied to high unit majors. In the meantime, the CSU Chancellor’s Office has agreed to provide a list of current high-unit majors and has stated the list will not be expanded in response to this legislation.

11. What will the effect of the new law be on CTE degrees?

For the CTE degrees that are intended for students to go directly into the workplace, this new law does not affect them. For the CTE disciplines that routinely are developed for students who transfer to CSU, we recommend the discipline faculty participate in the development of their TMC and consider adopting it when it becomes available. Disciplines that are only offered at only a few colleges/universities may not need to develop a TMC.

12. SB 1440 requires degrees to have 18 units in a major or area of emphasis; what about majors that do not have 18 units of major preparation course work?

The “major” component of a degree need not consist solely of courses in the major. The faculty who have worked thus far on developing Transfer Model Curricula have been asked to consider the courses that prepare a student for transfer and are appropriate for an associate degree that can stand on its own – courses both inside and outside of the discipline. Faculty members have also been encouraged to identify “double-counting” opportunities – where a given course can count for both the major and general education. As the Transfer Model Curriculum is intended to prepare a student for transfer to *any* CSU *and* consist of coursework appropriate for an associate degree in the discipline, it may be the case it in some disciplines that the new degree will include more major preparation courses than are currently required by the CSU to which a college’s students generally transfer. However, the contents of an associate degree for transfer will define what is required for major preparation in the future and current CSU requirements that are not included in the new degrees will cease to be relevant.

13. What is the difference between an associate degree before the bill and after the bill?

The requirements for community college associate degrees are defined in title 5, section 55063. The degrees created by SB 1440 are consistent with those requirements but have additional criteria and afford students specific guarantees for transfer to the CSU system.

15. Can a college continue to require a local course requirement, if fulfillment of the requirement can be completed via a number of CSU GE courses?

No, SB 1440 is explicit that a college cannot add on local requirements outside of the IGETC or CSU GE requirements and the 18 units required in a major or area of emphasis. Note that the law **ONLY** applies to the new transfer degrees. Existing associate degrees may retain the local GE and local graduation requirements.

17. Will associate degrees requiring 19 or more units of a major/area of emphasis be acceptable?

Yes. The law and existing regulations specify a minimum of 18 units in a major or area of emphasis, not a maximum. For example, double-counting units for the major and GE can permit the major to have a higher unit requirement, as long as the associate degree does not require more than 60 units.

Common Course Outline Omissions

3. Specify the first semester/year the new course or change will take effect: Fall 2011 Enter appropriate date

10. Stand Alone Course - may lead to future program: Yes No Pilot Usually No

12. For College of Marin Degree: New Course Revised course previously approved for COM degree
 This Course satisfies the requirement for following degree(s): (Please submit a revised AA/AS degree form)

A.S. in Computer Information Systems, Occupational ← If 12 is checked, please include the Degree.

13. Skills Certificate (Less than 18 Units): MS Access Database Skills, MS Office Database Specialist ← If 13 is checked, please include the certificates

Certificate of Achievement (18+ Units): ←

26. Library Resources. Are library resources able to support the course as designed? Check all that apply:

<input type="checkbox"/> Online Public Access Catalog	<input type="checkbox"/> Reference Books
<input type="checkbox"/> Periodicals	<input type="checkbox"/> Online Databases
<input checked="" type="checkbox"/> World Wide Web Sites	

27. Information Competency. Students in this course will be encouraged to use the information resources listed below. Please Comment:

World Wide Web Sites maybe utilized for Activities/Assignments in this class ← Include a comment for why 26 is checked

28. Catalog Description: (Please limit to 5 sentences. Thank you.)

CIS 117: Introduction to Database Design 1.5 Units. Advisory: CIS 101 or CIS 110. Two lecture and three laboratory hours weekly for 8 weeks. A first course in the design and installation of a database for personal computers. Students will use a personal computer database software program to create and program database applications.(CSU)

29. Schedule Description: (Please limit to 2 sentences. Thank you.) Course header information in both descriptions

CIS 117: Introduction to Database Design 1.5 Units. Advisory: CIS 101 or CIS 110. Two lecture and three laboratory hours weekly for 8 weeks. Use of the personal computer database software program Access 2007, to design, create, access, query, and create reports for typical business applications. This course together with CIS 127 provides the student with the material needed to pass the Microsoft Certification Exam for Access 2007. (\$2 material fee) Transfer Credit: CSU

Reminder: If a courses has an Advisory or Pre/Co Requisite, please include the Pre and Corequisite

31. Student Learning Outcomes (SLO) from first time for credit. "Upon completion of this course, students will be able to..." (Example: Upon completion of course, students will be able to compare and contrast the works of other artists as well as their own in historical, social, and cultural contexts with particular attention paid to the expression of ideas in the artistic medium.)

Upon completion of this course, students will be able to demonstrate a basic skill level knowledge of database design and to create database objects appropriate for simple business problems. Specifically,

- ~Create, modify and update a database
- ~Identify the applications suitable for databases
- ~Create a variety of table structures
- ~Create a variety of query objects
- ~Create a variety of simple form objects using wizards
- ~Create a variety of simple report objects using wizards

Short specific outcomes using action words from Bloom's Taxonomy. Refer to Web address: <http://www.marin.edu/curriculum/Resources/bloomTax.pdf>

32. Remember to include additional SLO's when your course has repetitions. (Refer to 7. Number of times taken for credit)

36. Representative Assigned Texts and/or Resource Materials. Use the MLA format to include author, title, publisher location, publisher's name and publication date for all material. The majority of the material should be no older than 2 years at the time of the addition or revision of the course, and no older than 5 years during the activity of the course textbooks. [Example: Last, First. The Book Title. New York: Publishing, Inc. 2007.]

