ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
February 18, 2010
3:00 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL**

2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**

3. **OPEN COMMENTS FROM THE PUBLIC**

4. **PRESENTATION**
   a. FTES/LHE Projections for 2010 – 2011 – T. Younglove

5. **APPROVAL OF MINUTES**
   a. November 19, 2009 (attachment)
   b. December 3, 2009 (attachment)

6. **DISCUSSION ITEMS**
   a. Accreditation Progress/SLO Assessment
   b. Institutional Review Board Committee – P. Márquez
   c. Statewide Senate Update (attachments)

7. **SENATE ADMINISTRATIVE BUSINESS**
   a. Announcements
   • 2010 Teaching Institute – February 19 – 20, 2010 (Anaheim, CA)
   • 2010 Vocational Education Institute – March 11 – 13, 2010 (Napa, CA)
   • 2010 Accreditation Institute – March 19 – 20, 2010 (Newport Beach, CA)
   • Statewide Senate Spring Plenary Session – April 15 – 17, 2010 (Millbrae, CA)
   • 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
   • 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

8. **ADJOURNMENT**

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
February 18, 2010

1. **CALL TO ORDER AND ROLL CALL**
   Mr. Christos Valiotis, Senate President, called the meeting to order at 3:02 p.m.

2. **OPEN COMMENTS FROM THE SENATE PRESIDENT**
   - Mr. Christos Valiotis welcomed the Senators back to a new semester and introduced Mr. Ken Shafer, the Social and Behavioral Sciences representative.
   - Budget update – the district is waiting for a report from the Chancellor's Office to determine where the district will stand in terms of funding next academic year. The current state budget proposal includes both positive and negative aspects for California Community Colleges. The budget proposes to cut specific categorical programs by 3%, but also includes the possibility of growth monies. Districts are not counting on obtaining growth monies being that the state budget deficit is so high. Most districts are hoping that base funding will not be cut. The actual budget situation will be known sometime at the end of February or early March. Currently, most districts are worried about potential payment deferrals, which will mean the necessity to borrow money to maintain operations for the remainder of the fiscal year.
   - A special Board of Trustees meeting has been scheduled for Friday, February 26, 2010 at 10:00 a.m. in L 201 to discuss the current budget situation.
   - Mr. Valiotis reported he attended the joint Board of Trustees and City of Palmdale meeting. The district provided presentations on the projections of a future Palmdale campus.
   - Current Palmdale enrollment figures are estimated at 900 – 910 FTES. The Chancellor's Office requires for the district to sustain 1000 FTES to qualify for center status funding.
   - The Palmdale Learning Center will have a grand opening ceremony on Tuesday, February 23, 2010 from 10:00 a.m. to 2:00 p.m. on the third floor. Senators were encouraged to attend.
   - Corporate and Community Education will host an open house on Wednesday, February 24, 2010 from 5:30 p.m. to 7:30 p.m. in the Cafeteria to showcase classes offered.
   - GED Program update – Mr. Valiotis reported he is working with Mr. Ted Younglove and Dr. Igor Marder. Data collected from the 2006 – 2007 academic year show that there were 170 students enrolled in the program of whom, 24 took the GED test by fall 2009 and 18 of them were successful. The Chancellor's Office approved three GED Courses as part of a certificate and will increase funding allotments for these particular courses. Currently, the program is still on hold until the program can operate without being in the red.
   - The call for faculty nominees for 2010 – 2011 Scholar in Residence has been opened. Please encourage faculty to submit nominees of potential candidates to the Senate Office to include in the pool of candidates.
   - The call for faculty nominees for the 2009 – 2010 Outstanding Adjunct has been opened. Please encourage faculty to submit nominees to the Senate Office to include in the pool of candidates.
   - The 2009 – 2010 Hayward Award recipients were announced by Statewide Senate. A faculty member from Glendale Community College was announced as the winner for Area C.
   - Mr. Valiotis reported that students asked the senate for support in their planned March 4, 2010 walk out. Both adjunct and full-time faculty would have to take a personal day if they choose to participate in a planned walk out. All faculty are urged to participate.

3. **OPEN COMMENTS FROM THE PUBLIC**
   - Dr. Claude Gratton reported there have been countless hours of frustration with the upgrade process to Blackboard 9. He has reported problems to the Distance Education Committee and members of the committee have also expressed their frustration with the transition.
   - Mr. David Brown, ASO Student Trustee, reported ASO students have been considering attending the March in March event or organizing a campus walk out. He expressed some concern regarding the repercussions students may face with missing classes and the lack of support from faculty.
   - Ms. Sheronda Myers, ASO Student representative, reported in lieu of a walk out student trustees have been discussing alternate means of protesting the budget cuts. One of the ideas proposed is asking

students to wear black shirts to symbolize student solidarity of mourning the current budget situation. In addition, Ms. Myers announced one of the UC's has chartered a bus to take students interested in participating in the March in March event in Sacramento. If a campus walkout is coordinated, Ms. Myers indicated she will contact the local media for publicity purposes.

- Dr. Susan Lowry reported that faculty unions statewide are engaging in discussion about mobilizing to walk from Bakersfield to Sacramento in efforts to show solidarity in the dissatisfaction of the current cuts to higher education. It is important for the faculty to mobilize and stand in solidarity with students in an organized walkout to show a unified concern from all entities involved. The budget situation impacts both students and faculty alike and it is important that the media is contacted to document that the campus has come together in solidarity on this important matter.

- Dr. Susan Lowry expressed concern about the distributed draft of the Amorous Relationship policy. She inquired if there would be ample opportunity for faculty to provide input to administration. Mr. Valiotis indicated he will place this item as a discussion item on the next Senate Agenda for further discussion.

- Ms. Mary Anne Holcomb reported at Ventura Community College the ASO offered some of their budgeted money to pay for summer courses. She encouraged the student trustees to take this information back to the larger body for consideration in efforts to assist eliminating courses being cut.

- Dr. Berkeley Price inquired on a faculty's role in course scheduling, and his concern regarding faculty in his division being assigned to teach courses they are not qualified to teach. The faculty meet minimum qualifications but do not have expertise in specific areas to teach specific discipline courses. Mr. Valiotis stated it is the Dean's responsibility to organize and coordinate the course offerings. He/She has the prerogative to confer with discipline faculty but it is not required. If a faculty meets minimum qualifications they are qualified to teach courses in the subject area.

