College of the Canyons Academic Senate Agenda
October 10, 2013 3:00 P.M. to 4:30 P. M. BONH 330

A.Routine Matters
1. Call to order
2. Approval of Agenda
3. Approval of the Consent Calendar
    a) Approval of the Academic Senate Summary: September 26, 2013 (p.2)
    b) Approval of the Curriculum Summary: October 3, 2013 (p.4)
4. President's Report
5. Vice-President's Report

B.Committee Reports
1. Program Review Committee – Paul Wickline, Committee Chair
2. Minimum Qualifications & Equivalencies Committee (MQE) – Edel Alonso, Committee Chair
3. Curriculum Committee – CTE Course Requisite Validation Form – Ann Lowe, Curriculum Committee Chair (p.6)

C.Unfinished Business
1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. Proposal for Revision of Prerequisite Policy – in Policy Committee
3. Calendar Options 2014-2015 – in Calendar Committee
4. Orphan Courses – in SLO Committee
5. 20+ policies from Administration – in Policy Committee
6. ISLO LEAP - under discussion at division level
7. Heritage Committee Procedures – in Heritage Committee

D.Discussion Items
1. Annual Student Survey – Jasmine Ruys, Daylene Meuschke and Denee Pescarmona (3 attachments)
2. Draft of Proposed Change to Curriculum Committee Procedures – Ann Lowe, Curriculum Committee Chair (p.7)
3. Draft of Proposed Revision to BP 4400 Discontinuance Policy: BP 4400 Program Viability and AP 4400 Program Viability - David Andrus, Policy Review Committee Chair (p.15)
4. Draft of Proposed New Policy BP 4020 Program and Curriculum Development and AP 4020 Program and Curriculum Development – David Andrus, Policy Review Committee Chair (p.28)
5. Draft of Proposed Revision to BP 4030 Academic Freedom and AP 4030 Academic Freedom – David Andrus, Policy Review Committee Chair (p.31)

E.Action Items:
1. Approval of Discipline Assignments for Adjunct Faculty Fall 2013 (attachment)
2. a) 2012-2013 ESL/Basic Skills Allocation End-of-Year Report and
   b) 2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan - Anzhela Grigoryan, S4S Committee Chair (attachment)

F.Division Reports
G.Announcements:
1. **Academic Calendar forums** in BONH 330 10/22, 11:00 AM and 10/28, 2:00 PM
2. **Reminder**: Academic Senate meeting will be November 7 the first Thursday in November.
3. Senate Plenary Session on November 7-9, 2013

H.Open Forum
I.Adjournment

The next Academic Senate meeting will be **October 24, 2013**
As always everyone is welcomed.

Summary of the Academic Senate Meeting September 26, 2013

Attendance: Edel Alonso, Regina Blasberg, Deanna Riviera, Thea Alvarado, Christy Richter, Michael Sherry, Wendy Brill-Wynkoop, Audrey Green, Anzhela Grigoryan, Shane Ramey, Lee Hilliard, Amy Shennum, David Andrus, Paul Wickline, Chelley Maple, Ruth Rassool, Rebecca Eikey, Cindy Stephens, Ron Karlin, Rebecca Shepherd, Ann Lowe, Howard Fisher and Anais Amin

A.Routine Matters
   3. Call to order: 3:00 p.m.
   4. Approval of the Agenda: **Approved** with addition of #5 under Action Items -
      5a) 2012-2013 ESL/Basic Skills Allocation End-of-Year Report and
      5b) 2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan
   5. Approval of the Consent Calendar: **Approved**
   6. Report of the Senate President, Dr. Edel Alonso:
      ➢ There was a special Board of Trustees meeting last Wednesday for the purpose of a self-evaluation. Academic Senate President and Vice President attended. Joan McGregor was absent. Dr. Van Hook was in attendance. The meeting was devoted to an examination of the role of the members of the Board of Trustees particularly in view of the accreditation process. It was stated that the role of the Board members, as defined by the League, is to set policy for the institution and not to be involved in the operations of the college.
      ➢ Groups of faculty, staff, and administrators have been formed to work on each of the four standards for accreditation: Standard 1 Institutional Mission and Effectiveness, Standard 2 Student Learning Programs and Services, Standard 3 Resources and Standard 4 Leadership and Governance. The Standard Committees are meeting to write a draft of their sections for the self-study report.
      Report of Paul Wickline, Senate VP: None

B.Committee Reports: None

C.Unfinished Business
   1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
   2. Proposal for Revision of Prerequisite Policy – in Policy Committee
   3. Calendar Options 2014-2015 – in Calendar Committee
   4. Orphan Courses – in SLO Committee
   5. 20+ policies sent from administration – David Andrus

D.Discussion Items
1. ISLO/LEAP
SLO Committee Chair, Rebecca Eikey, reported that we have already gone through the Institutional Student Learning Outcomes (ISLO) assessment process and finished closing the loop last year. There were some workshops in fall 2012 to discuss the outcomes of the learning outcomes assessment process and the feedback was to look into other methods and to improve the dialog and the usefulness of the whole process. In spring 2013, there was another workshop to explore and discuss three different new approaches or methods. One method reviewed and deemed to be of the most interest was based on

essential student learning outcomes proposed by the Association of American Colleges and Universities (AACU) as a set of principles and referred to as LEAP. Beginning in school and continuing at successively higher levels across their college studies, the AACU states that students should prepare for twenty-first-century challenges by gaining 1) Knowledge of Human Cultures and the Physical and Natural World, 2) Intellectual and Practical Skills, 3) Personal and Social Responsibility and 4) Integrative and Applied Learning. The SLO Committee just sponsored another workshop just yesterday with a faculty member from Cal State Channel Islands who explained how their faculty is using LEAP for their SLO assessment. Paul Wickline informed the Senate that all CSU campuses are modeling their ISLO assessment process using this model. The SLO Committee asks the Senators to share this report on the LEAP method in their Division meetings and to encourage the faculty to learn about it while we discuss it further and consider adopting it at COC.

