Call to Order

Public Commentary

**Action Items**
1. Approval of Minutes of October 17, 2018 Meeting
2. Student Learning Outcomes Assessment Steering Committee Charter
   pg. 2
3. Distance Education Committee Charter
   pg. 4
4. Business Faculty Replacement
5. California Academic Partnership Program Grant
6. AB 705: [Placement](#), High School GPA, and High School Coursework
   pg. 6
7. [Assigning Courses to Disciplines](#)
   pg. 31

**Information/Discussion Items**
8. ASCCC Visit: January 17, 1-3pm
9. Faculty Position Request Ranking: January

**Open Forum for Announcements**

**Adjournment**

*Next meeting of the Academic Senate-of-the-whole is Monday, December 3, at 12:00pm in the Cougar Room.*
Role of Student Learning Outcomes and Assessment Steering Committee

As a subcommittee of the Academic Senate, the role of the Student Learning Outcomes (SLOs) and Assessment Steering Committee (SLOASC) is to act as the central body for articulating polices on SLOs, and targeting SLO assessment activities intended to increase student performance competencies as a result of Taft College’s courses, programs, and degrees. The committee provides support and resources for assessment activities. Specific tasks of the committee include the following:

- Publish the most current SLOs in a location that is visible and accessible to students, the public, staff, and all faculty (including adjunct faculty).
- Promote knowledge and expertise in assessment of SLOs at Taft College.
- Identify and target existing assessment of SLOs at Taft College in key programs in advance of Program Review.
- Using the current accreditation standards, identify areas to improve the college’s progress in student learning outcomes and take action to move the college forward in using assessment data for decision making.
- Act as representatives of faculty in the area of SLOs at Taft College.
- Protect academic freedom of faculty in the creation of SLOs and assessments of SLOs.
- Ensure that faculty are in the primary position of authority in these processes.
- Establish and facilitate assessment practices that are meaningful and will improve student learning outcomes.
- Facilitate, promote, and integrate assessment practices that are not only meaningful, but easy for faculty to participate in.
- Facilitate follow-up activities for improvement based on completed SLO assessments.
- Identify and help provide appropriate resources for assessment activities.
- Give input to the Strategic Planning Committee, the Curriculum and General Education Committee, and Academic Senate on the role of SLOs in Annual Program Review and Comprehensive Program Review.

Meeting Schedule:
The SLOASC meet for one hour, once a month, during the fall and spring semesters. Some of these meetings will occur with divisions, based on their schedule and availability.

STRUCTURE OF THE STUDENT LEARNING OUTCOMES AND ASSESSMENT STEERING COMMITTEE

- The SLOASC is chaired by the SLO Coordinator.
- The SLOASC follows the college model of approval by consensus.
- The Chair is responsible for reviewing minutes, processing requests, and building agendas and briefs in advance of monthly meetings.
- The SLOASC Secretary is responsible for recording minutes and entering changes to
documents.
• The committee as a whole will draft policies, guide college-wide action, and identify and provide resources as appropriate to the culture of Taft College and accreditation standards.

MEMBERSHIP
1. SLO Coordinator
2. A Division Chair, Co-chair, or designee to represent each division on campus (to represent division interests)
3. A faculty representative from the area of Student Services
4. A representative from the Academic Senate (may be one of above)
5. A representative from the office of Institutional Research (to feed assessment data to Program Review)
6. A secretary with the ability to record accurate minutes
7. A student representative (ideally)
8. Administrator (optional)

At least one member from the above should be thoroughly familiar with the existing processes of the Curriculum and General Education Committee. At least one member from the above should be familiar with the existing processes of the Governance Council as they relate to SLOs and Program Review.

Reviewed and modified 9-21-2018
Distance Education Committee Charter

NAME OF COMMITTEE:
Distance Education Committee

PURPOSE:
The purpose of the Distance Education Committee is to develop policies and promote practices that contribute to the quality and growth of Distance Education at Taft College.

SPECIFIC RESPONSIBILITIES:
1. Formation of DE policies/procedures
2. DE course evaluation process/criteria
3. Evaluation of DE resources
4. Stay current on state/Fed regulations
5. Assist in Program Review
6. Determine Best Practices
7. Determine Professional Development needs
8. Promote the inclusion of accessibility practices within online coursework

MEMBERSHIP REPRESENTATION:
In adherence to Standard II-A of the ACCJC*, this committee is an advisory committee made up of faculty and staff personnel who have expertise with distance education.