- Dr. Bekeley Price reported there seems to be a problem with the new add authorization policy. High School students are required to have a signed add slip to enroll in courses, but Admission and Records personnel do not understand this requirement and are turning these students away. Mr. Price stated there needs to be a formal discussion of how to deal with high school students because many of them are not obtaining the necessary service needed to enroll in AVC courses.

4. **PRESENTATION**
- Mr. Ted Younglove reviewed the LHE statistical data per term from the 2006 – 2007 academic year to the present academic year. He thoroughly detailed historical LHE data from previous academic years, course reductions made per term, and the overall projections in savings based on course reductions. It is estimated that the total amount of money reduced from faculty pay is 1.7 million dollars. He reported it is becoming increasingly difficult to project LHE reductions needed based on the budget as the budget is fluctuating day to day. This year has been difficult but next year will more than likely be more difficult fiscally. Additional course reductions are more likely based on budget projections.

- Palmdale Campus update – the Palmdale FTES figures are currently between 940 – 950. The district needs an additional 100 FTES in order to ensure sustaining 1000 FTES as required for official center status. One of the suggestions discussed at a recent SPBC meeting was to incorporate late start hybrid courses to bring the figure up to meet the 1000 FTES requirement. Ms. Mary Anne Holomb stated she suggested offering work experience courses at the Palmdale campus in efforts to increase FTES numbers. Mr. Younglove thoroughly reviewed the Palmdale statistical figures for the summer 2009 term through the current spring 2010 term. In addition, Mr. Younglove reviewed the AVC District and Palmdale Enrollment Estimates for 2010 – 2020. The enrolment estimates are based on education demand and budget. See chart for full detail of estimations.

5. **APPROVAL OF MINUTES**
   a. **November 19, 2009**
      A motion was made and seconded to approve the November 19, 2009 Academic Senate Meeting minutes. Motion carried.

   b. **December 3, 2009**
      A motion was made and seconded to approve the December 3, 2009 Academic Senate Meeting minutes. Motion carried.

6. **DISCUSSION**
    a. **Accreditation Progress/SLO Assessment**
    Mr. Christos Valiotis announced the full Accreditation Self-Study is currently taking place on campus and an Accreditation team campus visit has been scheduled for this coming October. He requested Senators to encourage discipline faculty to actively participate in reviewing the completed standards and provide feedback to demonstrate campus wide discussion. A large part of the Accreditation process is SLO Assessment. Several SLO professional development workshops have been offered in t he fall/spring semester, but there is a need to speed the process up for Accreditation purposes. There will be a push at division meetings to work with faculty to get SLO assessments completed. Mr. Valiotis encouraged Senators to relay the importance of moving forward with SLO process with division faculty. He announced that that majority of colleges on sanctions were due to the lack of showing progress with SLOs. The WEAVE program has the capability to include request funding on the basis of SLO achievements or lack thereof.

    b. **Institutional Review Board Committee – P. Márquez**
    Ms. Patricia Márquez reported at the Spring Statewide Senate Plenary session a resolution to institute an Institution Review Board was passed. She read the article in the November 2009 Rostrum about the role and purpose of an Institutional Review Board (IRB) Committee, which is to conduct research and write grants. Statewide Senate is encouraging local Senates to become active in working with research. The Rostrum article details what an IRB Committee should look like. Ms. Márquez stated in speaking with Mr. Ted Younglove, AVC Institutional Researcher, is very interested in working with campus faculty if the Senate would like to establish a campus IRB. In the 2004 Accreditation Self Study it was mentioned that the district would establish an IRB. Dr. Susan Lowry stated there are two main rationales behind establishing a campus IRB committee: 1) allow the district to compete for grants which requires established campus IRBs; 2) create a mechanism and process where campus research is monitored to avoid potential lawsuits. The role of IRB committee would be to establish a process through which approval for research projects will be given; to create awareness of research projects occurring on campus, and to protect students, faculty and the district from potential liability.. The Senate should determine if instituting an IRB is the direction the Senate would like to go and make a recommendation at a future MAC meeting. Ms. Márquez stated she would forward the Statewide Senate's suggestion for committee composition to the Executive Senate Committee to review and bring back to the Senate for a decision.

    c. **Statewide Senate Update (attachments)**
    Mr. Valiotis reported several Statewide Senate attachments were included in the Senate meeting packet for review and announcement to discipline faculty. Annually Statewide Senate distributes the Disciplines List for review and revision requests. Mr. Valiotis stated that this would be a great opportunity for the music discipline faculty to review the current minimum qualifications and request revisions be made to the established minimum qualifications to meet the needs of discipline faculty. The C-ID number publication was included in the Senate packet to inform campus faculty of the current movement at the Chancellor's Office. Statewide Senate distributed an email correspondence to local Senate's regarding a MOU between the California Community College Chancellor's Office and Kaplan University. This is a contentious issue as Statewide Senate was not part of the conversations between Kaplan University and the Chancellor's Office. Dr. Lee Grishman provided a historical perspective on the matter and conveyed that faculty should not be alarmed because nothing has been officially established. The Senate leadership has established a meeting with the Chancellor's Office to engage in further discussion. Future Statewide updates will be distributed as received.

7. **SENATE ADMINISTRATIVE BUSINESS**
   a. **Announcements**
    - 2010 Teaching Institute – February 19 – 20, 2010 (Anaheim, CA)
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- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

8. **ADJOURNMENT**

A motion was made and seconded to adjourn the February 18, 2010 Senate meeting at 4:31 p.m. Motion carried.

MEMBERS PRESENT		
Paul Ahad	MaryAnne Holcomb	Harish Rao
Carolyn Burrell	Sandra Hughes	Sandra Robinson
Debra Feickert	Susan Knapp	Ken Shafer
Claude Gratton	Susan Lowry	Justin Shores
Lee Grishman	Kathy Moore	Christos Valiotis
Glenn Haller	Sheronda Myers	Alex Webster
Jack Halliday	Berkeley Price	

MEMBERS ABSENT		GUEST PRESENT
Candace Martin	Counseling Rep. Vacancy	David Brown
Terry Rezek	John Taylor	Carol Eastin
Casey Scudmore		Patricia Márquez
		Heidi Preschler
		Ted Younglove

Approved: March 4, 2010 Senate Meeting

C-ID

COURSE IDENTIFICATION NUMBERING SYSTEM
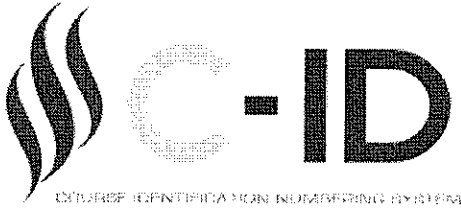
What is C-ID?