2. Heritage Committee Procedures
Committee Chair, Juan Buriel, reviewed the draft of the proposed new Heritage Committee Procedures. Suggestions for changes to the procedures were made. Juan will take these back to the committee and let the Senate know when he would like to bring this back for discussion.

3. Revision to the Discontinuance Policy: BP 4400 Program Viability AP Program Viability
Policy Review Committee Chair, David Andrus, reviewed the draft of proposed changes to the existing Discontinuance Policy and AP including the name change from Program Discontinuance to "Program Viability". He explained the ASCCC's recommendation for development of such a comprehensive policy to comply with Title 5 and cited Education Code sections 78015-78016.5 which were distributed for the senators to read. There are some concerns and some of the changes have been made to the policy. Discussion about the proposed changes ensued.

4. Basic Skills Report
S4S Committee Chair, Anzhela Grigoryan, reviewed the 2012-13 ESL/Basic Skills Allocation End-of-Year Report and 2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan. The S4S committee has met since the report included in the Senate's agenda was sent and the committee has recommended minor changes. Anzhela will forward the changes to the Senate for the next Senate agenda. The final report requires the signature of the Academic Senate President. This item will appear as an Action Item on the next Senate agenda to meet the October 10 deadline.

E.Action Items
   1. Minimum Qualifications and Equivalencies Committee Procedures: **Approved**
   2. SLO Resolution **Approved** with the addition of "AFT" added along with the other two faculty groups, COCFA and Academic Senate.
   3. Discipline assignment for Dr. Jerry Buckley: **Approved**
   4. Faculty Emeriti Status for Susan Crowther: **Approved**
   5. Election results for Adjunct. Ruth Rassool, Shane Ramey and Thea Alvarado: **Approved**
F.Division Reports: N/A
G.Announcements: Oktoberfest, October 4, 2013. Please encourage all to attend.
                     Please note Calendar Option Forums for October.
H.Open Forum: N/A
I. Adjournment: 4:25 p.m.

CURRICULUM COMMITTEE SUMMARY

October 3rd, 2013   3:00 pm – 5:00 pm   BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting held on September 23rd, 2013:

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Brill, David – Fine & Performing Arts; Brode, Robert – Allied Health (substitute for Tina Waller); Eikey, Rebecca – Math, Science & Engineering (substitute for Mary Bates); Hilliard, Lee – Career & Technical Education; Karlin, Ron – Member at Large; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Ruys, Jasmine – Admissions & Records; Solomon, Diane – Member at Large; Voth, Joseph – Humanities

Members absent: Green, Audrey – Co-Chair, Administrator; Richter, Christy – Enrollment Services; Stanich, Diana – Physical Education & Athletics

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ART	114	History of Art: Field Trips	Course will no longer been offered. - **Approved**	J. Lorigan	Fall 2014
BIOSCI	098	Quality Control and Validation	Course will no longer be offered. Course was part of the Biotechnology Certificate which has been deleted. - **Approved**	M. Golbert	Fall 2014
CHEM	090	Chemistry for Technology	Course will no longer be offered. Course was part of the General and Emerging Technologies Certificate which has been deleted. - **Approved**	K. Flynn	Fall 2014
NC.BCSK	E19	Study Techniques	Course will no longer be offered - **Approved**	D. Stewart	Fall 2014
NC.BCSK	E20	Spelling Techniques	Course will no longer be offered - **Approved**	D. Stewart	Fall 2014
NC.BCSK	SBC	Summer Bridge Counseling	Course will no longer be offered - **Approved**	D. Stewart	Fall 2014
NC.BCSK	SBE	Summer Bridge English	Course will no longer be offered - **Approved**	D. Stewart	Fall 2014
NC.BCSK	SBM	Summer Bridge Math	Course will no longer be offered - **Approved**	D. Stewart	Fall 2014
NC.ESL	10	ESL Beginning Language Lab	Course will no longer be offered - **Approved**	D. Stewart	Fall 2014

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
CHNESE	101	Elementary Chinese I	Revised objectives and content, updated textbooks. - **Approved**	C. Acosta	Fall 2014
COUNS	112	Transition Strategies for Intercollegiate Athletes	**Revised SLO**, revised objectives and content, updated textbooks. **Added DLA. - Approved**	A. Loaiza	Fall 2014
CULARTS	128	Principles of Baking II	**Revised SLO's (2)**, revised objectives and content, updated textbooks. - **Approved**	C. Schwanke	Fall 2014

Subject	#	Title	Description of action	Author	Effective
GERMAN	102	Elementary German II	Revised objectives and content, updated textbooks. - **Approved**	C. Acosta	Fall 2014
HLHSCI	153	Emergency Medical Technician Refresher Course	**Added Lab component,** revised descriptions, revised objectives and content, updated textbooks. **Changed prerequisite of HLHSCI-151 or current/expired EMT certification to recommended preparation. - Approved**	P. Halley	Fall 2014
ITAL	102	Elementary Italian II	Revised objectives and content, updated textbooks. - **Approved**	C. Acosta	Fall 2014
MUSIC	170	Bass Guitar Studies I	**Revised SLO, Added SLO**, revised objectives and content. - **Approved**	KC Manji	Fall 2014
SURV	104	Advanced Applications in Surveying II	Revised descriptions, **revised SLO**, revised objectives and content, Updated textbook. **Changed SURV-102 prerequisite to recommended preparation, added SURV-103 & MATH-102 as recommended preparation. - Approved**	R. BlaabERG	Fall 2014
SURV	105	Boundary Control and Legal Principles I	Revised descriptions, **revised SLO**, revised objectives and content, updated textbook. - **Approved**	R. BlaabERG	Fall 2014
SURV	106	Boundary Control and Legal Principles II	Revised schedule description, **added SLO**, revised objectives and content, updated textbook. - **Approved**	R. BlaabERG	Fall 2014
SURV	107	Construction Surveying	**Revised SLO, Added SLO**, revised objectives and content, updated textbook. **Added SURV-102 as recommended preparation. - Approved**	R. BlaabERG	Fall 2014