- Director, Distance Education Coordinator—Chair - co-chair (non-voting)
- Faculty – co-chair
- DE Integrated Technology Technician
- DSPS faculty member
- Minimum of 3 to 4 additional faculty members
- DE adviser Counselor
- Institutional Research Analyst
- Vice President of Instruction (non-voting)
- Student Representative appointed by ASB

MEMBERSHIP AND MEETING POLICIES:
Quorum is a simple majority, based on 50% + 1 of voting membership.
- The committee shall follow Robert’s Rules of Order
- It is the responsibility of each member of the Distance Education Committee to attend each meeting and adhere to the College Code of Conduct.
MEETING SCHEDULING, AGENDAS, AND MINUTES:

The Committee shall meet at least once a month to accomplish its goals and responsibilities. The committee will determine the day and time of the monthly meeting. Agendas and minutes will be recorded.

RELATIONSHIP WITH OTHER COMMITTEES:

The Distance Education Committee is a subcommittee of the Academic Senate. The Distance Education Committee may also make recommendations to other committees regarding distance education related issues as needed.

SELF-EVALUATION:

The Distance Education Committee shall:
• Review/evaluate their performance at the end of each academic year
• Review/evaluate the Committee Charter at the beginning of each academic year

*See pages 10 and 22 of the ACCJC Guide to Evaluating Distance Education and Correspondence Education (2013).
AB 705 –
GETTING READY FOR FALL 2019

Laura Hope, Executive Vice Chancellor of Educational Services and Support
Ginni May, ASCCC Treasurer
Craig Rutan, ASCCC Secretary
Overview

• AB 705
• Title 5 Changes
• Default and Local Placement
• Q and A
AB 705

• AB 705 (signed October 13, 2017) requires colleges to use one or more of the following when placing students into courses in ESL, mathematics, and English:
  • High School Coursework
  • High School GPA
  • High School Grades

• If colleges are not able to obtain official transcript data, they can use self-reported data or guided placement.

• Colleges must fully comply with the requirements for mathematics and English by Fall 2019.
Placement for Mathematics and English

• Colleges are expected to place students into mathematics and English courses that maximize the likelihood that they enter and complete transfer level in one year.

• Colleges are permitted to place students into a below transfer level course only if the student is highly unlikely to succeed at the transfer level and the college can demonstrate that the student's likelihood of completing transfer level in one year is at least as high as direct placement.
TITLE 5 CHANGES
California Community Colleges Curriculum Committee (5C)

Included in the Purpose and Responsibility of 5C:

• 5C is responsible for the development and revision of all title 5 regulations related to curriculum and instruction…

• In formulating its recommendations to the Board of Governors, the 5C shall consult with all appropriate constituencies, and shall rely primarily on the advice and judgment of the Academic Senate.
California Community Colleges Curriculum Committee (5C) – History

- In response to Recommendation 1.5 from the 2004 Review of System Office, the Curriculum Advisory Committee met in 2004 and 2005 and established the System Advisory Committee on Curriculum (SACC).
- From 2005 – 2016, SACC served as the primary advisory body for curriculum matters in the state,
- In 2016, in order to fully address all aspects of Recommendation 1.5, SACC became the California Community Colleges Curriculum Committee (CCCCC, or 5C)
- 5C is a recommending body that provides policy, guidance, and policy guidance on all matters related to curriculum, including creation, implementation and endorsement of curriculum through the California Community College system.
California Community Colleges Curriculum Committee (5C)

Composition of 5C:

Voting Members
- 8 faculty representatives appointed by the ASCCC
- 4 representatives appointed by the Chief Instructional Officers
- 2 Chancellor's Office representatives - Dean of Curriculum and Instruction, Vice Chancellor of Educational Services
- 1 curriculum specialist appointed by CCC Classified Senate (4CS)

Resource Members
- 1 ACCE representative
- 1 CTE Administrator
- 1 Chancellor's Office Legal Counsel staff

Leadership
- Co-chairs: 1 from ASCCC and 1 from the CIOs
Title 5 Sections to be considered for compliance with AB 705:

- §55522 – Assessment
- §55063 – Minimum Requirements for the Associate Degree
- §55002 – Standards and Criteria for Courses
- §55003 – Policies for Prerequisites, Corequisites and Advisories on Preparation
- Possibly more…

Next 5C meeting: November 9, 2018 – Initial discussion on needed changes
DEFAULT PLACEMENT RULES
# Default Rules for English

<table>
<thead>
<tr>
<th>High School Performance Metric for English</th>
<th>Recommended AB 705 Placement for English</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td>Throughput rate of 79%</td>
<td>No additional academic or concurrent</td>
</tr>
<tr>
<td></td>
<td>support required</td>
</tr>
<tr>
<td>HSGPA 1.9 - 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td>Throughput rate of 58%</td>
<td>Additional academic and concurrent</td>
</tr>
<tr>
<td></td>
<td>support recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 1.9</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td>Throughput rate of 42%</td>
<td>Additional academic and concurrent</td>
</tr>
<tr>
<td></td>
<td>support strongly recommended</td>
</tr>
<tr>
<td>High School Performance Metric for Statistics/Liberal Arts Mathematics</td>
<td>Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>HSGPA ≥ 3.0</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td>Throughput rate of 75%</td>
<td>No additional academic or concurrent support required for students</td>
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<tr>
<td>HSGPA from 2.3 to 2.9</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td>Throughput rate of 48%</td>
<td>Additional academic and concurrent support recommended for students</td>
</tr>
<tr>
<td>HSGPA &lt; 2.3</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td>Throughput rate of 29%</td>
<td>Additional academic and concurrent support strongly recommended for students</td>
</tr>
</tbody>
</table>
## Default Rules for B-STEM

<table>
<thead>
<tr>
<th>High School Performance Metric BSTEM Mathematics</th>
<th>Recommended AB 705 Placement for BSTEM Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSGPA ≥ 3.4</strong> or <strong>HSGPA ≥ 2.6 AND enrolled in a HS Calculus course</strong> Throughput rate of 74%</td>
<td>Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students</td>
</tr>
<tr>
<td><strong>HSGPA ≥2.6 or Enrolled in HS Precalculus</strong> Throughput rate of 54%</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students</td>
</tr>
<tr>
<td><strong>HSGPA ≤ 2.6 and no Precalculus</strong> Throughput rate of 28%</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students</td>
</tr>
</tbody>
</table>

This table assumes completion of Intermediate Algebra/Algebra II or equivalent such as Integrated Math III.
QUESTIONS ABOUT DEFAULT AND LOCAL PLACEMENT
Are colleges required to use the default placement rules?

No, colleges are not required to use the default placement rules.

Colleges are required to use official high school transcript data, if it is available.

Colleges that choose to develop local placement models must demonstrate that they are at least as effective as direct placement. Validation reports due by 2021.
Can a college require students to take a prerequisite course that is below transfer?

Yes, colleges are allowed to require pre-transfer prerequisites if they meet the criteria of the law.

Colleges must demonstrate that requiring the prerequisite course produces throughput rates that are at least as high as those in the default rules.

Throughput rates must be disaggregated by HS GPA.
Throughput

• Throughput is the percentage of students completing transfer level in two semesters/three quarters.

• For example, imagine that 100 students, that all have a HS GPA < 2.6, enroll in Intermediate Algebra. If 70% of those students complete Intermediate Algebra, 70 students would be eligible to enroll in transfer level. Of those 70 students, 80% enroll in College Algebra the next semester (56 students). If 60% of the students that enrolled in College Algebra are successful, 33 students would have successfully completed transfer in one year. **This would be a throughput of 33%**.

• For a corequisite, throughput is simply the success rate in the transfer level course for students that are also enrolled in a corequisite and then disaggregate that data by HS GPA.
If we choose not to use the default placement rules, and we create new developmental courses, do we have two years to collect data to show that our placement rules and courses meet or exceed the results from the default placement rules?

Yes, colleges that develop new curriculum have up to two years to collect data and demonstrate that it is more effective than default placement.

Colleges exploring this option will need to disaggregate throughput data into HS GPA bands and each band must perform meet or exceed the default.

Colleges do not have two years to collect data on existing curriculum. Your college already has data on those courses.
Can a college require students to enroll in a corequisite course?