C-ID (Course Identification Numbering System) is an intersegmental effort to address the need for a "common numbering system". **C-ID's most immediate goal is to increase articulation – at a time when more and more of our transfer students are likely to be accepted at a university or college other than that which they had planned for.** Ensuring that articulation is not geographically limited is more important than ever.

C-ID is a voluntary, supra-numbering system that responds to legislative mandates and the expressed needs of the UC, CSU, and the CCCs. C-ID also welcomes independent colleges and universities. While the past two years have been spent piloting and developing C-ID, we are looking forward to fully implementing C-ID in 2010. **In order to do so, we need you to review the descriptors developed for courses in your discipline that are now available on the C-ID site (www.c-id.net) – C-ID can't move forward until there has been sufficient vetting of the available descriptors.**

Why should I take the time to visit the C-ID site and provide my feedback?

C-ID descriptors are intended to be a reflection of what is commonly taught in a variety of transfer level courses. These descriptors are a means of identifying comparable courses for the purpose of articulation. For CCC faculty, these descriptors should be consistent with what you teach and with what you would expect to be taught in a course that you would accept in lieu of your course. For university faculty, these descriptors provide a mechanism to communicate your expectations, and may either serve as the basis for articulation or may simplify your local approval process. **Most importantly, the descriptors seek to establish a common understanding of course expectations that will ultimately improve student success.**

How does C-ID work?

C-ID offers a system for identifying comparable courses and gaining articulation. Articulation will be sought based on C-ID descriptors. C-ID descriptors are robust and comparable to a course outline of record (CoR). When a course is assigned a C-ID designation, that course gains the articulation associated with the C-ID descriptor. C-ID numbers will be assigned upon the determination that a CCC CoR is consistent with a C-ID descriptor – a determination made by a team of intersegmental faculty.

How is C-ID related to CSU's Lower Division Transfer Pattern (LDTP) project and its TCSU descriptors?

C-ID's one-to-many articulation-by-descriptor approach is a process that was realized in LDTP. As LDTP is being modified, C-ID is reviewing and, where appropriate, integrating TCSU descriptors into C-ID. One element of the C-ID descriptor development is statewide intersegmental vetting of the descriptors, so select TCSU descriptors have been added to the C-ID site for review.

What does C-ID plan to accomplish in 2009-2010?

C-ID will continue to work intersegmentally to implement a numbering system beneficial to all. In early 2010, we will finalize descriptors in selected disciplines, seek articulation based on these descriptors, and begin the process of reviewing course outlines for C-ID designations.

How can you participate?

Contact the C-ID's Faculty Coordinator, Michelle Pilati at mpilati@riohondo.edu if you have questions about C-ID. **Please encourage all faculty within your discipline to visit the C-ID site at www.c-id.net where they can log on, review descriptors, and provide their input.**
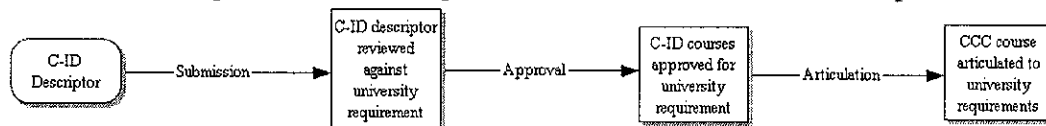
Current Articulation Process (one-to-one)
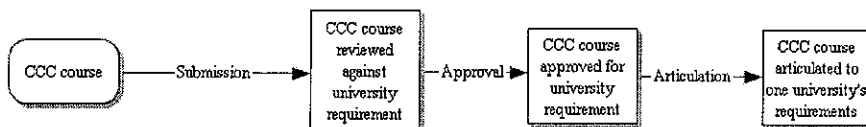
110 CCC submissions x 33 public universities x 1 course review each
= **3,630 individual local decisions to achieve full statewide articulation**

C-ID Articulation Process (one-to-many)
For campuses that have agreed to articulate to a C-ID descriptor

33 public universities x 1 C-ID Descriptor review each
= **33 individual local decisions to achieve full statewide articulation**

A Quick Guide to "Supranumber" Projects in California

Name	C-ID	*TCSU (LDTP)	CAN (No longer Active)
Descriptor development	Meetings of intersegmental faculty	CSU faculty (some CCC faculty involved)	Meetings of intersegmental faculty
Process for descriptor review	www.c-id.net permits easy statewide access to descriptors	Required acceptance by 75% of CSUs	No formal process; no longer functioning as an organization
Involves CCCs, CSUs, UCs, and privates	Yes	No, principally CSU, with limited CCC participation	No, UC participated only briefly
Institutional Involvement and articulation	Voluntary – colleges and universities articulate courses that receive a C-ID designation	CSU campuses obligated to accept any course assigned a TCSU number	If 4 CSUs articulated a CCC course, the course was considered "acceptable in lieu of" the native course offered at all institutions participating in CAN
Process for course qualification	Intersegmental faculty review CCC CoRs against a descriptor	CSU discipline faculty review CCC course outlines	
Courses involved	Courses commonly transferred to UC/ CSU; often GE or major prep	2-3 courses commonly agreed upon for each of the 40+ LDTP disciplines	Common core lower-division transferable, major preparation courses
Funding source	CCC	CSU	CCC and CSU

*Not a number intended for publication, but an identifier associated with a descriptor.
C-ID (Course Identification Numbering System)   www.c-id.net
LDTP (Lower-Division Transfer Pattern project)   www.calstate.edu/acadaff/ldtp/

DISCIPLINE LIST PROPOSAL PROCESS

How Changes Are Proposed?
There are two avenues for proposing changes: 1) through a local or district academic senate or 2) through a recognized organization*. Although the process for new proposals remains the same, a procedure for resubmissions has been added. For more detailed information about the process, we highly suggest you review the document "Disciplines List Review Process", which can be accessed on our website at: http://www.asccc.org/Publications/Papers/DisciplinesListReview2004.html.

Each proposed change should be accompanied by a rationale and must have as its basis at least one of the following criteria:

1. changes within the profession or discipline
2. clarification or elimination of confusion and ambiguity
3. inclusion of new degrees
4. continual use of the equivalency process to hire under a specific discipline
5. assurance of the maximum degree of flexibility for the discipline while maintaining discipline integrity
6. other reason, as fully detailed and justified in the proposal

It is the responsibility of the initiator to include pertinent information concerning the proposed change. Failure to include a coherent rationale for the proposed change is grounds for rejection of the proposal.

