Academic Senate for College of the Canyons
March 12, 2015 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 Summary: February 26, 2015 (pg. 2)
   b) Curriculum Summary: March 5, 2015 (pg. 7)
4. Academic Senate President's Report - Paul Wickline
5. Academic Senate VP Report – Rebecca Eikey

B. Committee Reports
1. Minimum Qualifications Committee – Edel Alonso
2. PAC-B – Edel Alonso

C. Unfinished Business
1. Policies on Counseling Services – Policy Review Committee
2. Formation of Ongoing Accreditation Committee – for Senate Discussion in Fall 2014
3. Local Graduation Requirements – for Senate discussion in Fall 2014
4. Adjunct Minimum Qualifications - HR

D. Discussion Items
1. BP 4260 Prerequisites and AP 4260 Prerequisites – David Andrus (pg. 10)
2. Discussion on the recommendations for Accreditation –
3. LEAP Outcomes – Rebecca Eikey (pg. 30)

E. Action Item

F. Reports
- Division Reports

G. Announcements
1. Academic Academy, March 13-14, Westin South Coast Plaza, Costa Mesa
2. 2015 Non-credit Regional Meeting, March 20th, 9:30 am to 2:00 pm, Cerritos College
3. Day of Assessment 1 March 20th, 9:00 am to 3:00 pm in UCEN 107
4. Learning Management System Task Force, March 13th and March 27th, 10:00 am to 12:00 pm, Location TBD
5. Online Education Initiative (OEI), March 27th, Foothill
6. Instructional Advisory Council meeting March 27th 8:30 am to 10:30 am MENH 343
7. Spring Area C Meeting, 10:00 am to 3:00 pm March 28th, Cerritos College
8. Spring Plenary Session, April 9-11th, Weston San Francisco Airport
9. Online Education Initiative (OEI), May 1st, Cerritos
10. Vocation Leadership Institute, May 7-9th, San Jose Marriott
11. Day of Assessment II May 9th, 9:00 am to 3:00 pm, location TBD
12. Online Education Initiative (OEI), May 15th Mt. SAC
13. Faculty Leadership Institute, June 11-13, San Jose Marriott
14. Curriculum Institute, July 9-11th, Anaheim-Orange Country, Doubletree
15. Strengthening Student Success 2015: looking Back, Looking Forward, Oct. 7-9, Oakland Marriott

I. Adjournment

The next Senate meeting will take place on **March 26, 2015**
As always everyone is welcomed

Summary of Academic Senate Meeting February 26, 2015

Attendance: Paul Wickline, Chelley Maple, David Andrus, Thea Alvarado, Heidi McMahon, Andy McCutcheon, Deanna Riviera, Philip Marcellin, Dr. Buckley, Michael Sherry, Regina Blasberg, Lee Hilliard, Ruth Rassool, Bob Maxwell, Ron Karlin, Peter Hepburn, Shane Ramey, Ann Lowe, Wendy Brill, Garrett Hooper and Rebecca Eikey

A**. Routine Matters**
1. Call to order: 3:05 p.m.
2. Approval of the agenda: Motion Ann Lowe, seconded David Andrus. Unanimous. Approved
3. Approval of the consent calendar: Motion David Andrus, seconded Shane Ramey. Unanimous. Approved
4. **President's Report, Paul Wickline**
   - ✓ Paul announced that on Friday, March 27, 2015 we have the IAC meeting at 8:30 am to 10:30 am in MENH 347. Paul also asked that everyone take note of the announcements listed on the agenda and if you have any questions please let him know. There are a few things coming up.
   - ✓ Ruth asked about the Adjunct Minimum Qualifications. She asked if it should be under unfinished business and Paul said we would put it under unfinished business. He is still waiting to hear from HR on the fall adjunct qualifications. We received the spring for the next agenda.
   - ✓ We are looking for someone to attend Curriculum Institute. If anyone is interested please let Ann Lowe know.
   - ✓ Paul is attending the Academic Academy March 13-14. He will bring back information back to you from that meeting.
   - ✓ Paul gave a report on the Accreditation Institute he attended last Thursday, Friday and Saturday. There was a lot of talk about Standard 1.B.6. Our SLO coordinators are making the rounds to the divisions talking about the disaggregation of student SLO outcome data and what that means for institutions. A lot of talk about how to go about doing that, how to create the best institutional tool to collect that data. Paul stated that we are currently piloting it this spring in the MY CANYONS grading area. This was a hot topic for all the colleges. Andy stated that we could be changing how we report our SLO's or at least collect them. When the grading cycle comes around this semester you will see it up on My Canyons. SLO coordinator have been going out talking to divisions and letting them know it will be there at the end of spring semester. Whether they use the tool is a department decision. Ultimately this gives us one way to capture that data. A question was asked if there would be any workshops with discussions about this. Rebecca stated they are coming to division at that time you can ask questions.
   - ✓ Another topic at the Accreditation Institute focused on Institutional Learning Outcomes -- how colleges were doing with that process, what frustrations they were experiencing, how well aligned their courses to their programs to their GE outcomes (which we have in place). Rebecca and Andy will talk more on that with the LEAP rollout in Discussion today. Paul was confident with that we have already laid some ground work or informed

our faculty about some changes that we were suggesting in terms of the Institutional Student Learning Outcomes process and we stated that process in 2012 immediately after we finished it with FLEX sessions.

✓ Paul spoke briefly on new ACCJC Standards and Dr. Buckley spoke on it at the CPT meeting. He also shared (briefly) the Actionable Improvement Plans that we identified in our self-study and put a template together. Dr. Buckley's office and faculty serving on a variety of committees will be working to coordinator those plans and see what it means for us individually as committee members and as faculty. The new ACCJC standards adopted in July2014 need to come out front and center now. Dr. Buckley suggested a task force start working on those standards. Paul and Jerry shared that the college needs to implement a process that is far more use friendly next time. The task force can help with this and limit the "late-in-the-process" racing and running around to prepare the self-study, find evidence, label evidence, etc. We are trying to be proactive with our CIO's leadership and faculty involvement in that process.

