

Santiago Canyon College Academic Senate

8045 East Chapman
Orange, CA 92869

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SENATORS

Business, Mathematics, and Sciences

Cummins, Shawn 2011
Hovanitz, Eric 2012
Martino, Danny 2011
Nance, Craig 2012
Wagner, Joyce 2011

Career Education

Deeley, Steven 2012

Counseling

Baldizon-Rios, Nena 2011
Mettler, Mary 2011

Humanities and Social Sciences

Deaver, Doug 2012
Granitto, James 2011
Isbell, James 2011
Shekarabi, Nooshan 2012

Library, Fine & Performing Arts and Communication

Sproat, Barbara 2011

Orange Education Center

Jordan, Ethel 2011

Adjunct

Breeden, Emma 2011

OFFICERS

President

Barembaum, Morrie 2012

Vice President

Evet, Corinna 2011

Secretary/Treasurer

DeCarbo, Michael 2011

Curriculum

Rutan, Craig - Chair

AGENDA 21 September 2010 1:30 pm – 3:00pm Room E-204

Call to Order

I. Order of the Agenda

II. Approval of Minutes

A. 7 September 2010

III. Public Comments (5 minute limit per person)

IV. ASG Report

V. Action (5 minutes)

A. Changes to Minimum Qualifications for the Education Discipline

VI. Discussion Items (40 minutes)

- A. Faculty Hire
- B. Enrollment Management (20 student cut-off)
- C. Budget Update
- D. Turnitin.com
- E. Accreditation
- F. Joint Chairs

VII. Reports Discussion (20 minutes total)

- A. Curriculum
- B. SAC Senate Report
- C. Technology
- D. Facilities
- E. College Council
- F. President's Report

Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship.

Santiago Canyon College offers a comprehensive curriculum that includes university transfer, associate degree and certificate programs. In addition, we provide community services, career education, continuing education, high school diploma program, basic skills development, and a range of support services for full and part-time students, including those with family and career responsibilities. At SCC we encourage students to plan, implement, and evaluate their educational progress through meaningful reflections and interaction with both the college and community.

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.