New proposed changes may be submitted:
1. **Through the local/district senate**
   a. Any faculty member may initiate a proposal to change the Disciplines List.
   b. Local academic senates should engage in discussion regarding the proposals among its faculty.
   c. Local academic senates must approve any/all recommendations before forwarding them to the Academic Senate Office. This local senate president must sign the Discipline List Revision Form.
2. **Through a recognized discipline or professional organization**
   a. Any member of the organization may initiate a proposal to change the Disciplines List.
   b. The organization should hold hearings or engage in discussion regarding the proposals among its members.
   c. The governing body of the organization must approve any/all recommendations before forwarding them to the Academic Senate Office. The president of the organization must sign the Discipline List Revision Form.

   *Recognized organization: an organization that is registered at the Chancellor's Office as representing a specific discipline, or a regional, state, national, or international organization with a formally adopted constitution or by-laws.

Previously proposed changes that were not adopted at a plenary session, may be resubmitted:

Only if
1. a new justification and rationale are provided, *AND*
2. a resolution is passed at an Area meeting (prior to the second hearing in November 2010) to include the proposed change in the review and approval process, *OR*
3. through the regular resolution process at 2010 Fall Plenary Session, where the mover must seek approval at the Session to include the proposed change in the review and approval process.

DISCIPLINE REVIEW PROCESS
2010 - 2012 Timeline

Month/Year	Process
February 2010	**Distribution of Process to the field**. The Senate Office sends requests for proposals to local senate presidents, college presidents, chief instructional officers, curriculum chairs, personnel officers, and discipline professional organizations informing them of the opportunity to propose a change to the Disciplines List. The material contains information on the process and a timeline for submission. • **Rostrum** announcement and description of process • **Website** posting of announcement and description of process
March 2010	**Submission of Proposals.** Proposals may be submitted to the Senate Office: • *Through Local Senates:* Any faculty member may initiate a proposal to change the Disciplines List. The local senate must approve and forward any such proposals, with the signature of the local senate president to acknowledge local senate support, to the Senate Office. • *Through a recognized discipline or professional organization*: Any member of an organization that represents a discipline or profession may initiate a proposal to change the Disciplines List. The members of the organization should discuss proposals. The governing body of the organization must approve the recommendation. The organization's president must sign the Disciplines List Change Proposal Form. **Discipline process is reinforced through:** • Discussions at Area Meetings • Breakout Discussion at Spring Plenary • Update in *Rostrum* on the process **Initial review BEGINS when proposals are received and continues <u>until September 30, 2010.</u>** The Standards & Practices Committee performs an initial review of proposals using the following criteria: • The information on the proposal is complete and accurate. • The proposal does not exceed the scope of the Disciplines List review process. • This proposal has not previously been considered and rejected by the plenary session or, if it has, it is supported by a new rationale. • The proposal is not being submitted to deal with a district-specific problem that does not apply broadly. **Revising Proposals with Problems**. Standards &Practices Committee will contact the maker of the proposal to help resolve the problem. • Changes to proposals **are** allowed at this stage of the process. • If problems are resolved to the satisfaction of the Committee, the proposal will be considered. • The maker may withdraw a proposal.
April 2010	• Process reinforced at Area Meetings.

Month/Year	Process
	• Prepare *Rostrum* Article on proposals and process. • The Standards & Practices Committee will prepare summary document to be included in the mailings for the Area Meetings. Summary will **not** include recommendations from the Executive Committee but instead provide information to the field on the proposals received and to be discussed at the Spring Plenary Session.
April 15, 2010	• **Spring Plenary Session—<u>First Hearing </u>on process and any proposals received. All testimony is collected.** *[Note: At a minimum proposals must be vetted at one of the statewide hearings]*
September/ October 2010	• **Second and final call for proposals this cycle**. • Senates and organizations can submit new proposals or revise proposals already submitted that were found to have problems. • The summary document will be distributed and include all proposals (new and updated). Any testimony information will be included in the summary. • Discussed at Area Meetings. • Any interested party may submit written comments to the Committee, via the Senate Office. • Standards & Practices Committee will update summary document with any new proposals, which will be included in the mailing for the Area Meetings. The summary will **not** include recommendations from the Executive Committee but instead provide information to the field on the proposals received and to be discussed at the 2010 Fall Plenary Session.
September 30, 2010	• **No new proposals will be accepted beyond September 30th because there's no other opportunity for publication and hearing beyond the November 11th date. All proposals submitted beyond the September date will be held over to the next Discipline Review cycle.**
November 11, 2010	• **Fall Plenary Session—<u>Second Hearing </u>on process and any proposals received. All testimony is collected.** *[Note: At a minimum proposals must be vetted at one of the statewide hearings]* • Prepare *Rostrum* Article on proposals and process
January /February 2011	**Submission to Executive Committee.** • The Standards & Practices Committee presents the proposals and associated testimony to the Senate Executive Committee. • The Committee also presents its recommendations (to advance to Spring Plenary or to reject) along with the rationale for those recommendations and any other comments that may assist the Executive Committee in its deliberations. • The Senate Executive Committee considers each proposal and either forwards the proposal for consideration by the body at plenary session or rejects it. • If the Executive Committee rejects a proposal, anyone may still bring the proposal forward to plenary session by introducing a resolution "to reconsider" the proposed change at any of the Area meetings or at the plenary session. • If the Executive Committee rejects a proposal and the author does not bring it forward to the plenary session for reconsideration, the proposal may be reintroduced at a later date.

Month/Year	Process
March 2011	• Summary document with Executive Committee positions will be included in the mailings for the Area meetings. • Discussion at Area Meeting • *Rostrum* Article (summary of additional proposals)
April 2011	• Spring Plenary Session—<u>Third Hearing</u> on process and any proposals received. All testimony is collected. ***[Note: At a minimum proposals must be vetted at one of the statewide hearings]*** • Delegates vote on Discipline Changes • No changes may be made to the proposal, even by amendment during plenary session, and proposals may not be withdrawn. [This is because no changes can be made when the field has not had an opportunity to comment on them.]
May/June 2011	Consultation with CIOs, CEOs, and COFO (bargaining units). Informal consultation with personnel officers. This is done through an item on the Consultation Council agenda. Council members comment on the process, not the recommendations.
July 2011	Submit proposal to BOG (First reading): Each proposal adopted by the Senate is forwarded to the Board of Governors as a recommendation. The Board of Governors considers the recommendations of the Senate and formally acts on them. To date, the Board of Governors has accepted all recommendations of the Senate.
September 2011	BOG (Second Reading)
February 2012	Restart process for new cycle.

