

College of the Canyons  
**October 24, 2013 3:00 p.m. to 4:30 p.m. BONH 330**

A. Routine Matters

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar:
  - a. Academic Senate Meeting Summary: October 10, 2013 (p2)
  - b. Curriculum Committee Meeting Summary: October 17, 2013 (p5)
4. President's Report
5. Vice-President's Report

B. Committee Reports

1. Staffing Committee – Wendy Brill-Wynkoop, Chair
2. SLO Committee – Rebecca Eikey, Chair

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 Review Committee
6. ISLO LEAP - under discussion at Division level
7. Heritage Committee Procedures – in Heritage Committee
8. Discipline Assignments for Adjunct Faculty Fall 2013 – HR compiling data
9. New AP 4020 Program and Curriculum Development – in Policy Review Committee

D. Discussion Items

1. New BP 4020 Program and Curriculum Development – David Andrus, Policy Review Committee Chair (p8)

E. Action Items

1. Approve Revisions to BP & AP ~~614~~ 4030 Academic Freedom (p9)
2. Approve Revisions to Curriculum Committee Procedures (p13)
3. Approve Revisions to BP & AP ~~4400 Discontinuance Policy~~ 4021 Program Viability (p35)
4. Confirmation of Faculty Appointed by Academic Senate President to Committees (p44)

F. Division Reports

G. Announcements

1. Academic Calendar Forum in BONH 330 10/28, 2:00 PM
2. Next Academic Senate Meeting: November 7<sup>th</sup> (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 **November 7, 2013**  
 As always everyone is welcomed

## Summary of the Academic Senate Meeting October 10, 2013

Attendance: Edel Alonso, David Andrus, Paul Wickline, Ann Lowe, Juan Buriel, Regina Blasberg, Chelley Maple, Shane Ramey, Lee Hilliard, Deanna Riviera, Anais Amin, Ron Karlin, Ruth Rassool, Amy Shennum, Michael Sherry, Barry Gribbons, Thea Alvarado and Wendy Brill-Wynkoop

### A. Routine Matters

1. Call to order: 3:02 p.m.
2. Approval of the Agenda: Approved
3. Approval of the Consent Calendar: Approved
4. Report of the Senate President, Dr. Edel Alonso:
  - The Board of Trustees Meeting of Oct. 9 was held at the Canyon Country Campus. Edel reported to the Board that the Academic Senate and COCFA both passed Resolution 2013-01 on Student Learning Outcomes in response to Accreditation Standard 3A1C. Edel read the resolution. She received no questions or comments.
  - The Oktoberfest fundraising event planned and hosted by the Interdisciplinary Committee of the Senate appeared to be a success. It took place 10/4/13 85 and 85 tickets were sold prior to the event. It included German food, drinks, games, and raffle. The Foundation is still calculating total expenses to determine the Senate's profit. Edel thanked the Committee and chair, Kelly Cude, for their hard work on this fundraising effort to benefit the Senate's Emeriti Scholarship.
  - A LEAP group, whose project is called Assessment for Prior Learning (APL), aims to develop a mechanism to assess and award students credit for prior learning including knowledge and skills acquired from experience. Under discussion are already existing assessments such as credit-by-exam and CLEP, IB and AP exams. Concerns about authentication were expressed over the use of portfolios as evidence.

Report of the Vice-President, Paul Wickline: None

### B. Committee Reports:

1. Program Review Committee (PRC)– Paul Wickline  
 The committee reviewed and discussed the definition of "program" proposed by the Policy Review Committee in the Program Viability policy. The committee welcomes the clarification and sees the revised definition as useful. The PRC is in communication with the Academic Affairs Office to reconcile the master list of programs on the Academic Affairs website with the new definition.
2. Minimum Qualifications & Equivalencies Committee (MQ&E) – Edel Alonso  
 The committee discussed concerns expressed by adjunct faculty about whether they have to meet the new equivalencies if applying to a full- time position even though they may have been grandfathered under the old equivalencies as adjunct. Questions under discussion are what if there is a break in employment? Should the adjunct's application be forwarded for the hiring committee to make the final decision whether to interview or not?

### 3. Curriculum Committee - Ann Lowe

Ann reviewed and explained a new CTE Course Requisite Validation Form proposed by the committee for the Dept. Chairs to use. The form would provide a way to record that course requisites are reviewed regularly to validate that students have the preparation necessary to aid their success. There were suggestions made to clarify and improve the form. There were concerns expressed about additional work placed on Dept. Chairs. Ann also announced that Curriculum Committee agendas are now posted 72 hrs in advance of meetings to meet the Brown Act.

## 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 - Edel Alonso

The student surveys were reviewed. Faculty may provide input to the research department for changes or additional questions to the student survey. It was suggested that questions be added about the library.

### 1. Curriculum Committee Procedures – Ann Lowe

The proposed revisions to the committee's procedures were reviewed and discussed. There were some suggestions and corrections suggested. This item will return as an Action Item on the next Academic Senate Agenda.

### 2. BP and AP 4400 ~~Program Discontinuance~~ 4021 Program Viability - David Andrus

David explained that the title change would reflect more accurately the revisions to the policy to capture Title 5's requirement for both the creation and discontinuance of programs and not just for discontinuance. We also needed to change the number to reflect the new board policies numbering system. The proposed revisions to the policy were reviewed and discussed.

### 3. BP and AP 4020 Program and Curriculum Development – David Andrus

This is a proposed new policy to respond to accreditation. The senators were encouraged to review it, share it with their constituents, and garner input to share with the Policy Review Committee. This item will return as a Discussion item on the next academic Senate agenda.

### 4. BP and AP ~~614~~ 4030 Academic Freedom – David Andrus

This policy is only changing its number from BP 614 to BP 4030. This item will be an action item on the next Academic Senate agenda.