Per the FAQ, colleges can require students to enroll in a credit or noncredit corequisite course.

Colleges creating new curriculum will have up to two years to collect data showing that students are more successful (than the default prediction or local data) than students not taking the corequisite course.

While there are currently no limits on the number of hours/units a corequisite can have, AB 705 encourages colleges to minimize the number of units that students accumulate.

Remember that requiring a corequisite course is part of the assessment process when determining if a student has satisfied a course prerequisite. If the course has no prerequisite, you cannot selectively require some students to take a corequisite.
Are colleges required to only use high school performance data when placing students?

No, colleges can also use guided self placement as part of the onboarding process, but high school performance data must be the primary placement tool. Colleges must provide students with the highest placement possible.

For example, a college could choose to use the default rules and give all students access to transfer level statistics, but share sample assignments with them and allow the student to choose whether or not to enroll concurrent support. However, they may not discourage them from enrolling in transfer.
Can we offer courses that are below transfer in mathematics and English?

Yes, colleges can continue to offer basic skills courses in mathematics and English.

Students can only be placed into existing basic skills or pre-transfer courses if the colleges can demonstrate both conditions of the law: highly unlikely to succeed and prerequisite will improve transfer throughput.

Colleges that develop new basic skills or pre-transfer courses have up to two years to demonstrate that the sequences maximize the likelihood of completing transfer level in one year.
Should we delete our basic skills or pre-transfer prerequisites from transfer level courses?

Colleges are advised by the Academic Senate to not delete any prerequisites at this time.

Modifying prerequisites will require colleges to resubmit courses for articulation review, and there is currently no guarantee your courses will be approved.

Placement processes does not impact the articulation of your courses. Articulation is based on requisites, content, assignments, etc.
Can new curriculum still be approved for CSU GE Breadth or IGETC by Fall 2019?

The UCOP announced that colleges would have until November 15 to submit new courses related to AB 705 implementation for addition to UCTCA. UC transferability approvals will be out by February 2019.

CSU GE Breadth and IGETC will take submission of new courses related to AB 705 areas until March 1, 2019.

Remember that courses must be approved for UC transferability before they can be submitted for IGETC consideration.
What does AB 705 mean for the mathematics competency requirement for associate degrees?

Title 5§55063 requires students to complete a course equivalent in rigor to Intermediate Algebra with a pre-requisite of Elementary Algebra or "achieving a score determined to be comparable to satisfactory completion of the specified mathematics course”

With the elimination of assessment testing, the existing regulation will be reviewed by the California Community Colleges Curriculum Committee (5C) to determine if it needs to be revised.

Until the regulation is revised, colleges will locally decide if a student has satisfied the competency requirement.
ASSIGNING COURSES TO DISCIPLINES

Rebecca Eikey, ASCCC Area C Representative
Michelle Grimes-Hillman, Long Beach City College
Carrie Roberson, ASCCC North Representative

2018 Curriculum Institute
Riverside Convention Center
Today, we will discuss…

• Minimum Qualifications (MQs)
• The Disciplines List
• Assigning Courses to Disciplines
What is a Discipline?

- A “discipline” is defined as a grouping of courses that share common academic or vocational preparation, which are typically defined by a degree or degrees (MFA, MA, BA, MS, etc), or specific professional preparation.
- Discipline is from the perspective of faculty preparation.
- Faculty must meet the MQs for the discipline of the faculty member’s assignment.
- Not the same as local departments or subject areas.
  - Example:
    - Local Department or Subject Name: Child and Family Studies
    - Official Discipline: Early Childhood Education
- Not the same as your local designator, a TOP code, or a FSA!
The Disciplines List

• Specifies the *minimum* qualifications for each discipline

• Revisions to Discipline List is done annually
  • Through local senate or through professional organization
  • Must have two separate senate districts approve the proposal
  • Must provide evidence to support rationale for change
  • Minimum of two statewide hearings

• Board of Governors considers the recommendations of the Academic Senate and formally acts on them
Organization of the Disciplines List