✓ The Community College Survey of Student Engagement (CCSSE) paperwork was put in the faculty boxes and Paul sent out an email chiming in stating how really useful and important these results can be in terms of student engagement and the letters are very clear about what will happen and how you might or might not be contacted as a faculty member to participate. This is a national survey that the results from the survey can be really affirming, frightening, and many shades in between as to what we are doing as an institution. This is replacing the annual survey this year.

✓ Concerning student equity plan, there is a meeting this Friday at 2:00 pm UCEN 222 on *Research and Inquiry Orientation.* If you are involved in any equity project or plan you are expected to attend that. Paul said he would be there and also if you are just interested in an equity proposal for next year this would be a good event to attend. There will be other meetings taking place throughout the rest of the semester. This is from Ryan Theule's office so you can also check with him.

✓ There is an attempt to schedule an AB86 meeting with all faculty that demonstrated an interest. Paul asked Dr. Buckley about his schedule. His office will work with Paul to provide his availability. Dr. Buckley also stated that within the next ten days you will be noticing a change in his support staff he will be bringing Cynthia Madia in as his assistant and he will be sending an email to that affect. She will be handling his calendar.

✓ Paul asked if there were any committees that the Senate would like to hear from this semester. Here is a list of who the senators would like to hear from:
   o CPT
   o Edel Alonso stated she would like to be on the March 12th Senate agenda to bring a report from the Minimum Qualifications. The new disciplines list has been published and there are some new disciplines.
   o PAC-B
   o Facilities Planning Report – Now that the Student Services building is complete and all buildings at Valencia have been constructed, there is a concern about faculty involvement in the planning of Canyon Country Campus build-out. Faculty shared concerns with how the new Student Services building spaces were determined. Questions raised about how the college determines facility

planning both in the short and long term. How do we allocate space for secondary effects spaces? Suggestion made that we work with administration on development of facilities procedures to clarify the process. Many voiced concerns that these decisions directly impact usability of spaces for instruction, active learning, productivity, output, etc. What is our role in planning?

5. **Vice President's Report, Rebecca Eikey** – N/A

B. **Committee Reports**: N/A

C. **Unfinished Business**
   1. Policies on Counseling Services –in Policy Review committee
   2. Formation of Ongoing Accreditation Committee – in Senate discussion in Fall 2014
   3. Local Graduation Requirements – for Senate discussion in Fall 2014

D. **Discussion Items**
   1. BP 4260 Prerequisites and AP 4260 Prerequisites
      There was a lengthy discussion at the last Senate meeting on February 12th and David hopes everyone has had a chance to review the policy and discuss it. At the last meeting we didn't go through every section but we tried to explain the overall policy and hit the high notes of the
      document. Everyone should be aware of the fact that most of this is already in place in the current AP. However, the AP needed updating based on conversations that took place with the statewide Academic Senate. What has changed is that the content review is now allowed as the mechanism to establish cross disciplinary prerequisites. Also, a prerequisite sub-committee of the Curriculum Committee has been established by this AP revision. This was discussed at the last Senate meeting. David asked if anyone had any feedback from their divisions or if any Senators had any questions about any provisions they read. This was presented to the SSB division and David gave a two to three minute presentation and really didn't hear anything back. So there was nothing to report back. A flow chart has been added and a Levels of Scrutiny have been added. David said he would like to have a workshop or two for faculty. There was a discussion and questions that were asked were answered. This document will come back one more time as a Discussion and then hopefully to Action.
   2. Institutional Learning Outcomes Revisited - Rebecca Eikey and Andy McCutcheon
      The Institutional Learning Outcomes are being revisited. We had discussed them a couple of years ago and now they are coming to the Senate. "Students acquire knowledge and skills through their coursework and in co-curricular activities. When students graduate with a Degree/certificate transfer to university, or enter the workforce, they should have evidence (least two Signature Assignments) that demonstrate each of the six Institutional Learning Outcomes. The Institutional Learning Outcomes (ILO's) are the umbrella that all degree, program, and course-level outcomes are housed under". Paul spoke about how this came about. He was the SLO coordinator at the time. He and Nicole Faudree went to all the divisions and talked to them about the SLO results first round. The result was pretty dismissal in terms of anything that substantially we learned from that. There was a FLEX session immediately the next semester which had a good turnout of faculty and also some administrators that talked about the Pros and Cons: what did we learn, what did we experience by going through this

process, what do we want to exam differently. The outcome of that was a suggestion that the SLO coordinator go back and compare other institutions and how they were doing the ILO Process and Paul came and presented to a smaller group that attended that FLEX on three options; the IGETC model we followed, the Core Comps which many colleges were doing at that time, and what was relatively new at the time – the AAC&U Essential Learning Outcomes which are called "LEAP Outcomes." Then there was another FLEX session to focus on these LEAP Outcomes. The SLO coordinators began conversations with the Senate and others about the Intention to begin looking at a better, more robust, more meaningful process of this Institutional Learning Outcomes assessment Process. The hope is to also move beyond just instruction to also Include student development, ASG, and Student Services (service learning, internships, etc.) Where appropriate in involvement in Institution SLOs – those significant areas where student learning is taking place beyond just their coursework. The ISLO's at most colleges and the AAC&U model is really more than just instruction as it branches out to service learning, Internships, etc. to capture that learning that is taking place in those areas. Along that same path we started to investigate E-Portfolios. There was a large contingent of folks that have gone the last two years the AAC&U institutes and learned about E-portfolios. We started the initiative and brought people on campus from Salt Lake City College and Chattanooga College. We continued to exam and explore different ways of improving the ISLO process. We looked at signature assignments last year at the two days of assessment. That is part of the conversation as well so a lot of things have been happening that Paul has tried to summarize for the Senate so that faculty and administrators understand that the SLO coordinator and committee didn't sit around and come up with this on their own. They have tried to really vet it as much as we could through our channels to the best of our ability.
Rebecca went over the outcomes that are listed on the agenda:

- ➢ Effective Communication,
- ➢ Working with Others,
- ➢ Critical Thinking,
- ➢ Information Literacy,
- ➢ Quantitative Literacy and.
- ➢ Community Engagement.