REVISIONS TO DISCIPLINES LIST
PLEASE TYPE
(Note: Only typed forms will be accepted.)

DATE SUBMITTED: _____

DISCIPLINES LIST TITLE: _____

This proposal is for a ☐ New discipline
☐ Revision to existing discipline

Reason for the proposal ☐ Create a new discipline
☐ Update language in existing discipline to reflect new terminology
☐ Make minimum qualifications in existing discipline more restrictive
☐ Make minimum qualifications in existing discipline less restrictive

PROPOSAL LANGUAGE: (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

RATIONALE FOR THE PROPOSAL:
Please write a brief explanation of the proposal. Consider including the UC or CSU campus(es) where the degree is offered; changes within the profession or discipline; desire to clarify or eliminate confusion or ambiguity; continuous use of the equivalency process for hiring in this area; ensuring maximum degree of flexibility for the discipline; or other reasons. See the ASCCC paper <u>Disciplines List Review Process (2004)</u> for more information. Attachments are acceptable.

Contact person (author of proposal) _____

Phone number (please provide at least two numbers) _____

Signature of College Academic Senate President _____

College _____

Email _____   Date approved by College Academic Senate _____

OR

Organization _____

President _____

Date Approved by Organization _____   Phone for President _____

RETURN FORM TO: The Academic Senate for California Community Colleges
555 Capitol Mall, Suite 525, Sacramento, CA 95814
Fax 916.323.9867   Email: disciplineslist@asccc.org

The adopted revisions are identified below:

Agriculture

Master's in agriculture, agriculture science, education with a specialization in agriculture, *or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science)* ~~OR Bachelor's in any of the above AND Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, viticulture or enology~~ OR The equivalent.

Humanities

Master's in humanities OR The equivalent
~~See Interdisciplinary Studies~~.

Instructional Design/Technology

Master's in instructional design/technology *or educational technology* OR The equivalent.

Political Science

Master's in political science, government, ~~**public administration**~~, or international relations, **OR** Bachelor's in any of the above AND Master's in economics, history, *public administration*, social science, sociology, any ethnic studies, JD, or LL.B , OR The equivalent.

The proposed new additions to the Disciplines List are identified below:

Biotechnology

Bachelor's degree in the Biological Sciences or Chemistry or Biochemistry or Engineering, and two years of full-time related work experience.

Speech Language Pathology

Master's in Speech Pathology, Speech Language Pathology, Speech Language and Hearing Sciences, Communicative Disorders, Communicative Disorders and Sciences, Communication Sciences and Disorders, Education with a concentration in Speech Pathology, OR The equivalent.

FAQs on Minimum Qualifications (MQs)

The following list of Frequently Asked Questions (FAQs) has been compiled to assist individuals in better understanding and interpreting the rules and regulations governing the minimum qualifications (MQs) for faculty and administrators in the California Community College system. The FAQs were collaboratively developed with members of the Standards and Practices Committee of the State Academic Senate and staff from the Chancellor's Office of the California Community Colleges.

Q#1:   Who has the responsibility for establishing and maintaining the Disciplines List and enforcing the regulations relating to the MQs?

A.   The Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office, shares that responsibility. The Academic Senate is responsible for reviewing and revising the Disciplines List. A list of Academic Senate papers on minimum qualifications and the Disciplines List is included at the end of this document. An overview of the disciplines list process can be found at:

   http://www.asccc.org/Archives/DisciplineList/DisciplinesList.htm

   Staff from the Chancellor's Office of the California Community Colleges has the responsibility of ensuring that colleges comply with the regulations governing MQs. The regulations can be found by accessing the "Minimum Qualifications for Faculty and Administration in California Community Colleges" document posted at:

   http://www.cccco.edu/Portals/4/minimum_quals_jan2008.doc

Q#2:   Can a California Community College Credential be used to apply for a faculty position at a California Community College?

A: Yes. The issuance of Community College credentials was discontinued in 1990, but lifetime credentials issued before 1990 are "grandfathered" into the MQ process and accepted as meeting the MQs for faculty positions.
As a result of Assembly Bill 1725 (1988), MQs are now determined on academic preparation (for both master's and non-master's disciplines) and relevant work experience (for non-master's disciplines) when qualifying individuals for faculty positions---according to the Disciplines List and local equivalency processes.

Q#3:   Can a Community College Teaching Certificate issued by a four-year institution (several CSU campuses offer such credentials) be used to apply for a faculty position at a California Community College?

   No. The Community College Teaching Certificate, while commendable, has no bearing on meeting the MQs for faculty in the community colleges.

Q#4:   What if someone has a single-subject discipline credential, has taught high school in that discipline for 14 years, and recently received a Master's in Educational Administration. Would he/she qualify to teach part-time in the discipline?

A: No. The single-subject and multiple-subject credentials are issued by the California Commission on Teacher Credentialing and are only valid within the K-12 public education system. To be eligible to teach (full- or part-time) that discipline at any of the California community colleges, a person needs to meet the requirements for the discipline as noted in the Disciplines List. The credential, high school teaching experience and the master's degree (not in a discipline subject) could be used as factors in determining equivalency to the requirements of a discipline listed in the Disciplines List. Equivalent qualifications are

determined by faculty representing their academic senate at the local level and approved by the local governing board

Q#5:   Are the MQs for part-time faculty different than those for full-time faculty?

A. No. The MQs for all faculty members are the same, whether they are full-time or part-time. Note also that MQs are established for a discipline and not a single course. A part-time faculty member, when hired by the college, is hired to teach in the discipline under which a particular course has been assigned. Therefore, it is important that the college ensures the candidate is meeting the MQs in the discipline when hiring both full and part-time faculty.

Q#6:   What happens when an academic degree held by an applicant for a faculty position is not listed in the Disciplines List?

A: One of two processes can occur---determination of an equivalency to an existing discipline, or proposal of a revision to the Disciplines list, either by proposing a new discipline or adding a degree to an existing discipline.