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
~~MUSIC~~	~~133~~	~~Keyboard Instruction III~~	~~2 unit, 18 hours lecture, 54 hours lab, not repeatable.~~ **~~New SLO's (3).~~**	~~J. Lawson~~	~~Fall 2014~~
~~MUSIC~~	~~134~~	~~Keyboard Instruction IV~~	~~2 unit, 18 hours lecture, 54 hours lab, not repeatable.~~ **~~New SLO's (3).~~**	~~J. Lawson~~	~~Fall 2014~~

MODIFIED COURSES:

Subject	#	Title	Description of action	Author	Effective
NURSNG	114	Fundamentals of Nursing	Revised course content, updated text books. - **Approved**	M. Corbett	Fall 2014
NURSNG	124	Beginning Medical Surgical Nursing	Revised course content, updated text books. - **Approved**	S. Carroll	Fall 2014
NURSNG	126	Psychiatric Nursing	Revised course content, updated text books. - **Approved**	A. Lowe	Fall 2014
NURSNG	215	Pharmacological Principles	**Revised SLO**, revised course content, updated textbook. - **Approved**	T. Rorick	Fall 2014
NURSNG	234	Intermediate Medical Surgical Nursing	Revised course content, updated text books. - **Approved**	T. Rorick	Fall 2014
NURSNG	240	Advanced Medical Surgical Nursing and Leadership	Revised course content, updated text books. - **Approved**	S. Carroll	Fall 2014
~~THEATR~~	~~241~~	~~Movement for the Performer~~	**~~Changed from 3 units to 2 units~~**~~, revised descriptions,~~ **~~revised SLO's (2)~~**~~, revised objectives and content, updated textbooks.~~	~~P. Wickline~~	~~Fall 2014~~
~~THEATR~~	~~242~~	~~Voice for the Performer~~	**~~Changed from 3 units to 2 units~~**~~, revised descriptions,~~ **~~revised SLO's (2)~~**~~, revised objectives and content, updated textbooks.~~	~~P. Wickline~~	~~Fall 2014~~

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
HLHSCI	153	Emergency Medical Technician Refresher Course	Changed prerequisite of HLHSCI-151 or current/expired EMT certification to recommended preparation. - **Approved**	P. Halley
SURV	104	Advanced Applications in Surveying II	Changed prerequisite of SURV-102 to recommended preparation, added SURV-103 & MATH-102 as recommended preparation. - **Approved**	R. Blasberg
SURV	107	Construction Surveying	Added SURV-102 as recommended preparation. - **Approved**	R. Blasberg

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
COUNS	112	Transition Strategies for Intercollegiate Athletes	Online/Hybrid. - **Approved**	A. Losica

Discussion Items:

1. Curriculum Committee Handbook Review – Sequencing and Organization of the Handbook. The draft Curriculum Committee handbook will be updated based on the suggestions given from the committee. A revised version will be sent out to the committee for further review. The draft handbook is scheduled to be reviewed again for accuracy at the October 17th Curriculum Committee meeting.

2. CTE Course Requisite Validation Form. The form was reviewed and approved by the committee members present (see attached).

3. Noncredit Resolution from Academic Senate. Ann Lowe read the noncredit resolution from the Academic Senate that opposes the elimination of noncredit course offerings.

4. Division Representative Report – Courses in Need of the Five Year Revision. The updated five year revision list was reviewed by the committee members. Division representatives reported on the status of courses on the list within their divisions.

New Courses Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	3
New Programs	-0-	New DLA's	1	Deleted Courses	9
Modified Courses	17	New SLO's	2	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	8	Proposals Reviewed in Technical Review Session	25
New Non Credit Courses	-0-	New Prerequisites	-0-	Proposals Returned from Technical Review Session	5

CTE Course Requisite Validation Form

Date: ☐   Department: ☐

Course Prefix, Number and Course Title: ☐

Prerequisite Course Prefix, Number and Course Title: ☐
Co-requisite Course Prefix, Number and Course Title: ☐
Recommended Preparation Course Prefix, Number and Course Title: ☐

Prerequisite Content Review:

☐ The SLO's and objectives in the prerequisite course are equivalent to the entrance skills necessary to succeed in this course.
☐ The tests, quizzes, projects, and/or assignments are appropriate to develop the required skills for the prerequisite course.
☐ The textbook requires a base of knowledge that the student would have obtained in the prerequisite course.

Co-requisite Content Review:

☐ The SLO's and objectives in the co-requisite course match the knowledge and skills reflected in the goals and objectives of this course.
☐ The test, quizzes, projects, and/or assignments reflect skills that are taught in both this course and the co-requisite course.
☐ The textbook contains a base of knowledge the student would have used in the co-requisite course.

Recommended Preparation Content Review:

☐ The objectives in the advisory course are such that the ability of the student to meet those objectives would contribute to the student's success in this course.
☐ The tests, quizzes, projects, and assignments reflect skills that the student may have acquired in the advisory course.
☐ The textbook requires a base of knowledge the student may have obtained in the advisory course.

Department Chair Signature: _____   Date: _____

DRAFT of Proposed Revisions

CURRICULUM COMMITTEE PROCEDURES

I. SCOPE AND DUTIES
1. Review and recommend action on existing curricula
2. Review and recommend action on proposed curricula
3. Encourage and foster the development of new curricula
4. Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum
5. Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees
6. Implement state-mandated regulations or policies that affect curriculum
7. Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees
8. Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC)
9. Review all curriculum proposals to ensure congruence with the college's mission, need, quality, feasibility, and compliance with Title V.

