613. SELECTION OF MATERIALS AND EQUIPMENT

The Learning Resource Program has the responsibility for providing books and other instructional materials, equipment, and services, which contribute to the total educational program of the College. Materials selected will reflect the diversity of the human culture and opinion and the ethnic, racial, and linguistic composition of the College community.

The Board of Trustees recognizes the importance of the instructional service provided by the Learning Resources Program. The Board will attempt to provide for a full range of such services. The Dean, Learning Resources will facilitate the procedures for the purchase, rental and utilization of equipment and materials in the Learning Resources Program. These procedures will be included in the faculty handbook and approved by the Academic Senate.
### A. GENERAL PRINCIPLES ON ACADEMIC FREEDOM

1. Freedom of speech is a right granted to all citizens by the First Amendment of the United States Constitution; it is vital to American standards of fairness and intelligent debate, and therefore it extends to the classroom environment for teachers and students.

2. A mature, democratic society functions best when its citizens are permitted and able to exercise their right to discuss, debate, disagree, challenge and engage in dialogue on all topics relating to the welfare of individuals and the larger community.

3. An institution of higher education in such a society is expected to enable its faculty, students and staff to comprehend and value the freedoms and responsibilities inherent in its national culture.

4. Only an academic environment that promotes an open and free exchange of ideas can properly develop the cognitive skills of critical inquiry which promote individual success and societal progress.

5. The College, as an institution of higher education, has an obligation to the community to promote the thoughtful introduction of a full gamut of ideas for discussion. This is facilitated by:
   - Establishing a policy promoting the principle of academic freedom and encouraging faculty and students to exercise this practice by developing and accepting opportunities for critical thinking and personal growth.
   - Ensuring that the policy of academic freedom successfully guarantees mutual respect by all participants in the educational environment, including the protection from the threat of political or personal attack. Such guarantees include the full scope of professional faculty obligations relative to assigning textbooks, presenting student learning activities, evaluating student performance or achievement and participating in the academic life of the community.

### B. ACADEMIC FREEDOM AND THE FACULTY

1. Academic freedom in the course of instruction means that faculty members teaching in the District have the prerogative to present and explore all issues relevant to their disciplines which contribute to the education of students regarding the substance of each course’s content and the student learning outcomes.

2. Quality teaching is understood to involve intellectual honesty and academic integrity in the presentation of subjects assigned. Such professional decorum requires the presentation of differing perspectives and interpretations with balanced intellectual rigor.
3. Faculty members are expected to maintain their own scholastic currency in their academic disciplines, and their capabilities as instructors within those disciplines.

4. It is recognized by the District and faculty members that the faculty members are also private citizens, with all attendant rights and responsibilities as private citizens.
   a. However, when a member of the faculty speaks or acts in his or her capacity as a private citizen, it needs to be made clear to the audience that the faculty member is speaking as a private citizen.
   b. It should be clear that any positions taken by faculty members speaking as private citizens are not to be considered as official District policy or positions.
   c. This provision is not intended to limit the right of a faculty member to disagree publicly or privately with District policy, and to participate in peaceable debate on any subject of interest to academic community or the larger issues of society.

5. As members of a profession that relies on academic freedom, all faculty members have an obligation to exemplify the highest standards of professional conduct in this regard and to promote an understanding of this principle to their colleagues, to students, and the community at large.

C. ACADEMIC FREEDOM AND STUDENTS
   1. By accepting an academic course of study within the College system, students accept the principle that they will study in an environment that is designed to present the fullest range of academic insight in the subjects they are enrolled in, including contemporary and historical perspectives, and open, thoughtful examination of differing points of view in pursuit of knowledge within general and specific fields of study.

   2. Academic freedom allows students to take reasoned exception to the concepts and conclusions presented in any course of study. Students are, however, responsible for learning the content of any course in which they are enrolled, and can expect to be tested on their knowledge of such information.

D. DISTRICT RESPONSIBILITIES AND SUPPORT
   1. The District is committed to the full support of the principle of academic freedom within all its activities.

   2. The District supports the freedom of all faculty to inquire, to teach controversial content, to model and encourage critical thinking, and to present all viewpoints within each discipline.
3. The District supports the freedom of all students to inquire, to have access to the full range of information available, to explore difficult and controversial material, to develop and practice critical thinking skills, and to operate in a classroom climate free of intimidation and conducive to the free exchange of ideas is fully encouraged and expected.

4. Under the provisions of the California Education Code, the faculty have the right and the professional responsibility to assign grades. The District recognizes its obligation to ensure that faculty members will be allowed to exercise these responsibilities free from political influence, intimidation, or threat of lawsuit.