## E. Action Items

1. Discipline Assignments for Adjunct Faculty: This item was tabled because the Senators there was insufficient information to warrant approval of the discipline assignments since

the list from HR did not list how the adjuncts met the minimum qualifications.

2. 2012-2013 ESL/Basic Skills Allocation End-of-Year Report: and Goal and Expenditure Plan Approved with the following modifications from the Committee: Removed reference to CCR1 course and replaced it with “will investigate the creation of a Freshman Seminar” and added “explore a common intellectual experience.”

F. Division Reports: N/A

G. Announcements:

- Upcoming Calendar Committee open forums to discuss last year's proposal to change the academic calendar.
- Next Senate meeting will take place on the first Thursday instead of the second Thursday of the month. It will take place November 7<sup>th</sup>.
- ASCCC Fall 2013 Plenary Session will take place November 7-9. Both the Senate President, Edel Alonso, and the Vice-President, Paul Wickline, will be attending.

H. Open Forum: N/A

I. Adjournment: 4:40 p.m.

# CURRICULUM COMMITTEE SUMMARY

**October 17<sup>th</sup>, 2013**

**3:00 pm – 5:00 pm**

**Mentry Hall 342**

**Items on “Consent” are recommended for approval as a result of a Technical Review meeting held on October 8<sup>th</sup>, 2013:**

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Hyatt, Rhonda – Physical Education & Athletics (substitute for Diana Stanich); Karlin, Ron – Member at Large; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Ramey, Shane – Adjunct Faculty; Richter, Christy – Enrollment Services; Solomon, Diane – Member at Large; Voth, Joseph – Humanities; Waller, Tina – Allied Health

Members absent: Matsumoto, Saburo – Member at Large; Ruys, Jasmine – Admissions & Records

## **DELETED PROGRAMS on consent:**

| Program       | Degree/Certificate        | Description of action  | Author     | Effective |
|---------------|---------------------------|--|------------|-----------|
| Summer Bridge | Certificate of Completion | All courses within this certificate have been deleted. - <b>Approved</b> | D. Stewart | Fall 2014 |

## **MODIFIED COURSES on consent:**

| Subject | #   | Title   | Description of action   | Author                 | Effective            |
|---------|-----|---|---|------------------------|----------------------|
| NC.BCSK | 100 | GED Preparation                               | Revised scheduled description, revised objectives and content, updated textbook. Rationale for revision: 5 year update. - <b>Approved</b>   | D. Stewart             | Fall 2014            |
| NC.CITZ | 01  | Citizenship for Naturalization                | Revised scheduled description, <b>revised SLOS (2)</b> , revised objectives. Rationale for revision: 5 year update. - <b>Approved</b>   | D. Stewart             | Fall 2014            |
| NC.VESL | 01  | Communication for Employment                  | Revised scheduled description, <b>revised SLO</b> , revised objectives. Rationale for revision: 5 year update. Rationale for revision: 5 year update. - <b>Approved</b>   | D. Stewart             | Fall 2014            |
| PHILOS  | 120 | Introduction to Ethics                        | Revised objectives and content, updated textbook. Rationale for revision: 5 year update. - <b>Approved</b>  | C. Blakey              | Fall 2014            |
| PHILOS  | 250 | Environmental Ethics                          | Revised scheduled description, <b>revised SLO</b> , revised objectives and content, updated textbook. Rationale for revision: 5 year update and Department discussions indicated that the revised SLO would serve student assessment better than the previous SLOs. | C. Blakey              | Fall 2014            |
| WINEST  | 084 | <del>Wine Service and Hospitality</del>       | <del>Revised objectives and content, updated textbook. Rationale for revision: 5 year update.</del>   | <del>C. Schwanke</del> | <del>Fall 2014</del> |
| WINEST  | 085 | <del>Wines of California</del>                | <del>Revised objectives and content. Rationale for revision: 5 year update.</del>   | <del>C. Schwanke</del> | <del>Fall 2014</del> |
| WINEST  | 086 | <del>Wines of Italy</del>                     | <del>Revised content. Rationale for revision: 5 year update.</del>  | <del>C. Schwanke</del> | <del>Fall 2014</del> |
| WINEST  | 087 | <del>Wines of France</del>                    | <del>Revised content, updated text. Rationale for revision: 5 year update.</del>  | <del>C. Schwanke</del> | <del>Fall 2014</del> |
| WINEST  | 088 | <del>Wines of Australia and New Zealand</del> | <del>Revised content, added text. Rationale for revision: 5 year update.</del>  | <del>C. Schwanke</del> | <del>Fall 2014</del> |
| WINEST  | 089 | <del>Wines of Spain</del>                     | <del>Revised content, updated text. Rationale for revision: 5 year update.</del>  | <del>C. Schwanke</del> | <del>Fall 2014</del> |

|        |     |  |   |             |           |
|--------|-----|--|---|-------------|-----------|
| WINEST | 100 | Wine Appreciation                      | Revised descriptions, <b>revised SLO</b> , revised content, added textbook. Rationale for revision: 5 year update and Department discussions indicated that the revised SLO would serve student assessment better than the previous SLOs. - <b>Approved</b> | C. Schwanke | Fall 2014 |
| WINEST | 102 | World Viticulture and Wine Styles      | Revised descriptions, revised content. <b>Added WINEST-100 as a prerequisite</b> . Rationale for revision: 5 year update. - <b>Approved</b>   | C. Schwanke | Fall 2014 |
| WINEST | 104 | Introduction to Wine in the Restaurant | <b>Added SLO. Added WINEST-100 as a prerequisite</b> . Rationale for revision: 5 year update and Department discussions indicated that the additional SLO would serve student assessment better. - <b>Approved</b>  | C. Schwanke | Fall 2014 |