For any degree that is not currently covered in the Disciplines List, follow the guidelines for establishing an equivalency to a discipline as provided in Title 5, Section 53410, Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians, which reads as follows:

The minimum qualifications for service as a community college faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements:
(a) Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.
(b) Possession of a master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.

Title 5 states that, in addition to a master's degree in the specific discipline, a master's degree in a "reasonably related" discipline can satisfy the MQs requirement. Since the Disciplines List does not currently include the degree of the applicant, the district is able to determine the equivalent academic degree that may also fulfill the MQ to the discipline listed in the Disciplines List.

Revisions to the Disciplines List (addition of a new discipline or addition/deletion of an academic degree to an existing discipline) are based upon the recommendation of the Academic Senate to the Board of Governors. Consult the guidelines as listed in the Disciplines List Process of the Academic Senate at:

http://www.asccc.org/Archives/DisciplineList/DisciplinesList.htm

Q7:   What are good practices in determining an equivalency to the MQs for a discipline?

A: To maintain the academic integrity of the community colleges and their faculty, equivalency to those minimum qualifications for hire must be granted with careful consideration. The Academic Senate has the following recommendations (from Equivalence to the Minimum Qualifications, 2006):

- Equivalency must be at least equivalent to the minimum qualifications for a discipline.

- Equivalency must be determined primarily by discipline faculty.

- Equivalency processes for part-time faculty and "emergency hire" should be no different from equivalency for full-time faculty.

- Local senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.

- Academic senates should assure consistency of the equivalency process.

- Equivalency decisions should be based on direct evidence of claims (e.g., transcripts, publications, and work products).

- Claims of equivalence must include how both general education and specialization are met.

- Human resources offices should NOT screen for equivalency.

- Local senates must never allow equivalency to be delegated to administration or classified staff.

- Equivalency policies at each district and college should be reviewed every few years.

- Criteria for the acceptance of eminence as a means to establish equivalency must be clearly defined in hiring policy.

- Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board include action on the equivalency as part of its subsequent hiring action.

Q#8:   Is an equivalency granted by one district transferable to another district?

A. No. Each district is allowed to establish its own equivalency minimum qualifications for each discipline taught in its jurisdiction. Section 53430 of Title 5 states that:

> "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."

Q#9:   Does an equivalency granted by one college in a multi-college district apply to all the colleges in that district?

Yes. An equivalency established by one college in a multi-college district is applicable to all colleges in that district. In order to maintain consistency, colleges in multi-college districts are encouraged to work together on a common equivalency process.

Q#10:   What are the parameters by which a district would use eminence when determining whether an applicant for a faculty position meets the MQs for the listed position?

A: The current MQs regulations and disciplines list are silent in defining or referencing the term "eminence." The State Academic Senate's Standards and Practices Committee is currently in the process of developing resources to assist local colleges in making an eminence determination. Access the current paper on minimum qualifications and equivalencies at

http://www.asccc.org/Publications/Papers/Equivalence_2006.html

Q#11:   Isn't the course designation under the TOP code the same as the disciplines in the Disciplines List?

No. Colleges need to be cautious that the course designation under the Taxonomy of Programs (TOP) is not confused with the Disciplines List developed in establishing MQs for faculty to meet when being hired for a position. TOP is a system of numerical codes used at the state level to collect and report information on programs and courses in different colleges throughout the state that have similar outcomes. It is used for purposes other than identifying disciplines for the purposes of hiring and assignment of faculty.

Q#12: How do I go about having a discipline included on the disciplines list?

A: The Disciplines List is updated every two years through a collaborative process involving the State Academic Senate and the Chancellor's Office of the California Community Colleges. An overview of the process can be found on the following web page:

http://www.asccc.org/Archives/DisciplineList/DisciplinesList.htm

Q#13: Are the MQs for distance education faculty different those for a traditional classroom instructor?

A. No. The MQs for all faculty members, regardless of the course delivery mode, are the same. MQs are established for a discipline and not the specific mode of delivery. A faculty member is hired to teach courses in a discipline, regardless of the technological modality by which the course content is delivered. Colleges may establish desirable qualifications for faculty to have in order to teach courses as distance education; however, the MQs remain unchanged based solely on the mode of delivery.

Q#14: Are the MQs for instructors of noncredit courses the same as for instructors of credit instruction.

Not necessarily. The MQs for instructors of noncredit courses are listed in section 53412 of Title 5. Many of the MQs for noncredit courses are the same as the MQs for credit instruction, but there are important exceptions that are noted in this section of Title 5.

Q#16: What is the difference between an FSA (Faculty Service Area) and the Disciplines List (MQs)?

A. The Disciplines List and Faculty Service Areas serve two completely distinct purposes--- one for hiring and one for layoffs. In order to be hired as a faculty, one must meet the minimum qualifications (MQs) for one of the disciplines listed in the Disciplines List. The MQs in the Disciplines List are established through the Education Code and Title 5 and apply to all faculty throughout the state. Faculty Service Areas are established by each district and serve as the basis for making decisions in the event of a layoff or reduction in force (RIF). Some districts construct their FSAs by designating each discipline listed in the Disciplines List as an FSA. Other districts combine several disciplines into an FSA. And other districts combine all disciplines into one single FSA. Upon hire, a faculty member is placed in the FSA that includes the discipline for their position. If your FSA includes more than one discipline, it does not mean that you are qualified for service in each of the disciplines listed in that FSA, but only for those in which you meet the MQs.

Q#17: Is it possible to teach at a community college as a faculty intern?

A. Yes. The governing board of any community college district may establish a faculty internship program. A full description of the requirements and MQs that apply in this type of a situation can be found in Sections 53500 through 53502 of Title 5, California Code of Regulations.

These sections of the regulation can be found by accessing the Minimum Qualifications for Faculty and Administration in the California Community Colleges document posted at:

http://www.cccco.edu/Portals/4/minimum_quals_jan2008.doc

Q#18:   Does the Coaching discipline listed under the section "Disciplines in Which a Master's Degree is not Generally Expected or Available" permit an individual who is hired as a coach, and does not possess a master's degree, to teach physical education classes?

A: No. The discipline of coaching permits an individual to coach in a sport, but not to teach the activity classes in a sport. For example, an individual with the coaching MQ could coach the swim team, but would not have the MQs to teach swimming classes---those courses would most likely have been assigned to the discipline of Physical Education (which requires a master's degree) by the college curriculum committee.

Q#19:   If someone earned a professional degree, such as J.D., M.D., L.L.B., D.V.M, D.O., or other recognized degree, what courses can that individual teach at the community college?