E. ROLE OF ACADEMIC SENATE
1. The Academic Senate shall establish a Committee on Academic Freedom to provide clarification and advice on matters relating to academic freedom.
WHO MAY REQUEST AN ACADEMIC FREEDOM REPORT?

- Any College committee, District official, faculty member, student, or community member may ask the Senate to convene the Academic Freedom Committee to provide an interpretation, clarification, or opinion on an issue of Academic Freedom.
- Any individual making a request must specify whether the request is being made as an individual, or as an authorized representative of a committee or other group.

ESTABLISHMENT OF COMMITTEE ON ACADEMIC FREEDOM

Once the Senate receives a request, it will convene an adhoc committee on Academic Freedom. If several requests address the same or similar issues, the Senate reserves the right to have the committee combine all similar requests and issues into one unified interpretation or opinion.

COMMITTEE MEMBERSHIP

- The committee shall consist of:
  - At least three faculty appointed by the Senate, one of whom will be designated as Chair;
  - A student appointed by the Associated Student Government
  - An Educational Administrator appointed by the College President
  - The Senate may also choose to appoint individuals with specialize training or expertise to serve as ex officio (non-voting advisors)
- As far as is possible, the Senate will strive to ensure that the faculty representatives include full time and adjunct faculty.
- When there is a question involving a particular academic discipline, at least one faculty member will be from the same or a closely related discipline, and at least one faculty member will be from a different discipline.
- No Committee member shall have an immediate interest in the issue(s) being discussed.

COMMITTEE OPERATION

- As much as possible, the committee shall operate in an open, collegial manner. However, the committee will have the right to establish guidelines to govern committee meetings and operations.
- The committee will work with Human Resources, and other appropriate departments, to ensure that privacy, FERPA, and other related rights are respected for all parties.

COMMITTEE REPORT

- The committee will provide an initial report with its interpretations, clarifications, opinions, findings, and/or recommendations to the full Senate, as well as the parties requesting the report, subject to any restrictions required by FERPA and other privacy rules and regulations.
- The report is conditional until it is accepted by the full Senate. The Senate may also ask the committee to review portions of the report to provide for additional clarification.
- In addition, the Committee will provide a summary of its operating guidelines, with suggestions for future committees.

APPLICABILITAY OF THE REPORT

- Interpretations and opinions of this Committee are non-binding on the parties involved. However, it is to be understood by all parties that the final report is the studied interpretation, opinion, recommendations and findings of the Academic Senate. As such it should be should be given due weight and consideration by the parties requesting the report.
620. GENERAL POLICY ON PREREQUISITES/COREQUISITES

620.1 Philosophy

The SCCCD Board adopts this policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice.

The District recognizes that prerequisites, corequisites, advisories and limitations, if established unnecessarily or inappropriately, constitute unjustifiable obstacles to student access and success. It is the policy of the Board that caution and careful scrutiny are used when establishing these.

Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board requires that any procedure adopted to implement this foster the appropriate balance between these two concerns.

620.2 Dissemination of Definitions and Procedures

The College shall provide the following explanations both in the College Catalog and in the Schedule of Classes:

a. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Section 55200 (a-f) of Title 5.

b. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.

c. Definitions of advisories on recommended preparation, the right of the student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to examine that right.
620.3 Challenge Process

The College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process as required in and according to provisions of Section 55201(f) of Title 5 and Section I.B. 1-3 of the Model District Policy.

620.4 Curriculum Review Process

The College certifies that the Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a)(1) of Title 5. The Curriculum Committee shall:

a. Establish prerequisites, corequisites, advisories on recommended preparation, and limitation on enrollment pursuant to Sections 55002, 55201, 55202, and 58106 of Title 5 and Section I. C.3, 1-4 and II.C of the Model District Policy.

b. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in Section 55201(b)(1) of Title 5 and Sections II.A.1.a-g of the Model District Policy.

c. Provide for review of each prerequisite, corequisite, or advisory at least every six weeks pursuant to Section 55201(b)(3) of Title 5 and Section I.D. of the Model District Policy. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.

d. Provide for a review of any prerequisite, corequisite, or advisory upon the request of any faculty member or educational administrator.

e. Provide for a review of each limitation on enrollment at least every six years pursuant to Section II.C of the Model District Policy.
620.5 Implementing Prerequisites, Corequisites, and Limitations on Enrollment

The College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to Section 55202(g) of Title 5 and Section I.E. of the Model District Policy.

Every attempt shall be made to make certain that changes in prerequisites or corequisites do not adversely affect currently enrolled students.

620.6 Instructor’s Formal Agreement to Teach the Course As Described

The College shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation, are established will be taught in accordance with the course outline pursuant to Section 55201(b)(2) of Title 5.