

## Irvine Valley College Process for Discipline/Course Realignment

### I. Background

Title 5, Section 53203 authorizes local community college boards "to adopt policies for appropriate delegation of authority and responsibilities to its college and/or district academic senate." More specifically, local senates are granted primary responsibility for developing recommendations concerning academic and professional matters. These include, but are not limited to "curriculum, including establishing prerequisites and placing courses within disciplines" (Sec. 53200). The South Orange County Community College District's Board Policy 2100.1 delegates such authority to the Academic Senates.

In April 1994, and as part of an on-going series of position papers on various academic and professional issues, the Academic Senate for California Community Colleges (ASCCC) recommended that local senates create a process for placement of courses within disciplines ("Placement of Courses Within Disciplines," ASCCC, April 1994). This recommendation was again reaffirmed in a more recent document, "Qualifications for Faculty Service In The California Community Colleges: Minimum Qualifications, Placement of Courses Within Disciplines, And Faculty Service Areas" (ASCCC, Spring 2004).

The Irvine Valley College Academic Senate has established its Discipline/Course Realignment Process in accordance with Title 5, Sections 53200 and 53203, and in consideration of the recommendations and guidelines of the Academic Senate for California Community Colleges. This document is not intended to determine which courses belong in a given discipline, department, or school, but rather to establish criteria and guidelines for the decision-making process.

### II. Definitions

For the purposes of this process, the following definitions will be used:

A. Discipline: An individual area of study within a program (i.e. History, English, Math for transfer or associate degree courses)

C. Department: A collection of associated disciplines and programs. This is an organizational designation as well as a pedagogical one.

D. School: An administrative unit of the college encompassing one or more academic departments.

### III. Initiating A Discussion on Discipline/Course Realignment

Discipline/Course realignment discussions may begin in a variety of venues, including: the Academic Senate and its committees, the President's Council, the Office of Instruction, the Office of Student Services, the Deans' Council, and individual Departments or Schools.

Regardless of where discussions begin, the process for discipline/course realignment, including any recommendations resulting from that process, shall be conducted in the Academic Senate, recognizing the South Orange County Community College District's policy to rely primarily on the Academic Senate's advice in academic and professional matters.

Discussions concerning any specific discipline/course considered for realignment shall be based on Guidelines outlined below in order to have a fair and complete review leading to a decision to realign a discipline/course or leave it where it currently stands.

Given the fact that Irvine Valley College is already structured along the traditional lines of Schools and Departments, the latter including a number of disciplines, the burden of proof for realignment must fall with the school, department, or administrative or governance unit wishing to change the existing organizational structure.

### IV. Discussion Guidelines

Guidelines are based on the mission, values, and goals of the institution, and access and

The quality of the program and how it is perceived by students, articulating universities, local business and industry, and the community.

The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students.

The prevalent alignment of the discipline, i.e., where it is housed in other colleges and

## B. Stage Two

In the event there is no agreement among all those concerned, the matter will be referred to the Academic Affairs Committee.

The Academic Affairs Committee will convene a special meeting to consider the issue. A faculty (or administrative) representative of the concerned parties shall submit a "position paper" to argue its case. Position Papers may also be submitted by other concerned parties. Arguments shall be based on the Guidelines outlined in Section IV above. The Committee will review the documents presented. It will then invite representatives to attend a subsequent, special meeting of the Committee to make a brief, oral summary of the position papers and answer questions from Committee members. The recommendation of the Committee will be forwarded in writing to the Representative Council of the Academic Senate for its review and action.

The Representative Council will agendaize the recommendation and, at its discretion, may require additional documentation, clarification, or schedule further presentations from the representatives. The Representative Council's final determination will then be forwarded in writing to the Vice-President for Instruction. The Vice-President for Instruction will bring the recommendation to the President's Executive Council for a decision on the matter.

### Reference Bibliography

- Placement of Courses Within Disciplines. ASCCC, approved April 1994
- Title 5 Sections 53200, 55002
- SOCCCD Board Policy 2100.1
- Qualifications For Faculty Service in The California Community Colleges: Minimum Qualifications, Placement of Courses Within Disciplines, and Faculty Service Areas. ASCCC, adopted Spring 2004.
- California Community Colleges. Taxonomy of Programs. February 2004. Sixth Edition. Corrected Version, November 2004.
- Mission College. Policy And Process For Program Discontinuance., May 17, 2001

DRAFT approved by Academic Affairs on 2/22/05  
 Edited by the Academic Senate Cabinet on 2/24/05  
 Reviewed/revised by Instructional Council 3-1-05  
 Edited by Academic Senate 3-3-05  
 Reviewed by Academic Senate 3-24-05  
 Edited by GR on 3-30-05  
 Reviewed by Instructional Council 4-4-05  
 Approved by Senate 4-7-05  
 Approved by President's Council 4-27-05  
 Adopted by Academic Senate 5-5-05

Adopted: 5-5-05