There was a lengthy discussion with questions. Paul felt that on opening day time might be used to devote to this issue if the institution is that passionate about improving what we do at the institutional level for student assessment. He thinks we need to have this conversation and have not had it since 2010. Rebecca and Andy are asking for the blessing of the Senate. The Senate suggested that the SLO coordinators create a one-page cover sheet to this document and add information that the CSUs have also adopted the LEAP Outcomes system-wide.

E. **Action Items**
1. Discipline assignment for Daniel Otto, Culinary Arts Instructor. Motion Edel Alonso, Seconded Ruth Rassool. Unanimous. Approved. Question was asked why Mr. Otto has a parenthetical note added to his discipline assignment and Paul said he would investigate.
2. Program Review, Paul made the changes the Senate asked for. He asked for monies for conferences and added request chairs for BONH 330. Motion Rebecca Eikey, seconded

Andy McCutcheon. Unanimous. Approved.

F. **Reports**: N/A

G. **Announcements**: please see the list on the agenda

H**. Open Forum**: N/A

I. **Adjournment**: 4:35 p.m.

CURRICULUM COMMITTEE SUMMARY

March 5th, 2015   3:00 pm – 5:00 pm   BONH-330

Items on "Consent" are recommended for approval as a result of Technical Review meetings held on March 2nd, 2015

<u>Members present:</u> Backes, Patrick – Curriculum & Articulation Coordinator; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Hilliard, Lee – Career & Technical Education; Hyatt, Rhonda – Physical Education & Athletics; Jacobson, Julie – Member at Large; Karlin, Ron – Learning Resources; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Stephens, Cindy – Education; Voth, Joseph – Humanities;

<u>Members absent:</u> Audrey – Co-Chair, Administrator; Ruys, Jasmine – Admissions & Records; Solomon, Diane – Student Services; Waller, Tina – Allied Health

MODIFIED COURSES:

Subject	#	Title	Description of action	Author	Effective
~~CONST~~	~~101~~	~~Introduction to Construction and Construction Engineering~~	~~Revised objectives and content, updated textbook.~~ *Item tabled as committee felt this proposal needed revision to the objectives, content, and the DLA.*	~~R. Steinberg~~	~~Fall 2015~~
MEA	101	Television and Film Media Aesthetics	Revised description, **revised SLO,** revised objectives and content, updated textbook. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	J. Amador	Fall 2015
~~MEA~~	~~110~~	~~Writing for Journalism and New Media~~	~~Comparison to C-ID JOUR 110 Descriptor.~~ *Item tabled as committee felt this proposal needed revision to reflect the objectives and content more closely to the corresponding C-ID descriptor.*	~~S. Brill~~	~~Fall 2015~~
~~MEA~~	~~114~~	~~Digital Sound Editing~~	~~Revised description, **revised SLO's (2),** revised objectives and content, updated textbook.~~ *Item tables as committee felt this proposal needed revision to the objectives and content.*	~~J. Amador~~	~~Fall 2015~~
~~MEA~~	~~225~~	~~Advanced News Media Production~~	~~Revised description, **revised SLO's (2),** revised objectives and content, updated textbook. Comparison to C-ID JOUR 130 Descriptor.~~ *Item tabled as committee felt this proposal needed revision to reflect the objectives and content more closely to the corresponding C-ID descriptor.*	~~S. Brill~~	~~Fall 2015~~
~~PHOTO~~	~~215~~	~~Photojournalism and News Photography~~	~~Revised objectives and content, **added PHOTO 155 or PHOTO 160 and prerequisite options.** Comparison to C-ID JOUR 160 Descriptor.~~ *Item tabled as committee felt this proposal needed revision to reflect the objectives and content more closely to the corresponding C-ID descriptor.*	~~S. Brill~~	~~Fall 2015~~
SPAN	101	Elementary Spanish I	**Added DLA.** *Rationale for revision: DLA addition.*	C. Acosta	Fall 2015
SPAN	102	Elementary Spanish II	**Added DLA.** *Rationale for revision: DLA addition.*	C. Acosta	Fall 2015
SPAN	201	Intermediate Spanish I	**Added DLA.** *Rationale for revision: DLA addition.*	C. Acosta	Fall 2015

Subject	#	Title	Description of action	Author	Effective
SPAN	211	Spanish for Heritage Speakers I	**Added DLA.** *Rationale for revision: DLA addition.*	C. Acosta	Fall 2015
SPAN	212	Spanish for Heritage Speakers II	**Added DLA.** *Rationale for revision: DLA addition.*	C. Acosta	Fall 2015
SPAN	240	Introduction to Latin American Literature	**Added DLA.** *Rationale for revision: DLA addition.*	C. Acosta	Fall 2015

-Motion to approve MEA-110 and DLA additions to SPAN-101, 102, 201, 211, 212, and 240; Motion by Mary Bates, second by Joseph Voth. All in favor: Unanimous.

ISA COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
LEPD	092	Handgun Instructor School (HITS)	1.25 units, 20 hours lecture, 20 hours lab, pass/not pass only, **new SLO's (2), new POST prerequisite.** *Rationale for new course: Contract with LA Police Department.*	A. Green	Spring 2015
LEPD	114	Leadership Part IV	1.50 units, 32 hours lecture, pass/not pass only, **new SLO, new prerequisite of LEPD-113.** *Rationale for new course: Contract with LA Police Department.*	A. Green	Spring 2015
LESD	015	Jail Intelligence Gathering	0.15 units, 8 hours lecture, pass/not pass only, **new SLO, new POST prerequisite.** *Rationale for new course: Contract with LA Sheriff Department.*	A. Green	Spring 2015

MODIFIED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Early Childhood Education – Core	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A. Added ECE-127 and 129. **Total required units increased to 21 (formerly 14).** *Rationale for revision: updating certificate requirements and removing archived courses.*	C. Stephens	Fall 2015
Early Childhood Education – Infant/Toddler	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A, 116B, 116C, 144, 151, 155, 156, 175. Added ECE-127, 129, and 131. **Total required units increased to 24 (formerly 23).** *Rationale for revision: updating certificate requirements and removing archived courses.*	C. Stephens	Fall 2015
Early Childhood Education – Preschool	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A, 116B, 116C, 144, 151, 155, 156, 175. Added ECE-127, 129, 131, and 165. *Rationale for revision: updating certificate requirements and removing archived courses.*	C. Stephens	Fall 2015
Early Childhood Education – School Age	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A, 116B, 116C, 175, 201. Added ECE-127, 129, and 131. **Total required units increased to 27 (formerly 25).** *Rationale for revision: updating certificate requirements and removing archived courses.*	C. Stephens	Fall 2015
Early Childhood Education – Special Education	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A, 116B, 116C, 175. Added ECE-127 and 165. **Total required units decreased to 29 (formerly 30).** *Rationale for revision: updating certificate requirements and removing archived courses.*	C. Stephens	Fall 2015