A: The MQ to teach in the Law discipline within the community colleges is the possession of a J.D. or L.L.B. So, an individual with a J.D. or L.L.B. could teach any course that has been assigned the discipline of Law by the curriculum committee. Additionally, the MQ guidelines note that courses in aspects of law for applications to a particular discipline may be classified, for minimum qualifications purposes, in the disciple of the application - i.e., Business Law.

A person with an M.D. or D.V.M or D.O. would not be recognized as meeting the MQs for the discipline of Biology simply through his or her professional degree coursework. The college equivalency committee would need to examine the person's pre-professional degree coursework to see if the total amount of coursework was equivalent to the MQs for the Biology discipline.

Q#20:   Is it true that in order to teach a class listed under two disciplines that the instructor only has to be qualified in ONE of the disciplines to teach it, not both. For example, if HIST 177 and ECON 177 are cross-listed, then the instructor needs a master's in History OR Economics?

A: Yes. Some courses may be appropriately assigned to more than one discipline. For example, a course entitled "Economic History of the United States" may be appropriately placed in both the *economics* and *history* disciplines. Such a placement means that a faculty member with minimum qualifications in *either* discipline would be qualified to teach this course, provided that he or she also possesses any additional qualifications established by the governing board in conjunction with its academic senate.

Q#21: What is the Interdisciplinary Studies discipline? Does that mean that anyone can teach a course using that discipline?

A: No. Some courses may not clearly fall within a single discipline, but must combine the academic preparation from two or more disciplines to such a degree that they need to be taught by someone with some preparation in the constituent disciplines. These courses are designated as *interdisciplinary*. The entry for Interdisciplinary Studies is as follows:

Master's in the Interdisciplinary area **OR**
Master's in one of the disciplines included in the interdisciplinary area **and** upper division or graduate course work in at least one other constituent discipline[s].

Therefore the *interdisciplinary* designation requires more specialized minimum qualifications than courses cross-listed under two or more disciplines. Someone who has a master's degree in one of its component disciplines and upper division or graduate course work in at least one of the

other constituent disciplines is also eligible to teach this course (exactly how much coursework in a second discipline is not specified in the Disciplines List). Agreement on qualifications to teach any such course should be made by the college curriculum committee and based on the course outline of record.

Q#22: Can someone with a degree from a foreign country teach at a community college?

A: Possibly. Within the United States, no government agency monitors the establishment of foreign credential evaluation services.   Prior to becoming employed as an instructor with any California community college, the college would need to have an evaluation conducted of the education and degree completed at the foreign college/university to inform the equivalency process. The community college would generally refer transcripts from the foreign college/university to an organization that evaluates foreign credentials.

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You can access the full document specifying the California Community Colleges' Minimum Qualifications for Faculty and Administrators (commonly known as the **Disciplines List**) by going to the following URL:
http://www.cccco.edu/Portals/4/minimum_quals_jan2008.doc

This FAQ will be reviewed on a regular basis by the Academic Senate and the Chancellor's Office.

Academic Senate documents on Minimum Qualifications and the Disciplines List process:

Disciplines List Review Process. (adopted Fall 2004).
http://www.asccc.org/Publications/Papers/DisciplinesListReview2004.html

Equivalence to the Minimum Qualifications. (adopted Fall 2006).
http://www.asccc.org/Publications/Papers/Equivalence_2006.html

Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas. (adopted Spring 2004).
http://www.asccc.org/Publications/Papers/QualificationsFacultyService.htm

February 3, 2010

MEMO TO: Chief Executive Officers, Accreditation Liaison Officers,
          Interested Others

FROM: Barbara A. Beno *[signature]*

SUBJECT: Report on January 6-8, 2010 Commission Meeting

The Accrediting Commission for Community and Junior Colleges met on
January 6-8, 2010, at the Westin SFO Hotel in Millbrae, California. Actions
were taken on 59 institutions, including comprehensive evaluations, midterm
reports, follow-up reports, show cause reports, closure reports and withdrawals
from accreditation. The list of institutional actions is appended to this
memorandum.

Accepted Follow-Up Report with Visit and Continued on Warning
East Los Angeles College
Feather River College
Imperial Valley College

Accepted Follow-Up Report with Visit and Removed from Warning
College of the Redwoods

Accepted Follow-Up Report with Visit, Removed from Warning and Reaffirmed Accreditation
El Camino College
Lassen Community College
Long Beach City College
Palo Verde College
Rio Hondo College
Santa Ana College
Santiago Canyon College
Sierra College

Accepted Follow-Up Report with Visit and Placed on Probation
Cuesta College

Accepted Follow-Up Report with Visit and Continued on Probation
Crafton Hills College
Solano Community College

Accepted Follow-Up Report
Cañada College
College of San Mateo
Contra Costa College
Cuyamaca College
DeAnza College
Foothill College
Grossmont College
Los Medanos College
Mt. San Jacinto College
Skyline College
Yuba College

Accepted Focused Midterm Report
Honolulu Community College
Kauai Community College

Accepted Midterm Report and Special Report
Bakersfield College
Cerro Coso College

Actions taken by the Substantive Change Committee between June 2009 and January 2010 to Approve the Following (continued):

Santa Monica College: to add 19 associate of arts degrees and 27 certificates of achievement and/or department certificates to be offered 50% or more through a mode of distance or electronic delivery.

Skyline Community College: to add fourteen associate degree programs and 18 certificate programs to be offered 50% or more through a mode of distance or electronic delivery.

Heald College: to relocate the San Francisco Campus from 350 Mission Street to 875 Howard Street.

Kapi'olani Community College: to establish two additional locations geographically apart from the main campus: an ADN Nursing Program at Leeward Community College and a Practical Nursing Program at Windward Community College.

Monterey Peninsula College: to offer 50% or more of a program through a mode of distance or electronic delivery at the Seaside Center.

San Joaquin Valley College: to add a new campus in Murrieta, California. The programs that were approved to be offered at the Murrieta Campus are the Respiratory Therapy A.S. Degree, the Clinical Medical Assisting Certificate and A.S. Degree, the Clinical and Administrative Medical Assisting A.S. Degree, the Administrative Health Care Management Certificate and A.S. Degree, and the Business Administration Certificate and A.S. Degree.

Gavilan College: to add a Carpenter Apprentice Program.

Heald College: to change ownership and control of the institution.