### NEW COURSES:

| Subject | #    | Title                           | Description of action   | Author           | Effective |
|---------|------|---------------------------------|---|------------------|-----------|
| PHOTO   | 092L | Black and White Lab Practices   | 1 unit, 54 hours lab, not repeatable, offered pass/no pass only. <b>New SLO. - Approved</b> | W. Brill-Wynkoop | Fall 2014 |
| PHOTO   | 093L | Digital Lab Practices           | 1 unit, 54 hours lab, not repeatable, offered pass/no pass only. <b>New SLO. - Approved</b> | W. Brill-Wynkoop | Fall 2014 |
| PHOTO   | 094L | Studio Lab Practices            | 1 unit, 54 hours lab, not repeatable, offered pass/no pass only. <b>New SLO. - Approved</b> | W. Brill-Wynkoop | Fall 2014 |
| PHOTO   | 095L | Chromogenic Color Lab Practices | 1 unit, 54 hours lab, not repeatable, offered pass/no pass only. <b>New SLO. - Approved</b> | W. Brill-Wynkoop | Fall 2014 |

### NEW/MODIFIED PREREQUISITES:

| Title  | #   | Title                                  | Suggested Enrollment Limitation                       | Author      |
|--------|-----|--|---|-------------|
| WINEST | 102 | World Viticulture and Wine Styles      | Added WINEST-100 as a prerequisite. - <b>Approved</b> | C. Schwanke |
| WINEST | 104 | Introduction to Wine in the Restaurant | Added WINEST-100 as a prerequisite. - <b>Approved</b> | C. Schwanke |

### NEW STAND ALONE COURSES:

| Subject | #    | Title                           | Description of action | Author           | Effective |
|---------|------|---------------------------------|-----------------------|------------------|-----------|
| PHOTO   | 092L | Black and White Lab Practices   | - <b>Approved</b>     | W. Brill-Wynkoop | Fall 2014 |
| PHOTO   | 093L | Digital Lab Practices           | - <b>Approved</b>     | W. Brill-Wynkoop | Fall 2014 |
| PHOTO   | 094L | Studio Lab Practices            | - <b>Approved</b>     | W. Brill-Wynkoop | Fall 2014 |
| PHOTO   | 095L | Chromogenic Color Lab Practices | - <b>Approved</b>     | W. Brill-Wynkoop | Fall 2014 |

**DISCUSSION ITEMS:**

- 1. Webinar (First hour of Meeting): “Out of Sequence Pre/Co-Requisites Board Policy and Level of Scrutiny”**
- 2. ASCCC Curriculum Regional Meeting – Friday November 15<sup>th</sup>, Long Beach City College.** Ann Lowe and Anne Marenco have registered to attend. There are still three spots available for someone from College of the Canyons to attend.
- 3. Courses in need of the Five Year Revision.** The updated five year revision list was reviewed by the committee.

**SUMMARY:**

|                               |     |                                |     |   |     |
|-------------------------------|-----|--------------------------------|-----|---|-----|
| New Courses<br>Includes ISA's | 4   | Modified Non Credit<br>Courses | -0- | Modified Prerequisites                              | -0- |
| New Programs                  | -0- | New DLA's                      | -0- | Deleted Courses                                     | -0- |
| Modified Courses              | 8   | New SLO's                      | 5   | Deleted Programs                                    | 1   |
| Modified Programs             | -0- | Modified SLO's                 | 5   | Proposals Reviewed in<br>Technical Review Session   | 15  |
| New Non Credit<br>Courses     | -0- | New Prerequisites              | 2   | Proposals Returned from<br>Technical Review Session | 1   |

## **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 CEO 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***



## 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. 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.

**See Administrative Procedure [AP 4030]**

*Approved xxx*

## **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**

5. 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.
6. 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**

2. 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.
3. 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.
4. 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 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.

*Approved xxx*

## 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

## VIII. 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.**

## IX. 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

## X. 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.

## XI. 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.**

## APPENDIX A

There are five criteria endorsed by Chancellor's Office for reviewing and approving courses and programs. They are derived from a combination of a variety of sources, including statute, regulation, intersegmental agreements, industry, accreditation, and standards for good practices. The *Program and Course Approval Handbook* (ASCCC, 2012) states that they must be used during the development process at the local level. The criteria are:

- **Appropriateness to Mission**
  - The stated goals and objectives of the proposed program, or the objectives of the course, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4
  - **Example:** basic skills, transfer, and CTE. Avocational or strictly recreational courses are no longer part of the mission of the CCC system.
  - Must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement.
- **Need for the course**
  - Academic Master Plan
  - Program Review
  - Transfer applicability for major preparation or GE
  - CTE need must be documented through labor market information in local service area &/or employer survey. Additionally a current job market analysis must show that jobs are available or that job enhancement justifies the proposed curriculum.
  - CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium. (pages 18-21, PCAH)
  - The Chancellor's Office and Academic Senate strongly support the view that courses and programs should be focused on helping student achieve their stated career and educational goals within two years.
- **Outline reflects quality**
  - Course – description, objectives, content, assignments, and methods of evaluation are cohesive and enable a student to demonstrate they have met the objectives.
  - Program – the program has outcomes and is designed to enable students to meet those outcomes
- **Feasibility**
  - Course - the college has the resources to offer a course at the level of quality described in the course outline.
  - Program – college has the resources to realistically maintain the program at the required level, including funding, faculty, and facilities. The college also commits to offering all the required courses for the program at least once every 2 years.
- **Compliance - the design of the program or course must not conflict with any law, statute, or regulation. Examples:**
  - Repeatability
  - Tutoring
  - Open-entry, open-exit courses
  - Prerequisite and enrollment limitations

## REVIEW SHEET

The review sheet is a guide to help faculty complete the course outline of record completely and accurately.