Early Childhood Education – Supervision & Administration of Children's Programs	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A, 116B, 116C, 144, 151, 155, 156, 175. Added ECE-127, 129, 131, and 220. **Total required units increased to 35 (formerly 30).** *Rationale for revision: updating certificate requirements and removing archived courses.*	C. Stephens	Fall 2015

-Motion to approve all Consent Calendar Items on the February 19th, 2015 Curriculum Committee Agenda; Motion by Anne Marenco, second by Saburo Matsumoto. All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
~~MEA~~	~~210~~	~~Intermediate News Reporting/Writing~~	~~3 units, 54 hours lecture,~~ **new SLO, new recommended preparation of MEA 110.** ~~Comparison to C-ID JOUR 210 Descriptor.~~ *Item tabled as committee felt this proposal needed revision to reflect the objectives and content more closely to the corresponding C-ID descriptor.*	S. Berll	Fall 2015
~~THEATR~~	~~141B~~	~~Scene Performance~~	~~3 units, 36 hours lecture, 54 hours lab,~~ **new SLO's (2), new prerequisite of THEATR 141.** *Item tabled so department could do more research on the need of this course for transfer.*	S. Hinshaw	Fall 2015
THEATR	162	Theatre Techniques II	2 units, 18 hours lecture, 54 hours lab, **new SLO's (2), new prerequisite of THEATR-161, new recommended preparation of THEATR-141. Will be added to the Musical Theatre Family of Courses.** *Rationale for revision: Course will further student's skill development to better prepare them for transfer. Students also need this continued training to help them move from chorus to principal roles within annual musical theatre productions produced by theatre and music departments.*	P. Wickline	Fall 2015

-Motion to approve the need for the MEA-210 new course proposal: Motion Lee Hilliard, second by Mary Bates. All in favor: Unanimous.
-Motion to approve THEATR-162: Motion by Anne Marenco, second by Julie Jacobson. All in favor: Unanimous.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
LEPD	092	Handgun Instructor School (HITS)	New POST prerequisite. - **Approved**	A. Green
LEPD	114	Leadership Part IV	New prerequisite of LEPD-113.- **Approved**	A. Green
LESD	015	Jail Intelligence Gathering	New POST prerequisite.- **Approved**	A. Green
~~MEA~~	~~210~~	~~Intermediate News Reporting/Writing~~	~~New recommended preparation of MEA 110.~~	S. Berll
~~PHOTO~~	~~215~~	~~Photojournalism and News Photography~~	~~Added PHOTO 155 or PHOTO 160 and prerequisite options.~~	S. Berll
~~THEATR~~	~~141B~~	~~Scene Performance~~	~~New prerequisite of THEATR 141.~~	S. Hinshaw
THEATR	162	Theatre Techniques II	New prerequisite of THEATR-161, new recommended preparation of THEATR-141.- **Approved**	P. Wickline

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
SPAN	101	Elementary Spanish I	100% Online, Online/Hybrid.- **Approved**	C. Acosta
SPAN	102	Elementary Spanish II	100% Online, Online/Hybrid. - **Approved**	C. Acosta
SPAN	201	Intermediate Spanish I	100% Online, Online/Hybrid. - **Approved**	C. Acosta
SPAN	211	Spanish for Heritage Speakers I	100% Online, Online/Hybrid. - **Approved**	C. Acosta
SPAN	212	Spanish for Heritage Speakers II	100% Online, Online/Hybrid. - **Approved**	C. Acosta
SPAN	240	Introduction to Latin American Literature	100% Online, Online/Hybrid. - **Approved**	C. Acosta

Discussion Items:

1. **2 Year CTE Requisite Validation:** Per Title V regulations, all Career Technical Education (CTE) with prerequisites and/or co-requisites must be reviewed every two years to validate that the requisites are still required and up to date based on industry needs. All Department Chairs who have CTE courses in their departments were sent a form to validate the current prerequisites and co-requisites on these courses. The Curriculum Office compiled a list of all CTE courses with prerequisites and/or co-requisites showing if the current requisites are still valid. This list has been updated to include the validations of the prerequisites in Automotive Technology, Culinary Arts, and Wine Studies. The 2 Year CTE Requisite Validation list can be accessed at: http://www.canyons.edu/Offices/curriculum/Documents/CTE.Requisite.Validation.pdf.

2. **2015 Five Year Revision List.** The 2015 Five Year Revision List will be published prior to the March 19th Curriculum Committee meeting.

New Courses Includes ISA's	4	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	6	Deleted Courses	-0-
Modified Courses	7	New SLO's	6	Deleted Programs	-0-
Modified Programs	6	Modified SLO's	1	Proposals Reviewed in Technical Review Session	19
New Non Credit Courses	-0-	New Prerequisites	4	Proposals Returned from Technical Review Session	19

~~620.~~ 4260 GENERAL POLICY ON PREREQUISITES/COREQUISITES/ADVISORIES and LIMITATIONS on ENROLLMENT

The CEO is authorized to establish pre-requisites, co-requisites, advisories on recommended preparation for courses, and allowable limitations in the curriculum. All such pre-requisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any pre-requisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites, and advisories shall be identified in District publications available to students.