II. MEMBERSHIP:

1. As an academic and professional matter, the composition of the Curriculum Committee will be mutually agreed upon by the Senate and the District.

2. The Academic Senate will develop procedures to select the faculty members of the committee.
   a. **Elections will be held in the spring of even numbered years**
   b. **Term of service will be for two years**
   c. **If a position is vacated and filled with a new member, the new member's term of service will be completed at the end of the original two-year term.**
3. The following are considered voting members of the committee:
   a. Faculty Chair of the Curriculum Committee
   b. One representative from each division.
   c. 3 At-Large Faculty Representatives
   d. 1 Adjunct Representative
   e. Chief Instructional Officer or designee from the Office of Instruction
      i. The Chief Instructional Officer or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.

          ii.   Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.

4. If they are not already voting members, the following shall be appointed as Non-Voting members:

    a. Curriculum Coordinator
    b. Representative from the Associated Student Government
    c. Representative of the Counselors (if no elected member is a Counselor)
    d. Matriculation Officer
    e. Director of Admissions and Records
    f. Articulation Officer

5. The following committees will provide a representative to serve as a resource to the Curriculum Committee. They are considered non-voting resource members, and are not expected to attend meetings unless they are requested:
    a. Disciplines Committee
    b. Student Learning Outcomes Coordinator(s)
    c. Ed-Tech Committee

III. MEMBER RESPONSIBILITIES:

1. Attend and fully participate in committee meetings
2.   Serve as a consultant to members of his/her division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings.
3. Inform and update their division about curriculum issues such as (but not limited to):
    a. Proper preparation of course outlines
    b. Prerequisite/corequisite policies
    c. Curriculum Committee deadlines
    d. Developing Student Learning Outcomes
4. All members of the committee shall make decisions based on a college wide perspective.
5.   It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
    a. Read all the course/program outlines before the meeting;
    b. Stay current on Title V and Education Code requirements regarding curriculum;
    c. Participate in required training (e.g. Stand Alone Certification);
    d. Participate in Technical Review meetings.
    e. Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and deadline dates.

6. Members are expected to find and orient a substitute if they are unable to attend a meeting.
7. If a member misses more than 50% of the meetings in a single semester, it will be assumed that they have tendered their resignation.

IV. FACULTY CO-CHAIR RESPONSIBILITIES
1. Serves as a resource person to assist faculty in the development of curriculum proposals.
2. Develops a recommended curriculum committee schedule each year.
3. Reviews all courses and programs prior to establishing agendas
4. Establishes the agenda for Curriculum Committee meetings.
5. Schedules and conducts the technical review meetings
6. Conducts the Curriculum Committee meetings
7. Provides advice and guidance on curriculum issues, such as: Education Code regulations, Title V compliance, course numbering sequence, and prerequisite regulations
8. Updates the Academic Senate regularly regarding committee activities.
9. Reviews minutes of meetings prior to submitting to the Academic Senate.

V. ADMINISTRATIVE CO-CHAIR RESPONSIBILITIES
1. Works with faculty co-chair to fulfill college Curriculum Committee responsibilities
2. Manages course and program review workflow.
3. Interfaces with the Curriculum and Articulation Coordinator to:
   a. Maintain all curriculum files
   b. Submit curriculum materials for state and local approval
   c. Maintain the curriculum database and forms in WebCMS
   d. Prepare and submit curriculum materials for review and approval by the Academic Senate.
4. Facilitates technology training for all committee members and faculty authors.
5. Supervises/assists Academic Deans in fulfilling their curriculum responsibilities.

VI. AUDIT TRAIL

1. Proposals will not be considered until they have completed the Audit Trail.
   a. Faculty meeting the minimum qualifications to teach the proposed/revised course must write proposals.
   b. **In a case where there are no full time faculty qualified in the course discipline, adjunct faculty who are qualified may act as content experts to assist the full time faculty in creating or revising the course outline of record**.

2. Selection of Auditors
   a. Some positions on the audit trail are automatically appointed such as the Dean, Chair, Articulation Officer, and resource positions. They will be included in the audit trail due to their role in the college.
   b. The following audit trail positions are appointed positions. The Curriculum Committee Faculty Co-Chair will solicit input from relevant

campus committees for a faculty member to fill these positions. The chairs will mutually agree on a recommendation.
- i.   Distance Learning
- ii. Disciplines
- iii. SLO

c.   The initial term of service shall be two years. Auditors may be reappointed for additional **two-**year terms.

d. Appointments will be made in the spring of odd numbered years.

3. Auditor responsibilities
   a. Department Chair
      - i.   Check course outlines for accuracy in all sections
      - ii. Check to see that course is in line with the program review
      - iii. Check for appropriateness to college mission
      - iv. Ensure that SLO's, objectives, and content are divided into lecture/lab sections if appropriate and that all aspects of the outline are consistent with each other.
      - v.   Check that outline meets curriculum standards as well as represents the current standards for that discipline.
      - vi. Verify that the SLO(s) is consistent with the relevant program and institutional SLO(s).
   b. SLO
      - i.   Ensure that SLO's are properly written and that the objectives are distinct from, but related to, the SLO's
      - ii. Compare content with SLO's & objectives to ensure consistency.
      - iii. Check that methods of assessment are consistent with SLO's.
   c. Discipline
      - i.   Ensure correct discipline placement
   d. Distance Education
      - i.   Ensure distance education addendum adheres to principles of distance education.
      - ii. Compare DLA to course outline of record to ensure that assignments can be completed in this format.
   e. Academic Dean
      - i.   Review entire proposal following the guidelines from the preceding steps in the audit trail.
      - ii. **Note whether or not there are sufficient resources to support the course or program.**
   f. Articulation Officer
      - i.   Review program, general education, and articulation information for accuracy.
      - ii. Ensure that proposal (description, content, assignments) meet articulation requirements.
   g. Learning Resources (Library, ~~Computer Support~~)
      - i.   Ensure that adequate resources for course/program are available.