Microsoft Access 2007, Comprehensive, Adamski, Finnegan
 Course Technology, Copyright 2008

Texts should be within 5 years. If necessary, include an extra text of newer copyright date with an older text.

Outline of Academic Senate Responsibilities

Academic Senate's Advisory Role to the Board of Trustees:

In Accordance with the provisions of Title 5 of the California Education code, the Board of Trustees of the Marin Community College District shall rely primarily on the advice and recommendations of the Academic Senate in the following matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.

The Board of Trustees of the Marin Community College District shall mutually agree with the advice and recommendations of the Academic Senate on item 11:

11. Other academic and professional matters as mutually agreed upon

Academic Senate's Statutory Roles:

With the Board of Trustees:

In the following areas the Academic Senate is required to reach **joint agreement** with the Board of Trustees in the following areas:

- Equivalencies for faculty who do not meet the published minimum qualifications for faculty service: Ed Code Section 87359(B)
- Hiring Criteria, policies and procedures for new faculty members: Ed Code Section 87360(B)

And to rely primarily on the Academic Senate in the area of:

- Administrative Retreat Rights: Ed Code Section 87458(A)

With the Union:

UPM must consult with the Academic Senate BEFORE

- Negotiating faculty tenure evaluation procedures: Ed Code Section 87610.1(A).
- Negotiating general faculty evaluation procedures: Ed Code Section 87663 (F)
- Establishing faculty service areas: Ed Code Section 87743.2

COM Faculty Governance Committee Members 2010 - 2011

as of April 25, 2011

College Council (Three Senate Officers)

- Sara McKinnon
- Becky Brown
- Yolanda Bellisimo

Planning and Resource Allocation Committee (PRAC):

Sara McKinnon/Nick Chang – Co-Chairs

- Michele Martinisi
- Yolanda Bellisimo
- Vacant
- Sara Lefkowitz
- Kathleen Smyth
- Earl Hagstrom

EDUCATION PLANNING COMMITTEE (still need 4)

Seven faculty members sit on this committee

- Blaze Woodlief (Chair)
- Peggy Dodge
- Bonnie Borenstein

FACILITIES PLANNING COMMITTEE

Two faculty members sit on this committee

- Fernando Aguedelo-Silva
- Erik Dunmire

PROFESSIONAL DEVELOPMENT COMMITTEE

Two faculty members sit on this committee

- Yolanda Bellisimo
- Anne Gearhart

STUDENT ACCESS AND SUCCESS

Two faculty members sit on this committee

- Karen Koenig
- Luz Moreno

INSTRUCTIONAL EQUIPMENT COMMITTEE (need 4)

Five faculty members sit on this committee

- Arthur Lutz
- Paul DaSilva
- Ron Krempetz

GOVERNANCE REVIEW COMMITTEE

Three faculty members sit on this committee

- Wendy Walsh
- Victoria Coad

TECHNOLOGY COMMITTEE (still need 4)

Seven faculty members sit on this committee

- Harriet Eskildsen
- Frank Crosby
- Kathleen Smyth

SLO Facilitators:

Arts and Humanities/CTE:

- Yolanda Bellisimo

Math and Sciences, PE and Allied

Health:

- Anne Gearhart

Student Services: Becky Reetz

Program Review Facilitator:

- Sara McKinnon

Curriculum Committee Chair:

Chris Schultz

- Kristi Kuhn, Paul Smith, Sara McKinnon, Becky Brown, A.Joe Ritchie, Caterina Labriola, Letta Hlavacheck, Rinetta Early, Maula Allen, Mary Pieper Warren and Rebecca Beal

Academic Standards:

- Rinetta Early, Chair
- Toni Yoshioka
- Laurie Ordin

Equivalency Committee

- Yolanda Bellisimo
- Meg Pasquel

SLOAC Committee

Yolanda Bellisimo, Chair

Anne Gearhart

Fernando Aguedelo-Silva

Collen Marlow

Trina Miller

Robert Ovetz

Jessica Park

Cara Statucki

Adria Winfield

Blaze Woodlief

Distance Education Committee

Alisa Klinger, Chair

Maula Allen

Sandy Boyd

Carl Cox

John Erdman

James Gonzalez

Ingrid Kelly

Ira Lansing

Sara Lefkowitz

John Marmysz

Luz Moreno

Kathleen Smyth

Brian Wilson

2010-2011 Academic Senate

Officers:

- Sara McKinnon President
- Derek Wilson Vice President
- Becky Brown Secretary
- Yolanda Bellisimo Treasurer

Additional Full Time Members:

- Bonnie Borenstein
- Peggy Dodge
- Rinetta Early
- Arthur Lutz
- Joe Mueller
- John Sutherland
- Blaze Woodlief

Part-Time Credit

- Robert Ovetz
- Meg Pasquel
- Paul Cheney

Part Time Noncredit

- Erika Harkins

<http://www.marin.edu/senate/index.html>