~~620.1 Philosophy~~

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

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

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

~~620.2 Dissemination of Definitions and Procedures~~

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

~~a. Definitions of prerequisites, corequisites, and limitation son enrollment including the specific differences among them and the specific prerequisites, corequisties, and limitations on enrollment which have been established pursuant to Section55200 (a-f) of Title 5.~~

~~b. Procedures for a student to challenge prerequisites,~~

~~corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.~~

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

620.3 Challenge Process

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

620.4 Curriculum Review Process

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

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

b. Verify and provide documentation that prerequisites orcorequisites meet the scrutiny specified in one of the measures of readiness specified in Section 55201(b)(1)

of Title 5 and Sections II.A.1.a-g of the Model Distric tPolicy.

c. Provide for review of each prerequisite, corequisite, oradvisory at least every six weeks pursuant to Section55201(b)(3) of Title 5 and Section I.D. of the Model District Policy. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2),

or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.

d. Provide for a review of any prerequisite, corequisite,

or advisory upon the request of any faculty member or educational administrator.

e. Provide for a review of each limitation on enrollment at

least every six years pursuant to Section II.C of the Model District Policy.

620.5 Implementing Prerequisites, Corequisites, and Limitations on Enrollment

The College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be

enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to Section 55202(g) of Title 5 and Section I.E.

of the Model District Policy.

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

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

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

ADOPTED: OCTOBER 12, 1994

PROPOSED ADMINISTRATIVE PROCEDURES

AP 4260 PROCEDURES ON PREREQUISITES/COREQUISITES/ADVISORIES

Reference: *California Code of Regulations(CCR) Section 55000 et seq; 55003 et seq*

4260.1 Purpose

These procedures are to provide for the establishing, reviewing, and challenging of prerequisites, corequisites and advisories on recommended preparation, by faculty, in a manner consistent with Board Policy 4260, law and good practice.

The District permits the use of content review (alone), or in the alternative, content review accompanied by statistical validation as means to substantiate the appropriateness and need of prerequisites, corequisites and advisories.

4260.2 Definitions (CCR Section 55000; 55502)

The District shall adopt the following definitions and explanations and provide them in the College Catalog and in the Schedule of Classes:

A. Advisories (a.k.a. Advisory On Recommended Preparation) - means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

B. Prerequisites - means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

C. Corequisites - means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

D. Content Review - is a *rigorous* systematic process that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course. Content Review, at the minimum, has the following elements:
    1. Careful review of the course outline of record to identify the skills and knowledge necessary for student success.
    2. Determination of how the preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in a prerequisite or corequisite.
    3. Review of all departmental faculty syllabi for the target course, sample exams, assignments, instructional materials, grading criteria for the

target course, SLOs, course objectives, required and recommended reading and essay requirements to determine a sufficient correlation/association of required skills/knowledge students must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisite or corequisite course(s).

4. Direct involvement of the discipline faculty to collaborate on identifying course content, skills and requirements and determine how the course outline is being implemented departmentally.

5. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.

6. Identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills necessary for enrollment in the target course.

7. Documentation of the review undertaken.

8. The prerequisite or corequisite meets the appropriate level of scrutiny specified in Section 4260.3(B) of this AP.

E. "Necessary and Appropriate" (as it relates to Content Review) - means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

F. Content Review with Statistical Validation - is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation and analysis of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or co-requisite.

G. Statistical Review – differs from statistical validation. It is a process in which to compare historical data to justify a prerequisite or to determine recommended action on review and revisions of prerequisites, corequisites and advisories.

H. Health and Safety Prerequisites – is a prerequisite or corequisite necessary to protect the health or safety of a student or the health or safety of others.

I. Educational Program - an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

J. Sequence of Courses – content and thematically related courses in a discipline showing a progression of complexity.

K. Disproportionate Impact – Disproportionate impact occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting. CCR Section 55502(d).

L. Target Course – the course that a proposed prerequisite, corequisite or advisory shall be applied to.

4260.3 Permitted Prerequisites and Corequisites

A. Purpose - No prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established and supported by substantiated evidence.

    1. Prerequisites or corequisites may be established only for any of the following purposes:

        a. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

        b. The prerequisite will ensure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established [CCR, Section 55003(d)(2)]; or

        c. The corequisite course will ensure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

        d. The prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

B. Levels of Required Scrutiny - All adopted prerequisites, corequisites or advisories must meet the appropriate level of scrutiny required per CCR 55003 *et seq*. The scrutiny levels are:

1. Advisories – content review required. For advisories only, the minimum standard of content review will require only of a comparison of the course level Student Learning Outcomes for both the target course and the intended advisory course. All other content review must follow the standard set forth in Section 4260(D) of this administrative procedure.

2. Prerequisites/Corequisites Requiring Content Review Alone:
   a. Course in a sequence in a discipline – content review required
   b. Course for a sequence in vocational disciplines – content review required

3. Content Review and additional substantiating requirements:
   a. Course out of discipline but not an English or Math course – content review plus evidence that an equivalent requirement exists at three CSU/UC's
   b. Course or eligibility for a course out of discipline in English or Math – content review, plus one of the following:
      i. evidence that an equivalent requirement exists at three CSU/UC's, or
      ii. a letter from a CSU/UC requiring that prerequisite/corequisite, or
      iii. data collection and analysis, or
      iv. research with statistical validation.
   c. Health and Safety Requirement
      i. Content review may be used to establish a health and safety prerequisite.
      ii. Mandated Health and Safety Prerequisites:
         (1) Mandated by Statute or Outside Agency Regulation – no content review required, but documentation is required, to include legal or regulatory citation.
         (2) Mandated by the Outside Agency- if a prerequisite or corequisite is mandated by industry or outside agency, a minimal content review shall be required to align the required skill set determined necessary. Documentation is required to cite the source of mandate.

4. Limitations on Enrollment - Requiring Criteria Other Than Content Review
   a. Auditions for performance courses– documentation of the audition process plus disproportionate impact study at least every six years related to the audition. Additionally, other courses must be available to meet degree/certificate requirements.
   b. Honors courses restricted to an honors cohort– other sections/courses must be available to meet degree/certificate requirements

c. Blocks of courses or sections (cohorts) – other sections/courses are available to meet degree/certificate requirements.
5. Assessment Test Prerequisites
a. Cut score for use within the same discipline sequence – content review, plus a test approved by the Chancellor's Office in accordance with established standards, plus validated cut-off scores, plus multiple measures, plus disproportionate impact study
b. Cut score for use outside assessment area – same as 6(a) above plus data collection and analysis.