4. If a proposal does not progress from one stage to the next within 6 months, the Curriculum Coordinator will contact the author to determine if the author anticipates completing the course. At that time the author may request that the Curriculum Coordinator delete the proposal.

5. Proposals do not require approval to be forwarded to the next stage. However, auditors ~~may opt to return a course to the author~~ **must note** if it does not meet curriculum standards. For example:
   a. Incorrect format. For example no or poorly written SLO's, lecture/lab not separated,
   b. Does not meet Title V requirements. For example minimal critical thinking objectives, no evidence of writing or problem solving in the methods of evaluating student achievement.
   c. Does not meet articulation requirements
   d. Course is inconsistently written. For example a course with lecture units is written as a lab class.

6. **Once the course has been through the audit trail, it will be sent to the author to review auditor comments and make the suggested changes.**

7. The final stage of the Audit Trail is review by the Curriculum Coordinator.

8. The Curriculum Coordinator will certify that the audit trail for the proposal has been completed. This will include:
   a. All required supplements (e.g., DLA and Prerequisite form) have been completed
   b. Appropriate changes to a relevant program have been made. New, deleted, and/or modified courses will not be reviewed if relevant program changes have not also been simultaneously submitted.

9. The Curriculum Coordinator will return all proposals that have been identified as incomplete to the author. The Division Dean, chair, and the author will be notified what areas need to be completed (see Appendix A).

10. **Credit and non-credit courses will be put on the Curriculum Technical Review agenda, and ISA courses will be put on the ISA Technical Review Agenda.**

VII. TECHNICAL REVIEW
   1. Held prior to each regularly scheduled Curriculum Committee meeting.

   2. The purpose of the technical review is to review proposals for clarity and provide guidance for further revision.

   3. The faculty co-chair will establish the agenda.

4. To be eligible for the technical review, all proposals will be certified as complete by the Curriculum Coordinator

5. At a minimum, the Technical Review Committee will consist of the faculty Co-Chair, a rotating member from the Curriculum Committee, and the Curriculum Coordinator.
6. The Technical Review Committee will make one of the following determinations for every proposal reviewed:
   a. Return to author for further refinement
   b. Place on consent calendar
   c. Schedule on agenda for full discussion

V. CURRICULUM MEETING AGENDA:
1. The faculty co-chair will develop the meeting agendas. Only those proposals that have been certified by the Technical Review Committee will be placed on the agenda.

2. The agenda will consist of:
   a. Technical changes
   b. Consent items
   c. Modified-courses
   d. New courses
   e. Modified programs
   f. New programs
   g. DLAs
   h. Pre-requisites/co-requisites
   i. Stand Alone courses
   j. Program/course approvals
   k. Discussion items

3. Courses will generally be reviewed in the order in which they are received. However other issues may take priority. Priority is established based on the following list:
   a. Title V and other legislative mandated changes including updates
   b. Revisions required for articulation
   c. New courses in new programs
   d. Courses in existing programs
   e. Stand-alone courses
   f. New Distance Learning Addendums

4. **Agendas will be posted publically and online 72 hours prior to the scheduled meeting.**

VIII. MEETINGS:
1. Meetings are held during the fall and spring semesters on the first and third Thursday of each month.
    a. The last meeting of the academic year will address
        i. The calendar for the next academic year
        ii. Courses meeting the diversity requirement
        iii. Courses meeting new GE requirements
        iv. An update from CSU/UC & Chancellor's Office regarding new articulation and course/program approvals.
        v. CTE prerequisite/corequisite certification every two years (even years)

2. In order to conduct business the Curriculum Committee will require a quorum of the voting members. A quorum is defined as 50% + one of the voting membership. A proxy vote may not count in order to establish a quorum; however, faculty acting as substitutes for a regular member may be counted in establishing a quorum.

3. There may be times when unscheduled meetings may be warranted to address issues in a timely manner. Meetings may be called only:
    a. If the two chairs agree
    b. ~~Once the chairs agree to call a meeting, the members will be polled to ascertain if a quorum can be established. If a quorum cannot be reached, an email meeting may be held~~. (Violates the Brown Act)
    c. If this additional meeting falls during a non-service day, the faculty members required to be present may be compensated according to the appropriate contractual procedures.

4. ~~Authors, or designee, must be present for the committee to discuss a proposal. Only faculty may represent proposals to the Curriculum Committee~~ ~~If the author of the proposal is an adjunct, the department chair (or designee) must be present for the committee to consider the proposal.~~
    ~~a. Proposals may only be authored by faculty~~

5. Presentations to the committee should include sufficient information to allow the committee to review all aspects of the proposal.
    a. Basic information requirements:
        i. Relevance to the mission **of the college, need, adequate resources, compliance with any regulatory agencies (see appendix A)**
        ii. Semester sequencing plan
        iii. Articulation information
        iv. Proposal as to which existing sections to allocate to new courses
    b. CTE curriculum:
        i. Labor market research
        ii. Advisory committee minutes
    c. Programs:

      i. Completed "New Program Assistance Form"
      ii. Proposed deletion of outdated degrees or certificates
   d. Grant related curriculum:
      i. Executive summary of grant
      ii. Timeline for implementation

IX. CERTIFICATION OF DECISIONS

1. At the conclusion of the meeting, a written summary will be presented to the Academic Senate. Proposals will not be forwarded to the Board until the Senate confirms that all procedures were correctly followed.

2. The Senate will only confirm that the procedures were followed – the Senate will not confirm the content of the meeting.