### Considerations:

- a. ACCJC Standard IIA2c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
- b. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guide- lines produced by the Chancellor's Office. The quality described in a course outline of record is evidence of meeting these guidelines. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)
- c. A course outline of record needs to be integrated. At the most fundamental level "integration" occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)

| Section  | Yes/No | Standards & Regulations   |
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| Discipline: Is it correct?   |        | <ol style="list-style-type: none"> <li>1. The Academic Senate has taken the position that discipline designation should be an element of the course out-line of record. <i>The Course Outline of Record: A Curriculum Reference Guide</i> (ASCCC, 2008)</li> <li>2. <b>Conduct of Course</b> §55002(a)4. <i>Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.</i></li> </ol> |
| Program information: Is it correct?  |        | <ul style="list-style-type: none"> <li>• Required by the Chancellor's Office. Indicates the placement of the course in a program and differentiates it from "stand alone courses, which must be approved by a separate process. Title 5 §55100, AB 1029</li> </ul>  |
| Class size: Appropriate for the type of class?   |        | <ul style="list-style-type: none"> <li>. This is a negotiated item not addressed in the COCFA contract. The ASCCC recommends that class size be listed in the course outline of record as part of the pedagogy for the course.</li> <li>. The customary size for a lecture class is 35 students.</li> </ul>   |
| Units/hours: <ul style="list-style-type: none"> <li>• Both match?</li> <li>• Hours seem proportionate to the content and stated</li> </ul> |        | <ol style="list-style-type: none"> <li>3. <b>Key points:</b> One credit hour or unit should encompass no fewer than 48 hours of coursework. The course outline of record should justify or validate these hours relative to the units being listed, Title 5 requires that</li> </ol>  |

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| objectives  |  | <p>the expected contact hours (as used in student attendance reporting) must be contained within the course outline of record. <i>The Course Outline of Record: A Curriculum Reference Guide, pages 16-17 (ASCCC, 2008)</i></p> <p><b>4. Units §55002(a)2B</b> <i>The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.</i></p> <p><b>5. Credit Hour § 55002.5.</b></p> <p><i>(a) One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.</i></p> <p><i>(b) A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.</i></p> <p><i>(c) The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments</i></p> <p><i>(d) A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit.</i></p> |
| <p>Course preparation:<br/>prerequisites, co-requisites,<br/>recommended preparation:</p> <ul style="list-style-type: none"> <li>Seem appropriate for course</li> </ul> |  | <ul style="list-style-type: none"> <li><b>Catalog Description Key Elements:</b><br/>Prerequisites, corequisites, advisories and/or limitations on enrollments must be listed.<br/><i>The Course Outline of Record: A Curriculum</i></li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Prerequisite form attached (see below for guidelines)</li> </ul> |  | <p><i>Reference Guide, page 20, (ASCCC, 2008)</i></p> <ul style="list-style-type: none"> <li>• <b><i>Prerequisites and Corequisites</i></b><br/>§55002(a)2DWhen the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.</li> <li>• <b><i>Course Outline of Record</i></b> §55002(a)3. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.</li> </ul> |
| <p>Repeatability: If repeatability is requested, is it allowable under Title 5?</p>                       |  | <ul style="list-style-type: none"> <li>• <b><i>Catalog Description Key Elements:</i></b><br/>Designation of course repeatability must be listed. <i>The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008)</i></li> <li>• <b><i>Repeatable Courses. § 55041.</i></b> (a) Districts may only designate the following types of courses as repeatable: (1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for</li> </ul>  |

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|  |  | <p><i>completion of a bachelor's degree. The governing board of a district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.; (2) Intercollegiate athletics, as defined in section 55000; and (3) Intercollegiate academic or vocational competition, as defined in section 55000, where enrollment in the course and courses that are related in content, as defined in 55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.</i></p> <p><i>(b) The district must identify all courses which are repeatable and designate such courses in its catalog.</i></p> <ul style="list-style-type: none"> <li> <p><b>• Apportionment § 58161 (d)</b><br/> <i>Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, and courses that are related in content, as defined in section 55000, for no more than four times for semester courses</i></p> </li> <li> <p><b>• Intercollegiate Athletics. § 58162. (a)</b><br/> <i>State apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section 55000, which are otherwise eligible for state assistance. (b) State apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 175 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of</i></p> </li> </ul> |
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|   |  | <p><i>attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.</i></p>   |
| <p>Catalog description: Succinct, starts with a verb.</p>   |  | <ul style="list-style-type: none"> <li>• <b>Principles:</b> <i>The heart of the catalog description is the summary of course content (course description). It should be thorough enough to establish the comparability of the course to those at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008)</i></li> <li>• <b>Course Outline of Record §55002(a)3.</b> <i>The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.</i></li> </ul> |
| <p>SLO's:</p> <ul style="list-style-type: none"> <li>• 1-2</li> <li>• Overarching</li> <li>• Measurable with course work</li> <li>• Divided into lecture/lab if course is combined</li> </ul> |  | <ul style="list-style-type: none"> <li>• ASCCC supports embedding SLO(s) in the course outline of record, and this is the customary process at COC.</li> <li>• <i>The other change between learning objectives and student learning outcomes is that the new accreditation standards now require colleges to collect data on the success of students meeting those overarching goals. Colleges are then charged with analyzing the data and making changes that will result in more effective student learning. Student Learning Outcomes Faculty</i></li> </ul>   |