• Disciplines requiring a Master’s Degree
• Disciplines where a Master’s degree is not normally expected but a Bachelor’s or Associate degree is expected
• Disciplines in which a Master’s, Bachelor’s or Associate Degree is not generally expected or available in that specific discipline
• Disciplines for non-credit instruction
• Other – to include Administrators, Learning Center Coordinators, Health Services Professionals, Apprenticeship Instructors, DSP&S Counselors, Work Experience Coordinators, Faculty Interns, EOPS
# DISCIPLINES INDEX

This is a comprehensive list of all of the disciplines included in the handbook displayed in alphabetical discipline order. The list identifies the degree and professional experience requirement along with the associated statutory law in California Education Code (CEC) and/or regulation in California Code of Regulations (CCR), title 5 section for each discipline. Reference the Statutory Laws & Regulations section of this handbook for a definition of Occupational and Professional Experience.

<table>
<thead>
<tr>
<th>Discipline and Areas</th>
<th>Master’s Degree</th>
<th>Specific Bachelor's/Associate's Degree and Professional Experience</th>
<th>Any Degree and Professional Experience</th>
<th>CEC / CCR Code</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td></td>
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<td></td>
<td>CCR 53410.1</td>
<td>17</td>
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<tr>
<td>Adapted Computer Technology: Disabled Students Programs and Services</td>
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<td></td>
<td></td>
<td>CCR 53414(d)(1)(2)</td>
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</tr>
<tr>
<td>Addiction Paraprofessional Training</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Administration of Justice (Police science, corrections, law enforcement)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Aeronautics (Airframe and power plant, aircraft mechanics, aeronautical engineering technician, avionics)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>African American Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
Minimum Qualifications

- Degrees and credits generally must be from accredited institutions (§53406).
- An occupational license or certificate is required in certain instances (§53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (§53430).
Why Do We Care About Faculty Qualifications?

• Minimum Qualifications are one mechanism that:
  ✓ Ensures faculty preparation in the content area
  ✓ Addresses Accreditation Standards
  ✓ Is a 10+1 issue
    • Equivalency - Ed. Code §87359(b),
    • Minimum Qualifications - Ed. Code §87360(b)
Local Minimum Qualifications

• A district may establish additional qualifications which are more rigorous than the state-established MQs.
• However, local MQs cannot be less rigorous than the state-established MQs.
Courses, Disciplines, and MQs – Oh My!

- **Discipline**
  Defines required academic preparation and professional experience for faculty

- **Assignment of Course to Discipline**
  Defines the MQs needed to teach the course.

- **Courses**
  What the faculty teach...curriculum!
Assigning Courses to Disciplines

• Determine the minimum qualifications necessary to teach a course.
• Local senates maintain responsibility for placing courses in disciplines (§53200(c)(1)).
• All credit & noncredit courses **must** be placed within a discipline or disciplines.
• Not required for community service courses
Options for Assigning Courses

1. Course assigned to a single discipline.
   - Example: ENGL 101 assigned to English. The minimum qualifications for English provides 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”
   - HUMA 120 assigned to Humanities and Ethnic Studies. The minimum qualifications for both disciplines together provide adequate preparation to teach the course content.
Multiple Disciplines

• *Do not* need to have more than one course outline of record (COR) or be listed in the catalog under multiple subject codes. For Example:
  • ARTS 101 is assigned to Art OR Graphic Design on the COR. The college only maintains one COR for ARTS 101. The course is listed in the catalog ONLY as ARTS 101. However faculty who meet MQ for Art or Graphic Design can teach course.

• *May* be “double-coded”, i.e. recorded on two or more CORs and listed in the catalog under each subject code. For example:
  • Social Psychology is recorded on two separate CORs, one as PSYC 120, one as SOCI 120. It is listed in the catalog under both subject codes. Double-coded courses should have identical CORs.
Impact on Teaching

Single Discipline:
Faculty who meet minimum qualifications or the locally-determined equivalent for that discipline are eligible to teach the courses within that particular discipline.

More than one discipline with an “or”:
Faculty who meet minimum qualifications or the locally-determined equivalent in any of the listed disciplines are eligible to teach the course.

More than one discipline with an “and”:
Faculty who meet minimum qualifications or the locally-determined equivalent for ALL of the listed disciplines are eligible to teach the course.
Interdisciplinary Studies

• The Disciplines List includes the discipline of Interdisciplinary Studies.