3. As per Title V, courses cannot be placed on the schedule until approved by the Board of Trustees.

VIII. GENERAL PROVISIONS

1. At the end of the academic year, the Curriculum Committee will present the Senate with a proposed calendar for the upcoming academic year, along with the copy of these operating procedures.

2. An annual calendar will be developed to meet the UC/CSU deadlines, the catalog schedule, as well as other external requirements. This calendar will be submitted for approval to the Academic Senate in the spring semester of the proceeding academic year.

3. The Curriculum Committee may create ad hoc subcommittees to review and report back on specific curricular items. Examples:
    a. Diversity Class listing
    b. AA/AS Requirements
    c. Other topics as deemed appropriate by the Curriculum Committee

4. **A technical change memo may be used in place of a full course revision in the following circumstances:**
    a. **When the Datatel version of the course does not match the official course outline of record.**
    b. **When minor changes are made to the course outline in the following areas: book, adding more detail to the methods of instruction or assignments, modifying the methods of evaluation, adding detail to the existing content headings, or correcting grammar/spelling.**
    c. **To make non-substantive changes required for C-ID approval**
    d. **Changing a prerequisite to recommended preparation. In this case supporting data must be supplied to show that students can be successful in the course without the prerequisite.**

DRAFT of Proposed Revisions

BP 4400 Program ~~Discontinuance~~ **Viability** – *Initiation, Modification and Discontinuance*

Reference:
*Education Code Section **78015(a)(1),** 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standard II.A.6.b.*

Pursuant to Title 5, Section 51022(a), the governing board shall adopt ~~a policy~~ **and carry out its policies for the initiation, modification,** ~~for the~~ **or** discontinuance of courses or programs. Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program **initiation, modification and** discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program's status in relation to the overall educational mission of the District.

4400.1 A program is defined as an organized sequence of courses, **or a single course,** leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy "Program" shall also be understood to mean any academic department ~~that conducts a program review~~ as well as any thematic cluster of courses within the purview of the Office of Instruction *that support a common set of outcomes.* ~~College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78016 stipulates that every vocational and occupational program shall meet certain requirements prior to termination.~~ *(This strike out text has been moved below and is now 4400.10.)*

4400.2 Program Initiation – is the institution or adoption of a new program *as defined by this policy.* ~~or new discipline established in adherence to AP 4400.~~

4400.3 Program Modification – Program modifications shall be categorized in the following two manners:

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4400.

(b) Nominal Modifications – are *non-substantial* modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined "nominal" in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4400. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4400 for action.

4400.4 Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.

4400.5 Program Discontinuance – is the termination of an existing program, discipline, or department.

4400.2 **4400.6** Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.

4400.3 **4400.7** Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Specifically, ACCJC Accreditation Standard II.A.6.b states: "When programs are eliminated or program requirements are significantly changed, the institution [should make] appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption."

4400.4 **4400.8** Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects educational goals of students students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

4400.5 **4400.9** A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4400. If discontinuance of a program or course is determined, implementation of the discontinuance

must occur in a timely manner, per Administrative Procedure 4400.

4400.10 College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain **labor market** requirements prior to **initiation** **and every two years thereafter to ensure its necessity** termination.

See Administrative Procedure 4400 Approved 04/11/12

DRAFT of Proposed Revisions

AP 4400 Program ~~Discontinuance~~ **Viability** – *Initiation, Modification and Discontinuance*

*Reference: Education Code Section **78015(a)(1)**, 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standard II.A.6.b.*

I. DEFINITIONS

A. Program: An organized sequence of courses, **or a single course**, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure "Program" shall also be understood to mean any academic department ~~that conducts a program review~~ as well as any thematic cluster of courses within the purview of the Office of Instruction *that support a common set of outcomes*.

B. **Program Initiation – is the institution or adoption of a new program** *as defined by this policy.* ~~or new discipline established in adherence to AP 4400.~~

C. **Program Modification – Program modifications shall be categorized in the following two manners:**

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4400.

E. Program Discontinuance –is the termination of an existing program, discipline, or department.

~~D.~~**F.**Defacto Discontinuance: is the unofficial discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

~~B.~~**G.**Committee: When ~~a formal discussion~~ **Program Viability Review** is initiated, the Academic Senate will form a**n ad hoc** Program ~~Discontinuance~~ **Viability** Committee ~~that will serve ad hoc~~ whose membership is outlined in Section IV of this procedure.

~~C.~~**H.**Intervention: is a recommended action to remedy identified program shortcomings.

~~E.~~**I.**Determination Process: refers to the sequential process of Section III through V of this Administrative Procedure.

II. PROPOSING PROGRAM DISCONTINUANCE, **INITIATION OR MODIFICATION**

Program **initiation, modification and** discontinuance proposals, and defacto discontinuance notifications, can be initiated by the Chief Instructional Officer (CIO), Division Dean, Department Chair, or Academic Program Director. He/she will consult with Division Dean and Chair of the affected department and any other potentially affected department or faculty. He/she will provide and include data and information as specified in Section III of this procedure to demonstrate the need for program discontinuance, **initiation or modification**. The completed proposal is submitted to the Academic Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of program discontinuance, **initiation or modification.**

"Nominal Modifications" as defined in Section 4400.3(b) of Board Policy 4400 and Section I(C) of this Administrative Procedure, shall be proposed via the Curriculum Committee. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4400 for action.

III. PROPOSAL GUIDELINES

Program **initiation, modification and** discontinuance proposals shall be submitted to the

Academic Senate President no later than the sixth week of the fall semester.[1]Proposals received after the sixth week of the Fall semester, or during the Spring semester, will be advanced only if there exists *necessary and compelling reasons* to do so in the judgment of the Academic Senate. Proposals submitted after the sixth week must complete the determination process in the same prescribed manner as timely proposal submissions.