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|  |  | <p>Manual, page 2, (COC SLO Committee, 2010)</p> <p>. <i>Degree applicable credit courses are required to demonstrate critical thinking... Basically, critical thinking involves active higher cognitive processes that analyze, synthesize and/or evaluate information. This contrasts the more passive activities such as recognizing, describing, or understanding information. Student Learning Outcomes Faculty Manual, page 35, (COC SLO Committee, 2010)</i></p> <p>.</p> <p>.</p>  |
| <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Match SLO(s)</li> <li>• Match/cover content</li> <li>• Divided into lecture/lab if course is combined</li> </ul> |  | <p>. <b>Summary of Key Points</b> 1. Objectives should be stated in terms of what students will be able to do. 2. Objectives should clearly connect to achievement of the course goals. 3. Objectives should be concise but complete: ten objectives might be too many; one is not enough. 4. Objectives should use verbs showing active learning. 5. Theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts. 6. Each objective should be broad in scope, not too detailed, narrow, or specific. <i>The Course Outline of Record: A Curriculum Reference Guide, page 24, (ASCCC, 2008)</i></p> <p>. Note that each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is much more than merely memorizing the Periodic Table and the Properties of Fluids and Solids. <i>The Course Outline of Record: A Curriculum Reference Guide, page 24, (ASCCC, 2008)</i></p> <p>. Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear</p> |

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|   |  | <p>that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics such as Bloom's Taxonomy, a summary of which appears below. Basically, critical thinking involves active higher cognitive processes which analyze, synthesize and/or evaluate information. This contrasts with the more passive activities such as recognizing, describing, or understanding information. Note that not ALL objectives need to reflect critical thinking. Note also that it is not sufficient for such higher skills to be listed only in the Objectives. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class. <i>The Course Outline of Record: A Curriculum Reference Guide</i>, page 24, (ASCCC, 2008)</p> <p>. <b>Writing an Integrated Course Outline:</b> A course outline of record needs to be integrated. At the most fundamental level "integration" occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives. <i>The Course Outline of Record: A Curriculum Reference Guide</i>, page 5, (ASCCC, 2008)</p> <p>. <b>Course Outline of Record §55002(a)3</b> (see "description for full text)</p> |
| <p>Content:</p> <ul style="list-style-type: none"> <li>• Matches objectives</li> <li>• Comprehensive</li> </ul> |  | <p>. <b>Summary of Key Points:</b> 1. The content element contains a complete list of all topics to be taught in the course. 2. The list should be arranged by topic with sub-headings. 3. Content items should be subject based. <i>The Course</i></p>   |

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|   |  | <p><i>Outline of Record: A Curriculum Reference Guide, page 28, (ASCCC, 2008)</i></p> <ul style="list-style-type: none"> <li>Content is subject based so need not be expressed in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval contained in §55002, the content should be obviously relevant to the objectives. <i>The Course Outline of Record: A Curriculum Reference Guide, page 28, (ASCCC, 2008)</i></li> <li><b>Key Title 5 sections:</b> <i>Units §55002(a)2B The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses. <b>Intensity</b> §55002(a)2C The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. <b>Difficulty</b> §55002(a)2F The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level. <b>Level</b> §55002(a)2G The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i></li> </ul> |
| <p>Methods of Instruction:</p> <ul style="list-style-type: none"> <li>Comprehensive</li> <li>Reflect variety of experiences</li> <li>Appropriate to the type of course</li> </ul> |  | <ul style="list-style-type: none"> <li><b>Summary of Key Points:</b> 1. The proposed learning environment is realistic to the needs of the learning experience. 2. The methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints. 3. Methods of instruction should be appropriate to</li> </ul>   |

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|  |  | <p>the objectives. 4. Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern. However, instructors have the freedom to choose how they will achieve course objectives. If other methods are used, options should be described fully. 5. The difficulty standard for degree-applicable credit courses requires that instruction elicit college-level effort, particularly in terms of critical thinking. <i>The Course Outline of Record: A Curriculum Reference Guide, page 30, (ASCCC, 2008)</i></p> <p>. When considering the writing style of this section, it is important to keep in mind that the assignments and methods of instruction and evaluation must be appropriate to the stated objectives. In particular, because the learning experiences must either include critical thinking, or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation. <i>The Course Outline of Record: A Curriculum Reference Guide, page 31, (ASCCC, 2008)</i></p> <p><b>6. Key Title 5 sections:</b> <i>Units §55002(a)2B The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses. Intensity §55002(a)2C The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. Difficulty §55002(a)2F The coursework calls for critical thinking and the</i></p> |
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|   |  | <p><i>understanding and application of concepts determined by the curriculum committee to be at college level. <b>Level</b> §55002(a)2G</i></p> <p><i>The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i></p>  |
| <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Fits course</li> <li>• SLO's and objectives can be measured using usual methods of assigning grade</li> </ul> |  | <p><b>Overview and Principles of Effective Practices</b></p> <p>Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must “specify types or provide examples.” The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives. <i>The Course Outline of Record: A Curriculum Reference Guide</i>, page 34, (ASCCC, 2008)</p> <p><b>Regulatory Requirements— Grading Policy</b></p> <p>§55002(a)2A: <i>The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students. <b>Intensity</b></i></p> <p>§55002(a)2C <i>The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. <b>Difficulty</b></i></p> <p>§55002(a)2F <i>The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level. <b>Level</b></i></p> <p>§55002(a)2G <i>The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college</i></p> |

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|   |  | <i>course.</i>  |
| <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Match stated methods of evaluation</li> <li>• Relevant writing, problem solving, or skills demonstrations listed</li> <li>• Sufficient detail is present to show level of work required</li> </ul> |  | <p>. <b>Overview and Principles of Effective Practices</b></p> <p>Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. <i>The Course Outline of Record: A Curriculum Reference Guide</i>, page 37, (ASCCC, 2008)</p> <p>. <b>Regulatory Requirements: Grading Policy</b></p> <p>§55002(a)2A: <i>The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students.</i></p> <p><b>Intensity</b> §55002(a)2C <i>The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.</i></p> <p><b>Difficulty</b> §55002(a)2F <i>The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.</i></p> <p><b>Level</b> §55002(a)2G <i>The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i></p> <p><b>Course Outline of Record.</b> §55002(a)(3) <i>The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the</i></p> |