Monterey Peninsula College: to add a Family Research Studies Program offered 50% or more through a mode of distance or electronic delivery. The Committee acted to approve the proposal with the proviso that the College considers the program as a certificate.

Palau Community College: to add a Science, Technology, Engineering and Mathematics (STEM) Program. The Committee acted to approve the proposal with the proviso that the College considers the program as a certificate.

Western Career College: to offer two new programs, Physical Therapist Assisting and Fitness Training.

Subject: The CCC MOU with Kaplan University
From: Julie <Julie@ASCCC.ORG>
Date: Wed, 10 Feb 2010 14:49:53 -0800
To: SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET

Dear Local Senates Presidents:

The Academic Senate just got word this week that Chancellor Scott signed an MOU with Kaplan University (an online institution) regarding CCC students taking classes in conjunction with Kaplan (see below). It was signed in December. As you might expect, CCC faculty, senates, articulation officers, etc. are expressing surprise and concern.

The Academic Senate had <u>not</u> been invited to discuss the MOU while it was under development and this is clearly an academic matter. I will correspond with the Chancellor today.

We are just beginning to investigate the "how and why" . . . and I will keep you apprised of progress. For the time being, if you are asked about the MOU, I suggest that you indicate that we are looking into it at the state level. If your college is asked to participate, I would expect that senates would want to recommend that no arrangements be made without the concurrence of the academic senate, on the basis that this program falls under the "10 + 1 areas" of the academic senate.

Issues such as the below are just some <u>preliminary</u> concerns being sent to the Academic Senate regarding the MOU:

1. There was no involvement of Academic Senate in developing the MOU.
2. There is no provision in the MOU for requiring a local senate's approval before entering into such an academic contract/agreement.
3. There was no input from articulation officers and many other constituent groups in the MOU development (e.g., counselors, Admissions and Records directors, student services, DSPS).
4. Kaplan's accreditation may not meet approval for ACCJC---could jeopardize CCC accreditation.
5. Course content and quality are unknown or suspect. For example,
   a. They do not seem to have prerequisites in math courses;
   b. Their oral communication and science labs are 100% online, which CSU said they will not accept;
   c. It is uncertain whether Kaplan courses are fully accessible and ADA compliant.
6. We do not know whether CSU, UC and others would accept our students' transcripts; this program could put all our students' transcripts in question.
7. It has been reported that Kaplan has previously contacted individual community colleges with a similar proposal for an MOU. Their requests were denied, yet the Chancellor's Office has now developed this MOU.

We suggest that senates speak to their articulation officer, administrators and others who may be asked to participate. One suggestion might be for the college to develop a consensus through their participatory governance processes about whether or not to participate.

I am certain there will be more information and discussion in the coming months and at our Spring Plenary Session in April. This letter is a quick response to a new issue raised this week. Details of the MOU are below, in a memo that the Chancellor's Office sent to CCC articulation officers.

Sincerely,

Jane

Jane Patton, Ed. D., President
Academic Senate for Calif Community Colleges
Mission College, Communication Faculty
(916) 445-4753
Jane_Patton@wvm.edu

From: Articulation Officers **On Behalf Of Quinn**, Bob
Sent: Monday, February 08, 2010 5:47 PM
To: ART-ALL@LISTSERV.CCCCO.EDU
Subject: Kaplan MOU with CCC Chancellor's Office

Hello everyone,

I wanted to share with you a press release issued today regarding a concurrent enrollment/transfer related MOU between the CCC Chancellor's Office and Kaplan University. Below is a link to the press release, followed by a link to the agreement.

http://www.businesswire.com/portal/site/home/permalink/?ndmViewId=news_view&newsId=20100208

http://www.cccco.edu/Portals/4/SS/TransferArtic/policy/Kaplan University MOU Executed v12-15-09.pdf

If you have any questions please contact me, thank you.

Bob

===

Bob Quinn
Transfer and Articulation Coordinator
California Community Colleges Chancellor's Office
1102 "Q" Street
Sacramento, CA 95811
Ph. 916-324-2358
bquinn@cccco.edu

Palmdale

Term	LHE	FTES Source	FTES
Summer 2009	124	P1 Inclusivly as of 1/12/2010	116
Fall 2009	342	P1 Inclusivly as of 1/12/2010	350
Winter 2010	61	EnrollComp as of 2/2/2010	72
Spring 2010*	358	Ted Estimate from EnrollComp and Fall decline ratio 2/2/2010	375
Total	885		913

* Includes 3 LHE for ART100 listed as STAFF which does not have LHE assigned in Banner.

2/18/2010

AVC District and Palmdale Enrollment Estimates for 2010-2020

Time Frame	Years	AVC District	Palmdale
Current Student Demand (Near Term)	2010-2012	15,500 to 17,500	2,200 to 2,500
Short Term (3-5 Years)	2012-2015	17,000 to 19,000	2,600 to 3,500
Long Term (5-10 Years)	2015-2020	18,500 to 21,000	3,200 to 4,400

Note 1: Population Estimates are given as a range because of uncertainty in funding and population growth related to current economic conditons.

Note 2: AVC District Population Estimates for Short and Long Terms are based on Fall 2009 Enrollment and state projections of AVC growth.

Note 3: Palmdale Population Estimates are based on expected growth in programs and available space in Palmdale at the current building with possible new buildings at the long term time frame.

Note 4: Future growth is based on the assumption that when we get more funds and offer more classses that the students will be willing to return and take those classes.

2/3/2010

2009-2010

Course Reduction Savings Best Estimate 2009-2010 year

Term	Summer	Fall	Winter	Spring	Total LHE	FTES (.95*LHE)
LHE						
2008/2009	1652	5650	668	5700	13670	
2009/2010	1574	5678	126	4894	12271	11658
Difference	-79	28	-542	-806	-1399	
$/LHE	$ 1,229	$ 1,229	$ 1,229	$ 1,229		
$ Change	$ (96,483)	$ 33,935	$ (666,161)	$ (990,638)		

Total $ **(1,719,348)**

Historical LHE by Term

Term	Summer	Fall	Winter	Spring	Total LHE	FTES
LHE						
2006/2007	1531	5329	547	5491	12898	10,745
2007/2008	1521	5697	630	5769	13617	11,327
2008/2009	1652	5650	668	5700	13670	12,842
2009/2010	1574	5678	126	4894	12271	Estimated 11,535
Estimated 2010/2011	700	5420	150	5420	11690	Estimated 11,107
Change 09/10 to 10/11	-874	-258	24	526		

Total   **-581**