The initial proposal shall include, but is not limited to, the itemized quantitative evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. **Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle and development, and overall college functions.[2] The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns.** The emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed discontinuance, **initiation, or modification** to the next procedural level.

A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to:
   a. Enrollment trends over the past five years.
   b. The projected demand for the program in the future.
   c. Frequency of course section offerings and rationale as to their reduction, if applicable.
   d. Term to term persistence of students within the program.
   e. Student success and program completion rates.
   f. Student completion rate.
   g. Productivity in terms of WSCH per FTE ratios.

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[1]Proposals to discontinue may be initiated only in the Fall semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 4400). The size and diversity of the ~~Ad Hoc~~ **Program Viability** committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following Spring semester. Furthermore, completion of the determination process by the end of the academic year is mandated by potential changes to Senate membership and ~~Ad Hoc~~ **Program Viability** Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.

[2] **Grant funded staffing positions must be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget.**

      h. Success rate of students passing state and national licensing exams.
      i. Enrollment trends over a sustained period of time
      j. Data extracted from Program Review.
      k. Data from a CTE Advisory Committee
      l. Regional Labor Data
      m. Adverse student impact resulting from discontinuance.
      n. Implementation timeline for resulting new courses.

2. Incomplete Proposals

Proposals deemed incomplete due to the submission of insufficient benchmark evidence may be returned to the proposing party by the subsequent Academic Senate ~~Discontinuance Ad Hoc~~ **Program Viability** Committee authorized by Section IV of this procedure.

    3. **Vocational or Occupational Training Program Proposals**

    California Education Code Section 78015(a)(1) requires that the local governing board initiate a job market study of the labor market area for a proposed vocational or occupational training program prior to its establishment. Consequently, the initiating party of such a proposal must, prior to the submission of the proposal to the President of the Academic Senate and in accord with Section III(A)(1)(l) of this procedure, have requested and obtained the results of a relevant job market study of the labor market area to be included in their program proposal. If a relevant study has already been completed within 6 months of the program proposal, that study may be used to satisfy the Education Code requirement as well as the criteria of this procedure and thus no new labor market study is necessary.

B. Notifications of Possible Defacto Discontinuances

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible defacto discontinuance. Upon receipt of such notification the Senate President will inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a defacto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible defacto discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

IV. FORMATION OF ~~AD HOC~~ **PROGRAM VIABILITY** COMMITTEE

Upon receipt of the proposal by the Academic Senate President, the Academic Senate shall approve the creation of an ad hoc **Program Viability** Committee at its next regularly scheduled meeting. The Senate President may request the party initiating the

proposal to be present at the Senate meeting when the proposal is on its published agenda.

A. **Program Viability** Committee Composition

1. A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; *(this person will serve as Chair of the Committee).*
2. A tenured or tenure-track faculty member from inside the affected program; (if this is not possible, then a tenured faculty member from inside the affected department or division.)
3. Division Dean of the department that houses the program in question.
4. Academic Senate President, or designee.
5. CIO, or designee.
6. COCFA President, or designee.
7. AFT Part-time faculty union President, or designee.
8. A student representative appointed by the Associated Students Government.
9. A Counselor appointed by the Academic Senate President in consultation with Counseling Chair.
10. Curriculum Committee Faculty Chair, or designee.
11. **A member of the Program Review Committee.**

B. **Program Viability** Committee Functions

The Committee will use the quantitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of discontinuance, **initiation or modification**. The Committee will be charged with:

1. Determining the initial proposal's evidentiary sufficiency per Section III (A) (2) of this procedure.
2. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.
3. Gathering all qualitative and quantitative evidence into a written report.
4. Participating in all public meetings and discussions.
5. Recommending to the Academic Senate one of the three potential outcomes of the discontinuance process. (Listed is Section V (A) of this procedure.)

C. Qualitative Evidence

Factors to be considered may include, but are not limited to:

1. Contemporary analysis of the relevance of a discipline.
2. Current college curriculum and offerings as they relate to the academic mission of the college.
3. The effect of program discontinuance on institutional outcomes.
4. The potential for a disproportionate impact on diversity.

5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.
6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.
7. Consideration of matters of articulation as they relate to curriculum.
8. The replication of programs in surrounding college districts.
9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.
10. The goals and strategies of the College as outlined in the most recent Strategic Plan.

The Ad Hoc Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

D. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4400. If such a mandate occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the ~~Ad Hoc~~ **Program Viability** Committee will be formed for the sole purposes listed in Section VI of this procedure.

V. REPORT OF ~~AD HOC~~**PROGAM VIABILITY**COMMITTEE TO FULL ACADEMIC SENATE

The ~~Ad Hoc~~ **Program Viability** Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in which the proposal was submitted.[3]The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The proposal shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, **initiation or modification.** *The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards established by the State Chancellor's Office.*

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[3]The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

A. Possible Recommendations of the Program ~~Discontinuance~~ **Viability** Committee

There are **five** possible recommendations the Program ~~Discontinuance~~ **Viability** Committee can make. A program may be recommended to be **initiated, modified** continue**d**, ~~to~~ continue**d** with qualifications, or ~~to~~ discontinue**d**.

1. **Recommendation to Initiate**

The recommendation to initiate a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

2. Recommendation to Not Initiate

The recommendation to not initiate a program must include a clearly stated rationale for arriving at such a conclusion based upon the aforementioned qualitative and quantitative criteria documented in writing by the Committee and maintained by the Academic Senate.

2.3. Recommendation to Modify

The recommendation to modify a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

1.4. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate.

2.5.Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, **a program that was proposed for discontinuance by this process**, maybe recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee and maintained by the Academic Senate. In accordance with the established time line the

program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Committee.

3.6.Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and will be documented in writing by the Committee and maintained by the Academic Senate.

a. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4400 and substantiated under Section IV (D) of this procedure.

