

# Santiago Canyon College Academic Senate

8045 East Chapman  
Orange, CA 92869

(714) 628-4831  
FAX (714) 532-2055

## SENATORS

### ***Business and Career Education***

Deeley, Steve, 2012  
Salcido, Andrew, 2013

### ***Continuing Education (OEC)***

Shields, Jolene, 2013

### ***Counseling & Student Services***

Baldizon-Rios, Nena, 2013  
Mettler, Mary 2012

### ***Humanities and Social Sciences***

Deaver, Doug, 2012  
Elchlepp, Elizabeth, 2013  
Granitto, James, 2013  
Isbell, James, 2013  
Shekarabi, Nooshan, 2012

### ***Fine & Performing Arts and Communication***

Womack, Melinda, 2013

### ***Library***

Sproat, Barbara, 2012

### ***Mathematics and Sciences***

Cummins, Shawn, 2013  
Hovanitz, Eric, 2012  
Martino, Danny, 2013  
Nance, Craig 2012  
Scott, Randy, 2013

### ***Adjunct***

Matthews, Evangline, 2012

## OFFICERS

### ***President***

Barembaum, Morrie, 2012

### ***Vice President***

Evelt, Corinna, 2012

### ***Secretary/Treasurer***

DeCarbo, Michael, 2012

### ***Curriculum***

Rutan, Craig - Chair

## AGENDA

15 November 2011

1:30 pm – 3:30pm

Room SC-104

### **Call to Order**

#### **I. Order of the Agenda**

#### **II. Approval of Minutes**

A. 1 November 2011

#### **III. Public Comments (5 minute limit per person)**

#### **IV. ASG Report**

#### **V. Action Items (10 minutes)**

A. Resolution F2011.5: In Support of Revisions to the “Request for Authorization to Apply for a Grant” form

#### **VI. Discussion Items (30 minutes)**

A. Educational Vision Task Force (Vision, Core Values)

B. Senate Plenary

C. SLO Assessment Program

D. Meeting Times

E. Disaster Drills

F. 2012-2013 Calendar

#### **VII. Reports Discussion (10 minutes total)**

A. Curriculum

B. SAC Senate Report

C. Technology

D. Facilities

E. College Council

F. President’s Report

*Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community. (Approved 4/12/2011)*

# Setting Policy - BP9001

## **SETTING POLICY - BP9001**

### **Adopted 03/17/97**

The RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups. For developing policies regarding the academic and professional matters numbered 1, 2, 3, 5, and 8, the Board will consult collegially with the faculty by relying primarily on the advice and judgment of the Academic Senate (per previous agreement with the Senate).\*

For developing policy regarding the other five academic and professional matters, the Board will consult with the faculty through the mutual agreement process previously agreed upon. At RSCCD, the mutual agreement process is the use of the shared governance structure consisting of councils, committees, and the Coordinating Board. Further, representatives of staff and student groups are encouraged to work within the established processes to address the issues of the District.

The Board of Trustees values consensus building; however, it realizes its legal responsibility to make final decisions regarding policy.

**Legal reference:** Title 5 sections 51023.5-51023.7 and 53200-53204

\*For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:

- 1) Curriculum, including establishing prerequisites and placing courses within disciplines;
- 2) Degree and certificate requirements;
- 3) Grading policies;
- 5) Standard or policies regarding student preparation and success;
- 8) Policies for faculty professional development activities;

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

- 4) Educational program development;
- 6) District and college governance structures, as related to faculty roles;
- 7) Faculty roles and involvement in accreditation processes, including self study and annual reports;
- 9) Processes for program review;
- 10) Processes for institutional planning and budget development.