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|  |  | <p><i>prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.</i></p>   |
| <p>Books:</p> <ul style="list-style-type: none"> <li>• All information listed</li> <li>• Up to date</li> </ul> |  | <p><b>7. Overview and Principles of Effective Practices</b></p> <p>Texts and instructional materials should be completely referenced: author, title, publisher, and date. The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject. The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. Explanations should be provided when texts are more than five years old. While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course. <i>The Course Outline of Record: A Curriculum Reference Guide, page 40, (ASCCC, 2008)</i></p> <p><b>8. Title 5 references: Units §55002(a)2B, Intensity §55002(a)2C, Difficulty §55002(a)2F, Level §55002(a)2G, §55002(a)(3)</b></p> |
| <p>Limitation on Enrollment Form (prerequisite/co-requisites, advisories,</p>                                  |  | <ul style="list-style-type: none"> <li>• All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a</li> </ul>  |



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| <p>audition, assessment test, health and safety, regulatory limitations):</p> <ul style="list-style-type: none"> <li>• Content review clearly shows the need to learn the prerequisite skills in order to be prepared to learn the new skills</li> <li>• Documentation of process of scrutiny to support the limitation on enrollment.</li> </ul> | <p>separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. So content review should document that pathway by showing how the skills achieved in the requisite course are fundamental to success for most students taking the “requiring” course. <i>The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</i></p> <ul style="list-style-type: none"> <li>• Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a)vii of the <i>Model District Policy on Requisites</i> (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken.” A simple method for achieving this is to retain the content skills scrutiny documents for each requisite course. <i>The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</i></li> <li>• <b>Title 5</b> §55003(b) and (e) require requisites be based upon “data collected using sound research practices” for the skills of communication and computation when they are being required outside of those respective programs. <i>The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</i></li> <li>• Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific</li> </ul> |
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|  |  | <p>physical capabilities. <i>The Course Outline of Record: A Curriculum Reference Guide</i>, page 18 -19, (ASCCC 2008)</p> <ul style="list-style-type: none"> <li> <b>Regulatory Requirements—Title 5</b><br/> <i>Prerequisites and Corequisites §55002(a)2D</i><br/> <i>When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of the article. Title 5 §55003 has recently been revised to regarding specific procedures related to approving prerequisites.</i> </li> <li> <i>The Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment</i> (CCC Board of Governors, 1993) also contains guidelines for limiting student enrollment.         </li> </ul> |
| <p>Distance Learning Addendum:</p> <ul style="list-style-type: none"> <li>Sufficient detail to show how face to face delivery is being modified for the online environment</li> <li>Examples of discussion board questions and example of online assignments</li> <li>Instructor to student interaction clear</li> <li>Student to student interaction is clear</li> <li>Methods of evaluation match those in face-to-face course.</li> <li>508 compliance addressed</li> </ul> |  | <p><b>9. Overview and Principles of Effective Practices</b></p> <p>§55206 Distance education requirements call for a separate review process to ensure that a course taught at a distance is taught to the course outline of record and to ensure quality through regular effective instructor-student contact. As the course outline of record is the basis for articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality. Typically, this separate review is achieved through the use of a “distance education addendum.” <i>The Course Outline of Record: A Curriculum Reference Guide</i>, page 60, (ASCCC 2008)</p>  |

## BP 4400 **4021** 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.

**4021.1** 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 4021.10.)~~

**4021.2 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.~~

**4021.3 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 4021.

*(1) Merging/Splitting Departments and Programs – all modifications that propose to merge or split existing departments or existing programs shall be governed by Administrative Procedure 7410 and not this Board policy or Administrative Procedure 4021.*

(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 4021. The Curriculum Committee may elect

to deny a review of proposed modifications it deems “substantial” and refer proposing party to Administrative Procedure 4021 for action.

**4021.4 Program Viability Review** – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.

**4021.5 Program Discontinuance** – is the termination of an existing program, discipline, or department.

~~4400.2~~ **4021.6** 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~~ **4021.7** 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~~ **4021.8** 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~~ **4021.9** 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 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.

**4021.10** 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~~. *Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.*

See Administrative Procedure ~~4400~~ **4021** Approved 04/11/12

## DRAFT – PROPOSED REVISIONS

### AP 4400 **4021** 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 4021.

(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 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems “substantial” and refer proposing party to Administrative Procedure 4021 for action.

**D. Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Modification or Program Discontinuance.**

**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 an **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 INITIATION, MODIFICATION OR DISCONTINUANCE

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 **initiation, modification** or discontinuance. 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 **initiation, modification** or discontinuance.

**“Nominal Modifications” as defined in Section 4021.3(b) of Board Policy 4021 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 4021 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.<sup>1</sup>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

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<sup>1</sup>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 4021). 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.

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.<sup>2</sup> 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 **initiation, modification or** discontinuance 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.
  - 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)(I) 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

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<sup>2</sup> **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.**

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 **initiation, modification or** discontinuance. 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 in 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 4021. 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~~ **PROGRAM 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.<sup>3</sup> 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.*

#### 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** continued, ~~to~~ **continued** with qualifications, or

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<sup>3</sup>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.

to discontinued.

## 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 4021 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

## **Appointment of Faculty to COC Committees**

Pursuant to California Administrative Code of Regulations - Title 5, Section 53200, the Academic Senate is a faculty organization whose primary function is to make recommendations to the Board of Trustees on 10+1 academic and professional matters including “The appointment of faculty members to District and College committees.”