B. Full Academic Senate Action

The Academic Senate will consider and deliberate on the ~~Ad Hoc~~ **Program Viability** Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the ~~three~~ **six** actions it will formally adopt. **Acceptance of any proposal by the Academic Senate must consider and send forward a scheduled implementation timeline.** The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

1. **Vocational and Occupational Training Programs**

California Education Code Section 78016 mandates that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meet particular criteria. The District shall ensure compliance by conducting such ongoing reviews for all initiated programs of this type.

VI. IMPLEMENTATION OF FINAL DETERMINATION**SUPPORTING DISCONTINUANCE**

If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is subsequently approved by the Board of Trustees, the original ~~Ad Hoc~~ **Program Viability** Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. **Discontinuance** Implementation Plan

The implementation plan must include, but is not limited to:

1. A plan and time line for implementing the discontinuance or qualifications to be established.
2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.
3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.
4. Coordinating program discontinuance to be consistent with the college catalogue.

Approved 04/11/12

DRAFT of Proposed Revisions

BP 4020   PROGRAM AND CURRICULUM DEVELOPMENT

Reference: 34 CFR sections 600.2, 602.24, 603.24, and 668.8; Education Code sections 66700, 70901, 70901(b), 70902(b), and 78016, Title 5 sections 51000, 51022, 55002(b)(1)(B). 55100, 55130, and 55150

4020.1 The programs and curricula of the Santa Clarita Community College District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

4020.2 These procedures shall include:

(a) appropriate involvement of the faculty and Academic Senate in all processes;

(b) regular review and justification of programs and course descriptions;

(c) opportunities for training for persons involved in aspects of curriculum development; and

(d) consideration of job market and other related information for vocational and occupational programs.

4020.3 All new programs and program deletions shall be approved by the Board of Trustees.

4020.4 All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

4020.5 Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board of Trustees.

4020.6 The Santa Clarita Community College District defines a credit hour at College of the Canyons as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(a) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for semester-length (e.g., sixteen weeks) courses for one semester hour of credit, or the equivalent amount of work over a different amount of time; or

(b) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by College of the Canyons,

including three hours of laboratory work, studio work, and other activities leading to the award of credit hours.

(c) A credit hour is assumed to be a 50-minute period. In courses, such as those offered online, in which seat time does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

See Administrative Procedure [AP 4020]
Approved XXX

DRAFT of Proposed Revisions

AP 4020   PROGRAM AND CURRICULUM DEVELOPMENT

Reference: *34 CFR sections 600.2, 602.24, 603.24, and 668.8; Education Code sections 70901(b), 70902(b), and 78016, Title 5 sections 51000, 51022, 55100, 55130, and 55150*

4020.1 Programs and curricula of the Santa Clarita Community College District are academic and professional matters which are initiated by faculty within the departments and submitted through the appropriate approval process established by the Curriculum Committee under the jurisdiction of the Academic Senate. Proposals are completed per the Santa Clarita Community College District selected curriculum management system.

4020.2 The Instruction Office and Office of Academic Affairs provide the administrative oversight for this process in partnership with the Academic Senate, Curriculum Committee, and Student Learning Outcome Coordinators. Proposals are then forwarded to the Board of Trustees for review and approval before final submission to the California Community Colleges Chancellor's Office. Career Technical Education programs and courses must also be approved by the regional consortium before being sent to the California Community Colleges Chancellor's Office. The college catalog is a collaborative publication reflecting these approvals.

4020.3 The primary responsibility of the Curriculum Committee is assuring academic excellence in curriculum matters by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the institution and the community through review and approval of:

(a) New and modified course proposals for Title 5 compliance
(b) Courses as they relate to programs of study
(c) Appropriate requisites
(d) CSU and UC general education proposals in collaboration with the articulation officer
(e) Policy changes pertaining to curricula issues
(f) Implementation of state regulations and guidelines pertaining to the curriculum development process
(g) Proposed programs of study (e.g., Associate Degrees, Certificates of Achievement)
(h) Student Learning Outcomes

4020.4 An ongoing review of courses and programs is conducted to maintain compliance with internal and external policies. Courses are reviewed on a five-year rotational cycle and updated as needed. CTE curriculum is updated on a two-year cycle.

4020.5 Curriculum proposals shall be accepted according to the annual Curriculum Committee calendar. Proposals and catalog changes meeting Curriculum Office deadlines shall be reflected in the following academic year's college catalog.

Approved XXX

DRAFT of Proposed Revisions

BP 614 4030   ACADEMIC FREEDOM

Reference: Education Code section 76120; Title 5 section 51023; Accreditation Standard II.A.7

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:
   a. 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.
   b. 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. 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.

See Administrative Procedure [AP 4030]
Approved xxx

DRAFT of Proposed Revisions

AP ~~614~~ 4030   ACADEMIC FREEDOM

Reference: Education Code section 76120; Title 5 section 51023; Accreditation Standard II.A.7

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.

A. 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.

B. COMMITTEE MEMBERSHIP
1. The committee shall consist of:
   a. At least three faculty appointed by the Senate, one of whom will be designated as Chair;
   b. A student appointed by the Associated Student Government;
   c. An Educational Administrator appointed by the Chancellor; and
   d. The Senate may also choose to appoint individuals with specialize training or expertise to serve as ex officio (non-voting advisors).
2. As far as is possible, the Senate will strive to ensure that the faculty representatives include full time and adjunct faculty.
1. 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.
2. No Committee member shall have an immediate interest in the issue(s) being discussed.

C. COMMITTEE OPERATION
1. 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.
2. 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.

D. COMMITTEE REPORT
1. 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.
2. 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.
3. In addition, the Committee will provide a summary of its operating guidelines, with suggestions for future committees.

E. APPLICABILITY 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.

F. WHO MAY REQUEST AN ACADEMIC FREEDOM REPORT

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.

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