C. Proposing faculty may elect to include statistical validation with their content review.

4260.4 Exemptions

A prerequisite or corequisite need not be scrutinized using content review or content review with statistical validation if:

A. It is required by statute or regulation; or

B. It is part of a closely-related lecture-laboratory course pairing within a discipline; or

C. It is required by four-year institutions; or

D. Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

4260.5 Criteria and Processes for Establishing Cross Disciplinary Prerequisites/Corequisites/Advisories

All District personnel involved in the proposal, analysis, substantiation, and approval of a prerequisite, corequisite, or advisory shall adhere to the following sequential and substantive process:

A. Faculty may establish an advisory, prerequisite, or corequisite if it:
1. Is expressly required or expressly authorized by statute or regulation
2. Will assure that the student has the skills, concepts, and/or information needed to succeed for the target course it is established
Title 5 Language: Will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

3. Is necessary to protect the health or safety of a student or the health or safety of others.

B. Cross Disciplinary Prerequisite Sub-Committee

The Curriculum Committee will establish a standing "Prerequisites Sub-Committee" to address out of sequence prerequisites (cross disciplinary) in the areas of reading, written expression or mathematics. Committee membership will be reported to the Academic Senate at the beginning of each academic year and approved via the Academic Senate's consent calendar. All participating members of this sub-committee shall be trained in the prerequisite process each academic year prior to any official meetings. This training will be documented in the Curriculum Committee Summary submitted to the Academic Senate.

1. Subcommittee Membership
   a. Standing Members:
      i. Faculty Curriculum Committee Chair, or designee,
      ii. Four members of the Curriculum Committee other than the Faculty Chair,
      iii. Chair, Department of Math, or designee,
      iv. Chair, Department of English, or designee,
      v. Member of the Academic Senate other than any other listed member to this committee,
      vi. CIO, or designee.
   b. Ad Hoc/Temporary Members
      i. Chair of the proposing faculty member's department, or designee,
      ii. Course Author

2. Voting – only standing faculty committee members shall have voting `rights.

3. Subcommittee Duties
   a. Review proposals and ensure that the proper method of scrutiny is applied to the out of sequence prerequisite in reading, written expression or mathematics.
   b. Consultation with Enrollment Management to ensure equitable and practical implementation of prerequisite or corequisite.
   c. Consultation with the Articulation Officer to safeguard unintended consequences to articulation agreements, *inter alia*.
   d. Assessment of impact on District resources.
   e. Ensure that any academic department, and the College as a whole, will not be harmed, pedagogically or otherwise, by the

establishment of a prerequisite or corequisite and will not impact the viability of any existing program.

f. Initial determination as to the appropriateness of the proposal.

    i. Data pertinent to determining the appropriateness of the proposal:

        (1) Evidence of appropriate scrutiny applied to support the prerequisite.

        (2) Patterns of student success in the target course.

        (3) Placement assessment data correlating with required skill level for success.

    ii. Decisions will be based on a majority vote of a quorum of voting members of the sub-committee. A quorum is said to exist if a simple majority of voting members are in attendance at the time of the vote.

    iii. The Curriculum Committee decision will be recorded in the Curriculum Committee Summary and submitted to the Academic Senate for approval on the consent calendar.

g. Formally communicate the recommendations for the sub-committee to the Curriculum Committee chair. The chair will put the recommendations of the sub-committee on the next Curriculum Committee agenda for a vote of the Curriculum Committee.

C. Proposals

    1. Faculty members initiating a proposed prerequisite or corequisite in reading, written expression, or mathematics for a course not in sequence in those areas must:

        i. Undertake a Needs Assessment that serves as an initial determination as to the appropriateness of the proposal. Data pertinent to the proposal is:

            (1) Evidence of appropriate scrutiny applied to support the prerequisite.

            (2) Patterns of student success in the target course.

            (3) Placement assessment data correlating with required skill level for success.

        ii. Create the proposal in CurricUNET, satisfying all required scrutiny standards applicable under Section 4260.3(B) of this Administrative Procedure.

        iii. Submit a proposal to the Curriculum Committee chair and the chair of his/her department notifying them of the prerequisite request.

the sub-committee to evaluate the proposal.

3. The Subcommittee will either recommend approval or denial of the proposed prerequisite, corequisite or advisory to the Curriculum Committee.

> a. Standard of Review
> The completed written proposal must contain conclusions supported by documented substantiating evidence and data. The data may be qualitative or quantitative in nature. The written proposal must be explicit in validating the prerequisite by defining the need and level of need.
> b. Sub-Committee Review Form – the sub-committee shall adopt a standardized form for use to document its findings and recommendations. The form, coupled with the final written proposal, will be forwarded to the Curriculum Committee.
> c. If the sub-committee rejects the proposal for further consideration it shall communicate, upon request, written rationale for the denial to the proposing faculty and Chair of the proposing department. The proposal may be submitted for reconsideration if additional supporting data is included in the revised proposal.

5. The Curriculum Committee will review the complete proposal and accompanying recommendation forwarded from the Subcommittee. The Curriculum Committee will either accept or deny the proposed prerequisite or corequisite based on a finding of its necessity and appropriateness. The Curriculum Committee shall institute a standardized form to serve as its written documentation its findings and determination. Any determination by the Curriculum Committee must be by majority vote of a quorum of the Curriculum Committee for the date on which the proposal is to be reviewed.

6. Approval by the Board of Trustees will result in the prerequisite, corequisite or advisory being enforced at the earliest possible date that will not result in inequitable application.

4260.6 Prerequisites Requiring Precollegiate Skills

If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the District shall:

A. Ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

B. Monitor progress on student equity in accordance with CCR Section 54220. Monitoring shall include:

> 1. Conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the State Chancellor

> 2. Where there is a disproportionate impact on any such group of students, the district shall, in consultation within the State Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact. Implementation shall take effect no later than two years from the end of the semester in which disproportionate impact was identified. Upon subsequent review, if the disproportionate impact continues to exist, the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.

4260.7 Implementation of Content Review with Statistical Validation

If the Curriculum Committee, using content review with statistical validation, initially determines that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite Section 4260.4 of this policy, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met.

> A. Finding of Disproportionate Impact
> 1. New Courses – where disproportionate impact is proven to exist outside the parameters of Section 4260.7(B), the prerequisite or corequisite shall be suspended until an implementation plan is established to correct the disproportionate impact. Review of the implementation plan shall be undertaken at least once every six years. Upon subsequent review, if the disproportionate impact continues to exist, the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.