AND

Pursuant to ACADEMIC SENATE CONSTITUTION - ARTICLE VI COMMITTEES

Section 2 – “The President shall be empowered to appoint faculty members to all Senate, and/or District committees, except when those faculty members are to be appointed by the COCFA President,” and Section 4 – “The President will inform and update the Senate, each semester, of any Senate committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Those committees and appointments are valid unless a majority of the Senators present rejects the formation of the committees or the appointment that have been made”...

The Academic Senate President hereby appoints the following faculty members to committees for 2013-14 and requests Academic Senate confirmation at the Academic Senate meeting of October 24, 2013:

### **Tenure Committees:**

For Adina Kim: Sandy Carroll and Connie Perez; for Carlo Chan: Saburo Matsumoto and Garrett Hooper; for Monica Dabos: Michael Sherry and Rick Howe; for Lori Gregory: Diane Baker and Rebecca Eikey; for Jennifer Hauss: Ron Dreiling and Pamela Brogdon-Wynne; for Peter Hepburn: Brent Riffel and Stephanie Lee; for Ted Iacenda: Howard Fisher and David Stevenson; for Adam Kaiserman: Deanna Davis and Sheldon Helfing; for Keith Kawamoto: Tina Rorick and Pierre Etienne; for Deborah Klein: Mary Corbett and Nicole Faudree; for Albert Loaiza: Garrett Hooper and Lisa Hooper; for Dora Lozano: Pamela Brogdon-Wynne and Michelle LaBrie; for Renee Marshall: Cindy Stephens and Kelly Burke; for Andy McCutcheon: Mary Petersen and Paul Wickline; for Heidi McMahon: Rebecca Eikey and Anne Marengo; for David Michaels: David Martinez and Robert dos Remedios; for Anh Nguyen: Christy Richter and Michael McCaffrey; for Alan Pinley: Tim Baber and Sam Otoo; for Ricardo Rosales: Miriam Golbert and Jose Martin; for Dilek Sanver-Wang: Miriam Golbert and Amy Shennum; for Dustin Silva: Ana Palmer and Jose Martin; for Anh Vo: Amy Shennum and Kelly Cude; for Joseph Voth: Juan Buriel and Nicole Faudree.

### **Academic Senate Committees:**

Academic Staffing: Wendy Brill-Wynkoop Co-Chair; Chris Blakey, Chris Ferguson, Diane Baker, Peter Hepburn, Dorothy Minarsch, Renee Marshall, Chuck Lyon, Karyl Kicenski, Connie Perez; Academic Standards: Diane Solomon co-Chair, Dennis Bauwens, Heidi McMahon, David Brill; Constitution and ByLaws: David Andrus Chair, Regina Blasberg, Rebecca Eikey, Michelle LaBrie, Ruth Rassool; Curriculum: Mary Bates, David Brill, Joseph Voth, Lee Hilliard, Anne Marengo, Tina Waller, Chelley Maple, Saburo Matsumoto, Shane Ramey, Christy Richter, Diane Solomon, Diana Stanich; Elections: Michael Sherry, Chair and Ruth Rassool; Faculty Professional Development: Lisa Hooper and Teresa Ciardi CoChairs, Mehgen Andrade, Phil Gussin, K.C. Manji, Kevin Jenkins, Sandy Carroll, Lee Hilliard, Heather MacLean, Mike Harutunian, Brandon Hilst, Bob Segui, Cindy Stephens, Peter Hepburn; Honors Program: Miriam Golbert CoChair, Dennis Bauwens, Mehgen Andrade, Kim Gurnee, Victoria Leonard, Diane Solomon, Lisa Malley, Tammy Mahan, Majid Mosleh, Brent Riffel, Deanna Riveira; Interdisciplinary: Kelly Cude Chair, Brittany Applen, Juan Buriel, Saburo Matsumoto, Kelly Burke;

Minimum Qualifications & Equivalencies: Edel Alonso Chair, Pamela Brogdon-Wynne, James Gilmore, Lee Hilliard, Ron Karlin, Jennifer Hauss, K.C. Manji, Pamela Williams-Paez, Lori Brown; Policy Review: David Andrus Chair, Chelley Maple, Sarah Burns, Michael Sherry, Lisa Hooper; Program Review: Lee Hilliard, Edel Alonso, Peter Hepburn, Mary Bates, Tina Rorick, Renee Marshall, Howard Fisher, Nicole Faudree, Garrett Hooper; Scholarly Presentation: David Stevenson Chair, Robert Brode, Jia-Yi Cheng-Levine, Kelly Cude, Sarah Etheridge, Nicole Faudree, Michael Leach, Russell Waldon, Pamela Williams-Paez; Student Learning Outcomes: Rebecca Eikey Chair, Paul Wickline, Rebecca Kroll, Andy McCutcheon, Diane Solomon, Nicole Faudree, Anne Marenco, Rachael Houghton, Tammy Bathke, Ann Lowe, Peter Hepburn, Cindy Stephens.

### **Collegial Consultation Committees:**

College Planning Team: Russell Waldon CoChair, Claudia Acosta, Edel Alonso, Pamela Brogdon-Wynne, Jose Martin, Paul Wickline; College Policy Council: Edel Alonso, David Andrus, Jane Feuerhelm, Chelley Maple; Facilities Master Plan: Jeannie Chari (COCFA Rep), Dorothy Minarsch (Academic Senate Rep); Enrollment Management Team: Edel Alonso, Marlene Demerjian, Chelley Maple, Deanna Riveira, Paul Wickline; Health and Safety: Edel Alonso, Jim Anderson, Tim Baber, Tina Rorick, Don Takeda, Pamela Williams-Paez; President's Advisory Council on Budget: Edel Alonso CoChair, Wendy Brill-Wynkoop, Miriam Golbert, Bob Maxwell, Paul Wickline, Stan Wright; Technology committee: Rick Howe CoChair, Wendy Brill-Wynkoop, Ron Dreiling, Victor Jadaon, Adam Kempler, Diane Sionko, Anh Vo.