• The minimum qualifications for Interdisciplinary Studies are:
  • Master’s in the interdisciplinary area OR master’s in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in at least one other constituent discipline.

• Any time interdisciplinary studies is used, the disciplines for a particular course MUST be specified.
Local Disciplines Assignment

- A district may locally assign any discipline on the state list for local use, but they do not have to use any particular discipline.
- For instance, if a district has not locally adopted the discipline of Art History, it could assign all of its Art History courses to the discipline of Art.
- In this case, the MQs for Art History classes in that district would be those defined for the Art discipline, not the Art History discipline (unless/until the district chose to change this).
Single Course Equivalency

- Ed Code and Title 5 refer to qualifications in terms of Disciplines not courses or subject areas within a Discipline (Ed Code §87357; Title 5 §53410 and §53430)
- Legal Opinion L 03-28, Chancellor’s Office Legal Division
  - Faculty are hired to teach within disciplines, not a course
  - Therefore faculty are qualified to teach all courses assigned to that discipline
- Resolution 19.03 (S18): **Oppose Efforts to Permit Single-Course Equivalency**
Disciplines vs. Departments

• Departments are locally defined organizational structures.
• Instructional faculty teach courses assigned to disciplines, not departments.
  • Faculty must meet the MQs of the disciplines to which courses are assigned.
• Example: The LACC Chemistry and Earth Sciences Department offers courses in Chemistry, Geology, Oceanography, and Geography. Who teaches which course?
<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Science</td>
<td>EARTH 1</td>
</tr>
<tr>
<td></td>
<td>GEOL 1</td>
</tr>
<tr>
<td></td>
<td>GEOL 6</td>
</tr>
<tr>
<td></td>
<td>OCEANO 1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 60</td>
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<tr>
<td></td>
<td>CHEM 101</td>
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<td>CHEM 212</td>
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<td></td>
<td>CHEM 221</td>
</tr>
<tr>
<td>Geography</td>
<td>GEOG 1</td>
</tr>
<tr>
<td></td>
<td>GEOG 15</td>
</tr>
</tbody>
</table>

**Courses Assigned to Disciplines**
Conflicts When Assigning Courses

- Imagine that the faculty in your physics department want to create a new course on the Philosophy of Science and would like this to be a physics course.
- The philosophy faculty object to the placement of the course in physics and believe that the course should be part of philosophy.
- How does your local process deal with conflicts like this?
Which Discipline(s) Would You Assign?

Multimedia Applications for the Web

Introduction to the use of multimedia components, images, typography, motion and audio, for designing websites. Software may include Photoshop, Dreamweaver, SoundEdit 16 and Flash. Projects include conceptualizing, storyboarding, and designing Web page layout. Application of design elements to Web page creation.
Which Discipline(s) Would You Assign?

Introduction to Peace and Conflict Studies

Historical, social and economic development of the world order along with a wide range approach integral to the examination of global studies, peace and conflict resolution. The study of peace and conflict areas to include the war system, war prevention, nonviolence, human rights, social justice, environmental sustainability and the role of the United Nations and other international governing bodies.
Which Discipline(s) Would You Assign?

Introduction to Geographic Information System

This course introduces basic scientific principles of Geographic Information Systems (GIS) as they relate to working with data that have important spatial orientation and organization. Geometric and geographic concepts and theories are used to develop scientific methods for proper communication of the data and the solution of problems that have spatial relationships. Course covers basic concepts in mapping and orientation, the development of map scales and comparison of different coordinate systems and data error analysis.
Multi-College Districts

• While some multi-college districts have common courses, others do not.
• Since your district has one set of minimum qualifications, similar courses should be placed in the same discipline, even if they are called different things.
• Your local process may be different than those in single college districts
Summary

• All Courses **must** be assigned to a discipline listed in the Discipline’s List and the assignment of courses is under the **academic senate’s/curriculum committee’s** authority.

• The process for assigning courses is locally determined and may differ from college to college.

• Different colleges may choose to use different disciplines for similar courses!

• Create a clear local process that outlines who is involved and who makes the ultimate decision.
Questions?

• Thank you for joining us
  Rebecca Eikey (Rebecca.eikey@canyons.edu)
  Michelle Grimes-Hillman (mhillman@lbcc.edu)
  Carrie Roberson (robersonca@butte.edu)