2. Existing Courses – where content review with statistical validation is utilized, no prerequisite or corequisite shall be established until the completion of the substantiating statistical research and no disproportionate impact is proven to exist. Review of the prerequisite for the existence of disproportionate impact shall be undertaken at least once every six years. Upon subsequent review, if a disproportionate impact is found to exist, the prerequisite or corequisite will be suspended until an implementation plan is established and in force.

B. The requirements of Section 4260.7 of this policy related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

1. Colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

2. The district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

a. Review of Disproportionate Impact – where disproportionate impact is found to exist under Section 4260.7(B) and upon subsequent review to be undertaken at least once every six years, if the disproportionate impact continues to exist the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.

C. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

4260.8 Mandated Review Process

All prerequisites, corequisites and advisories must be reviewed to assure they remain necessary and appropriate. This process shall occur at least once each six years, except that prerequisites and corequisites for vocational courses or programs shall be reviewed

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

4260.9 Student Challenge Process

Prerequisite challenge petitions are available in the Admissions and Records office.

A. A prerequisite may be challenged for the following reasons:
1. The prerequisite has not been made reasonably available;
2. The prerequisite was established in violation of regulation, or in violation of District approved processes;
3. The prerequisite is discriminatory or applied in a discriminatory manner; and/or
4. The student has knowledge or ability to succeed in the course despite not meeting the prerequisite.

B. In each case the student must provide documentation to support the challenge. Examples of documentation are transcripts, copies of certificates, proof of knowledge of the required material, etc.

C. The procedure for prerequisite challenge petitions will be adequately published for students:

4260.10 Implementation and Enrollment Management

Whenever a prerequisite or corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite.

A. Other Degree Applicable Courses – the College shall ensure other degree applicable courses are available to students impacted by implementation of prerequisites or corequisites as to prevent enrollment barriers to students.

B. Implementation – the Office of Instruction, in consultation with the Curriculum Committee, shall develop a plan to determine when adopted prerequisites and corequisites shall be made operational.

C. The procedure for prerequisite challenge petitions will be adequately published for students:

4260.10 Implementation and Enrollment Management

Whenever a prerequisite or corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite.

A. Other Degree Applicable Courses – the College shall ensure other degree applicable courses are available to students impacted by implementation of prerequisites or corequisites as to prevent enrollment barriers to students.

B. Implementation – the Office of Instruction, in consultation with the Curriculum Committee, shall develop a plan to determine when adopted prerequisites and corequisites shall be made operational.

4260.11 Satisfaction of Prerequisite

The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

4260.12 Enforcement of Prerequisites, Corequisites, and Limitations on Enrollment

The District shall make every attempt to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to CCR Section 55003, et.seq. Enforcement standards shall be established by or within District Administrative Procedure(s).

A. Faculty

1. Courses for which prerequisites and corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

2. Each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record as required per CCR Section 55002.

4260.13 Publication

Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students, to include the College Catalogue and Schedule of Classes, as well as the course outline of any course for which they are established.

4260.14 Annual Report to Chancellor's Office

By August 1 of each year the District, should it have chosen to established enrollment limitations, shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. The District shall also specify the level of scrutiny, i.e., content review or content review with statistical validation, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

4260.15 Instructor's Formal Agreement to Teach the Course As Described

The District shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation, are established will be taught in accordance with the course outline pursuant to Section CCR Section 55003 et seq.
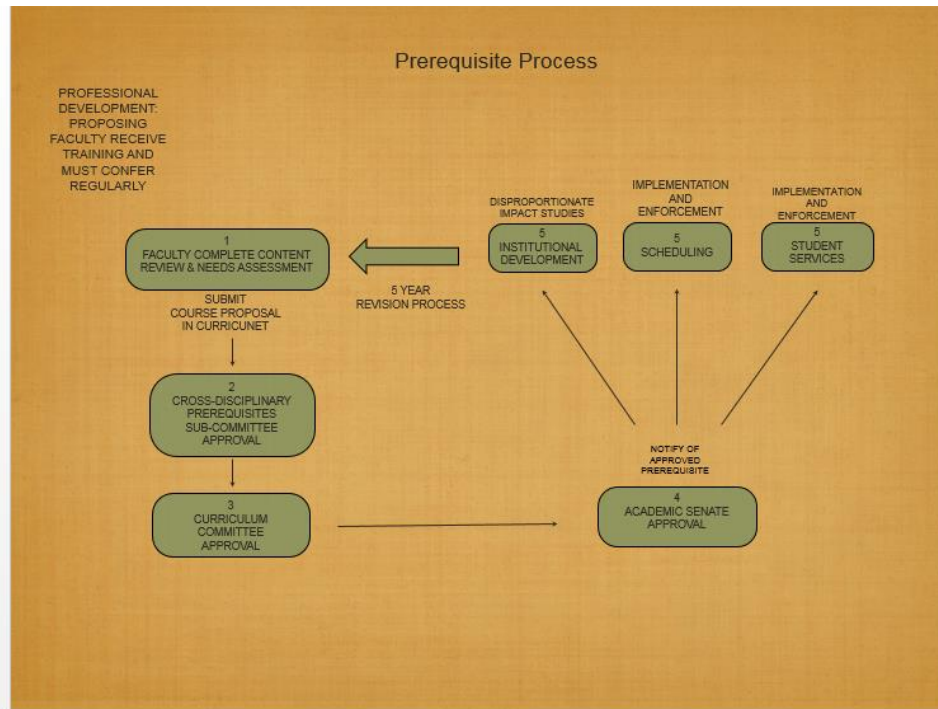
4260.16 Annual Training

The Curriculum Committee and all appropriate sub committees will be trained annually on the appropriate criteria, scrutiny, and documentation required to establish advisories, prerequisites, and corequisites based on CCR Section 55003 *et seq* and District procedures. Training may consist of any local workshops developed by the District but shall include attendance of the annual Curriculum Institute of the Academic Senate for California Community Colleges.