### **College Committees:**

ReEntry Program Advisory: Connie Perez; Advocacy: Claudia Acosta, Chris Blakey, Wendy Brill-Wynkoop, Michael Dermody, Russell Waldon, John Varga, Stephen Branch; Alumni & Friends: Mary bates, Wendy Brill-Wynkoop, Bob Brode, Pamela Brogdon-Wynne, Kelly Burke, Chris Cota, Collette Gibson, Patti Haley, Michelle LaBrie, Luong Le, Christy Richter, Bob Segui, Diana Stanich, Cindy Stephens, Liz shaker, Julie Visner; Associate Program: Ron Dreiling and Kelly Burke; Bookstore: Patti Haley, Melanie Lipman, Nicole Faudree; Calendar: Marlene Demerjian and Rebecca Eikey are COCFA Appointees, Garrett Hooper and Robert Tolar are Senate Appointees; Career Technical Education Consortium: Jon Amador, Tim Baber, Jeff Baker, Regina Blasberg, David Brill, Mark Daybell, Miriam Golbert, Patti Haley, Lee Hilliard, Victor Jadaon, Nicole Lucy, Renee Marshall, Bob Maxwell, Liz shaker, Alan Strozer, Stan Wright, Leslie St. Martin; Celebrating the Humanities Planning committee: Juan Buriel; Commencement: Michael Dermody CoChair, Valerie Malinoski, Brent Riffel; community & Continuing Education Advisory: Connie Tripp CoChair, Juan Buriel, Deborah Sison, Valerie Malinoski, Don Takeda; Domestic Violence Awareness: Anne Marenco, Rhonda Hyatt, Tammy Mahan, Connie Tripp; Educational Travel Advisory: Claudia Acosta CoChair, Kevin Anthony, Vince Devlahovich, Pierre Etienne, Miriam Golbert, Brad Reynolds, Michael McCaffrey; Field Studies: Michael Dermody CoChair, Brittany Applen, Mary Bates, Wendy Brill-Wynkoop, Rhonda Hyatt, Anne Marenco, Brent Riffel; Food Services: Sheri Barke, Melanie Lipman; Foundation Golf Tournament Planning: Gary Peterson; Friday Night at The Screening Room Planning: Pierre Etienne, Gary Peterson; Grade Review Committee: Michelle LaBrie, Majid Mosleh, John Varga, Stan Wright; Grants Development: Tim Baber, Ann Lowe; Health and Welfare Benefits: Tammy Bathke, Lisa Hooper, Melanie Lipman, Jose Martin; Institute for Teaching and Learning Steering: Ron Dreiling, Kelly Burke, Deanna Davis, Victoria Leonard, Leslie St. Martin; Institutional Review Board: Miriam Golbert CoChair, Claudia Acosta, Deanna Riveira, Amy Shennum; International Students Advisory: Dorothy Minarsch, Majid Mosleh; Management Advisory Council: Edel Alonso, Pamela Brogdon-Wynne, Danielle Butts, Jane Feuerhelm, Stan Wright; Parking: Nicole Faudree, Victoria Leonard; Professional Development Coordinating: Lisa Hooper, Teresa Ciardi; Sabbaticals: Dorothy Minarsch, Bob Segui; Scholarship: Rebecca Edwards, Patty Haley, Brandon Hilst, Michelle LaBrie, Saburo Matsumoto, Majid Mosleh, Don Takeda, Rebecca Eikey, Luong Le, Liz Shaker,

Diane Baker, Brent Riffel, Diane Solomon. Skills for Success: Anzhela Grigoryan CoChair, Deanna Davis, Vince Devlahovich, Ron Dreiling, Rebecca Eikey, Collette Gibson, Kim Gurnee, Lee Hilliard, Adam Kempler, Susan Ling, Svetlana Lynch, Heather MacLean, Jose Martin, Catherine Parker, Mary Petersen, Brent Riffel, Tracey Sherard; Student Equity Plan: Edel Alonso, Jane Feuerhelm, Pamela Brogdon-Wynne; Student Conduct: Albert Loaiza, Michelle LaBrie, Juan Buriel; Sustainability Development: Yia-Ji Cheng-Levine CoChair, Jeannie Chari, Michael Dermody, Vincent Devlahovich, Joe Gerda, Kim Gurnee, Dorothy Minarsch; Learning Communities: Juan Buriel, Anne Marengo, Wendy Brill-Wynkoop, Debra Zednick.

**Accreditation Standards Committees:**

Standard I: Ron Dreiling CoChair, Edel Alonso, Jon Amador, Claudia Acosta, Collette Gibson, Kim Gurnee, Victoria Leonard, Diane Baker, Rene Marshall, Connie Perez, Paul Wickline.

Standard II: Ann Lowe CoChair, Connie Perez, Jane Feuerhelm, Diane Baker, Rebecca Eikey, Peter Hepburn, Anzhela Grigoryan, Alene Terzian, Garrett Hooper, Pamela Brogdon-Wynne, Chelley Maple, Nicole Faudree, Jose Martin, Andy McCutcheon, Lisa Hooper, Lee Hilliard;

Standard III: Tim Baber, Wendy Brill-Wynkoop, Kelly Burke, Bob Maxwell, Greg Mucha, Christy Richter, Brent Riffle, Liz Shaker, Jennifer Hauss;

Standard IV: Russell Waldon CoChair, Edel Alonso, Paul Wickline, Lori Marie Rios, David Andrus, Jai-Yi Cheng-Levine, Miriam Golbert, Chuck Lyon, Ana Palmer, Gary Peterson, Dora Lozano, Stephanie Lee.