LEVELS OF SCRUTINY

Title 5 outlines different types of limitations on enrollment, which require different levels of scrutiny. The following is a table outlining the most common types of scrutiny. These processes are mandated by law and have always been followed by the Curriculum Committee with the exception of the one highlighted in yellow. It is the only optional type of scrutiny that is allowed by Title 5. It was adopted in 2012 to permit English/Math prerequisites to courses outside of those disciplines. The College of the Canyons Academic Senate decided to allow that option, but the committee cannot use it until BP & AP 4260 is adopted.

Type of limitation on enrollment	Level(s) of scrutiny required	Example
Advisories	Brief content review, examining SLO's, objectives, and/or content	English 101 or 101H for History 101H
Prerequisite/co-requisite – in a sequence within a discipline	Content Review	English 101 for English 102
Prerequisite/co-requisite – outside of discipline not in English or Math	Content review, plus a listing of 3 equivalent UC/CSU courses also requiring the same prerequisite	Chemistry 201 for Engineering 151
Prerequisite/co-requisite – outside of discipline in English or Math	Content review plus: • a listing of 3 equivalent UC/CSU courses also requiring the same prerequisite, *or* • a letter from a 4 year school requiring the prerequisite for articulation, *or* • research and statistical validation, *or* • data collection and analysis	• Math 060 for Chemistry 110 • Math 070 for Biology 107 • English 101 for Honors Sociology 101.
Co-requisite – closely related lecture/lab pairing	Specifically allowed in Title 5. Exempt from content review.	Geography 101 and Geography 101L
Health and Safety	Content review for health and safety plus documentation if mandated by outside agency	Red Cross requirements for KPEA 140 Lifeguard Training
Regulatory Restrictions	May be imposed by either contract or law	Valid RN license for NURSNG 250 Transition into Professional Practice
Audition for performance courses	• Document audition process and collect data for disproportionate impact study, *and* • Alternative courses are available to meet degree/certification requirements •	Audition for THEATR 190A
Cohorts – courses are restricted to a specific group of students	Other sections/courses are available to meet degree/certificate requirements	PACE, learning communities
Honors courses restricted to Honors Program Cohort	Other sections/courses are available to meet degree/certificate requirements	English 101 is available to all students, whereas English 101H is only available to honors students
Assessment test (cut score) within a discipline	Content Review + Test approved by CO + Validated cut-off scores +Multiple Measures +Disproportionate impact study	English 094 or placement via assessment are required to enter English 101

Assessment test (cut score) outside of discipline	Same as when assessment is used within a discipline, plus data collection and analysis	English 094 or placement into English 101 via assessment as prerequisites for History 170
Program prerequisite	Establish for one required course in the program	Anatomy required to enter a program.

Prerequisite Process

PROFESSIONAL DEVELOPMENT: PROPOSING FACULTY RECEIVE TRAINING AND MUST CONFER REGULARLY

1 FACULTY COMPLETE CONTENT REVIEW & NEEDS ASSESSMENT

5 YEAR REVISION PROCESS

SUBMIT COURSE PROPOSAL IN CURRICUNET

2 CROSS-DISCIPLINARY PREREQUISITES SUB-COMMITTEE APPROVAL

3 CURRICULUM COMMITTEE APPROVAL

DISPROPORTIONATE IMPACT STUDIES

5 INSTITUTIONAL DEVELOPMENT

IMPLEMENTATION AND ENFORCEMENT

5 SCHEDULING

IMPLEMENTATION AND ENFORCEMENT

5 STUDENT SERVICES

NOTIFY OF APPROVED PREREQUISITE

4 ACADEMIC SENATE APPROVAL

College of the Canyons
Committee for Assessing Student Learning (CASL) Charter and Membership

Mission Statement

The mission of the Committee for Assessing Student Learning *(a subcommittee of the academic senate)* is to ensure that the college goes through an ongoing, systematic process that clarifies and improves Student Learning Outcomes (SLOs) at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Committee for Assessing Student Learning works with faculty to ensure the methods of assessment of course SLOs and program SLOs are authentic, aligned, and consistent across the college.

The CASL reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committee (OASA).

Scope and Duties

CASL responsibilities include but are not limited to:
- guide and facilitate faculty and staff in implementing outcome and assessment processes;
- support faculty and staff about institutional, program, degree/certificate, course level SLOs; and the processes and timing for establishing and assessing them;
- provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them in SLO alignment, development and authentic assessment;
- assist faculty and staff in analyzing the results of assessment to improve learning and services;
- maintain open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department chairs, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Academic Affairs, and College Planning Team.

Committee Membership

The committee is co-chaired by a SLO Coordinator and appointee of the Academic Senate. Membership includes representatives from Office of Instruction, Professional Development, Curriculum Committee, Program Review Committee, and Institutional Development and one faculty member from each Academic Division:

- Allied Health & Public Safety
- Career Technical Education
- Early Childhood Education

- Fine & Performing Arts
- Humanities
- Learning Resources
- Math, Science & Engineering
- Physical Education & Athletics
- Social Science & Business
- Student Services

If a new academic division is created, it will be immediately entitled to representation within the committee

Voting Rights

Only faculty division representatives are given voting rights. Faculty co-chairs vote only in the event of a tie vote. *Add a quorum here.*

Duties of Membership

1. Attend and fully participate in committee meetings
2. Academic Division Representatives serve as consultants to members of their divisions.
3. Inform and update their division about SLO issues such as (but not limited to):
   a. Processes and timing for establishing and assessing SLO's
   b. Available training, tools, rubrics, models available for SLO development & authentic assessment
   c. Student Learning Outcome reporting deadlines
   d. Assisting with analysis of assessment results
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 the Student Learning Outcome Assessment Reports in the Program Review or CurricUNET Assessment Module prior to meeting
   b. Stay current on ACCJC requirements regarding Student Learning Outcomes and assessment
   c. Be knowledgeable about Student Learning Outcomes, Curriculum, and Program Review policies, procedures, writing standards, resources, forms, and deadline dates

Meetings

Faculty co-chairs will set the Agenda for meetings, which are held twice a month during fall and spring semesters. The first meeting of each semester will be a planning meeting. Additional meetings may be held based on mutual agreement of co-chairs. A summary of committee activities will be reported to the Academic Senate and the Outcomes and Assessments Steering Committee on a regular basis.